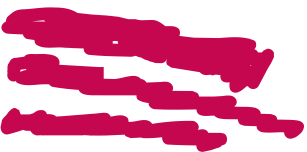


U.S. DEPARTMENT OF EDUCATION

NoChild
LeftBehind



State Education Indicators With a Focus on Title I: 2003-04

State Education Indicators With a Focus on Title I 2003-04

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Report Objectives and Design

State Education Indicators With a Focus on Title I 2003-04 is the ninth in a series of reports designed to provide (1) consistent, reliable indicators to allow analysis of trends for each state over time, (2) high quality, comparable state data, and (3) indicator formats designed for use by a diverse audience. Since its inception, the report has provided two-page state profiles that report the same indicators for each state. This 2003-04 report reflects the second year of the implementation of the *No Child Left Behind Act of 2001*. A full explanation of the indicators and trends included can be found below.

Title I, Part A

Title I, Part A, is the largest single grant program of the U.S. Department of Education, authorized under the *Elementary and Secondary Education Act (ESEA)*. For over 40 years, it has provided funds to states, the District of Columbia, and the outlying territories for additional educational support for the neediest children. In 2004, the \$14 billion program served over 15 million students in nearly all school districts and nearly half of all public schools.

NCLB Accountability Requirements

The *No Child Left Behind Act of 2001 (NCLB)*, which reauthorized the *ESEA*, requires states to develop an accountability system for all students. As part of their accountability system, states must test students in grades 3-8 and once in grades 10-12 in reading (or language arts) and mathematics by 2005-06, although in 2003-04 states were only required to test students once in grades 3-5, 6-9 and 10-12.

Beginning in 2007-08, states will be required to test students in science once in grades 3-5, once in grades 6-9, and once in grades 10-12. States must also track student progress on an "other academic indicator." *NCLB* requires states to use graduation rates as the additional indicator in high schools but allows states to select an other measure for elementary and middle schools. Results on assessments and other academic indicators are reported to parents and the public for all students in a school by student subgroups, race or ethnicity, poverty, gender, and migrant status.

States must set annual targets for school and district performance that lead all students to proficiency on state reading and mathematics assessments by the 2013-14 school year. Schools and districts that do not make adequate yearly progress (AYP) towards this goal for two consecutive years are identified as needing improvement and are subject to increasing levels of interventions designed to improve performance and increase options for students and parents.

After two consecutive years of missing AYP, schools are required to notify parents that in most cases they may choose to enroll their child in another public school in the district, thereby exercising their right to public school choice under *NCLB*. If an identified school misses AYP for a third year, the district is required to provide supplemental educational services to students from low-income families in the school, which may include tutoring or other after-school academic programming provided by public or private organizations or firms.

After a fourth year of missing AYP, a school is subject to corrective action, where the district implements at least one statutorily required strategy to improve

student learning, such as introducing new curricula or replacing staff. After a fifth year of missing AYP, schools begin planning for restructuring and after a sixth year they implement their restructuring plan, which may include replacing all or most of the staff, reopening the school as a charter school or other major reforms. If at any point a school under review makes AYP for two consecutive years, it exits improvement status and is no longer subject to these consequences. The school, however, must continue to demonstrate progress and consistently meet annual performance targets or it will reenter the first stage of improvement after missing AYP for two consecutive years.

It is important to note that the law allows states to establish the rules that determine if schools make AYP: the state designs its statewide assessment system, defines proficiency levels for students, and designates the other academic indicator for schools and districts. Assessments and accountability systems are not necessarily comparable state-to-state.

Guide to State Indicator Profiles

The state profiles in this report contain key indicators for K-12 public education. They focus on the status of each indicator as of the 2003-04 school year, and many indicators also include data for a baseline year for the purpose of analyzing trends over time. The sources section at the end of the publication provides more detailed information and explanations for the indicators. The indicators in each state profile are organized into seven categories.

Districts and Schools

The indicators in this category provide a statewide picture of characteristics of the public K-12 school system as of 2003-04, including the number of districts, public schools, and charter schools in the state. A comparison number from 1993-94 is provided to give a picture of how the state's school systems have changed over time, and to reflect change since the 1994 *ESEA* reauthorization. These data are from the Common Core of Data (CCD), collected from state departments of education by the National Center for Education Statistics (NCES).

Finances

Four financial data elements are included in this report: total current expenditures, including instructional, noninstructional, and support; per-pupil expenditures; sources of funding; and Title I, Part A, allocation. These figures provide a picture of school finances for each state, demonstrating how funding is distributed, as well as the relationship between federal funding allocations and state and local resources. Data are collected from CCD surveys through NCES and the Budget Office of the U. S. Department of Education. 1993-94 data have been adjusted to reflect inflation for 2003-04.

Students

An important aspect of the accountability system requirements under *NCLB* is the disaggregation of student achievement results by student subgroup. This section of the profile reports student enrollment across grades, as well as trends in the student

populations in each state, particularly characteristics of students by race or ethnicity, poverty, disability status, English language proficiency, and migrant status. The bar graph showing counts of public schools by the percentage of students eligible for the free or reduced-price lunch program (i.e., students from low-income families) is useful for reviewing the disaggregated student achievement results reported on the second page of each profile. Data on students in each state are collected from several sources, including NCES, program offices within the U. S. Department of Education, and the National Assessment of Educational Progress (NAEP).

Staff

This section provides information about educators, including the number of teachers and non-teaching staff in each state from data collected by NCES through the CCD. A third data element, the percentage of teachers with a major in the main subject taught, grades 7-12, is reported from results of the Schools and Staffing Survey, a periodic sample survey of teachers and schools conducted by NCES.

The final figure in this section, percentage of core courses taught by highly qualified teachers, 2003-04, was reported by states through the Consolidated State Performance Report. In 2003-04, *NCLB* required that all newly hired teachers in assignments supported with Title I, Part A, funds be "highly qualified," and by 2005-06 all teachers teaching in core academic subjects had to be "highly qualified." *NCLB* provides a framework by which states label teachers as "highly qualified." Since the law requires each state to create its own rubric for evaluating

experienced teachers, these indicators are not comparable across states.

Outcomes

Three measures of student outcomes are reported in the national and state profiles: the high school "event" dropout rate; the averaged freshman graduation rate, a calculation of high school graduation rates; and the college-going rate.

The high school dropout rate is based on the CCD "event rate" that reports the annual percent of students in grades 9-12 that drop out of school. This measure may underestimate the actual number of students that drop out of high school, because it indicates only the percent of students that dropped out of high school within a single year and not the cumulative dropout rate for each student cohort over a lifetime.

An alternate estimate of student attrition, the averaged freshman graduation rate, is reported for comparison purposes. The indicator is a new calculation from NCES. It uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later. While the averaged freshman graduation rate is the best measure of the graduation rate that is currently available, it has several flaws that affect its accuracy and reliability. The calculation for each state is based on local definitions of what constitutes a high school diploma, which vary considerably. For example, this definition may or may not include students graduating with a GED or other alternative credential. The graduation rate also does not take into account student mobil-

ity across districts or states, or into or out of private schools, nor does it include students who repeated a grade in high school or those who graduated early. Another outcome provided is the college-going rate, which measures the percent of high school graduates in a state enrolled in any postsecondary education institution in the fall of the following school year, as reported by NCES.

Finally, this section also includes test results from the National Assessment of Educational Progress (NAEP) in reading and mathematics, which are comparable across states. Prior to the passage of *NCLB*, state participation in NAEP was voluntary and reading and mathematics tests were given in four-year cycles. Under *NCLB*, each state is now required to participate in each two-year cycle of the NAEP, starting with 2002 for reading and 2003 for mathematics. The NAEP for these subjects is administered to a representative sample of students in each state (approximately 2,000 students), producing state-level scores for grades 4 and 8 reading and mathematics. Data for 1994 (reading) and 1996 (mathematics) NAEP are provided in order to show trends, as these years are closest to the 1993-94 baseline used for the remainder of the report.

Statewide Accountability Information

The first column on the second page of each state profile provides a snapshot of state accountability systems for the 2003-04 school year, the second year of *NCLB* implementation. Accountability information is presented for each state, including the name of the state's accountability system, the assessments used, the subjects included for state-level accountability

determinations, and the performance levels used to report student achievement.

This section provides information on accountability goals for one grade in elementary, middle, and high school (the same as the assessment data reported in the second column of the second page of each profile) in reading or language arts (or the state's equivalent) and mathematics. The annual measurable objective (AMO) target provides an indication of how many students in each student group must perform at or above the state-defined proficient level for 2003-04 in order to make adequate yearly progress (AYP) on the state's trajectory toward 100 percent proficiency by 2013-14. The starting point of the trajectory for most states was 2001-02, and the target for 2003-04 is also displayed. The latter number is useful for reviewing the achievement information presented in the second column on the second page.

Accountability results are based on school and district performance against three criteria: disaggregated student assessment results, student participation on state assessments, and performance on the other indicator selected by the state. Any consequences are applied in the following school year. The middle part of this column provides information on school and district performance, including the number that made AYP, the number identified for improvement (due to missing AYP two or more years in a row), and the number that exited school improvement status (after making AYP two years in a row). It is important to note that since it takes two years for schools to exit their improvement status, a school could be counted in the "Made AYP" section and one of the levels of school improvement. Further, schools that "Exited

improvement status" are also counted in the "Made AYP" totals in this section.

Each state chooses its own assessment, sets its own learning standards, and determines the level of proficiency expected of its students. As a result, adequate yearly progress (AYP) results, as well as annual measurable objectives (AMOs) and targets are not comparable from state-to-state. Each state's accountability plan under *NCLB* is reviewed by the U.S. Department of Education. States can annually submit requests for amendments to their accountability plans. Complete information on each state's current accountability plan and decision letters regarding amendments can be viewed online at <http://www.ed.gov/admins/lead/account/stateplans03/index.html>. Summary information on all the state accountability plans and state report cards can be viewed at http://www.ccsso.org/projects/Accountability_Systems.

Student Achievement 2003-04

The second column on page 2 of the profile includes state student assessment information—the name of the state assessment, the subject assessed, and disaggregated results for one grade in elementary, middle, and high school are provided in this section. Due to limited space, the profile does not include all disaggregated scores and grades assessed, though this information is located on the Web site associated with this publication. (See page ii for the address.) However, *NCLB* does require the assessment of all students in grades 3-8 and once in grades 10-12 in reading or language arts and mathematics by 2005-06. For accountability purposes these assessment results are reported in state-defined performance levels by the following categories: all students

and students disaggregated by economic disadvantage, limited English proficiency, disability, migratory status, gender, and race or ethnicity. (While reporting by migrant status and gender is required by *NCLB*, these two indicators are not used in determining AYP.) In the 2003-04 school year, all states reported in all of these accountability reporting categories, according to the guidelines of *NCLB*.

To illustrate recent academic trends, two charts are provided, showing a three-year trend, where available, for the percentage of students achieving at the state's proficient level or above in reading and mathematics for one grade each in elementary, middle school, and high school. The online version of this report features all grades and subjects reported by the state to the U. S. Department of Education in the annual Consolidated State Performance Report.

Nationwide Data

In addition to providing individual state profiles, this report also includes three tables that provide national summary information. Table 1 on page 2 provides a summary of state assessments, the number of levels for which student achievement is reported, and the number of years consistent data is available.

Table 2 on page 4 provides a summary of student performance in elementary and middle schools at the proficient level or higher by state. Table 3 on page 6 provides a summary of student achievement trends for elementary reading or language arts and middle grades mathematics from 1995-96 through 2003-04 for states that have used consistent tests, standards, and performance levels. Finally, Table 4 on page 8 provides a table of links to state reports where disaggregated state reporting data are located.

The Council of Chief State School Officers received valuable contributions from many organizations and individuals in preparing *State Education Indicators With a Focus on Title I 2003-04*. We consider the report a collaborative effort.

We received strong support from chief state school officers, state assessment directors, and state Title I directors for the idea of a 50-state report profiling key statewide education indicators and indicators of progress of Title I programs. States provided excellent cooperation in reporting not only the state assessment data required under Title I but also further details about state assessment systems and student demographics that provide the context for analyzing assessment results. State education staff carefully reviewed the data in the state profiles and provided important suggestions for improving the report, and we thank them for their continued assistance which makes the profiles possible.

Funding support for the State Education Indicators report was provided under a task order from the U.S. Department of Education, Policy and Program Studies Service. We very much appreciate the guidance and assistance provided by staff in the Policy and Program Studies Service, especially Jessica Hausman and Adrienne Hosek, as well as staff from the Office of Elementary and Secondary Education, especially Mary Moran and Chuck Laster. The National Center for Education Statistics provided access to data files from the Common Core of Data, NAEP, and Schools and Staffing Survey, and we particularly thank John Sietsema and Lee Hoffman for their assistance. The database for the state profiles was developed in collaboration with Westat, Inc., and we appreciate the efforts of Beth Sinclair, Nina Blecher, and Babette Gutmann in data collection and project support.

We appreciate the support and encouragement from our Technical Working Group, who contributed significantly to the profile redesign: Dale Carlson, Kerstin LeFloch, Peter Prowda, Pat Roschewski, Lani Seikaly, Beth Sinclair, Robin Taylor, Lee Hoffman, Daphne Kaplan, Joseph McCrary, Mary Moran, and Stephanie Stullich.

The data were proofed by Carla Toye, Nina de las Alas, and Carlise Smith. The state assessment directors, Title I coordinators, and CCD coordinators reviewed the profiles and proofed the state assessment data. The EIMAC subcommittee on assessment, co-chaired by Sally Tiel (Idaho) and Louis Fabrizio (North Carolina), reviewed the design and offered suggestions.



National Summary

Districts and schools

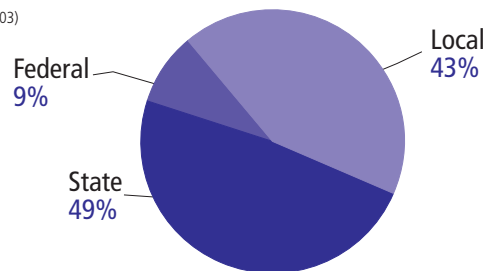
Number of districts[†] (CCD)	1993-94 14,882	2003-04 14,468
Number of public schools[†] (CCD)		
Elementary	50,978	53,583
Middle	14,345	16,362
High	15,715	18,191
Combined	2,703	4,954
Other	1,450	1,234
Total	85,191	94,324
Number of charter schools[†]		3,041

Finances

Total current expenditures 1993-94 (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	2002-03
Instructional	\$181,692,371
Noninstructional	13,633,775
Support	101,515,748
Total	296,841,894
Total	\$239,408,049
	16,142,732
	134,584,221
	390,135,001
Per-pupil expenditures	
	\$6,693
	\$7,954
(CCD, adjusted for inflation to 2002-03)	

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$ 11,688,664,000

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

Students

Public school enrollment[†] (CCD)	1993-94	2003-04
Pre-K	430,152	792,690
K-8	30,855,652	33,566,105
9-12	11,874,057	14,378,630
Total (K-12)	42,729,709	47,944,735

Race/ethnicity

(CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	4	5
Black, non-Hispanic	16	17
Hispanic	13	20
White, non-Hispanic	65	58

Students with disabilities (OSEP)	8%	12%
Total includes only United States and District of Columbia		

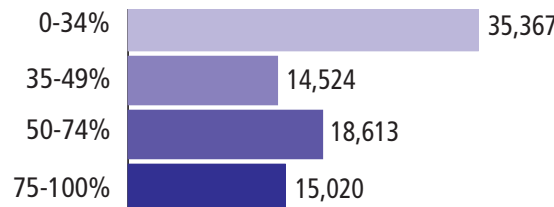
Students with limited English proficiency (ED/NCBE)	7%	12%
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Migrant students (OME)	1%	3%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	24%	27%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 [†] (CCD)	17,666,507
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	
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[†]10,800 schools did not report.

Staff

Number of FTE[†] teachers (CCD)	1993-94	2003-04
Elementary	1,188,518	1,325,917
Middle	473,923	561,227
High	655,858	747,099
Combined	69,097	84,412
Other	29,538	19,970
Total	2,416,933	2,738,625

Number of FTE non-teacher staff [†] (CCD)	
Instructional aides	450,519
Instructional coordinators	31,939
Administrators	170,695
Other	1,676,780
Total	2,329,933

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	78%	70%
Mathematics	72	67
Science	74	75
Social studies	80	78

Percentage of core courses taught by highly qualified teachers, 2003-04[†] (As defined and reported by states, collected by ED)

All schools	90%
High-poverty schools	Only State Data Available
Low-poverty schools	Only State Data Available

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	75	72
College-going rate (IPEDS/NCES)	58	63

NAEP state results (NCES)	
Reading, Grade 4	1994
Proficient level or above	28%
Basic level or above	59
Math, Grade 8	1996
Proficient level or above	23%
Basic level or above	61

[†]Totals include 50 states, and the District of Columbia and Puerto Rico, unless otherwise noted.

Assessments

Table 1: State Assessments, Number of Student Proficiency Levels, and Years of Consistent Assessment Data, 2003-04

State	State assessment*	Number of student proficiency levels	Years of consistent data
Alabama	Alabama Reading and Mathematics Test, Alabama High School Graduation Exam	4	—
Alaska	Alaska Benchmark Exams	4	3
Arizona	Arizona's Instrument to Measure Standards	4	2
Arkansas	Arkansas Benchmark Exams	4	2
California	California Standards Tests, California High School Exit Exam	5	4
Colorado	Colorado Student Assessment Program	4	2
Connecticut	Connecticut Mastery Test	5	5
Delaware	Delaware Student Testing Program	5	5
District of Columbia	Stanford 9	4	2
Florida	Florida Comprehensive Assessment Test	5	4
Georgia	Criterion-Referenced Competency Tests, Georgia High School Graduation Tests	3	5
Hawaii	Hawaii Content and Performance Standards II	4	3
Idaho	Idaho State Achievement Tests	3	2
Illinois	Illinois Standards Achievement Test	4	6
Indiana	Indiana Statewide Testing for Educational Progress Plus	3	4
Iowa	Iowa Tests of Basic Skills, Iowa Tests of Ed. Dev.	3	4
Kansas	Kansas Assessment Program	5	5
Kentucky	Kentucky Core Content Test	4	6
Louisiana	Louisiana Educational Assessment Program	5	4
Maine	Maine Educational Assessment	4	6
Maryland	Maryland School Assessments	3	2
Massachusetts	Massachusetts Comprehensive Assessment System	4	5
Michigan	Michigan Educational Assessment Program	4	8
Minnesota	Minnesota Comprehensive Assessments	5	7
Mississippi	Mississippi Curriculum Test	4	3
Missouri	Missouri Assessment Program	5	7
Montana	Montana Comprehensive Assessment System	4	4
Nebraska	School-based Teacher-led Assessment and Reporting System (STARS)	4	3
Nevada	Nevada Criterion-Referenced Tests	4	3

State	State assessment*	Number of student proficiency levels	Years of consistent data
New Hampshire	New Hampshire Educational Improvement and Assessment Program	4	2
New Jersey	New Jersey Skills and Knowledge Assessment	3	6
New Mexico	New Mexico Standards Based Assessment	4	2
New York	New York State Tests	4	2
North Carolina	North Carolina End of Grade Mathematics/Reading	4	9
North Dakota	North Dakota State Assessment	4	3
Ohio	Ohio Proficiency Test	4	4
Oklahoma	Oklahoma Core Curriculum Tests	4	5
Oregon	Oregon State Assessments	5	4
Pennsylvania	Pennsylvania System of School Assessment	4	4
Puerto Rico	Pruebas Puertorriqueñas de Aprovechamiento Académico	3	2
Rhode Island	New Standards Reference Exam	5	2
South Carolina	Palmetto Achievement Challenge Test	4	6
South Dakota	Dakota State Test of Educational Progress	4	2
Tennessee	Tennessee Achievement Test	3	2
Texas	Texas Assessment of Knowledge and Skills	3	2
Utah	Utah Performance Assessment System for Students	4	2
Vermont	New Standards Reference Examinations	5	2
Virginia	Standards of Learning Assessments	3	7
Washington	Washington Assessment of Student Learning	4	4
West Virginia	WESTEST	5	—
Wisconsin	Wisconsin Knowledge and Concepts Examinations	4	6
Wyoming	Wyoming Comprehensive Assessment System	4	3
Nation (50 states plus the District of Columbia and Puerto Rico)		3 levels: 9 states 4 levels: 30 states 5+ levels: 12 states	2-3 years: 23 states 4-6 years: 22 states More than 6 years: 5 states

*More information on assessments can be found in state profiles beginning on page 14.

State Assessment; Student Achievement Levels; Years of Consistent Data Source: State assessment results submitted in the *Consolidated State Performance Report*, Section B, 2003-04, and follow-up by CCSSO, *State Education Accountability Reports and Indicator Reports: Status of Reports Across the States*, 2003.

Note: The column showing “Years of Consistent Data” indicates the number of years that the state had a consistent test in the same grades and a consistent definition of proficient in at least one subject and grade included in this report. See state profiles beginning on page 14 for more details. In states with separate years of consistent data by subject, the highest number of years of consistent data was used for the national total.

Summary of student performance 2003-04

Table 2: Percentage of Students Achieving At or Above Each State's Proficient Level, by Grade Level, in Reading and Mathematics, 2003-04

State	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		High school	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Alabama	—	—	77%	72%	—	—	82%	56%	—	—	58%	—	87% [†]	78% [†]
Alaska	74%	72%	71%	65%	71%	65%	70%	65%	70%	65%	68%	64%	70%	67%
Arizona	64%	57%	—	—	47%	43%	—	—	—	—	46%	25%	60%	40%
Arkansas	—	—	68%	64%	—	—	41%	40%	—	—	51%	31%	45%	53%
California	31%	49%	40%	45%	41%	38%	36%	35%	37%	33%	33%	29%	49%	45%
Colorado	93%	—	89%	—	89%	89%	89%	83%	86%	78%	87%	71%	88% [*]	63% [*]
Connecticut	—	—	69%	80%	—	—	74%	82%	—	—	77%	77%	79%	76%
Delaware	82%	78%	—	—	85%	75%	—	—	—	—	71%	50%	71% [*]	53% [*]
District of Columbia	47%	59%	43%	52%	43%	50%	46%	55%	36%	39%	40%	38%	23%	35%
Florida	66%	64%	70%	64%	59%	53%	55%	46%	53%	50%	45%	57%	34% [*]	62% [*]
Georgia	89%	89%	81%	76%	85%	83%	76%	73%	84%	77%	83%	73%	93%	92%
Hawaii	47%	27%	—	—	50%	23%	—	—	—	—	39%	20%	43%	21%
Idaho	87%	86%	82%	84%	—	—	—	—	74%	69%	82%	66%	78% [*]	71% [*]
Illinois	65%	79%	—	—	59%	69%	—	—	—	—	67%	54%	57% [†]	52% [†]
Indiana	74%	71%	—	—	—	—	69%	72%	—	—	65%	71%	69%	67%
Iowa	—	—	77%	77%	—	—	—	—	—	—	69%	72%	77%	79%
Kansas	—	—	—	80%	71%	—	—	—	—	64%	74%	—	61% [†]	49% [†]
Kentucky	—	—	67%	—	—	48%	—	—	60%	—	—	33%	34%	37%
Louisiana	—	—	63%	63%	—	—	—	—	—	—	50%	60%	61%	62%
Maine	—	—	50%	32%	—	—	—	—	—	—	37%	22%	48%	25%
Maryland	71%	72%	75%	70%	68%	63%	68%	50%	61%	50%	64%	46%	66%	48%
Massachusetts	64%	—	56%	43%	—	—	—	43%	69%	—	—	39%	63%	58%
Michigan	—	—	62%	71%	—	—	—	—	55%	—	—	61%	62%	51%
Minnesota	73%	70%	—	—	76%	74%	—	—	70%	67%	—	—	78%	70%
Mississippi	84%	93%	88%	80%	86%	68%	77%	71%	63%	54%	62%	60%	39%	55%
Missouri	35%	—	—	40%	—	—	—	—	32%	—	—	14%	23%	15%

KEY: * = High school grade 10
 † = High school grade 11
 †† = High school grade 12
 — = Not applicable

State	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		High school	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Montana	–	–	66%	45%	–	–	–	–	–	–	58%	64%	63% [†]	60% [†]
Nebraska	–	–	85%	87%	–	–	–	–	–	–	83%	81%	81%	76%
Nevada	45%	45%	40%	–	44%	50%	–	–	–	–	50%	48%	77%	58%
New Hampshire	73%	84%	–	–	–	–	74%	72%	–	–	–	–	78%	65%
New Jersey	79%	77%	82%	72%	–	–	–	–	–	–	72%	62%	82%	70%
New Mexico	–	–	49%	55%	–	–	–	–	–	–	56%	49%	55% [*]	46% [*]
New York**														
North Carolina	82%	88%	83%	93%	88%	92%	80%	89%	85%	84%	88%	84%	66%	71%
North Dakota	–	–	81%	65%	–	–	–	–	–	–	72%	46%	54%	37%
Ohio	–	–	71%	66%	–	–	65%	66%	–	–	–	–	79%	68%
Oklahoma	56%	55%	–	–	66%	71%	–	–	–	–	73%	69%	54%	23%
Oregon	82%	81%	–	–	76%	78%	–	–	–	–	59%	59%	50%	42%
Pennsylvania	–	–	–	–	63%	62%	–	–	–	–	69%	58%	61% [†]	49% [†]
Puerto Rico	50%	60%	53%	56%	54%	34%	45%	53%	31%	39%	30%	35%	43% [†]	33% [†]
Rhode Island	–	–	67%	51%	–	–	–	–	–	–	52%	39%	53%	44%
South Carolina	36%	30%	38%	36%	27%	32%	29%	38%	25%	32%	26%	22%	58%	52%
South Dakota	78%	74%	87%	78%	77%	74%	77%	65%	72%	66%	78%	66%	73% [†]	73% [†]
Tennessee	84%	81%	81%	80%	83%	84%	81%	80%	80%	80%	81%	83%	87%	74%
Texas	90%	94%	85%	85%	79%	81%	86%	77%	83%	80%	89%	66%	82% [*]	67% [†]
Utah	76%	74%	76%	77%	76%	72%	76%	72%	79%	76%	77%	70%	75% [*]	64% [†]
Vermont	–	–	82%	75%	–	–	–	–	–	–	69%	73%	52% [*]	64% [†]
Virginia	71%	87%	–	–	85%	78%	–	–	–	–	72%	80%	89% [†]	84% [†]
Washington	–	–	74%	60%	–	–	–	–	61%	46%	–	–	65%	44%
West Virginia	77%	72%	73%	69%	76%	71%	78%	63%	79%	65%	80%	69%	77%	64%
Wisconsin	85%	–	81%	73%	–	–	–	–	–	–	79%	65%	69% [*]	69% [*]
Wyoming	–	–	44%	39%	–	–	–	–	–	–	51%	41%	57% [†]	45% [†]

*More information on assessments can be found in state profiles beginning on page 14.

**New York reports data in a proficiency index. See the state profile for more information.

Student achievement trends

Table 3: Trends in the Percentage of Students Achieving At or Above Each State's Proficient Level, in Elementary Reading or Language Arts and in Middle Grades Mathematics, 1996 to 2004

State	Test	State term for Proficient**	Subject	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004
Alaska	Alaska Benchmark Exams	Proficient	Reading	3	–	–	–	–	–	–	75%	74%	74%
			Mathematics	8	–	–	–	–	–	–	–	40%	64%
Arizona	Ariz. Inst. to Measure Standards	Meets the standard	Reading	3	–	–	–	–	–	–	–	64%	64%
			Mathematics	8	–	–	–	–	–	–	–	–	18%
Arkansas	Arkansas Benchmark Exams	Proficient	Reading	4	–	–	–	–	–	–	–	61%	68%
			Mathematics	8	–	–	–	–	–	–	–	–	22%
California	California Standards Tests	Proficient	English or Language Arts	4	–	–	–	–	–	33%	36%	39%	40%
			Mathematics	8	–	–	–	–	–	–	–	–	29%
Colorado	Colo. Student Assessment Program	Proficient	Reading or Language Arts	4	–	–	–	–	–	–	–	87%	89%
			Mathematics	8	–	–	–	–	–	–	–	–	69%
Connecticut	Connecticut Mastery Test	Proficient	Reading or Language Arts	4	–	–	–	–	71%	71%	69%	69%	69%
			Mathematics	8	–	–	–	–	77%	76%	77%	77%	77%
Delaware	Delaware Student Testing Program	Meets the Standard	Reading	3	–	–	–	–	77%	75%	80%	79%	82%
			Mathematics	8	–	–	–	36%	41%	43%	48%	47%	50%
D. C.	Stanford 9	Proficient	Reading	4	–	–	–	–	–	–	–	46%	43%
			Mathematics	8	–	–	–	–	–	–	–	–	40%
Florida	Florida Comp. Assessment Test	Level 4	Reading	4	–	–	–	–	–	–	55%	61%	70%
			Mathematics	8	–	–	–	–	–	–	–	53%	57%
Georgia	Criterion-Referenced Comp. Test	Meets Standard	Reading	4	–	–	–	–	65%	74%	77%	81%	81%
			Mathematics	8	–	–	–	–	54%	58%	65%	67%	73%
Hawaii	Hawaii Content and Perf. Standards II	Meets Proficiency	Reading	3	–	–	–	–	–	–	61%	43%	47%
			Mathematics	8	–	–	–	–	–	–	–	52%	17%
Idaho	Idaho State Achievement Test	Proficient	Reading	4	–	–	–	–	–	–	–	75%	82%
			Mathematics	8	–	–	–	–	–	–	–	–	53%
Illinois	Illinois Standards Achiev. Test	Meets Standards	Reading	3	–	–	–	61%	62%	62%	63%	60%	65%
			Mathematics	8	–	–	–	43%	47%	50%	52%	52%	54%
Indiana	Ind. Statewide Testing for Ed. Prog. Plus	Pass	English or Language Arts	3	–	–	–	–	–	–	66%	72%	74%
			Mathematics	8	–	–	–	–	–	–	–	66%	66%

State	Test	State term for Proficient**	Subject	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004
Iowa	Iowa Tests of Basic Skills	Proficient	Reading	4	–	–	–	–	–	68%	69%	76%	77%
			Mathematics	8	–	–	–	–	–	74%	73%	72%	72%
Kansas	Kansas Assessment Program	Proficient	Reading	5	–	–	–	–	62%	63%	63%	69%	71%
			Mathematics	7	–	–	–	–	53%	57%	56%	60%	64%
Kentucky	Kentucky Core Content Test	Proficient	Reading	4	–	–	–	32%	57%	58%	60%	62%	67%
			Mathematics	8	–	–	–	33%	25%	27%	26%	31%	33%
Louisiana	Louisiana Ed. Assess. Program	Basic	Reading	4	–	–	–	–	–	–	57%	61%	63%
			Mathematics	8	–	–	–	–	–	–	41%	52%	60%
Maine	Maine Educational Assessment	Meets the Standard	Reading	4	–	–	–	47%	45%	51%	49%	49%	50%
			Mathematics	8	–	–	–	19%	21%	20%	21%	18%	22%
Maryland	Maryland School Assessments	Proficient	Reading	3	–	–	–	–	–	–	–	58%	71%
			Mathematics	8	–	–	–	–	–	–	–	40%	46%
Massachusetts	Mass. Comprehensive Assmt. System	Proficient	English or Language Arts	4	–	–	–	–	20%	51%	54%	56%	56%
			Mathematics	8	–	–	–	–	34%	34%	34%	37%	39%
Michigan	Mich. Educational Assmt. Program	Met Expectations	Reading or Language Arts	4	–	49%	59%	59%	58%	60%	57%	66%	62%
			Mathematics	8	–	–	–	–	–	–	53%	54%	61%
Minnesota	Minn. Comprehensive Assessments	Level 4	Reading	3	–	–	–	–	–	–	49%	76%	73%
Mississippi	Mississippi Curriculum Test	Proficient	Reading	4	–	–	–	–	–	–	84%	87%	88%
			Mathematics	8	–	–	–	–	–	–	45%	48%	60%
Missouri	Missouri Assessment Program	Proficient	Communication Arts	3	–	–	–	29%	32%	32%	36%	34%	35%
			Mathematics	8	–	–	13%	11%	14%	14%	14%	14%	14%
Montana	Mont. Comprehensive Assmt. System	Proficient	Reading	4	–	–	–	–	–	79%	73%	77%	66%
			Mathematics	8	–	–	–	–	–	69%	68%	70%	64%
Nebraska	School-based Teacher-led Assessment	Proficient	Reading	4	–	–	–	–	–	–	62%	83%	85%
			Mathematics	8	–	–	–	–	–	–	72%	75%	81%
Nevada	Nevada Criterion Reference Tests	Meets Standard	Reading	3	–	–	–	–	–	–	51%	51%	45%
New Hampshire	New Hampshire Ed. Impr. Assmt. Prog.	Proficient	Reading	3	–	–	–	–	–	–	–	77%	73%
			Mathematics	6	–	–	–	–	–	–	–	74%	72%
New Jersey	N. J. Skills and Knowledge Assessment	Proficient	Language Arts Literacy	4	–	–	–	57%	55%	79%	79%	78%	82%
			Mathematics	8	–	–	–	62%	60%	62%	58%	57%	62%

State	Test	State term for Proficient**	Subject	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004
North Carolina	N. C. End of Grade/Course Test	Level III	Reading	4	69%	68%	71%	71%	72%	74%	77%	81%	83%
			Mathematics	8	68%	69%	76%	78%	80%	80%	83%	82%	84%
North Dakota	North Dakota State Assessment	Proficient	Reading	4	–	–	–	–	–	–	74%	74%	81%
			Mathematics	8	–	–	–	–	–	–	42%	44%	46%
Ohio	Ohio Proficiency Test	Proficient	Reading	4	–	–	–	–	–	56%	66%	66%	71%
			Mathematics	6	–	–	–	–	–	61%	59%	53%	66%
Oklahoma	Oklahoma Core Curriculum Test	Satisfactory	Reading	5	–	–	–	–	68%	66%	63%	65%	66%
			Mathematics	8	–	–	–	–	65%	63%	64%	65%	69%
Oregon	Oregon State Assessments	Meets Standard	Reading	3	–	–	–	–	–	84%	85%	83%	82%
			Mathematics	8	–	–	–	–	–	55%	58%	59%	59%
Pennsylvania	Penn. System of School Assmts.	Proficient	Reading	5	–	–	–	–	–	56%	57%	58%	63%
			Mathematics	8	–	–	–	–	–	51%	52%	51%	58%
Puerto Rico	PPAA	Proficient	Reading	3	–	–	–	–	–	–	–	53%	50%
			Mathematics	8	–	–	–	–	–	–	–	35%	35%
Rhode Island	New Standards Reference Exam	Achieved the standard	English Language Arts	4	–	–	–	–	–	–	–	62%	67%
			Mathematics	8	–	–	–	–	–	–	–	34%	39%
South Carolina	Palmetto Achiev. Challenge Test	Proficient	English Language Arts	4	–	–	–	29%	37%	37%	34%	32%	38%
			Mathematics	8	–	–	–	15%	20%	18%	19%	19%	22%
South Dakota	Dakota State Test of Ed. Progress	Proficient	Reading	4	–	–	–	–	–	–	–	85%	87%
			Mathematics	8	–	–	–	–	–	–	–	55%	66%
Tennessee	Tennessee Achievement Test	Proficient	Reading or Language arts	3	–	–	–	–	–	–	–	81%	84%
			Mathematics	8	–	–	–	–	–	–	–	79%	83%
Texas	Texas Assmt. of Knowledge and Skills	Met the Standard	Reading	4	–	–	–	–	–	–	–	86%	85%
			Mathematics	8	–	–	–	–	–	–	–	73%	66%
Utah	Utah Perform. Assmt. Sys. for Students	Sufficient	Language arts	4	–	–	–	–	–	–	80%	79%	76%
			Mathematics	8	–	–	–	–	–	–	–	73%	70%

State	Test	State term for Proficient**	Subject	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004
Vermont	New Standards Reference Exams	Achieve the Standard	English & language arts	4	–	–	–	–	–	–	–	81%	82%
			Mathematics	8	–	–	–	–	–	–	–	–	67%
Virginia	Standards of Learning	Pass/Proficient	English	3	–	–	54%	61%	61%	64%	71%	72%	71%
			Mathematics	8	–	–	–	–	61%	68%	70%	75%	80%
Washington	Wash. Assmt. of Student Learning	Level 3	Reading	4	–	–	–	–	–	67%	66%	67%	74%
			Mathematics	7	–	–	–	–	–	27%	30%	37%	46%
Wisconsin	Wis. Knowl. and Concepts Exam.	Proficient	Reading	4	–	–	–	81%	78%	78%	79%	81%	81%
			Mathematics	8	–	–	–	43%	42%	39%	44%	73%	65%
Wyoming	Wyo. Comprehensive Assmt. System	Proficient	English language arts	4	–	–	–	–	–	–	44%	41%	44%
			Mathematics	8	–	–	–	–	–	–	33%	35%	41%

*Note: "Trend" indicates at least one subject and grade in the state has had a consistent test, definitions of proficient, and grade tested across the years reported.

**More information on assessments can be found in state profiles beginning on page 14.

State report cards

Table 4: Links to State Report Cards for More Information on Student Accountability and Assessment

State	Web link
Alabama	ftp://ftp.alsde.edu/documents/ReportCards/2003-2004/000.pdf
Alaska	http://www.eed.state.ak.us/reportcard/2003-2004/2State%20Report%20Card/2003-2004%20Report%20Card.pdf
Arizona	http://www.ade.az.gov/srcs/statereportcards/reportcard03-04.pdf
Arkansas	http://www.as-is.org/reportcard/
California	http://www.cde.ca.gov/ta/ac/sc/documents/reportcard0304.pdf
Colorado	http://www.cde.state.co.us/FedPrograms/Reports/download/NCLBRptCrd/NCLBRprtCrds0304.pdf
Connecticut	http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/index.htm
Delaware	http://www.doe.k12.de.us/files/pdf/de_edreportcard200304.pdf
District of Columbia	http://silicon.k12.dc.us/NCLB/reportcards.asp
Florida	http://schoolgrades.fldoe.org
Georgia	http://reportcard.gaosa.org/yr2004/psc/
Hawaii	http://arch.k12.hi.us/PDFs/nclb/2004/AllSch37Cell_110104.pdf
Idaho	http://www.sde.idaho.gov/ipd/reportcard/SchoolReportCard.asp
Illinois	http://webprod1.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
Indiana	http://mustang.doe.state.in.us/AP/ayp2004state.cfm
Iowa	http://www.state.ia.us/educate/stateboard/doc/pocketcard03.pdf
Kansas	http://www.ksde.org/accountability/accountability_report_2003_2004.pdf
Kentucky	http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/CTBS+5+Reports/default.htm
Louisiana	http://www.doe.state.la.us/lde/pair/1989.asp
Maine	http://www.state.me.us/education/nclb/reportcard/index.html
Maryland	http://mdreportcard.org/
Massachusetts	http://profiles.doe.mass.edu/staterc/
Michigan	http://www.michigan.gov/documents/State_Report_Card_2003-04_120358_7.doc
Minnesota	http://education.state.mn.us/ReportCard2005/
Mississippi	http://www.mde.k12.ms.us/Account/RC4B/RC03-04.pdf
Missouri	http://dese.mo.gov/schooldata/AnRept04.pdf
Montana	http://www.opi.state.mt.us/ReportCard/Index.html

State	Web link
Nebraska	http://reportcard.nde.state.ne.us/20032004/Main/Home.asp
Nevada	http://www.nevadareportcard.com/
New Hampshire	http://www.ed.state.nh.us/education/doe/organization/curriculum/Assessment/materials04.htm
New Jersey	http://education.state.nj.us/rc/2004/index.html
New Mexico	http://sde.state.nm.us/div/acc.assess/accountability/ayp2004.html
New York	http://www.emsc.nysed.gov/repocrd2004/home.shtml
North Carolina	http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2003-2004
North Dakota	http://www.dpi.state.nd.us/dpi/reports/profile/0304/ProfileDistrict/99999.pdf
Ohio	http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1266
Oklahoma	http://apps.sde.state.ok.us/apireports/default.html
Oregon	http://www.ode.state.or.us/data/annreportcard/rptcard2004.pdf
Pennsylvania	http://www.pde.state.pa.us/pas/lib/pas/2004StateReportCard1_27_05.pdf
Puerto Rico	Not available
Rhode Island	http://www.infoworks.ride.uri.edu/2004/state/default.asp
South Carolina	http://ed.sc.gov/topics/researchandstats/schoolreportcard/2004/default.cfm
South Dakota	https://sis.ddncampus.net:8081/nclb/portal/portal.xsl?&extractID=5
Tennessee	http://www.k-12.state.tn.us/rptcrd04
Texas	http://www.tea.state.tx.us/perfreport/src/2004/campus.srch.html
Utah	http://u-pass.schools.utah.gov/u-passweb/UpassServlet
Vermont	http://crs.uvm.edu/schlprt
Virginia	https://p1pe.doe.virginia.gov/reportcard/
Washington	http://reportcard.ospi.k12.wa.us/summary.aspx
West Virginia	http://wveis.k12.wv.us/nclb/public04/nclbmenu.cfm
Wisconsin	http://www2.dpi.state.wi.us/wsas/default.asp
Wyoming	https://wdesecure.k12.wy.us/stats/wde.esc.show_menu

STATE PROFILES

Districts and schools

Number of districts (CCD)	1993-94	2003-04
	127	130

Number of public schools (CCD)	1993-94	2003-04
Elementary	664	718
Middle	218	247
High	246	280
Combined	155	139
Other	11	5
Total	1,294	1,389

Number of charter schools (CCD) -

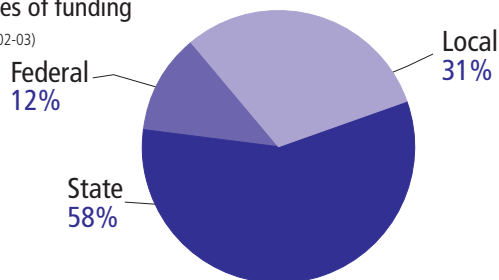
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,238,867	\$2,818,526
Noninstructional	283,083	317,780
Support	1,058,185	1,521,337
Total	3,580,135	4,657,643

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$4,875	\$6,300

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$177,362,455

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	n/a	1,852
K-8	523,926	523,064
9-12	203,073	205,907
Total (K-12)	726,999	728,971

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	1
Black, non-Hispanic	36	36
Hispanic	*	2
White, non-Hispanic	62	60

Students with disabilities (OSEP) 12% 11%

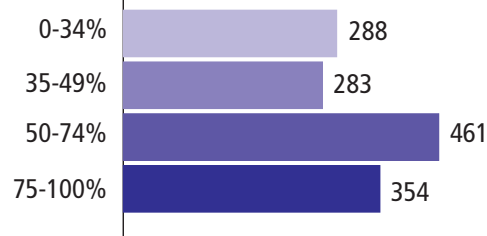
Students with limited English proficiency (NCELA) * 2%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 20% 2003 17%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 369,289

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]3 schools did not report.

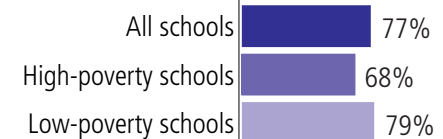
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	18,641	22,735
Middle	6,491	8,227
High	9,761	11,519
Combined	5,949	4,671
Other	274	146
Total	41,116	47,298

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	3,897	6,240
Instructional coordinators	393	698
Administrators	2,384	4,797
Other	31,246	30,787
Total	37,920	42,522

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	75%	63%
Mathematics	89	83
Science	73	78
Social studies	80	69

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	6%	4%
Avg. freshman graduation rate (NCES)	64	64
College-going rate (IPEDS/NCES)	64	58

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	23%	22%
Basic level or above	52	52
Math, Grade 8		
Proficient level or above	12%	15%
Basic level or above	45	53

Statewide Accountability Information

See Appendix B for Alabama's definitions of proficient for reading and mathematics for grades 4, 8, and 11.

See <http://www.alsde.edu/html/reports1.asp?systemcode=000&schoolcode=0000> for more details on the statewide accountability system.

State assessment for NCLB accountability: Alabama Reading and Mathematics Test and Alabama High School Graduation Exam

State student achievement levels: Not meeting standard, Partially meeting standard, Meeting standard, Exceeding standard

NCLB Accountability Goals

2003-04 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	68%	68%
	Mathematics	61	61
Grade 8	Reading	43	43
	Mathematics	–	–
Grade 11	Reading	81	81
	Mathematics	68	68

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	212 (25%)	319 (23%)	0
Identified for improvement:			
Year 1	35 (4%)	35 (*)	0
Year 2	0	0	0
Corrective action	7 (*)	7 (*)	0
Restructuring	37 (4%)	37 (3%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	At or progress toward 95%.	Met
Middle school indicator: Attendance	At or progress toward 95%.	Met
High school indicator: Dropout rate	Less than 10% or progress toward goal.	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	740	3%
Supplemental educational services:	1,616	26%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

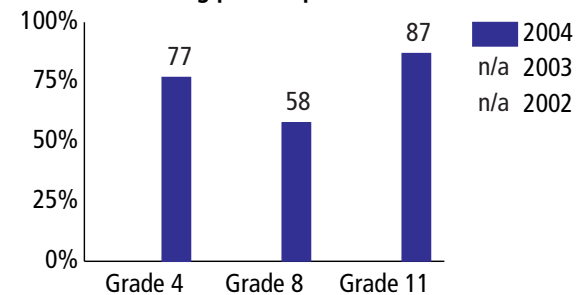
Student Achievement 2003-04

Alabama Reading and Mathematics Test, Alabama High School Graduation Exam, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	77%	58%	87%
Economically disadvantaged students	68	42	78
Migrant students	57	40	68
Students with disabilities	31	13	38
Students with limited English proficiency	47	20	44
Black, non-Hispanic	65	39	78
Hispanic students	61	43	74
White, non-Hispanic	85	68	92

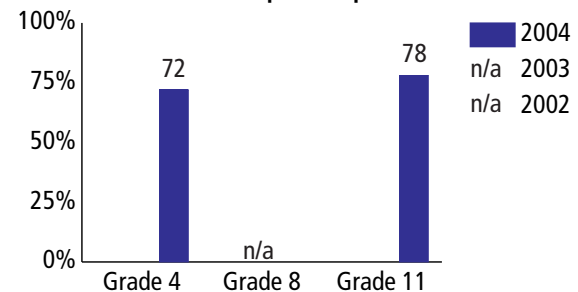
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	72%	n/a	78%
Economically disadvantaged students	62	n/a	66
Migrant students	63	n/a	53
Students with disabilities	31	n/a	27
Students with limited English proficiency	53	n/a	59
Black, non-Hispanic	58	n/a	65
Hispanic students	61	n/a	72
White, non-Hispanic	81	n/a	85

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

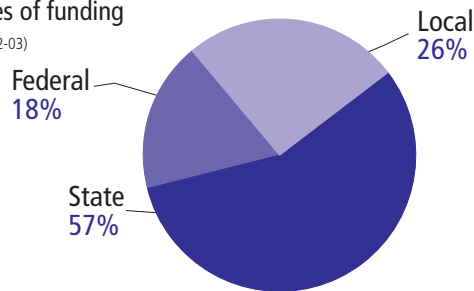
Number of districts (CCD)	1993-94	2003-04
	56	53
Number of public schools (CCD)		
Elementary	175	175
Middle	31	34
High	70	63
Combined	204	227
Other	3	1
Total	483	500
Number of charter schools (CCD)		
		19

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$659,016	\$771,237
Noninstructional	39,497	44,661
Support	578,891	510,329
Total	1,277,404	1,326,227
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$10,143	\$9,870

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) **\$30,431,327**

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	2,587	1,883
K-8	90,463	91,812
9-12	32,314	40,238
Total (K-12)	122,777	132,050

Race/ethnicity (CCD)		
American Indian/Alaskan Native	23%	26%
Asian/Pacific Islander	4	7
Black, non-Hispanic	5	5
Hispanic	2	4
White, non-Hispanic	65	59

Students with disabilities (OSEP) 12% 12%

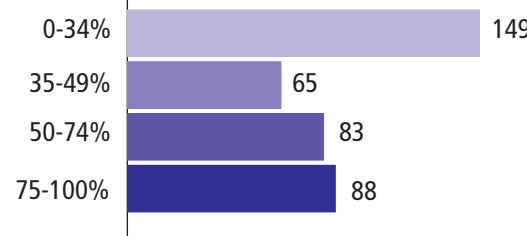
Students with limited English proficiency (NCELA) 22% 16%

Migrant students (OME) 14% 10%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 26% -

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 36,516

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*115 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	3,067	3,299
Middle	756	987
High	1,546	1,706
Combined	1,192	1,604
Other	17	13
Total	6,578	7,609

Number of FTE non-teacher staff (CCD)		
Instructional aides	2,146	2,118
Instructional coordinators	102	160
Administrators	603	1,088
Other	5,362	5,376
Total	8,213	8,742

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	84%	64%
Mathematics	50	57
Science	79	77
Social studies	66	73

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)

All schools	13%
High-poverty schools	Data Not Available
Low-poverty schools	Data Not Available

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	8%
Avg. freshman graduation rate (NCES)	74%	68
College-going rate (IPEDS/NCES)	37	44

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	n/a	26%
Basic level or above	n/a	57
Math, Grade 8	1996	2005
Proficient level or above	30%	29%
Basic level or above	68	69

Statewide Accountability Information

See Appendix B for Alaska's definitions of proficient for reading and mathematics for grades 3, 8, and HS.
See <http://www.eed.state.ak.us/stats/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Alaska Benchmark Exams, High School Qualifying Exam

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

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 3	Reading	64.03%	64.03%
	Mathematics	54.86	54.86
Grade 8	Reading	64.03	64.03
	Mathematics	54.86	54.86
High school	Reading	64.03	64.03
	Mathematics	54.86	54.86

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	172 (57%)	292 (59%)	21 (40%)
Identified for improvement:			
Year 1	68 (23%)	122 (25%)	25 (46%)
Year 2	40 (13%)	41 (8%)	4 (7%)
Corrective action	8 (3%)	8 (2%)	2 (4%)
Restructuring	8 (3%)	8 (2%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Average daily attendance.	85%	Met
Middle school indicator: Average daily attendance.	85%	Met
High school indicator: Graduation rate.	55.58%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	26	*
Supplemental educational services:	475	7%

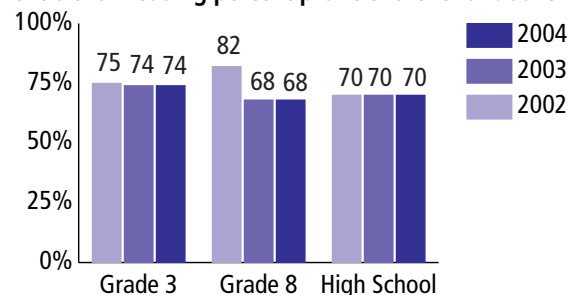
Student Achievement 2003-04

Alaska Benchmark Exams, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	74%	68%	70%
Economically disadvantaged students	60	48	47
Migrant students	53	44	69
Students with disabilities	44	25	29
Students with limited English proficiency	45	32	46
Black, non-Hispanic	71	55	58
Hispanic students	69	61	61
White, non-Hispanic	84	80	82

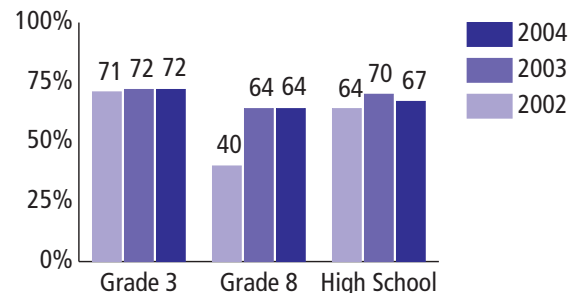
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	72%	64%	67%
Economically disadvantaged students	59	45	47
Migrant students	54	48	55
Students with disabilities	51	20	23
Students with limited English proficiency	50	36	38
Black, non-Hispanic	61	47	44
Hispanic students	68	56	53
White, non-Hispanic	82	74	76

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

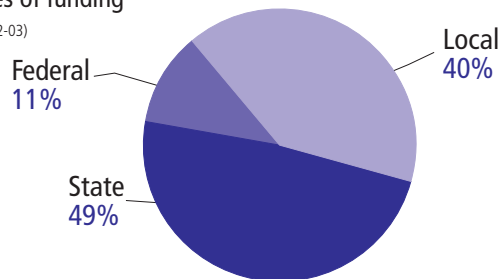
Number of districts (CCD)	1993-94	2003-04
	228	322
Number of public schools (CCD)		
Elementary	720	1,066
Middle	193	250
High	176	446
Combined	12	140
Other	11	29
Total	1,112	1,931
Number of charter schools (CCD)		
		486

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,141,172	\$3,530,858
Noninstructional	242,538	277,836
Support	1,325,873	2,083,533
Total	3,709,583	5,892,227
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$5,229	\$6,282

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$187,860,284

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	3,211	9,376
K-8	518,825	689,807
9-12	184,203	307,272
Total (K-12)	703,028	997,079

Race/ethnicity (CCD)		
American Indian/Alaskan Native	7%	7%
Asian/Pacific Islander	2	2
Black, non-Hispanic	4	5
Hispanic	28	37
White, non-Hispanic	60	49

Students with disabilities (OSEP) 9% 10%

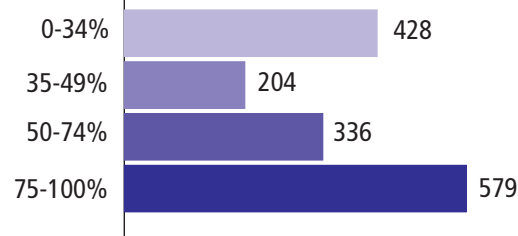
Students with limited English proficiency (NCELA) 12% 14%

Migrant students (OME) 2% 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
26% 22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 456,157

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*384 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	20,216	26,746
Middle	6,608	8,119
High	8,926	11,761
Combined	87	391
Other	49	157
Total	35,886	47,174

Number of FTE non-teacher staff (CCD)		
Instructional aides	9,519	13,438
Instructional coordinators	180	183
Administrators	2,040	2,664
Other	25,447	32,549
Total	37,186	48,834

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	65%	52%
Mathematics	61	49
Science	73	66
Social studies	65	75

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	14%	11%
Avg. freshman graduation rate (NCES)	72	74
College-going rate (IPEDS/NCES)	44	50

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	24%	24%
Basic level or above	52	52
Math, Grade 8	1996	2005
Proficient level or above	18%	26%
Basic level or above	57	64

Statewide Accountability Information

See Appendix B for Arizona's definitions of proficient for reading and mathematics for grades 3, 8, and HS.

See <http://www.ade.az.gov/researchpolicy/srcs.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Arizona Instrument to Measure Standards
State student achievement levels: Approaches the Standard, Falling Far below the Standard, Meets the Standard, Exceeding the Standard

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 3	Reading	44%	44%
	Mathematics	32	32
Grade 8	Reading	31	31
	Mathematics	7	7
High school	Reading	23	23
	Mathematics	10	10

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	787 (73%)	1,449 (83%)	370 (65%)
Identified for improvement:			
Year 1	66 (6%)	66 (4%)	73 (13%)
Year 2	20 (2%)	20 (1%)	0
Corrective action	37 (3%)	37 (2%)	0
Restructuring	12 (1%)	12 (1%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	101 (9%)	101 (6%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 94%	Met
Middle school indicator: Attendance	Meet or exceed 94%	Met
High school indicator: Graduation rate	Meet or exceed 71%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	149	*
Supplemental educational services:	2,815	4%

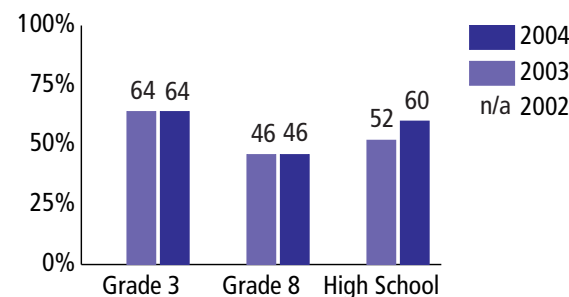
Student Achievement 2003-04

Arizona Instrument to Measure Standards, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	64%	46%	60%
Economically disadvantaged students	-	-	-
Migrant students	33	18	18
Students with disabilities	37	13	20
Students with limited English proficiency	34	12	12
Black, non-Hispanic	58	36	51
Hispanic students	49	29	39
White, non-Hispanic	79	61	77

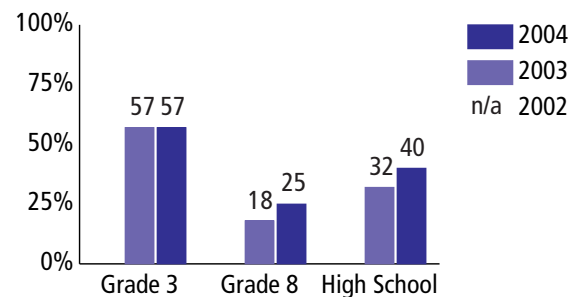
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	57%	25%	40%
Economically disadvantaged students	-	-	-
Migrant students	35	8	14
Students with disabilities	31	6	10
Students with limited English proficiency	32	5	10
Black, non-Hispanic	46	14	25
Hispanic students	44	13	22
White, non-Hispanic	72	36	54

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

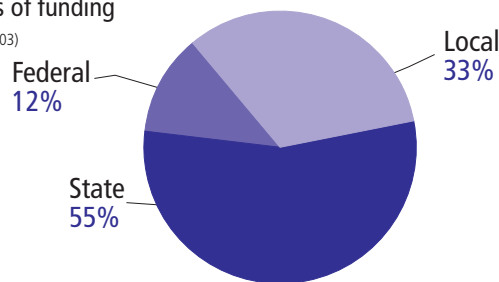
Number of districts (CCD)	1993-94	2003-04
	315	311
<hr/>		
Number of public schools (CCD)		
Elementary	564	569
Middle	161	200
High	324	327
Combined	6	8
Other	15	24
Total	1,070	1,128
<hr/>		
Number of charter schools (CCD)		13

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,423,022	\$1,786,323
Noninstructional	154,365	146,784
Support	694,060	990,294
Total	2,271,447	2,923,401
<hr/>		
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,113	\$6,482

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) **\$106,001,974**

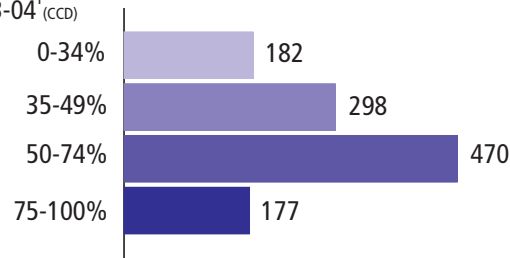
KEY:	* = Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,132	2,573
K-8	312,340	318,225
9-12	125,931	132,712
Total (K-12)	438,271	450,937
<hr/>		
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	1%	1
Black, non-Hispanic	24	23
Hispanic	1	5
White, non-Hispanic	74	70
<hr/>		
Students with disabilities (OSEP)	10%	12%
<hr/>		
Students with limited English proficiency (NCELA)	1%	3%
<hr/>		
Migrant students (OME)	3%	4%
<hr/>		
Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	18%	18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) **226,389**

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	12,480	13,464
Middle	5,050	6,325
High	7,623	9,544
Combined	390	349
Other	497	1,143
Total	26,040	30,825
<hr/>		
Number of FTE non-teacher staff (CCD)		
Instructional aides	2,501	6,623
Instructional coordinators	784	621
Administrators	2,076	2,234
Other	19,127	24,339
Total	24,488	33,817
<hr/>		
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	78%	82%
Mathematics	70	79
Science	66	57
Social studies	70	64
<hr/>		
Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)	Data not available.	

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	77	74
College-going rate (IPEDS/NCES)	48	53
<hr/>		
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	24%	29%
Basic level or above	54	62
Math, Grade 8	1996	2005
Proficient level or above	13%	22%
Basic level or above	52	64

Statewide Accountability Information

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

See <http://www.as-is.org/reportcard/rc2003/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Arkansas Benchmark Exams

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

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 4	Reading	31.8%	37.48%
	Mathematics	28.2	34.18
Grade 8	Reading	18.1	24.93
	Mathematics	15.3	22.36
High school	Reading	19	25.75
	Mathematics	10.4	17.87

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	523 (64%)	789 (77%)	310 (100%)
Identified for improvement:			
Year 1	75 (9%)	76 (7%)	0
Year 2	6 (1%)	61 (6%)	0
Corrective action	3 (*)	3 (*)	0
Restructuring	1 (*)	1 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	92.70%	Met
Middle school indicator: Attendance	92.70%	Met
High school indicator: Graduation rate	96.50%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	388	*
Supplemental educational services:	3,369	23%

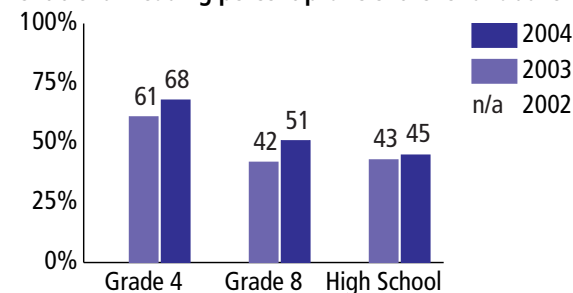
Student Achievement 2003-04

Arkansas Benchmark Exams, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	68%	51%	45%
Economically disadvantaged students	58	37	26
Migrant students	52	28	19
Students with disabilities	18	6	-
Students with limited English proficiency	52	16	11
Black, non-Hispanic	49	27	18
Hispanic students	60	38	27
White, non-Hispanic	76	60	54

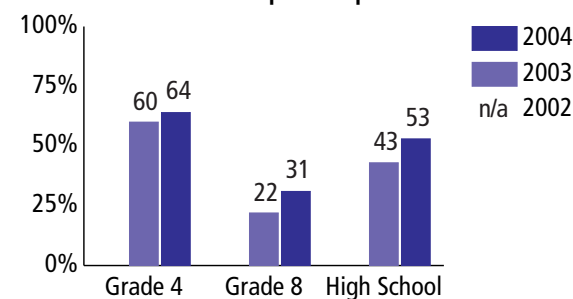
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	64%	31%	53%
Economically disadvantaged students	53	18	39
Migrant students	51	16	37
Students with disabilities	24	-	12
Students with limited English proficiency	49	8	24
Black, non-Hispanic	38	9	23
Hispanic students	56	19	42
White, non-Hispanic	74	39	63

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

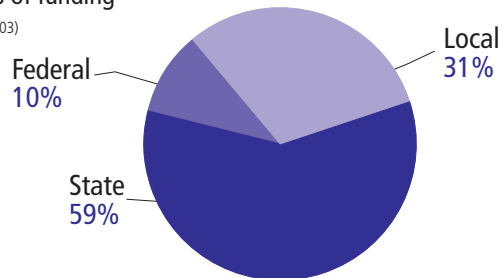
	1993-94	2003-04
Number of districts (CCD)	1,002	989
Number of public schools (CCD)		
Elementary	4,943	5,580
Middle	1,101	1,341
High	1,382	1,839
Combined	167	446
Other	141	16
Total	7,734	9,222
Number of charter schools (CCD)		444

Finances

	1993-94	2002-03
Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)		
Instructional	\$19,149,210	\$29,170,269
Noninstructional	1,339,019	1,795,342
Support	11,545,974	17,017,791
Total	32,034,203	47,983,402
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$6,013	\$7,552

Sources of funding

(CCD, 2002-03)



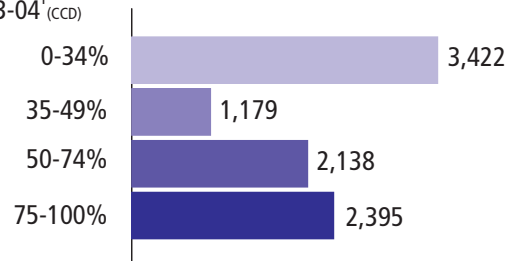
Title I allocation 2002-03
(ED; Includes Title I, Part A) \$1,649,697,459

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

Students

	1993-94	2003-04
Public school enrollment (CCD)		
Pre-K	n/a	n/a
K-8	3,773,184	4,386,810
9-12	1,393,990	1,854,518
Total (K-12)	5,167,174	6,241,328
Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	11	11
Black, non-Hispanic	9	8
Hispanic	37	47
White, non-Hispanic	42	33
Students with disabilities (OSEP)	9%	9%
Students with limited English proficiency (NCELA)	23%	25%
Migrant students (OME)	4%	8%
Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996: 27%	2003: 46%
Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)		3,069,252

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)

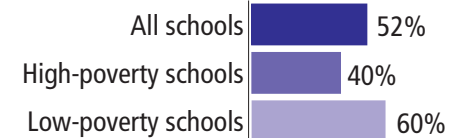


[†]88 schools did not report.

Staff

	1993-94	2003-04
Number of FTE teachers (CCD)		
Elementary	113,729	154,944
Middle	39,470	51,349
High	54,876	75,823
Combined	3,800	10,398
Other	3,128	165
Total	215,003	292,679
Number of FTE non-teacher staff (CCD)		
Instructional aides	55,984	69,201
Instructional coordinators	4,248	6,589
Administrators	12,231	16,106
Other	136,843	176,628
Total	209,306	268,524
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)		
English	1994: 76%	2000: 68%
Mathematics	50	57
Science	62	77
Social studies	77	84

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	n/a
Avg. freshman graduation rate (NCES)	82%	72%
College-going rate (IPEDS/NCES)	61	48
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	18%	22%
Basic level or above	44	51
Math, Grade 8	1996	2005
Proficient level or above	17%	22%
Basic level or above	51	57

Statewide Accountability Information

See Appendix B for California's definitions of proficient for English language arts and mathematics for grades 4, 8, and high school.

See <http://www.cde.ca.gov/ta/ac> for more details on the statewide accountability system.

State assessment for NCLB accountability: California Standards Tests (CSTs)

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

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 4	English language arts	13.6%	13.6%
	Mathematics	16	16
Grade 8	English language arts	13.6	13.6
	Mathematics	16	16
High school	English language arts	11.2	11.2
	Mathematics	9.6	9.6

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	3,468 (61%)	6,034 (65%)	616 (59%)
Identified for improvement:			
Year 1	648 (11%)	648 (7%)	n/a
Year 2	503 (19%)	503 (5%)	n/a
Corrective action	178 (3%)	178 (2%)	n/a
Restructuring	271 (5%)	271 (3%)	n/a
Exited Improvement status (made AYP twice after being identified for improvement)	65 (1%)	65 (1%)	n/a

Other indicator, 2003-04	State target	State outcome
Elementary, middle school, high school indicator: Academic Performance Index (API), reflecting growth in all performance areas.	Meeting API target or growing at least one API point.	Met target.

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	3,609	*
Supplemental educational services:	41,198	7%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

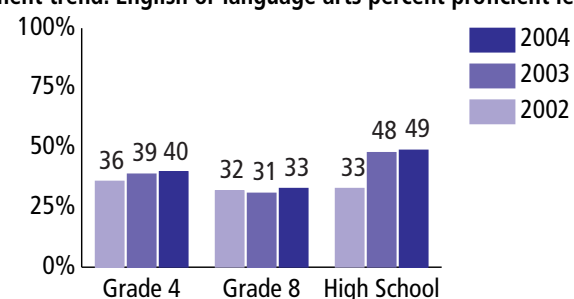
Student Achievement 2003-04

California Standards Tests and California High School Exit Exam, used for NCLB accountability

English or language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	40%	33%	49%
Economically disadvantaged students	25	18	29
Migrant students	16	12	19
Students with disabilities	20	11	13
Students with limited English proficiency	22	13	18
Black, non-Hispanic	28	20	32
Hispanic students	25	18	31
White, non-Hispanic	59	51	67

Student achievement trend: English or language arts percent proficient level or above

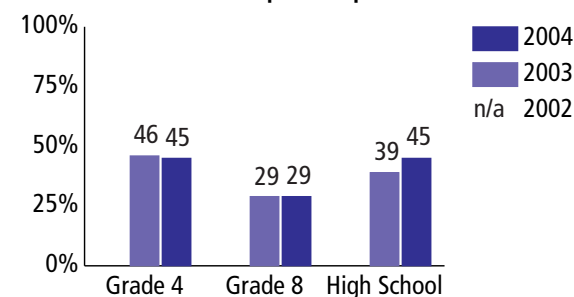


Mathematics

Proficient level or above for: Grade 4 Grade 8 High school

Proficient level or above for:	Grade 4	Grade 8	High school
All students	45%	29%	45%
Economically disadvantaged students	33	16	28
Migrant students	25	13	23
Students with disabilities	24	11	12
Students with limited English proficiency	33	15	23
Black, non-Hispanic	28	13	23
Hispanic students	33	15	27
White, non-Hispanic	61	42	61

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

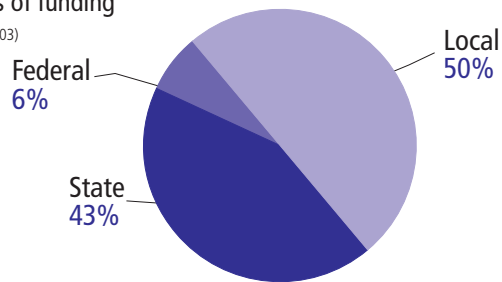
Number of districts (CCD)	1993-94	2003-04
	176	178
Number of public schools (CCD)		
Elementary	817	966
Middle	246	289
High	278	332
Combined	14	67
Other	18	4
Total	1,373	1,658
Number of charter schools (CCD)		
		96

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,313,215	\$3,180,392
Noninstructional	141,397	191,074
Support	1,310,386	2,180,040
Total	3,764,998	5,551,506
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$6,023	\$7,384

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$104,115,332

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	7,249	19,812
K-8	451,469	516,230
9-12	164,260	220,870
Total (K-12)	615,729	737,100
Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	2	3
Black, non-Hispanic	5	6
Hispanic	17	25
White, non-Hispanic	74	65

Students with disabilities (OSEP) 12% 9%

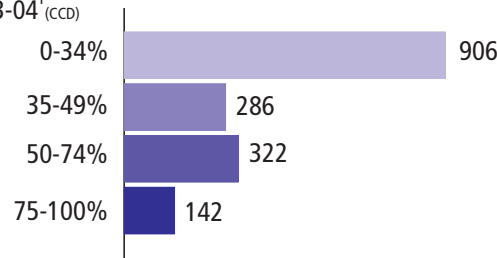
Students with limited English proficiency (NCELA) 4% 12%

Migrant students (OME) 1% 4%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
28% 27%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 228,618

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*2 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	16,771	22,185
Middle	7,267	9,177
High	9,088	12,087
Combined	112	1,436
Other	195	25
Total	33,433	44,910
Number of FTE non-teacher staff (CCD)		
Instructional aides	4,995	10,216
Instructional coordinators	670	963
Administrators	2,592	3,356
Other	21,102	30,091
Total	29,359	44,626

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	91%	80%
Mathematics	65	68
Science	78	72
Social studies	61	88

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	n/a
Avg. freshman graduation rate (NCES)	77%	73%
College-going rate (IPEDS/NCES)	52	53
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	28%	36%
Basic level or above	59	69
Math, Grade 8	1996	2005
Proficient level or above	25%	32%
Basic level or above	67	70

Statewide Accountability Information

See Appendix B for Colorado's definitions of proficient for reading, grades 4, 8, and 10 and mathematics, grades 5, 8, and 10.

See <http://www.cde.state.co.us/FedPrograms/Reports/nclbsterpt.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Colorado Student Assessment Program and Colorado Student Assessment Program Alternate

State student achievement levels: Unsatisfactory, Partially Proficient, Proficient, Advanced (CSAP); Inconclusive, Exploring, Emerging, Developing, Novice (CSAPA)

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 4	Reading	76.92%	76.92%
	Mathematics	75.86	75.86
Grade 8	Reading	73.61	73.61
	Mathematics	59.51	59.51
Grade 10	Reading	79.65	79.65
	Mathematics	47	47

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	493 (79%)	1,440 (79%)	115 (63%)
Identified for improvement:			
Year 1	40 (6%)	40 (2%)	57 (31%)
Year 2	19 (3%)	19 (1%)	0
Corrective action	27 (4%)	27 (1%)	0
Restructuring	3 (*)	3 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	28 (4%)	28 (2%)	0

Other indicator, 2003-04	State target	State outcome
Elementary and Middle school indicator: Percentage of students in the advanced category on the CSAP.	1% or greater	Met
High school indicator: Graduation rate.	55.3% or greater	Met

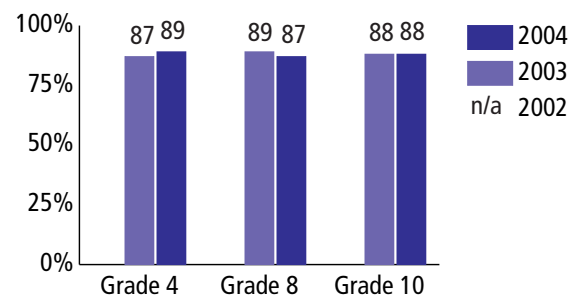
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	368	1%
Supplemental educational services:	2,149	13%

Student Achievement 2003-04

Colorado Student Assessment Program, used for NCLB accountability Reading or language arts

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	89%	87%	88%
Economically disadvantaged students	79	74	77
Migrant students	69	54	67
Students with disabilities	59	47	54
Students with limited English proficiency	73	66	74
Black, non-Hispanic	81	77	78
Hispanic students	78	73	78
White, non-Hispanic	94	93	92

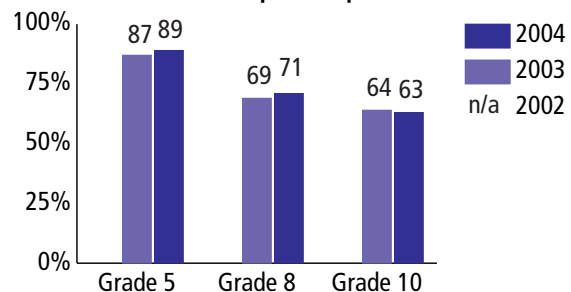
Student achievement trend: Reading or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 5	Grade 8	Grade 10
All students	89%	71%	63%
Economically disadvantaged students	79	49	39
Migrant students	70	37	24
Students with disabilities	61	25	16
Students with limited English proficiency	76	45	37
Black, non-Hispanic	74	44	33
Hispanic students	79	49	38
White, non-Hispanic	94	81	72

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

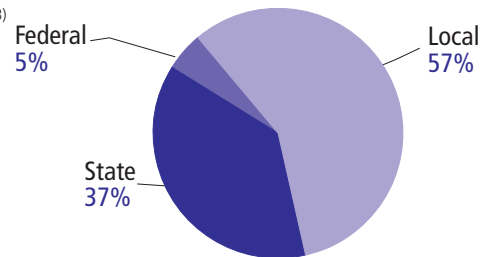
Number of districts (CCD)	1993-94	2003-04
	166	166
Number of public schools (CCD)		
Elementary	625	663
Middle	177	192
High	162	202
Combined	15	34
Other	18	8
Total	997	1,099
Number of charter schools (CCD)		
		12

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,186,798	\$4,019,659
Noninstructional	241,914	224,501
Support	1,596,594	2,058,828
Total	5,025,306	6,302,988
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$10,126	\$11,057

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) **\$106,557,518**

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	6,078	11,582
K-8	352,299	393,604
9-12	127,404	168,826
Total (K-12)	479,703	562,430

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	13	14
Hispanic	11	15
White, non-Hispanic	73	68

Students with disabilities (OSEP) 9% 11%

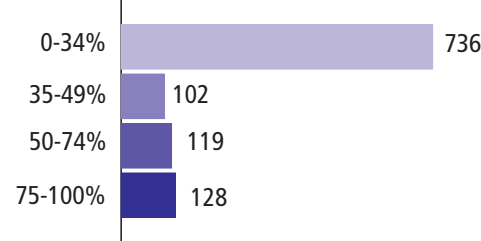
Students with limited English proficiency (NCELA) 4% 5%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 28% 31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) n/a

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*14 schools did not report.

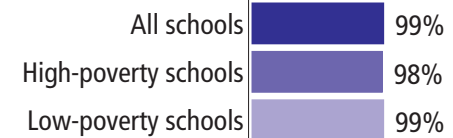
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	16,144	19,475
Middle	7,409	9,714
High	9,595	12,667
Combined	403	824
Other	559	23
Total	34,110	42,703

Number of FTE non-teacher staff (CCD)		
Instructional aides	6,178	11,567
Instructional coordinators	416	367
Administrators	2,442	3,526
Other	18,452	27,537
Total	27,488	42,997

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	84%	71%
Mathematics	84	62
Science	90	77
Social studies	92	79

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	3%
Avg. freshman graduation rate (NCES)	80	77
College-going rate (IPEDS/NCES)	59	62

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	38%	39%
Basic level or above	68	71
Math, Grade 8	1996	2005
Proficient level or above	31%	35%
Basic level or above	70	70

Statewide Accountability Information

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

See <http://www.csde.state.ct.us/public/der/edfacts/performance.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Connecticut Mastery Test (CMT)

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	57%	55%
	Mathematics	65	64
Grade 8	Reading	57	55
	Mathematics	65	64
High school	Reading	62	62
	Mathematics	59	59

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	345 (72%)	789 (81%)	128 (77%)
Identified for improvement:			
Year 1	81 (17%)	122 (12%)	39 (23%)
Year 2	4 (*)	4 (*)	0
Corrective action	8 (2%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04

Other indicator, 2003-04	State target	State outcome
Elementary and Middle school indicator: Writing assessment	70% or more students at basic or above, or increase from previous year.	Met
High school indicator: Graduation rate	-	-

NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	260	3%
Supplemental educational services:	711	23%

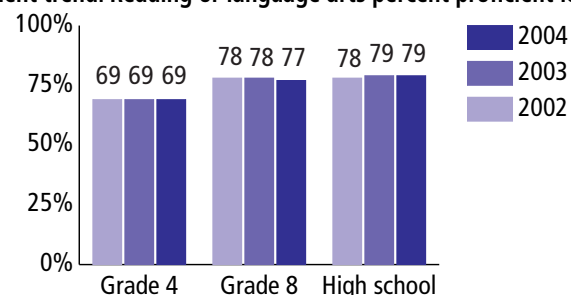
Student Achievement 2003-04

Connecticut Mastery Test, used for NCLB accountability

Reading or language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	69%	77%	79%
Economically disadvantaged students	43	52	56
Migrant students	30	27	*
Students with disabilities	29	34	39
Students with limited English proficiency	22	17	38
Black, non-Hispanic	45	52	54
Hispanic students	41	50	55
White, non-Hispanic	78	87	87

Student achievement trend: Reading or language arts percent proficient level or above

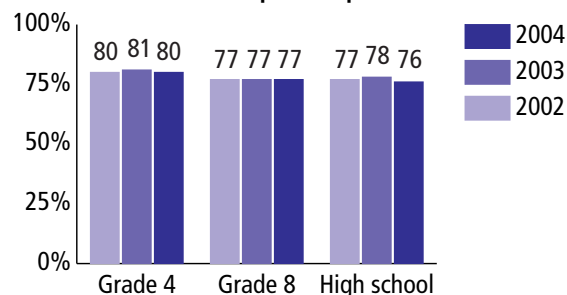


Mathematics

Proficient level or above for: Grade 4 Grade 8 High school

Proficient level or above for:	Grade 4	Grade 8	High school
All students	80%	77%	76%
Economically disadvantaged students	61	50	48
Migrant students	49	31	*
Students with disabilities	49	36	39
Students with limited English proficiency	47	29	35
Black, non-Hispanic	58	48	42
Hispanic students	61	48	46
White, non-Hispanic	88	88	86

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

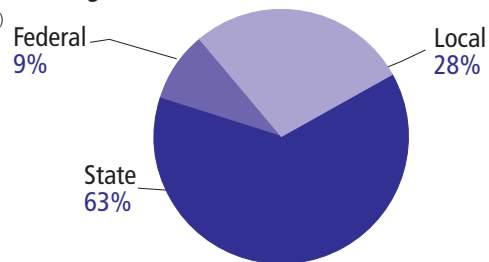
Number of districts (CCD)	1993-94	2003-04
	19	19
<hr/>		
Number of public schools (CCD)		
Elementary	86	105
Middle	41	43
High	32	32
Combined	18	19
Other	n/a	1
Total	177	200
<hr/>		
Number of charter schools (CCD)		13

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$508,593	\$693,970
Noninstructional	34,525	52,592
Support	277,358	381,184
Total	820,476	1,127,746
<hr/>		
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$7,774	\$9,693

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$30,637,587

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	565	642
K-8	76,052	82,256
9-12	28,930	34,770
Total (K-12)	104,982	117,026
<hr/>		
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	28	32
Hispanic	3	8
White, non-Hispanic	66	57

Students with disabilities (OSEP) 11% 12%

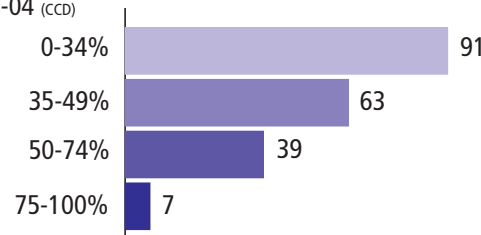
Students with limited English proficiency (NCELA) 1% 4%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 39% 2003 21%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 39,817

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	2,429	3,269
Middle	1,741	1,752
High	1,838	2,159
Combined	287	362
Other	-	12
Total	6,295	7,554
<hr/>		
Number of FTE non-teacher staff (CCD)		
Instructional aides	846	1,361
Instructional coordinators	61	188
Administrators	491	658
Other	3,862	4,631
Total	5,260	6,838

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	90%	61%
Mathematics	#	74
Science	82	68
Social studies	77	n/a

Percentage of core courses taught by highly qualified teachers, 2003-04 (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)	74	71
College-going rate (IPEDS/NCES)	65	60
<hr/>		
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	23%	35%
Basic level or above	52	74
Math, Grade 8	1996	2005
Proficient level or above	19%	30%
Basic level or above	55	73

Statewide Accountability Information

See Appendix B for Delaware's definitions of proficient for Reading and mathematics for grades 3, 8, and 10.

See http://www.doe.state.de.us/files/pdf/de_edreportcard200304.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Delaware Student Testing Program

State student achievement levels: Well Below the Standard, Below the Standard, Meets the Standard, Distinguished, Exceeds the Standard

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	57%	57%
	Mathematics	33	33
Grade 8	Reading	57	57
	Mathematics	33	33
Grade 10	Reading	57	57
	Mathematics	33	33

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	81 (82%)	131 (76%)	19 (100%)
Identified for improvement:			
Year 1	6 (6%)	34 (20%)	0
Year 2	4 (4%)	6 (3%)	0
Corrective action	3 (3%)	3 (2%)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Decrease in the number of students performing below the standard	Progress toward 0 students below the standard.	Met
High school indicator: Graduation rate	Progress toward or above 90%	Met

NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	195	*
Supplemental educational services:	54	*

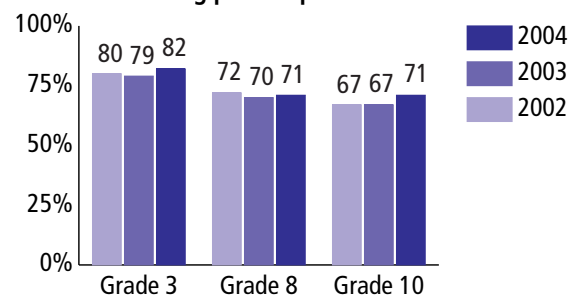
Student Achievement 2003-04

Delaware Student Testing Program, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	Grade 10
All students	82%	71%	71%
Economically disadvantaged students	73	55	50
Migrant students	90	75	n/a
Students with disabilities	53	30	16
Students with limited English proficiency	68	19	23
Black, non-Hispanic	70	54	51
Hispanic students	74	56	55
White, non-Hispanic	90	82	80

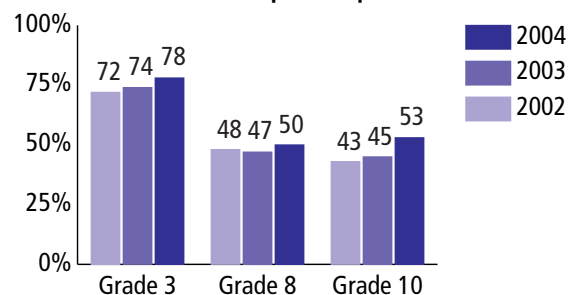
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 10
All students	78%	50%	53%
Economically disadvantaged students	67	30	31
Migrant students	82	60	n/a
Students with disabilities	47	16	11
Students with limited English proficiency	70	23	30
Black, non-Hispanic	61	28	27
Hispanic students	74	33	34
White, non-Hispanic	87	64	63

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

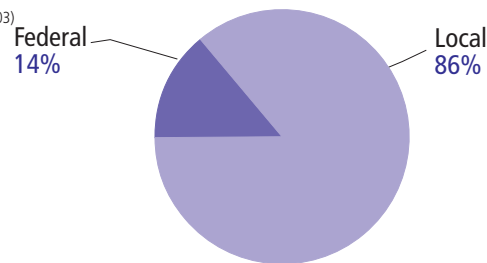
	1993-94	2003-04
Number of districts (CCD)	1	1
Number of public schools (CCD)		
Elementary	111	122
Middle	26	29
High	20	32
Combined	5	8
Other	11	15
Total	173	206
Number of charter schools (CCD)		
		37

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$447,280	\$473,414
Noninstructional	37,523	22,825
Support	424,246	406,079
Total	909,049	902,318
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$11,268	\$11,847

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$44,912,439

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

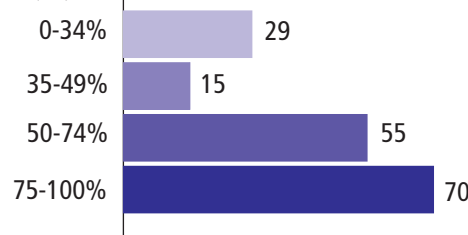
Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	5,216	5,168
K-8	53,903	51,365
9-12	17,854	16,828
Total (K-12)	71,757	68,193
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	89	85
Hispanic	6	9
White, non-Hispanic	4	4
Students with disabilities (OSEP)		
	9%	17%
Students with limited English proficiency (NCELA)		
	6%	8%
Migrant students (OME)		
	*	1%
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, 2003-04 (CCD)

40,139

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]37 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	2,297	3,202
Middle	905	794
High	1,008	1,068
Combined	173	184
Other	147	156
Total	4,530	5,404
Number of FTE non-teacher staff (CCD)		
Instructional aides	366	1,269
Instructional coordinators	168	68
Administrators	799	504
Other	3,202	3,091
Total	4,535	4,932
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, 2003-04 (As defined and reported by states, collected by ED)		

Data not available.

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)		
Reading, Grade 4	1994	2005
Proficient level or above	n/a	11%
Basic level or above	n/a	33
Math, Grade 8	1996	2005
Proficient level or above	5%	7%
Basic level or above	20	31

Statewide Accountability Information

See Appendix B for 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 (2003-04)
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		
Mathematics		

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	61 (35%)	76 (36%)	11 (29%)
Identified for improvement:			
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Corrective action	n/a	n/a	n/a
Restructuring	n/a	n/a	n/a
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	90% or improvement toward 90%.	Met
Middle school indicator: Attendance	90% or improvement toward 90%.	Met
High school indicator: Graduation rate	—	—

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	68	*
Supplemental educational services:	2,814	10%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

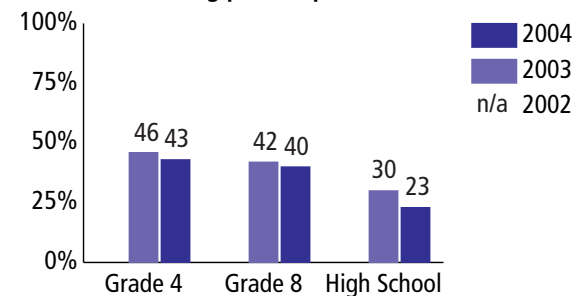
Student Achievement 2003-04

Stanford 9, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	43%	40%	23%
Economically disadvantaged students	38	35	18
Migrant students	46	39	26
Students with disabilities	15	11	3
Students with limited English proficiency	13	7	3
Black, non-Hispanic	40	38	22
Hispanic students	41	38	19
White, non-Hispanic	90	84	77

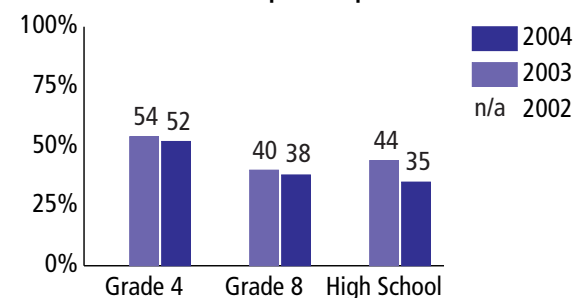
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	52%	38%	35%
Economically disadvantaged students	48	34	31
Migrant students	63	42	46
Students with disabilities	14	8	7
Students with limited English proficiency	34	25	36
Black, non-Hispanic	49	36	32
Hispanic students	57	44	41
White, non-Hispanic	89	83	82

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

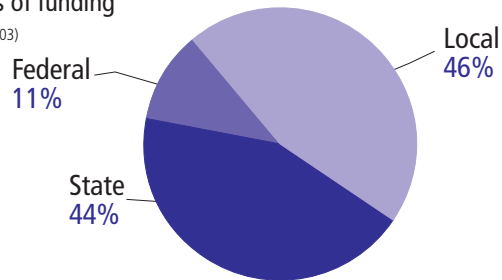
Number of districts (CCD)	1993-94	2003-04
	67	67
Number of public schools (CCD)		
Elementary	1,479	1,862
Middle	393	517
High	343	448
Combined	300	584
Other	41	16
Total	2,556	3,427
Number of charter schools (CCD)		
		257

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$7,607,936	\$9,616,720
Noninstructional	643,212	800,171
Support	4,913,753	5,938,232
Total	13,164,901	16,355,123
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$6,451	\$6,439

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$523,834,879

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	33,394	49,587
K-8	1,479,808	1,782,768
9-12	524,482	755,199
Total (K-12)	2,004,290	2,537,967

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	2%
Black, non-Hispanic	25	24
Hispanic	14	22
White, non-Hispanic	60	51

Students with disabilities (OSEP) 12% 13%

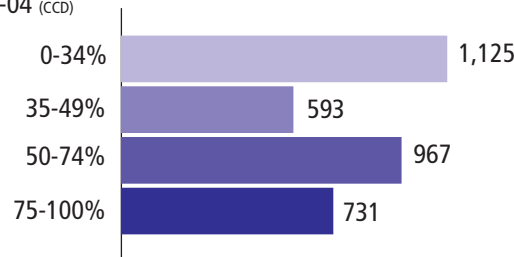
Students with limited English proficiency (NCELA) 6% 12%

Migrant students (OME) 2% 3%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
27% 28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 1,189,681

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*11 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	55,876	72,593
Middle	19,380	27,794
High	22,498	35,355
Combined	9,632	9,074
Other	928	230
Total	108,314	145,046

Number of FTE non-teacher staff (CCD)		
Instructional aides	22,238	29,616
Instructional coordinators	801	696
Administrators	7,436	8,765
Other	85,783	111,743
Total	116,258	150,820

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	83%	86%
Mathematics	76	67
Science	52	69
Social studies	86	96

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	66%	61
College-going rate (IPEDS/NCES)	49	58

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	23%	30%
Basic level or above	50	65
Math, Grade 8	1996	2005
Proficient level or above	17%	26%
Basic level or above	54	65

Statewide Accountability Information

See Appendix B for Florida's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

See <http://info.doe.state.fl.us/fsir> for more details on the statewide accountability system.

State assessment for NCLB accountability: Florida Comprehensive Assessment Test

State student achievement levels: Level 1, Level 2, Level 3, Level 4, Level 5

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	31%	31%
	Mathematics	38	38
Grade 8	Reading	31	31
	Mathematics	38	38
Grade 10	Reading	31	31
	Mathematics	38	38

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	251 (18%)	719 (21%)	5 (7%)
Identified for improvement:			
Year 1	929 (67%)	929 (27%)	0
Year 2	36 (3%)	36 (1%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: FCAT writing assessment	90% or 1% improvement	Met
Middle school indicator: FCAT writing assessment	90% or 1% improvement	Met
High school indicator: FCAT writing assessment	90% or 1% improvement	Met
High school indicator: Graduation rate	85% or 1% improvement	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	n/a
Supplemental educational services:	n/a	n/a

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

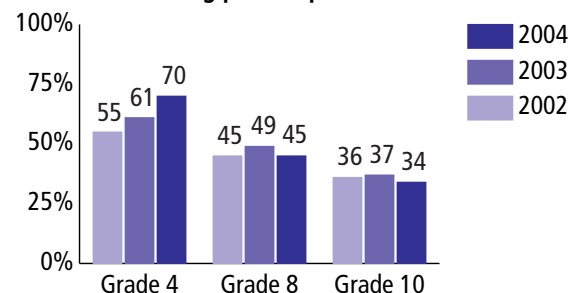
Student Achievement 2003-04

Florida Comprehensive Assessment Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	70%	45%	34%
Economically disadvantaged students	59	29	19
Migrant students	45	17	8
Students with disabilities	43	17	15
Students with limited English proficiency	50	15	8
Black, non-Hispanic	53	26	16
Hispanic students	64	36	24
White, non-Hispanic	79	57	44

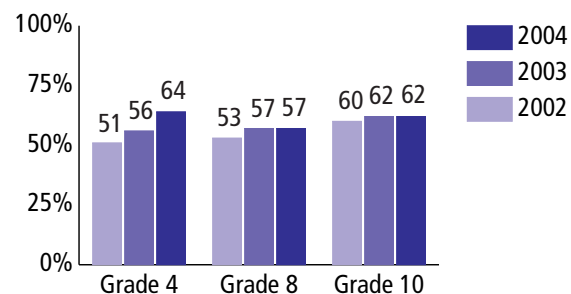
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	64%	57%	62%
Economically disadvantaged students	52	41	45
Migrant students	44	33	40
Students with disabilities	39	21	28
Students with limited English proficiency	48	33	38
Black, non-Hispanic	44	34	37
Hispanic students	60	50	55
White, non-Hispanic	74	69	75

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

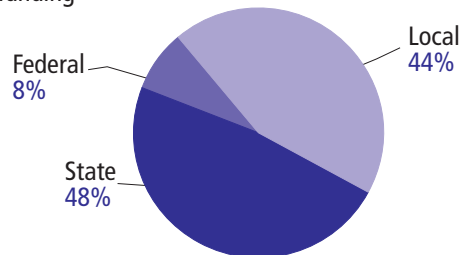
Number of districts <small>(CCD)</small>	1993-94 181	2003-04 180
Number of public schools <small>(CCD)</small>		
Elementary	1,085	1,224
Middle	311	429
High	288	336
Combined	67	38
Other	4	5
Total	1,755	2,032
Number of charter schools <small>(CCD)</small>	49	

Finances

Total current expenditures <small>(CCD, in thousands of dollars, adjusted for inflation to 2002-03)</small>	1993-94	2002-03
Instructional	\$4,426,271	\$7,367,694
Noninstructional	441,926	584,293
Support	2,323,187	3,678,590
Total	7,191,384	11,630,577
Per-pupil expenditures <small>(CCD, adjusted for inflation to 2002-03)</small>	\$5,822	\$7,774

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$343,346,663

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

Students

Public school enrollment <small>(CCD)</small>	1993-94	2003-04
Pre-K	5,534	36,486
K-8	904,891	1,066,695
9-12	324,879	419,430
Total (K-12)	1,229,770	1,486,125
Race/ethnicity <small>(CCD)</small>		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	3%
Black, non-Hispanic	37	38
Hispanic	2	7
White, non-Hispanic	60	52

Students with disabilities (OSEP) 9% 11%

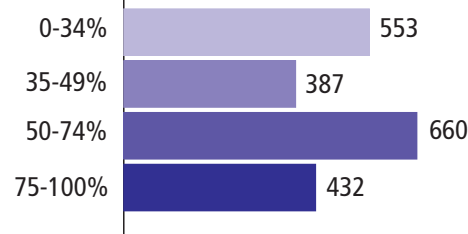
Students with limited English proficiency (NCELA) 1% 4%

Migrant students (OME) 1% 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
29% 27%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 706,393

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



Staff

Number of FTE teachers <small>(CCD)</small>	1993-94	2003-04
Elementary	38,541	46,267
Middle	15,534	22,969
High	17,992	24,077
Combined	2,842	1,476
Other	241	202
Total	75,150	94,991

Number of FTE non-teacher staff <small>(CCD)</small>		
Instructional aides	20,043	24,111
Instructional coordinators	676	1,376
Administrators	5,743	6,976
Other	52,469	70,899
Total	78,931	103,362

Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	82%	64%
Mathematics	82	69
Science	68	70
Social studies	90	88

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate <small>(NCES)</small>	9%	7%
Avg. freshman graduation rate <small>(NCES)</small>	68	59
College-going rate <small>(IPEDS/NCES)</small>	59	60

NAEP state results <small>(NCES)</small>		
Reading, Grade 4	1994	2005
Proficient level or above	26%	26%
Basic level or above	52	58
Math, Grade 8	1996	2005
Proficient level or above	16%	23%
Basic level or above	51	62

Statewide Accountability Information

See Appendix B for Georgia's definitions of proficient for Reading and mathematics for grades 4, 8, and High School.

See <http://reportcard.gaosa.org/yr2004/psc/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Criterion- Referenced Competency Tests (CRCT)

State student achievement levels: CRCT: Does Not Meet Standard, Meets Standard, Exceeds Standard; GHSST: Failure, Pass, Pass Plus

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	60%	60%
	Mathematics	50	50
Grade 8	Reading	60	60
	Mathematics	50	50
High school	Reading	88	88
	Mathematics	81	81

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	910 (81%)	1,614 (79%)	62 (34%)
Identified for improvement:			
Year 1	83 (7%)	209 (10%)	12 (7%)
Year 2	52 (5%)	52 (3%)	0
Corrective action	52 (5%)	53 (3%)	0
Restructuring	98 (9%)	99 (5%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: LEA choice	—	—
Middle school indicator: LEA choice	—	—
High school indicator: Graduation rate	Meeting 60% or progress toward goal.	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	2,547	1%
Supplemental educational services:	24,451	13%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

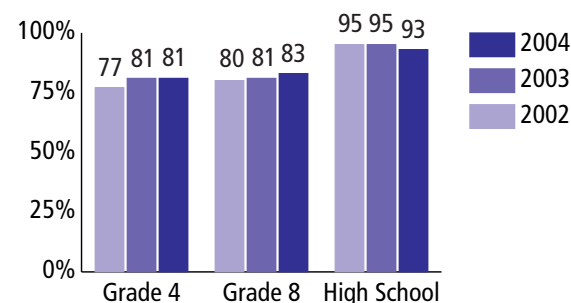
Student Achievement 2003-04

Criterion-Referenced Competency Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	81%	83%	93%
Economically disadvantaged students	73	73	88
Migrant students	59	51	71
Students with disabilities	55	44	64
Students with limited English proficiency	53	45	66
Black, non-Hispanic	73	76	90
Hispanic students	69	66	83
White, non-Hispanic	88	89	97

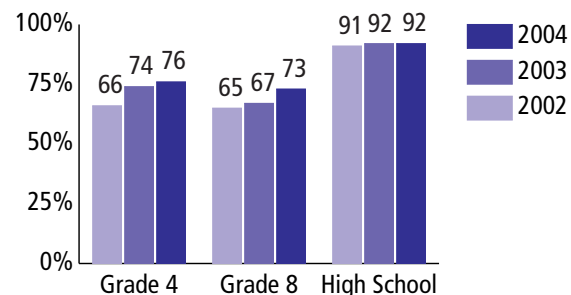
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	76%	73%	92%
Economically disadvantaged students	66	61	85
Migrant students	59	49	78
Students with disabilities	46	29	55
Students with limited English proficiency	53	48	78
Black, non-Hispanic	65	61	85
Hispanic students	67	62	85
White, non-Hispanic	85	82	96

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

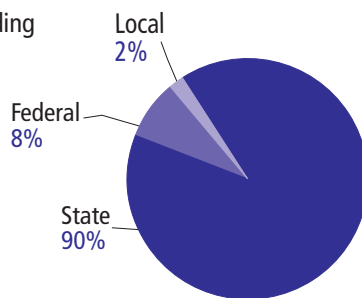
Number of districts (CCD)	1993-94	2003-04
	1	1
Number of public schools (CCD)		
Elementary	168	183
Middle	28	36
High	33	42
Combined	10	22
Other	2	1
Total	241	284
Number of charter schools (CCD)		
		26

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$783,978	\$888,473
Noninstructional	76,628	78,689
Support	411,229	521,929
Total	1,271,835	1,489,091
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$7,050	\$8,100

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) **\$36,094,503**

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	552	1,175
K-8	131,048	128,839
9-12	48,728	53,519
Total (K-12)	179,776	182,358

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	68%	72
Black, non-Hispanic	3	2
Hispanic	5	4
White, non-Hispanic	24	20

Students with disabilities (OSEP) 7% 10%

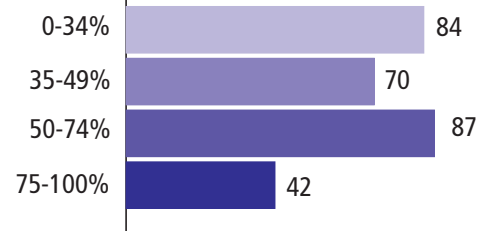
Students with limited English proficiency (NCELA) 6% 7%

Migrant students (OME) - 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 18% 17%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 78,101

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]1 school did not report.

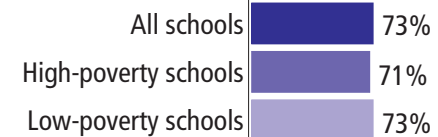
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	5,632	5,672
Middle	1,322	1,873
High	2,829	3,251
Combined	354	248
Other	6	3
Total	10,143	11,047

Number of FTE non-teacher staff (CCD)		
Instructional aides	2,203	2,640
Instructional coordinators	226	511
Administrators	609	692
Other	5,143	6,141
Total	8,181	9,984

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)		
English	1994 81%	2000 81%
Mathematics	69	76
Science	74	87
Social studies	86	62

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	6%
Avg. freshman graduation rate (NCES)	76%	68
College-going rate (IPEDS/NCES)	62	60
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	19%	23%
Basic level or above	46	52
Math, Grade 8	1996	2005
Proficient level or above	16%	18%
Basic level or above	51	55

Statewide Accountability Information

See Appendix B for Hawaii's definitions of proficient for Reading and mathematics for grades 3, 8, and high school.

See <http://arch.k12.hi.us/pdf/nclb/2004/NCLB999.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: HCPS II State Assessment

State student achievement levels: Well Below Proficiency Assessment, Approaches Proficiency Assessment, Meets Proficiency, Exceeds Proficiency

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	30%	30%
	Mathematics	10	10
Grade 8	Reading	30	30
	Mathematics	10	10
High school	Reading	30	30
	Mathematics	10	10

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	98 (48%)	147 (53%)	0
Identified for improvement:			
Year 1	49 (24%)	75 (27%)	0
Year 2	3 (1%)	3 (1%)	0
Corrective action	6 (3%)	6 (2%)	0
Restructuring	54 (26%)	54 (19%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	20 (10%)	20 (7%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Grade-level retention rate	3% or less	Met
Middle school indicator: Grade-level retention rate	6% or less	Met
High school indicator: Graduation rate	70%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	157	*
Supplemental educational services:	2,447	8%

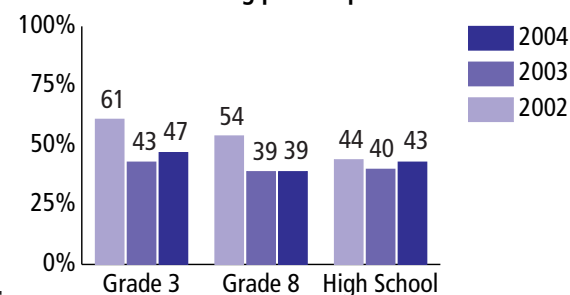
Student Achievement 2003-04

Hawaii Content and Performance Standards II State Assessment, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	47%	39%	43%
Economically disadvantaged students	35	26	28
Migrant students	24	25	11
Students with disabilities	10	6	5
Students with limited English proficiency	18	8	10
Black, non-Hispanic	46	42	41
Hispanic students	43	33	32
White, non-Hispanic	60	50	58

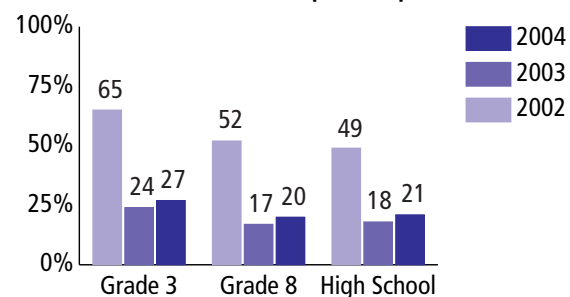
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	27%	20%	21%
Economically disadvantaged students	18	11	10
Migrant students	17	9	2
Students with disabilities	6	2	1
Students with limited English proficiency	9	7	7
Black, non-Hispanic	19	17	13
Hispanic students	16	13	12
White, non-Hispanic	36	28	29

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

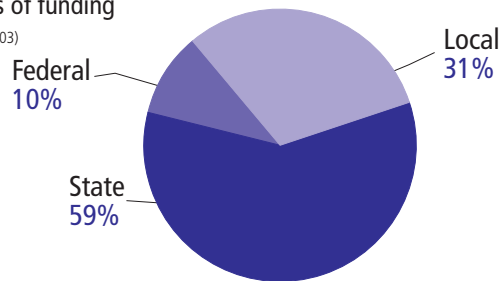
	1993-94	2003-04
Number of districts (CCD)	114	114
Number of public schools (CCD)		
Elementary	329	346
Middle	100	110
High	142	169
Combined	15	34
Other	13	5
Total	599	664
Number of charter schools (CCD)		
		17

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$692,371	\$924,975
Noninstructional	53,497	65,199
Support	348,782	521,688
Total	1,094,650	1,511,862
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$4,623	\$6,081

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 \$39,875,687
(ED; Includes Title I, Part A)

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,409	2,670
K-8	164,721	172,618
9-12	69,284	76,335
Total (K-12)	234,005	248,953

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	n/a	2%
Asian/Pacific Islander	n/a	1
Black, non-Hispanic	n/a	1
Hispanic	n/a	12
White, non-Hispanic	n/a	84

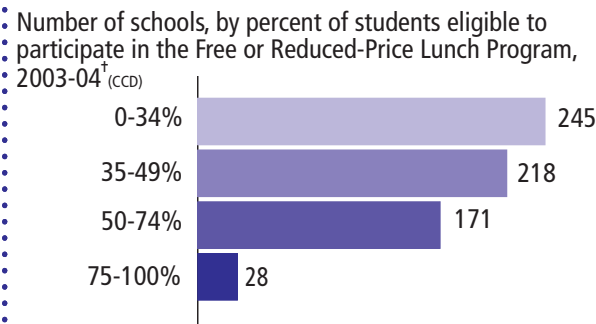
Students with disabilities (OSEP) 8% 10%

Students with limited English proficiency (NCELA) 3% 8%

Migrant students (OME) 5% 6%

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

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 93,321



[†]2 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	5,721	6,315
Middle	2,661	2,998
High	3,327	4,032
Combined	165	460
Other	126	167
Total	12,000	13,972

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	1,709	2,637
Instructional coordinators	185	268
Administrators	709	842
Other	5,373	7,337
Total	7,976	11,084

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	69%	57%
Mathematics	46	49
Science	77	75
Social studies	73	66

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	9%	6%
Avg. freshman graduation rate (NCES)	80	80
College-going rate (IPEDS/NCES)	48	45

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	—	33%
Basic level or above	—	69
Math, Grade 8		
Proficient level or above	—	30%
Basic level or above	—	73

Statewide Accountability Information

See Appendix B for Idaho's definitions of proficient for Reading and mathematics for grades 4, 8, and 10.

See http://www.sde.state.id.us/naep/2004/naep2004trends_report.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Idaho State Achievement Test

State student achievement levels: Basic, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	66%	66%
	Mathematics	51	62
Grade 8	Reading	66	66
	Mathematics	51	51
Grade 10	Reading	66	66
	Mathematics	51	51

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	357 (89%)	504 (82%)	67 (58%)
Identified for improvement:			
Year 1	20 (6%)	43 (9%)	15 (22%)
Year 2	18 (5%)	46 (9%)	32 (48%)
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Language Arts ISAT or student growth.	Meet or progress toward standard set by board.	Met
High school indicator: Graduation rate	Meet or progress toward standard	Met

NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	20	*
Supplemental educational services:	0	0

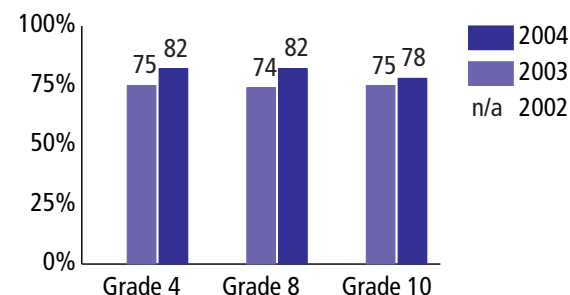
Student Achievement 2003-04

Idaho State Achievement Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	82%	82%	78%
Economically disadvantaged students	73	71	64
Migrant students	47	36	29
Students with disabilities	43	36	30
Students with limited English proficiency	53	47	33
Black, non-Hispanic	76	79	60
Hispanic students	63	58	46
White, non-Hispanic	86	86	82

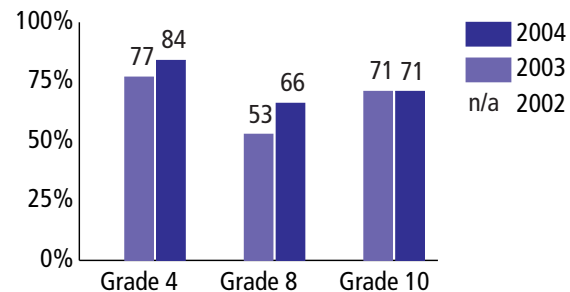
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	84%	66%	71%
Economically disadvantaged students	76	52	57
Migrant students	60	21	34
Students with disabilities	55	21	26
Students with limited English proficiency	62	32	37
Black, non-Hispanic	69	57	54
Hispanic students	68	39	43
White, non-Hispanic	87	70	74

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

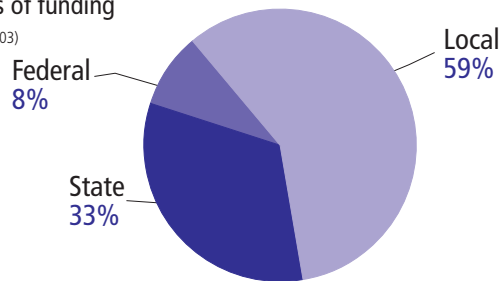
Number of districts <small>(CCD)</small>	1993-94	2003-04
	922	894
<hr/>		
Number of public schools <small>(CCD)</small>		
Elementary	2,618	2,605
Middle	707	744
High	645	759
Combined	27	123
Other	181	36
Total	4,178	4,267
<hr/>		
Number of charter schools <small>(CCD)</small>		23

Finances

Total current expenditures <small>(CCD, in thousands of dollars, adjusted for inflation to 2002-03)</small>	1993-94	2002-03
Instructional	\$7,727,518	\$10,320,227
Noninstructional	435,870	557,826
Support	4,676,585	6,393,248
Total	12,839,973	17,271,301
<hr/>		
Per-pupil expenditures <small>(CCD, adjusted for inflation to 2002-03)</small>	\$6,783	\$8,287

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$478,793,210

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

Students

Public school enrollment <small>(CCD)</small>	1993-94	2003-04
Pre-K	42,359	66,885
K-8	1,259,393	1,423,026
9-12	503,024	606,531
Total (K-12)	1,762,417	2,029,557

Race/ethnicity <small>(CCD)</small>		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	4%
Black, non-Hispanic	21	21
Hispanic	11	18
White, non-Hispanic	65	57

Students with disabilities
(OSEP) 11% 13%

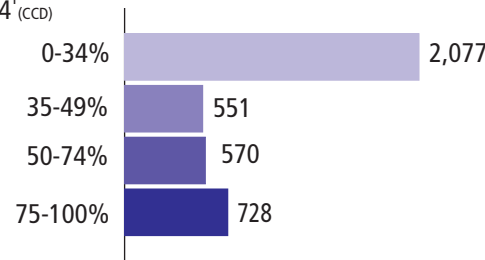
Students with limited English proficiency
(NCELA) 5% 8%

Migrant students
(OME) * *

Eighth-grade students enrolled in Algebra I for high school credit
(NAEP) 1996 2003
- 23%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04
(CCD) 775,198

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†]
(CCD)



[†]341 schools did not report.

Staff

Number of FTE teachers <small>(CCD)</small>	1993-94	2003-04
Elementary	56,285	63,013
Middle	17,322	22,336
High	29,551	35,687
Combined	956	1,789
Other	1,868	296
Total	105,982	123,121

Number of FTE non-teacher staff <small>(CCD)</small>		
Instructional aides	17,609	33,295
Instructional coordinators	1,507	833
Administrators	6,031	10,483
Other	63,201	81,839
Total	88,348	126,450

Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	89%	70%
Mathematics	82	65
Science	77	93
Social studies	80	90

Percentage of core courses taught by highly qualified teachers, 2003-04
(As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate <small>(NCES)</small>	7%	6%
Avg. freshman graduation rate <small>(NCES)</small>	76	76
College-going rate <small>(IPEDS/NCES)</small>	64	60

NAEP state results <small>(NCES)</small>		
Reading, Grade 4	1994	2005
Proficient level or above	-	30%
Basic level or above	-	63
Math, Grade 8	1996	2005
Proficient level or above	-	28%
Basic level or above	-	68

Statewide Accountability Information

See Appendix B for Illinois's definitions of proficient for reading and mathematics for grades 3, 8, and 11.

See <http://webprod1.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx> for more details on the statewide accountability system.

State assessment for NCLB accountability: Illinois Standards Achievement Test (ISAT)

State student achievement levels: Academic Warning, Below Standards, Meets Standards, Exceeds Standards

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	40%	40%
	Mathematics	40	40
Grade 8	Reading	40	40
	Mathematics	40	40
Grade 11	Reading	40	40
	Mathematics	40	40

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,536 (66%)	2,717 (70%)	551 (62%)
Identified for improvement:			
Year 1	201 (9%)	201 (5%)	0
Year 2	197 (9%)	197 (5%)	0
Corrective action	240 (11%)	240 (6%)	0
Restructuring	22 (1%)	22 (1%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 88%	Met
Middle school indicator: Attendance	Meet or progress toward 88%	Met
High school indicator: Graduation rate	Meet or progress toward 65%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,313	*
Supplemental educational services:	18,000	6%

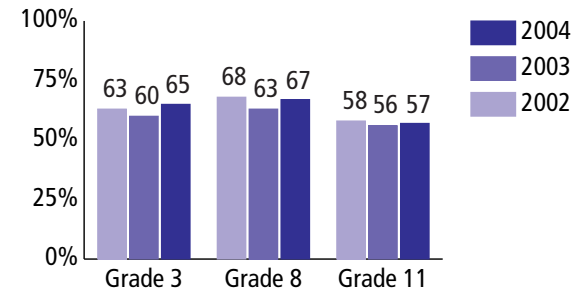
Student Achievement 2003-04

Illinois Standards Achievement Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	65%	67%	57%
Economically disadvantaged students	46	50	33
Migrant students	50	37	14
Students with disabilities	36	24	16
Students with limited English proficiency	61	29	13
Black, non-Hispanic	39	48	32
Hispanic students	56	51	34
White, non-Hispanic	77	76	65

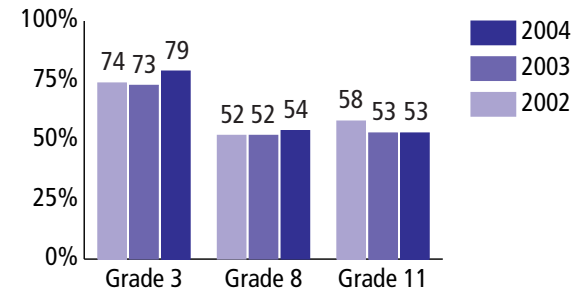
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	79%	54%	53%
Economically disadvantaged students	63	32	25
Migrant students	62	33	36
Students with disabilities	60	14	12
Students with limited English proficiency	79	25	26
Black, non-Hispanic	54	25	21
Hispanic students	76	39	31
White, non-Hispanic	90	67	62

Student achievement trend: Mathematics percent proficient level or above



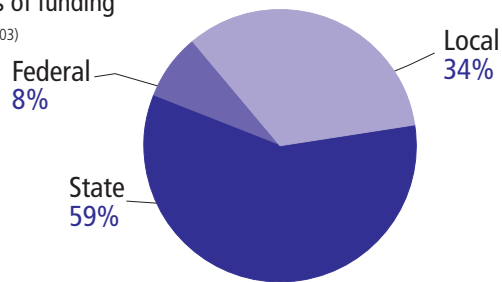
Districts and schools

Number of districts (CCD)	1993-94	2003-04
	294	294
<hr/>		
Number of public schools (CCD)		
Elementary	1,180	1,153
Middle	292	335
High	348	337
Combined	32	84
Other	9	2
Total	1,861	1,911
<hr/>		
Number of charter schools (CCD)		15

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,977,018	\$4,951,003
Noninstructional	282,746	330,153
Support	2,193,657	2,807,529
Total	6,453,421	8,088,685
<hr/>		
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$6,683	\$8,057

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) **\$156,540,820**

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	3,971	5,542
K-8	669,978	710,195
9-12	281,898	293,393
Total (K-12)	951,876	1,003,588
<hr/>		
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	11	12
Hispanic	2	5
White, non-Hispanic	86	82

Students with disabilities (OSEP) 11% 14%

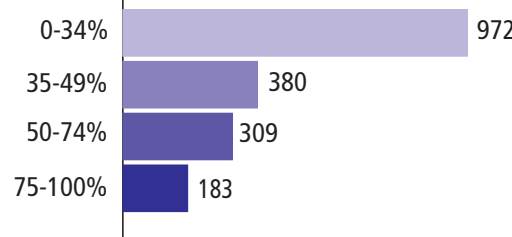
Students with limited English proficiency (NCELA) 1% 3%

Migrant students (OME) 1% 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 21% 24%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 348,111

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]67 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	25,672	27,796
Middle	9,854	11,685
High	15,977	16,015
Combined	1,112	2,354
Other	561	15
Total	53,176	57,865

Number of FTE non-teacher staff (CCD)		
Instructional aides	13,633	18,289
Instructional coordinators	1,293	1,662
Administrators	3,611	4,065
Other	40,248	46,592
Total	58,785	70,608

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	76%	87%
Mathematics	81	72
Science	78	77
Social studies	89	79

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	-	-
Avg. freshman graduation rate (NCES)	76%	72%
College-going rate (IPEDS/NCES)	55	60

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	33%	30%
Basic level or above	66	64
Math, Grade 8		
Proficient level or above	24%	30%
Basic level or above	68	74

Statewide Accountability Information

See Appendix B for Indiana's definitions of proficient for English language arts and mathematics for grades 3, 6, and high school.

See <http://www.doe.state.in.us/istep/2003/summary.html> for more details on the statewide accountability system.

State assessment for NCLB accountability: Indiana Statewide Testing for Educational Progress Plus

State student achievement levels: Did Not Pass, Pass, Pass Plus

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 3	English language arts	58.8%	58.8%
	Mathematics	57.1	57.1
Grade 8	English language arts	58.8	58.8
	Mathematics	57.1	57.1
High school	English language arts	58.8	58.8
	Mathematics	57.1	57.1

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	628 (80%)	1,405 (76%)	136 (46%)
Identified for improvement:			
Year 1	26 (3%)	26 (1%)	23 (8%)
Year 2	23 (3%)	23 (1%)	0
Corrective action	18 (2%)	18 (1%)	0
Restructuring	10 (1%)	10 (1%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	27 (3%)	27 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle school indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 95%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,199	3%
Supplemental educational services:	3,064	19%

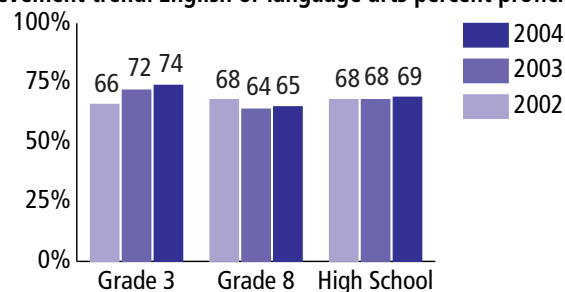
Student Achievement 2003-04

Indiana Statewide Testing for Educational Progress Plus, used for NCLB accountability

English or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	74%	65%	69%
Economically disadvantaged students	61	45	48
Migrant students	#	#	#
Students with disabilities	44	20	22
Students with limited English proficiency	52	40	26
Black, non-Hispanic	54	38	39
Hispanic students	58	47	44
White, non-Hispanic	78	69	75

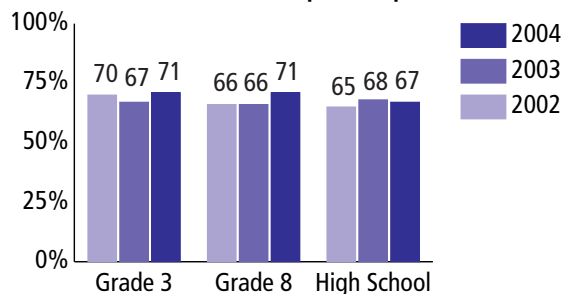
Student achievement trend: English or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	71%	71%	67%
Economically disadvantaged students	60	51	46
Migrant students	#	#	#
Students with disabilities	40	29	27
Students with limited English proficiency	47	51	41
Black, non-Hispanic	54	39	33
Hispanic students	60	55	46
White, non-Hispanic	75	76	73

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

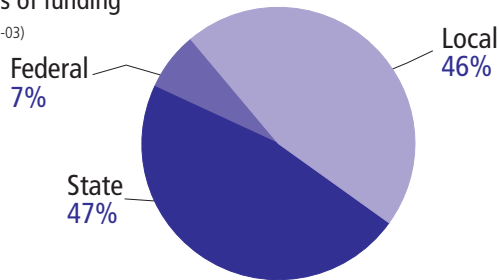
Number of districts (CCD)	1993-94	2003-04
	397	371
Number of public schools (CCD)		
Elementary	862	786
Middle	289	291
High	375	366
Combined	22	37
Other	5	11
Total	1,553	1,491
Number of charter schools (CCD)		
	-	-

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,985,429	\$2,174,018
Noninstructional	144,510	267,011
Support	1,090,517	1,210,993
Total	3,220,456	3,652,022
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$6,460	\$7,574

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$62,955,699

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	5,030	6,907
K-8	333,743	318,124
9-12	142,601	152,565
Total (K-12)	476,344	470,689

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	2%	2
Black, non-Hispanic	3	5
Hispanic	2	5
White, non-Hispanic	93	88

Students with disabilities (OSEP) 11% 14%

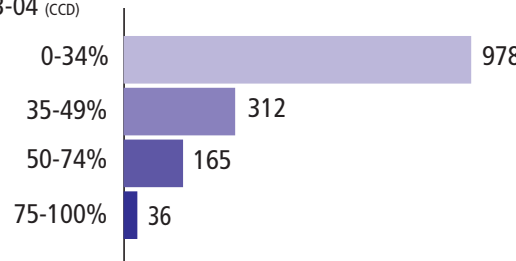
Students with limited English proficiency (NCELA) 1% 3%

Migrant students (OME) * 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 20% 19%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 144,220

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	14,651	16,276
Middle	6,521	7,180
High	10,523	11,145
Combined	538	714
Other	114	253
Total	32,347	35,568

Number of FTE non-teacher staff (CCD)		
Instructional aides	4,945	9,095
Instructional coordinators	372	472
Administrators	2,496	3,039
Other	20,848	20,740
Total	28,661	33,346

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	80%	70%
Mathematics	74	73
Science	86	89
Social studies	81	80

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	3%
Avg. freshman graduation rate (NCES)	87	83
College-going rate (IPEDS/NCES)	64	65

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	35%	33%
Basic level or above	69	67
Math, Grade 8	1996	2005
Proficient level or above	31%	34%
Basic level or above	78	76

Statewide Accountability Information

See Appendix B for Iowa's definitions of proficient for Reading and mathematics for grades 4, 8, and high school.

See <http://www.state.ia.us/educate/stateboard/doc/pocketcard03.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: Iowa Tests of Basic Skills and the Iowa Tests of Educational Development (ITED)

State student achievement levels: Low, Intermediate, High

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	65%	65%
	Mathematics	64	64
Grade 8	Reading	61	61
	Mathematics	63	63
High school	Reading	69	69
	Mathematics	69	69

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	700 (96%)	1,359 (92%)	350 (95%)
Identified for improvement:			
Year 1	8 (1%)	59 (4%)	9 (2%)
Year 2	2 (*)	7 (1%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle school indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	60	2%
Supplemental educational services:	75	7%

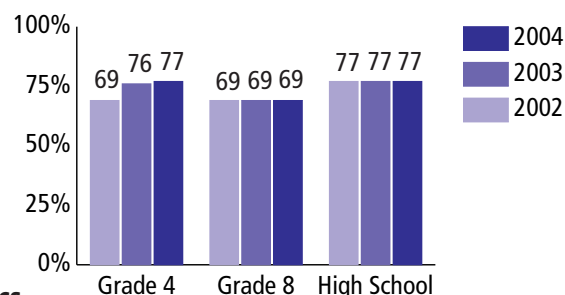
Student Achievement 2003-04

Iowa Tests of Basic Skills and the Iowa Tests of Educational Development, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	77%	69%	77%
Economically disadvantaged students	61	50	60
Migrant students	41	33	37
Students with disabilities	31	20	29
Students with limited English proficiency	42	26	34
Black, non-Hispanic	50	37	50
Hispanic students	52	42	51
White, non-Hispanic	80	72	79

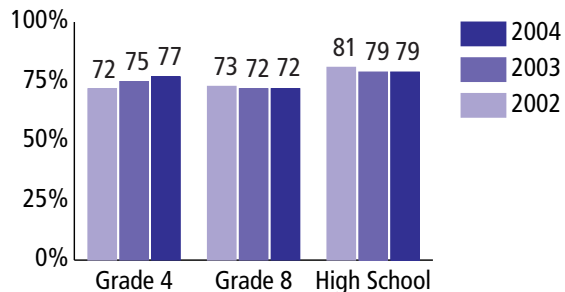
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	77%	72%	79%
Economically disadvantaged students	62	52	62
Migrant students	50	40	44
Students with disabilities	39	24	32
Students with limited English proficiency	49	34	41
Black, non-Hispanic	46	34	44
Hispanic students	56	43	52
White, non-Hispanic	80	75	81

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	304	304

Number of public schools (CCD)		
Elementary	875	782
Middle	236	258
High	359	359
Combined	5	2
Other	7	9
Total	1,482	1,410

Number of charter schools (CCD)	14
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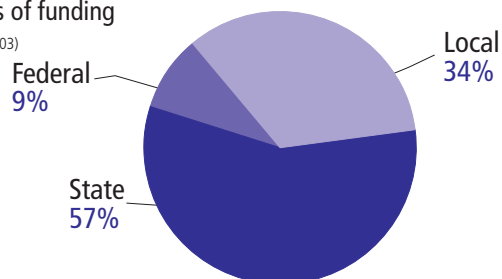
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,713,953	\$2,078,415
Noninstructional	145,461	162,303
Support	1,103,416	1,269,958
Total	2,962,830	3,510,676

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$6,474	\$7,454
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Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A)	\$87,046,905
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KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	3,901	2,446
K-8	324,222	309,113
9-12	126,394	142,932
Total (K-12)	450,616	452,045

Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	2	2
Black, non-Hispanic	8	9
Hispanic	5	11
White, non-Hispanic	83	76

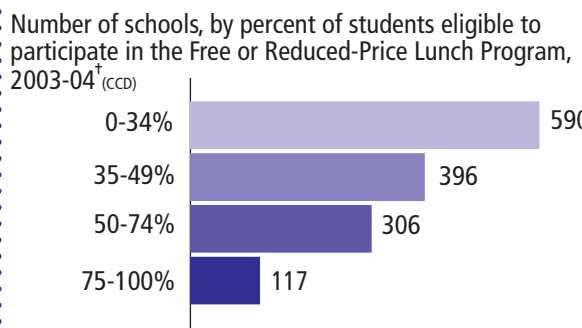
Students with disabilities (OSEP)	9%	12%
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Students with limited English proficiency (NCELA)	2%	6%
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Migrant students (OME)	3%	3%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	-	28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	175,846
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[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	14,896	15,464
Middle	5,702	6,612
High	9,205	10,442
Combined	79	67
Other	107	86
Total	29,989	32,671

Number of FTE non-teacher staff (CCD)		
Instructional aides	4,178	7,085
Instructional coordinators	166	118
Administrators	2,103	2,948
Other	19,053	21,038
Total	25,500	31,189

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	63%	66%
Mathematics	63	58
Science	78	73
Social studies	73	71

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	-	3%
Avg. freshman graduation rate (NCES)	80%	77
College-going rate (IPEDS/NCES)	57	68

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	33%
Basic level or above	-	67
Math, Grade 8	1996	2005
Proficient level or above	-	34%
Basic level or above	-	76

Statewide Accountability Information

See Appendix B for Kansas's definitions of proficient for reading for grades 5, 8, and 11, and mathematics for grades 4, 7, and 10.

See http://www.ksde.org/ayp/2003_Kansas_State_Assessment_Highlights.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Kansas Assessment Program

State student achievement levels: Unsatisfactory, Basic, Proficient, Advanced, Exemplary

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 5	Reading	51.2%	51.2%
Grade 4	Mathematics	46.8	46.8
Grade 8	Reading	51.2	51.2
Grade 7	Mathematics	46.8	46.8
Grade 11	Reading	44	44
Grade 10	Mathematics	29.1	29.1

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	613 (96%)	1,263 (93%)	286 (95%)
Identified for improvement:			
Year 1	14 (2%)	14 (1%)	6 (2%)
Year 2	2 (*)	2 (*)	0
Corrective action	2 (*)	2 (*)	1 (*)
Restructuring	3 (*)	3 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	15 (2%)	15 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	90% or improvement over previous year	Met
Middle school indicator: Attendance	90% or improvement over previous year	Met
High school indicator: Graduation rate	75% or improvement over previous year	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	212	1%
Supplemental educational services:	624	13%

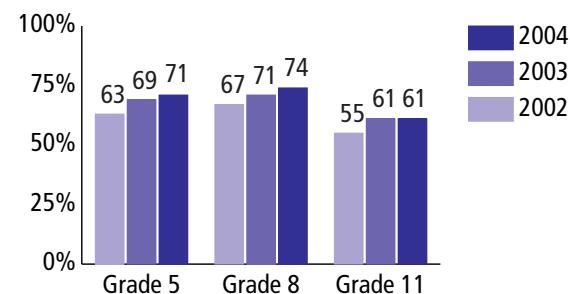
Student Achievement 2003-04

Kansas Assessment Program, used for NCLB accountability

Reading

Proficient level or above for:	Grade 5	Grade 8	Grade 11
All students	71%	74%	61%
Economically disadvantaged students	59	59	43
Migrant students	53	55	33
Students with disabilities	51	44	29
Students with limited English proficiency	50	52	33
Black, non-Hispanic	52	53	33
Hispanic students	55	57	39
White, non-Hispanic	76	78	66

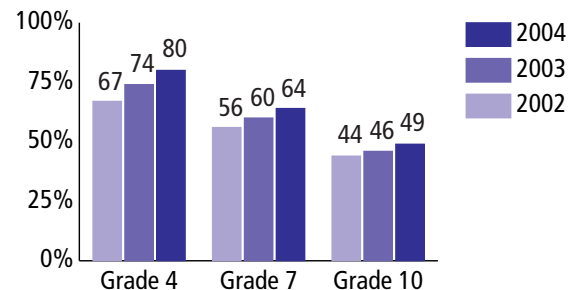
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 7	Grade 10
All students	80%	64%	49%
Economically disadvantaged students	70	47	29
Migrant students	63	34	20
Students with disabilities	67	40	22
Students with limited English proficiency	58	26	13
Black, non-Hispanic	61	36	18
Hispanic students	65	41	24
White, non-Hispanic	84	71	54

Student achievement trend: Mathematics percent proficient level or above



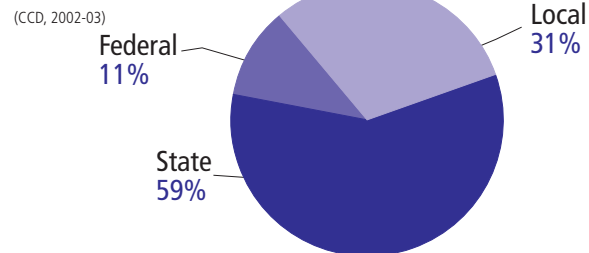
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	176	176
Number of public schools (CCD)		
Elementary	814	768
Middle	224	234
High	258	288
Combined	19	78
Other	32	2
Total	1,347	1,370
Number of charter schools (CCD)		
		-

Finances

	1993-94	2002-03
Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)		
Instructional	\$2,253,130	\$2,686,505
Noninstructional	196,448	239,325
Support	1,312,012	1,475,797
Total	3,761,590	4,401,627
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$5,740	\$6,661

Sources of funding



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$162,957,050

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

Students

	1993-94	2003-04
Public school enrollment (CCD)		
Pre-K	n/a	n/a
K-8	443,736	442,410
9-12	185,282	183,598
Total (K-12)	629,018	626,008
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	10	10
Hispanic	*	2
White, non-Hispanic	89	87
Students with disabilities (OSEP)		
	10%	13%
Students with limited English proficiency (NCELA)		
	*	1%
Migrant students (OME)		
	3%	3%
Eighth-grade students enrolled in Algebra I for high school credit (NAEP)		
1996	20%	20%
2003		20%
Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)		
		n/a

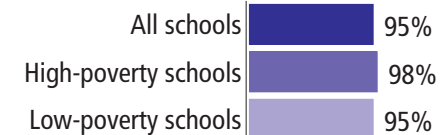
Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)

Data not available.

Staff

	1993-94	2003-04
Number of FTE teachers (CCD)		
Elementary	19,213	19,479
Middle	7,587	8,179
High	10,764	10,929
Combined	291	551
Other	202	22
Total	38,057	39,160
Number of FTE non-teacher staff (CCD)		
Instructional aides	9,322	13,620
Instructional coordinators	626	870
Administrators	2,945	3,083
Other	31,062	37,107
Total	43,955	54,680
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)		
1994	2000	
English	63%	70%
Mathematics	79	58
Science	55	65
Social studies	80	70

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	-	5%
Avg. freshman graduation rate (NCES)	79%	70
College-going rate (IPEDS/NCES)	49	59
NAEP state results (NCES)		
Reading, Grade 4		
Proficient level or above	26%	30%
Basic level or above	56	64
Math, Grade 8		
Proficient level or above	16%	22%
Basic level or above	56	64

Statewide Accountability Information

See Appendix B for Kentucky's definitions of proficient for reading for grades 4, 7, and high school and mathematics for grades 5, 8, and high school.

See <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/CTBS+5+Reports/default.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Kentucky Core Content Test

State student achievement levels: Novice, Apprentice, Proficient, Distinguished

NCLB Accountability Goals

2001-02 Annual measurable objective starting point		Target (2003-04)
Grade 4,5	Reading	47.27%
	Mathematics	22.45
Grade 7,8	Reading	45.6
	Mathematics	16.49
Grade HS	Reading	19.26
	Mathematics	19.76

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	634 (74%)	890 (76%)	111 (63%)
Identified for improvement:			
Year 1	113 (13%)	113 (10%)	55 (31%)
Year 2	13 (2%)	13 (1%)	0
Corrective action	6 (1%)	6 (1%)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	5 (1%)	5 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Modified Kentucky Accountability Index	Improvement from previous year	Met
High school indicator: -	-	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	328	3%
Supplemental educational services:	1,170	17%

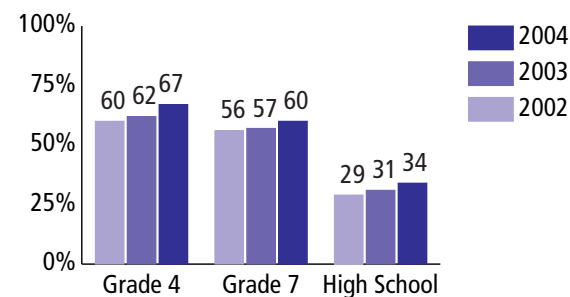
Student Achievement 2003-04

Kentucky Core Content Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 7	High school
All students	67%	60%	34%
Economically disadvantaged students	57	47	20
Migrant students	51	40	12
Students with disabilities	49	26	9
Students with limited English proficiency	47	31	15
Black, non-Hispanic	48	40	19
Hispanic students	58	47	28
White, non-Hispanic	69	62	36

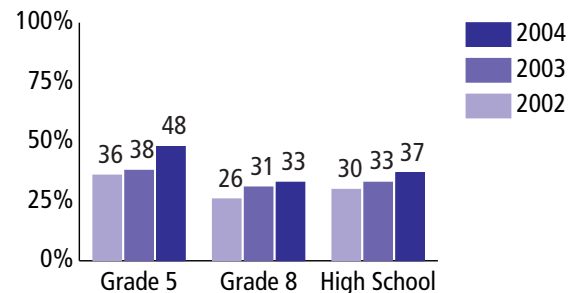
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 5	Grade 8	High school
All students	48%	33%	37%
Economically disadvantaged students	36	20	21
Migrant students	30	16	13
Students with disabilities	29	12	11
Students with limited English proficiency	32	22	20
Black, non-Hispanic	28	13	16
Hispanic students	38	22	25
White, non-Hispanic	51	36	39

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

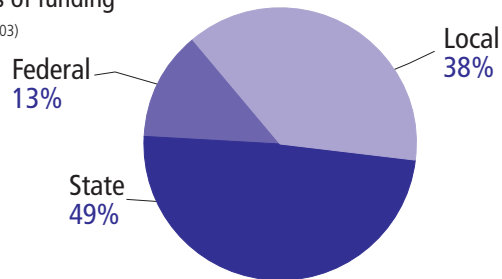
Number of districts (CCD)	1993-94	2003-04
	66	68
<hr/>		
Number of public schools (CCD)		
Elementary	775	800
Middle	277	287
High	245	246
Combined	107	182
Other	55	4
Total	1,459	1,519
<hr/>		
Number of charter schools (CCD)		16

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,506,725	\$3,069,994
Noninstructional	378,675	312,837
Support	1,330,950	1,673,753
Total	4,216,350	5,056,584
<hr/>		
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,266	\$6,922

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) **\$256,175,473**

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

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	12,856	23,181	
K-8	546,149	513,121	
9-12	202,271	191,292	
Total (K-12)	748,420	704,413	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	1%	1
Black, non-Hispanic	45	48
Hispanic	1	2
White, non-Hispanic	52	48

Students with disabilities
(OSEP) 9% 11%

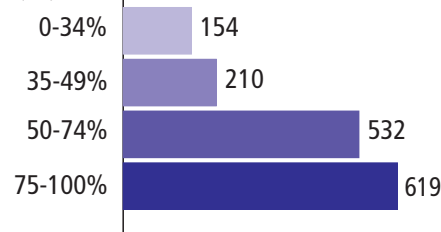
Students with limited English proficiency
(NCELA) 1% 1%

Migrant students
(OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit
(NAEP) 1996 2003
14% 11%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04
(CCD) 447,084

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†]
(CCD)



[†]4 schools did not report.

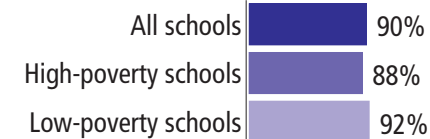
Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	23,181	24,121	
Middle	9,403	9,686	
High	11,526	11,816	
Combined	3,353	3,745	
Other	673	57	
Total	48,136	49,425	

Number of FTE non-teacher staff (CCD)		
Instructional aides	9,431	11,398
Instructional coordinators	492	1,387
Administrators	3,316	3,024
Other	33,041	36,686
Total	46,280	52,495

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000	
English	65% 60%
Mathematics	63 58
Science	57 45
Social studies	67 60

Percentage of core courses taught by highly qualified teachers, 2003-04
(As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	8%
Avg. freshman graduation rate (NCES)	61	64
College-going rate (IPEDS/NCES)	53	59

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	15%	20%
Basic level or above	40	53
Math, Grade 8	1996	2005
Proficient level or above	7%	16%
Basic level or above	38	59

Statewide Accountability Information

See Appendix B for Louisiana's definitions of proficient for Reading and mathematics for grades 4, 8, and high school.

See <http://www.doe.state.la.us/lde/pair/1989.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Louisiana Educational Assessment Program

State student achievement levels: Approaching Basic (Approaching the Standard), Unsatisfactory, Basic (Meeting the Standard), Advanced, Mastery (Exceeding the Standard)

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	36.9%	36.9%
	Mathematics	30.1	30.1
Grade 8	Reading	36.9	36.9
	Mathematics	30.1	30.1
Grade HS	Reading	36.9	36.9
	Mathematics	30.1	30.1

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	816 (91%)	1,259 (92%)	64 (97%)
Identified for improvement:			
Year 1	18 (2%)	32 (2%)	2 (3%)
Year 2	30 (3%)	32 (2%)	0
Corrective action	11 (1%)	11 (1%)	0
Restructuring	5 (1%)	5 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	5 (1%)	8 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Attendance	90%	Met
High school indicator: Non-dropout rate	90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	771	2%
Supplemental educational services:	1,568	25%

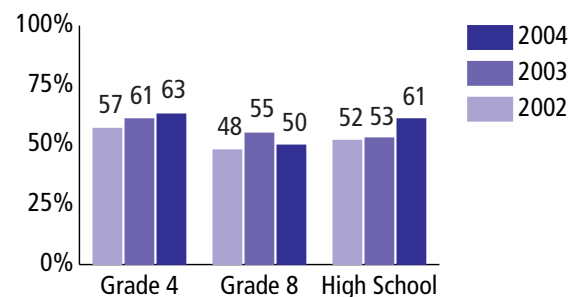
Student Achievement 2003-04

Louisiana Educational Assessment Program, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	63%	50%	61%
Economically disadvantaged students	54	39	48
Migrant students	60	42	54
Students with disabilities	30	8	12
Students with limited English proficiency	60	36	40
Black, non-Hispanic	50	35	43
Hispanic students	69	53	60
White, non-Hispanic	76	63	75

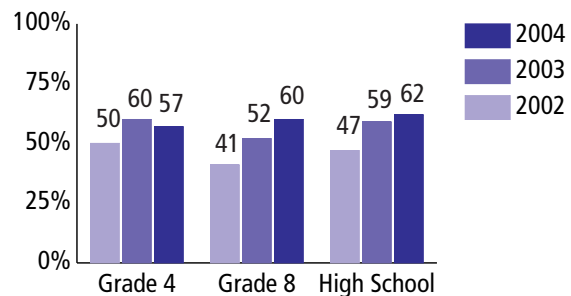
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	57%	60%	62%
Economically disadvantaged students	48	48	50
Migrant students	51	59	#
Students with disabilities	30	20	16
Students with limited English proficiency	58	55	52
Black, non-Hispanic	40	41	42
Hispanic students	42	59	58
White, non-Hispanic	74	76	76

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

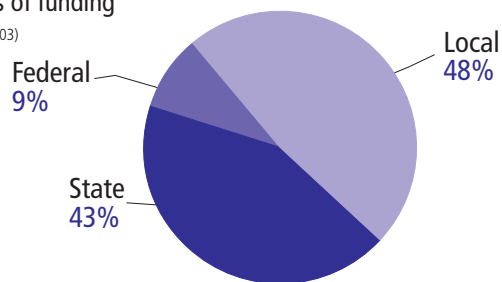
Number of districts (CCD)	1993-94	2003-04
	282	283
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Number of public schools (CCD)		
Elementary	456	412
Middle	125	121
High	106	110
Combined	14	18
Other	3	1
Total	704	662
<hr/>		
Number of charter schools (CCD)		-

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,030,328	\$1,281,073
Noninstructional	56,259	61,357
Support	453,171	566,838
Total	1,539,758	1,909,268
<hr/>		
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$7,096	\$9,344

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$47,816,946

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,067	1,746
K-8	152,762	137,261
9-12	55,445	62,626
Total (K-12)	208,207	199,887

Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	2
Hispanic	*	1
White, non-Hispanic	98	96

Students with disabilities (OSEP) 12% 16%

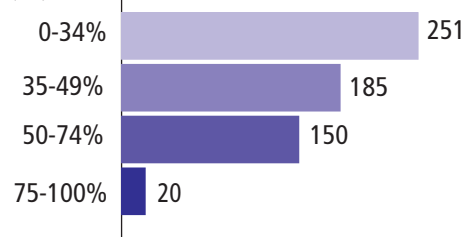
Students with limited English proficiency (NCELA) 1% 2%

Migrant students (OME) 4% 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 25% 21%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 60,894

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*56 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	6,660	6,863
Middle	2,835	3,364
High	3,822	4,483
Combined	329	316
Other	30	4
Total	13,676	15,030

Number of FTE non-teacher staff (CCD)		
Instructional aides	3,452	5,952
Instructional coordinators	118	297
Administrators	1,287	1,592
Other	8,664	10,404
Total	13,521	18,245

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	81%	71%
Mathematics	68	64
Science	67	63
Social studies	72	56

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	3%
Avg. freshman graduation rate (NCES)	75	76
College-going rate (IPEDS/NCES)	50	54
<hr/>		
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	41%	36%
Basic level or above	75	72
Math, Grade 8	1996	2005
Proficient level or above	31%	30%
Basic level or above	77	74

Statewide Accountability Information

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

See <http://www.state.me.us/education/profiles/getprofiles.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Maine Educational Assessment

State student achievement levels: Does Not Meet the Standard, Partially Meets the Standard, Meets the Standard, Exceeds the Standard

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	34%	34%
	Mathematics	12	12
Grade 8	Reading	35	35
	Mathematics	13	13
High school	Reading	44	44
	Mathematics	11	11

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	398 (86%)	516 (78%)	277 (97%)
Identified for improvement:			
Year 1	18 (4%)	48 (7%)	0
Year 2	1 (*)	2 (*)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	4 (1%)	7 (1%)	0

Other indicator, 2003-04

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Average daily attendance	Meet or progress toward 96%.	Met
Middle school indicator: Average daily attendance	Meet or progress toward 96%.	Met
High school indicator: Graduation rate	-	-

NCLB choice participation

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

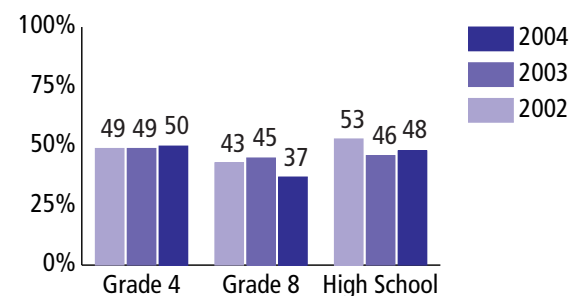
Student Achievement 2003-04

Maine Educational Assessment, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	50%	37%	48%
Economically disadvantaged students	36	22	30
Migrant students	36	15	20
Students with disabilities	16	6	12
Students with limited English proficiency	19	6	16
Black, non-Hispanic	29	22	15
Hispanic students	38	30	42
White, non-Hispanic	51	38	48

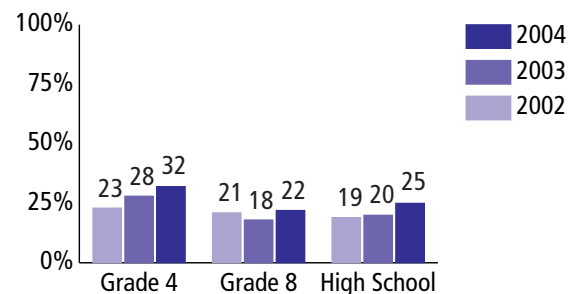
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	32%	22%	25%
Economically disadvantaged students	20	11	13
Migrant students	28	8	10
Students with disabilities	13	5	6
Students with limited English proficiency	10	9	9
Black, non-Hispanic	15	5	6
Hispanic students	20	15	18
White, non-Hispanic	33	22	25

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	24	24

Number of public schools (CCD)		
Elementary	832	864
Middle	213	238
High	175	210
Combined	18	24
Other	15	30
Total	1,253	1,366

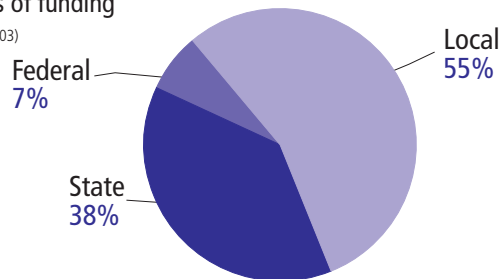
Number of charter schools (CCD)	1
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Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,683,709	\$4,934,017
Noninstructional	308,894	362,635
Support	2,101,925	2,636,403
Total	6,094,528	7,933,055

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$7,889	\$9,153
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Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$153,983,710

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	17,964	21,391
K-8	544,834	582,121
9-12	197,072	260,526
Total (K-12)	741,906	842,647

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	4%	5%
Black, non-Hispanic	34	38
Hispanic	3	6
White, non-Hispanic	59	50

Students with disabilities (OSEP)	10%	10%
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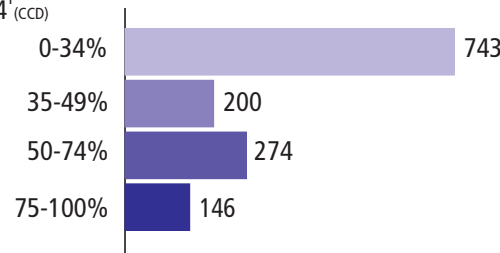
Students with limited English proficiency (NCELA)	2%	3%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	41%	32%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 272,822

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]3 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	22,194	26,447
Middle	9,536	12,033
High	11,371	14,670
Combined	511	567
Other	347	583
Total	43,959	54,300

Number of FTE non-teacher staff (CCD)		
Instructional aides	7,277	9,910
Instructional coordinators	669	1,203
Administrators	3,155	4,002
Other	27,481	37,216
Total	38,582	52,331

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	86%	71%
Mathematics	73	68
Science	86	84
Social studies	92	91

Percentage of core courses taught by highly qualified teachers, 2003-04 (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)	79	79
College-going rate (IPEDS/NCES)	55	55

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	26%	32%
Basic level or above	55	64
Math, Grade 8	1996	2005
Proficient level or above	24%	30%
Basic level or above	57	67

Statewide Accountability Information

See Appendix B for Maryland's definitions of proficient for Reading and mathematics for grades 3, 8, and high school.

See <http://mdreportcard.org/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Maryland School Assessments (MSA)

State student achievement levels: TBD

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	40%	42.7%
	Mathematics	47.4	49.8
Grade 8	Reading	43	45.6
	Mathematics	19	22.7
Grade HS	Reading	42.9	45.5
	Mathematics	20.9	27.5

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	292 (77%)	1,069 (79%)	15 (63%)
Identified for improvement:			
Year 1	31 (8%)	140 (10%)	8 (34%)
Year 2	18 (5%)	19 (1%)	0
Corrective action	7 (2%)	13 (1%)	1 (4%)
Restructuring	59 (16%)	83 (6%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 94%	Met
Middle school indicator: Attendance	Meet or progress toward 94%	Met
High school indicator: Graduation rate	Meet or progress toward 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	914	2%
Supplemental educational services:	5,077	17%

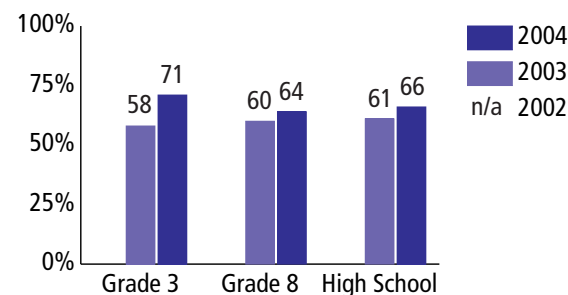
Student Achievement 2003-04

Maryland School Assessments, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	71%	64%	66%
Economically disadvantaged students	54	43	43
Migrant students	75	43	33
Students with disabilities	43	21	27
Students with limited English proficiency	45	18	15
Black, non-Hispanic	58	48	47
Hispanic students	59	48	49
White, non-Hispanic	82	76	79

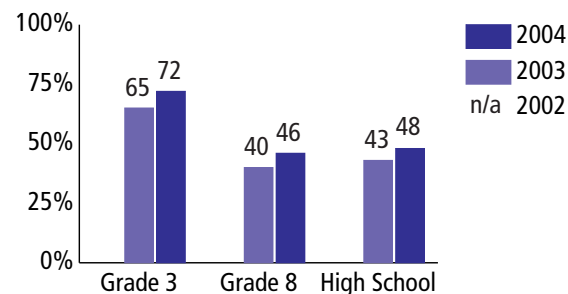
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	72%	46%	48%
Economically disadvantaged students	56	23	23
Migrant students	81	14	#
Students with disabilities	42	11	16
Students with limited English proficiency	50	25	30
Black, non-Hispanic	58	24	21
Hispanic students	64	32	35
White, non-Hispanic	83	60	63

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

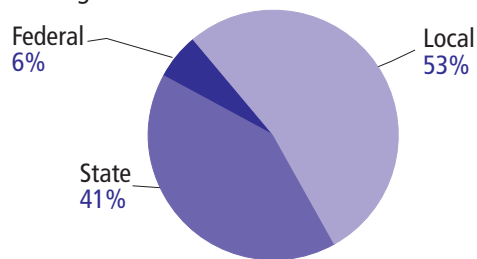
	1993-94	2003-04
Number of districts (CCD)	351	350
Number of public schools (CCD)		
Elementary	1,173	1,170
Middle	292	327
High	281	296
Combined	29	63
Other	5	4
Total	1,780	1,860
Number of charter schools (CCD)		51

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$4,330,661	\$6,542,762
Noninstructional	249,969	312,507
Support	2,602,464	3,426,551
Total	7,183,095	10,281,820
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$8,184	\$10,460

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$260,050,569

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	13,178	22,533
K-8	625,344	669,597
9-12	232,208	288,329
Total (K-12)	857,552	957,926

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	4%	5%
Black, non-Hispanic	8	9
Hispanic	9	12
White, non-Hispanic	79	75

Students with disabilities (OSEP)	15%	14%
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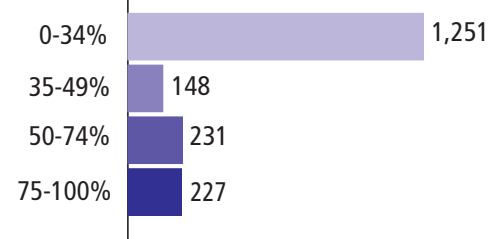
Students with limited English proficiency (NCELA)	5%	5%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	41%	33%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	266,272
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]3 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	-	33,449
Middle	-	15,469
High	-	20,023
Combined	-	3,212
Other	-	57
Total	-	72,210

Number of FTE non-teacher staff (CCD)

Instructional aides	10,611	18,272
Instructional coordinators	957	1,115
Administrators	3,043	5,417
Other	30,819	37,548
Total	45,430	62,352

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

	1994	2000
English	89%	83%
Mathematics	76	73
Science	89	79
Social studies	87	87

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	4%	3%
Avg. freshman graduation rate (NCES)	80	79
College-going rate (IPEDS/NCES)	65	69
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	36%	44%
Basic level or above	69	78
Math, Grade 8	1996	2005
Proficient level or above	28%	43%
Basic level or above	68	80

Statewide Accountability Information

See Appendix B for Massachusetts's definitions of proficient for English language arts in grades 4, 7, and high school, and mathematics for grades 4, 8, and high school.

See <http://profiles.doe.mass.edu/staterc/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Massachusetts Comprehensive Assessment System

State student achievement levels: Failing (HS)/Warning (Elementary), Needs Improvement, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	English language arts	70.7 CPI	75.6 CPI
	Mathematics	53	60.8
Grade 7	English language arts	70.7	75.6
Grade 8	Mathematics	53	60.8
High school	English language arts	70.7	75.6
	Mathematics	53	60.8

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	667 (61%)	1,150 (80%)	71 (61%)
Identified for improvement:			
Year 1	201 (21%)	286 (16%)	129 (54%)
Year 2	34 (3%)	38 (2%)	0
Corrective action	23 (2%)	28 (2%)	0
Restructuring	24 (2%)	24 (1%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	45 (4%)	48 (3%)	0

Other indicator, 2003-04

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	92%	Met
Middle school indicator: Attendance	92%	Met
High school indicator: Graduation	70%	Met

NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	554	*
Supplemental educational services:	6,589	17%

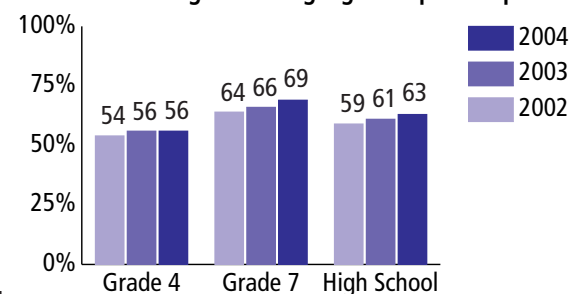
Student Achievement 2003-04

Massachusetts Comprehensive Assessment System, used for NCLB accountability

English or language arts

Proficient level or above for:	Grade 4	Grade 7	High school
All students	56%	69%	63%
Economically disadvantaged students	32	45	36
Migrant students	22	46	29
Students with disabilities	26	31	26
Students with limited English proficiency	27	30	21
Black, non-Hispanic	34	46	37
Hispanic students	28	38	30
White, non-Hispanic	63	76	70

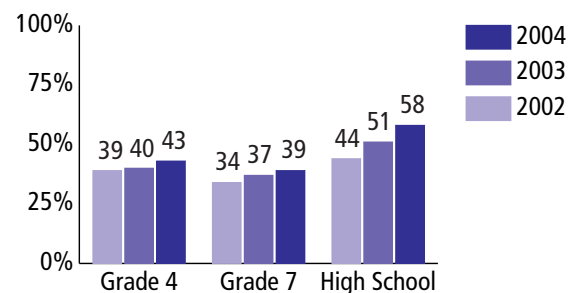
Student achievement trend: English or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	43%	39%	58%
Economically disadvantaged students	22	17	34
Migrant students	20	14	26
Students with disabilities	20	12	25
Students with limited English proficiency	22	17	33
Black, non-Hispanic	20	15	33
Hispanic students	19	13	27
White, non-Hispanic	49	45	63

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

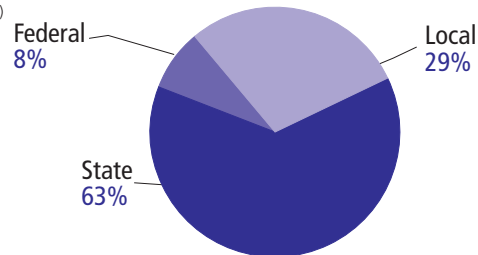
Number of districts (CCD)	1993-94 558	2003-04 553
Number of public schools (CCD)		
Elementary	1,888	2,115
Middle	537	646
High	559	675
Combined	57	171
Other	55	262
Total	3,096	3,869
Number of charter schools (CCD)		
		202

Finances

Total current expenditures 1993-94 (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	2002-03
Instructional	\$7,252,204
Noninstructional	363,713
Support	4,892,689
Total	12,508,606
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$7,821
	\$8,781

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$420,799,581

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	15,165	21,146
K-8	1,067,300	1,174,601
9-12	419,468	512,762
Total (K-12)	1,486,768	1,687,363
Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	17	20
Hispanic	2	4
White, non-Hispanic	78	73

Students with disabilities (OSEP) 9% 12%

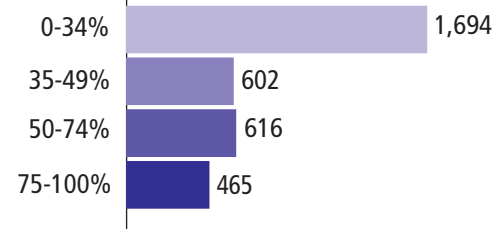
Students with limited English proficiency (NCELA) 3% 4%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 29% 21%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 570,422

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)

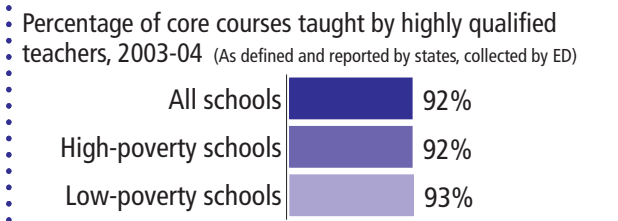


*492 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	35,403	41,865
Middle	15,223	19,623
High	20,702	24,154
Combined	1,105	3,249
Other	721	3,040
Total	73,154	91,931
Number of FTE non-teacher staff (CCD)		
Instructional aides	12,629	25,170
Instructional coordinators	915	3,457
Administrators	6,599	8,241
Other	68,873	72,152
Total	89,016	109,020

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	67%	64%
Mathematics	61	68
Science	73	72
Social studies	88	66



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	-	-
Avg. freshman graduation rate (NCES)	74%	75%
College-going rate (IPEDS/NCES)	60	54
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	31%
Basic level or above	-	62
Math, Grade 8	1996	2005
Proficient level or above	28%	30%
Basic level or above	67	68

Statewide Accountability Information

See Appendix B for Michigan's definitions of proficient for Reading/language arts for grades 4, 7, and high school and mathematics for grades 4, 8, and high school.

See http://www.michigan.gov/documents/State_Report_Card_2003-04_120358_7.doc for more details on the statewide accountability system.

State assessment for NCLB accountability: Michigan Educational Assessment Program

State student achievement levels: Basic, Below Basic, Met Expectations, Exceeds Expectations

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading/language arts	38%	38%
	Mathematics	47	47
Grade 8	Reading/language arts	31	31
	Mathematics	31	31
High school	Reading/language arts	42	42
	Mathematics	33	33

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	1,847 (80%)	2,775 (77%)	431 (80%)
Identified for improvement:			
Year 1	n/a	218 (6%)	0
Year 2	n/a	72 (2%)	0
Corrective action	n/a	74 (2%)	0
Restructuring	n/a	147 (4%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 80%	Met
Middle school indicator: Attendance	Meet or progress toward 80%	Met
High school indicator: Graduation rate	80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	340	*
Supplemental educational services:	11,444	11%

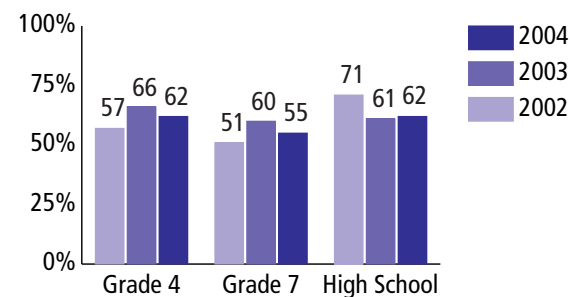
*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

Student Achievement 2003-04

Michigan Educational Assessment Program, used for NCLB accountability Reading or language arts

Proficient level or above for:	Grade 4	Grade 7	High school
All students	62%	55%	62%
Economically disadvantaged students	47	38	42
Migrant students	40	29	27
Students with disabilities	30	20	21
Students with limited English proficiency	61	30	27
Black, non-Hispanic	43	34	43
Hispanic students	48	40	46
White, non-Hispanic	66	62	66

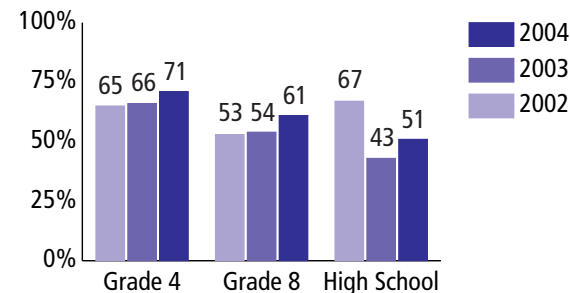
Student achievement trend: Reading or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	71%	61%	51%
Economically disadvantaged students	57	41	31
Migrant students	52	33	19
Students with disabilities	42	25	18
Students with limited English proficiency	59	42	26
Black, non-Hispanic	51	33	22
Hispanic students	58	46	33
White, non-Hispanic	77	69	56

Student achievement trend: Mathematics percent proficient level or above



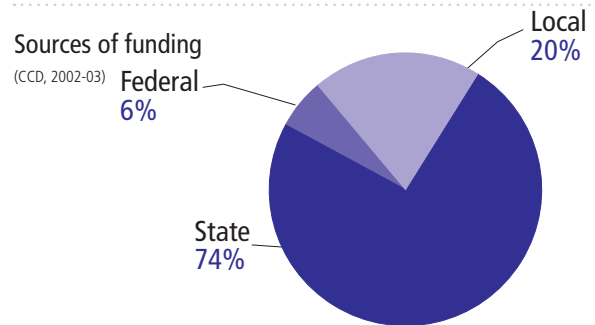
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	405	349
Number of public schools (CCD)		
Elementary	989	1,046
Middle	239	291
High	503	699
Combined	73	97
Other	30	54
Total	1,834	2,187
Number of charter schools (CCD)		101

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,513,726	\$4,404,702
Noninstructional	222,976	314,779
Support	1,778,154	2,147,923
Total	5,514,856	6,867,404

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,807	\$8,109



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$117,728,364

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	6,598	10,876
K-8	570,580	553,173
9-12	233,247	278,805
Total (K-12)	803,827	831,978

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	4	5
Black, non-Hispanic	4	8
Hispanic	2	5
White, non-Hispanic	89	80

Students with disabilities (OSEP)	1993-94	2003-04
	9%	11%

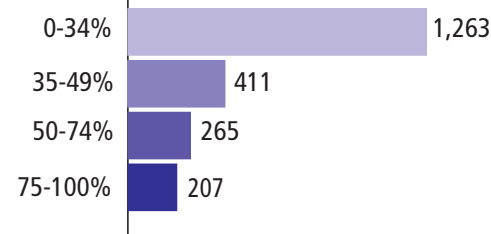
Students with limited English proficiency (NCELA)	1993-94	2003-04
	3%	7%

Migrant students (OME)	1993-94	2003-04
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	34%	22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 238,083

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]41 schools did not report.

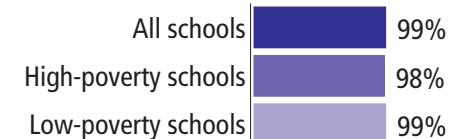
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	22,331	24,127
Middle	8,024	9,344
High	13,125	16,438
Combined	673	1,045
Other	132	358
Total	44,285	51,312

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	6,089	14,636
Instructional coordinators	487	467
Administrators	2,872	3,220
Other	18,455	33,810
Total	27,903	52,133

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	84%	92%
Mathematics	94	90
Science	97	93
Social studies	89	94

Percentage of core courses taught by highly qualified teachers, 2003-04 (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)	53	64

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	33%	38%
Basic level or above	65	71
Math, Grade 8		
Proficient level or above	34%	43%
Basic level or above	75	79

Statewide Accountability Information

See Appendix B for Minnesota's definitions of proficient for reading and mathematics for grades 3, 7, and high school.

See http://education.state.mn.us/html/intro_sch_dist_data.htm for more details on the statewide accountability system.

State assessment for NCLB accountability: Minnesota Comprehensive Assessments

State student achievement levels: Level 1, Level 2, Level 3, Level 4, Level 5

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	62.9%	66.9%
	Mathematics	65.4	66.2
Grade 7	Reading	62.9	75.4
	Mathematics	65.4	73.4
High school	Reading	62.9	80.3
	Mathematics	65.4	74.1

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	696 (68%)	1,393 (65%)	212 (57%)
Identified for improvement:			
Year 1	22 (2%)	22 (1%)	19 (5%)
Year 2	18 (2%)	18 (1%)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	20 (1%)

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or growth towards 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	306	2%
Supplemental educational services:	1,498	27%

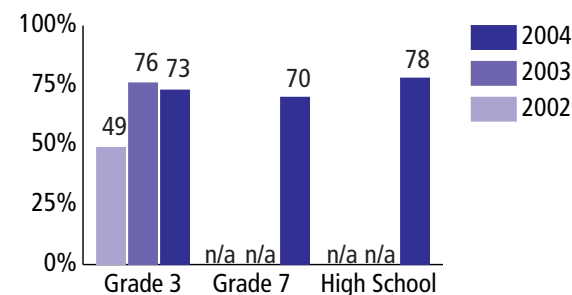
Student Achievement 2003-04

Minnesota Comprehensive Assessments, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 7	High school
All students	73%	70%	78%
Economically disadvantaged students	54	47	57
Migrant students	33	17	34
Students with disabilities	32	28	34
Students with limited English proficiency	33	21	31
Black, non-Hispanic	46	35	41
Hispanic students	43	40	46
White, non-Hispanic	80	77	84

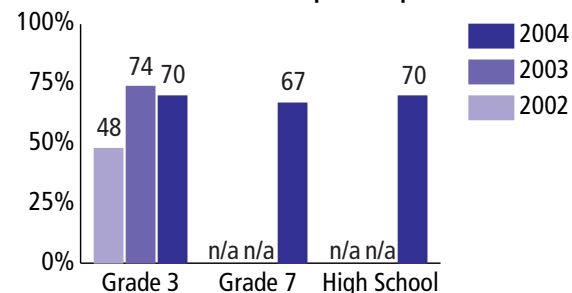
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 7	High school
All students	70%	67%	70%
Economically disadvantaged students	52	43	47
Migrant students	32	22	29
Students with disabilities	45	25	24
Students with limited English proficiency	38	26	29
Black, non-Hispanic	39	28	28
Hispanic students	45	37	40
White, non-Hispanic	77	74	78

Student achievement trend: Mathematics percent proficient level or above



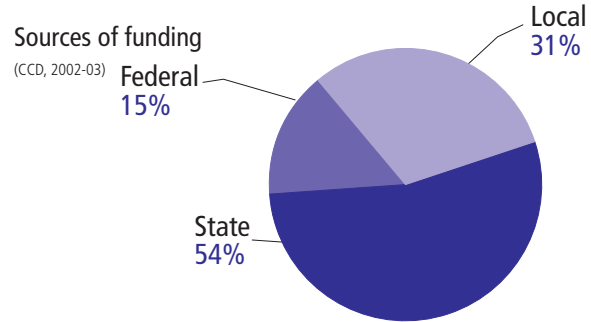
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	149	152
Number of public schools (CCD)		
Elementary	446	446
Middle	168	188
High	173	188
Combined	78	61
Other	25	14
Total	890	897
Number of charter schools (CCD)		1

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,358,399	\$1,707,391
Noninstructional	175,808	177,495
Support	664,280	968,645
Total	2,198,487	2,853,531

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$4,435	\$5,792



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$157,215,840

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,060	2,208
K-8	357,016	350,402
9-12	131,112	127,333
Total (K-12)	488,128	477,735

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	51	51
Hispanic	*	1
White, non-Hispanic	48	47

Students with disabilities (OSEP) 11% 11%

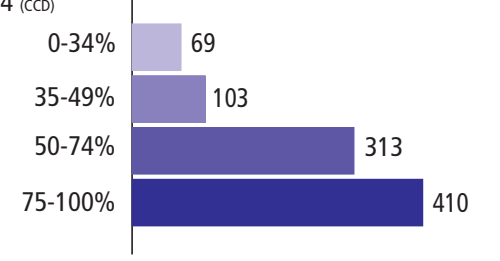
Students with limited English proficiency (NCELA) * 1%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 18% 16%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 317,137

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]2 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	12,012	13,119
Middle	5,172	7,756
High	6,347	7,960
Combined	3,301	2,402
Other	418	349
Total	27,250	31,586

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	8,886	8,603
Instructional coordinators	399	671
Administrators	2,311	2,743
Other	19,881	23,769
Total	31,477	35,786

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	66%	55%
Mathematics	72	60
Science	73	66
Social studies	83	72

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	6%	5%
Avg. freshman graduation rate (NCES)	64	60
College-going rate (IPEDS/NCES)	69	63

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	18%	18%
Basic level or above	45	48
Math, Grade 8		
Proficient level or above	7%	13%
Basic level or above	36	51

Statewide Accountability Information

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

See <http://www.mde.k12.ms.us/Account/RC4B/RC4B.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Mississippi Curriculum Test

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	66%	66%
	Mathematics	49	49
Grade 8	Reading	30	30
	Mathematics	23	23
High school	Reading	16	16
	Mathematics	5	5

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	668 (76%)	60 (39%)
Identified for improvement:			
Year 1	65 (7%)	65 (7%)	36 (24%)
Year 2	2 (*)	2 (*)	0
Corrective action	2 (*)	2 (*)	0
Restructuring	2 (*)	2 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance rate	93%	Met
Middle school indicator: Attendance rate	93%	Met
High school indicator: Graduation rate	72%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	7	*
Supplemental educational services:	200	6%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

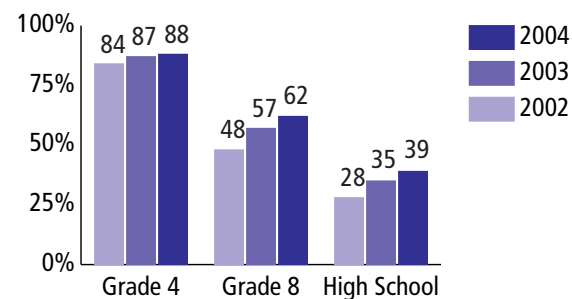
Student Achievement 2003-04

Mississippi Curriculum Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	88%	62%	39%
Economically disadvantaged students	83	47	24
Migrant students	77	59	33
Students with disabilities	70	24	8
Students with limited English proficiency	70	39	19
Black, non-Hispanic	82	43	22
Hispanic students	85	63	37
White, non-Hispanic	95	80	54

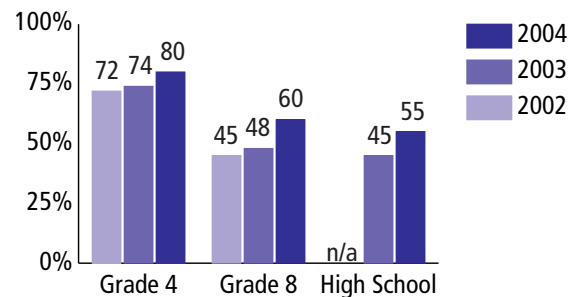
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	80%	60%	55%
Economically disadvantaged students	72	46	41
Migrant students	75	58	61
Students with disabilities	61	22	25
Students with limited English proficiency	79	52	66
Black, non-Hispanic	69	43	38
Hispanic students	87	60	68
White, non-Hispanic	91	76	68

Student achievement trend: Mathematics percent proficient level or above



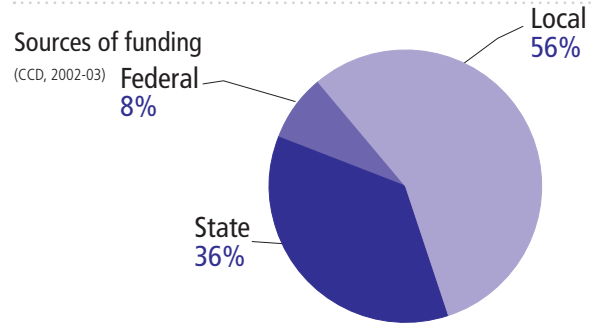
Districts and schools

Number of districts <small>(CCD)</small>	1993-94 541	2003-04 524
<hr/>		
Number of public schools <small>(CCD)</small>		
Elementary	1,178	1,235
Middle	314	380
High	491	496
Combined	29	135
Other	38	14
Total	2,050	2,260
<hr/>		
Number of charter schools <small>(CCD)</small>		26

Finances

Total current expenditures <small>(CCD, in thousands of dollars, adjusted for inflation to 2002-03)</small>	1993-94	2002-03
Instructional	\$3,077,995	\$4,142,285
Noninstructional	224,242	293,320
Support	1,771,136	2,358,352
Total	5,073,373	6,793,957

Per-pupil expenditures <small>(CCD, adjusted for inflation to 2002-03)</small>	\$5,856	\$7,495
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Title I allocation 2002-03
(ED; Includes Title I, Part A)

\$194,886,735

Students

Public school enrollment <small>(CCD)</small>		1993-94	2003-04
Pre-K	245	23,138	
K-8	602,236	620,553	
9-12	241,874	272,287	
Total (K-12)	844,110	892,840	

Race/ethnicity <small>(CCD)</small>		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	16	18
Hispanic	1	3
White, non-Hispanic	82	78

Students with disabilities <small>(OSEP)</small>	11%	13%
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Students with limited English proficiency <small>(NCELA)</small>	1%	2%
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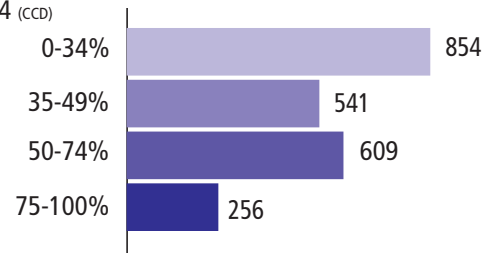
Migrant students <small>(OME)</small>	*	*
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Eighth-grade students enrolled in Algebra I for high school credit <small>(NAEP)</small>	1996 27%	2003 26%
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Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04
(CCD)

344,403

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04
(CCD)



Staff

Number of FTE teachers <small>(CCD)</small>		1993-94	2003-04
Elementary	26,009	30,250	
Middle	9,764	12,647	
High	15,253	17,438	
Combined	406	2,028	
Other	872	599	
Total	52,304	62,962	

Number of FTE non-teacher staff <small>(CCD)</small>		
Instructional aides	6,430	10,906
Instructional coordinators	1,256	952
Administrators	3,048	4,352
Other	46,481	44,404
Total	57,215	60,614

Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	81%	64%
Mathematics	89	52
Science	70	70
Social studies	84	80

Percentage of core courses taught by highly qualified teachers, 2003-04
(As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate <small>(NCES)</small>	7%	4%
Avg. freshman graduation rate <small>(NCES)</small>	77	75
College-going rate <small>(IPEDS/NCES)</small>	51	53

NAEP state results <small>(NCES)</small>		
Reading, Grade 4	1994	2005
Proficient level or above	31%	32%
Basic level or above	62	66
Math, Grade 8	1996	2005
Proficient level or above	22%	26%
Basic level or above	64	68

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 Missouri's definitions of proficient for Communication arts for grades 3, 7, and high school and mathematics for grades 4, 8, and high school.

See <http://dese.mo.gov/commissioner/statereportcard/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Missouri Assessment Program

State student achievement levels: Level not determined, Step 1, Progressing, Nearing Proficient, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Communication arts	18.4%	20.4%
	Mathematics	8.3	10.3
Grade 7	Communication arts	18.4	20.4
	Mathematics	8.3	10.3
High school	Communication arts	18.4	20.4
	Mathematics	8.3	10.3

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	950 (86%)	1,569 (77%)	398 (75%)
Identified for improvement:			
Year 1	111 (10%)	111 (5%)	0
Year 2	13 (1%)	13 (1%)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle school indicator: Attendance	93%	Met
High school indicator: Graduation rate	85%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	28	*
Supplemental educational services:	992	13%

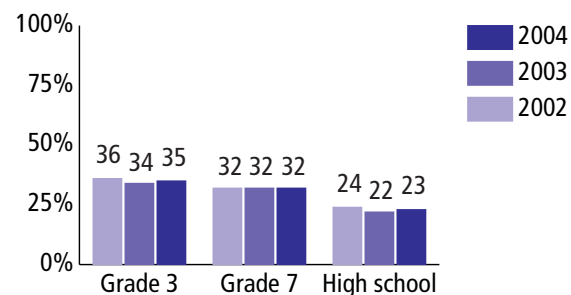
Student Achievement 2003-04

Missouri Assessment Program, used for NCLB accountability

Communication arts

Proficient level or above for:	Grade 3	Grade 7	High school
All students	35%	32%	23%
Economically disadvantaged students	22	18	10
Migrant students	8	7	9
Students with disabilities	21	7	3
Students with limited English proficiency	19	16	6
Black, non-Hispanic	19	10	7
Hispanic students	21	20	15
White, non-Hispanic	39	38	25

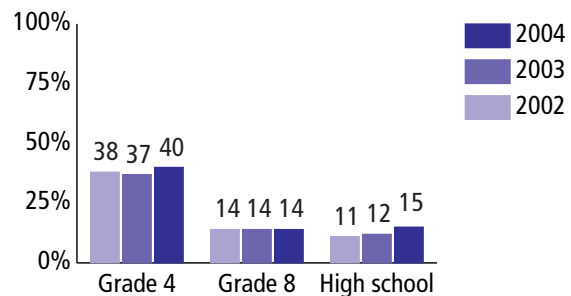
Student achievement trend: Communication arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	40%	14%	15%
Economically disadvantaged students	28	6	5
Migrant students	24	7	3
Students with disabilities	24	2	1
Students with limited English proficiency	30	10	6
Black, non-Hispanic	24	3	2
Hispanic students	29	8	8
White, non-Hispanic	45	16	18

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts	1993-94	2003-04
(CCD)	495	450

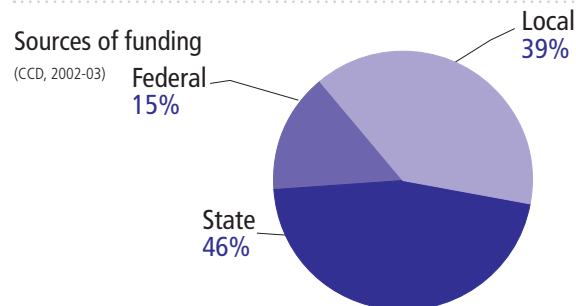
Number of public schools	(CCD)	
Elementary	487	441
Middle	236	240
High	174	175
Combined	1	0
Other	2	2
Total	900	858

Number of charter schools	(CCD)	
	-	-

Finances

Total current expenditures	1993-94	2002-03
(CCD, in thousands of dollars, adjusted for inflation to 2002-03)		
Instructional	\$654,984	\$690,810
Noninstructional	44,569	46,044
Support	347,857	387,437
Total	1,047,410	1,124,291

Per-pupil expenditures	\$6,426	\$7,495
(CCD, adjusted for inflation to 2002-03)		



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$40,458,865

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

Students

Public school enrollment	(CCD)	
Pre-K	483	664
K-8	115,509	99,250
9-12	46,111	48,092
Total (K-12)	161,620	147,342

Race/ethnicity	(CCD)	
American Indian/Alaskan Native	10%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	*	1
Hispanic	1	2
White, non-Hispanic	88	85

Students with disabilities	(OSEP)	10%	12%
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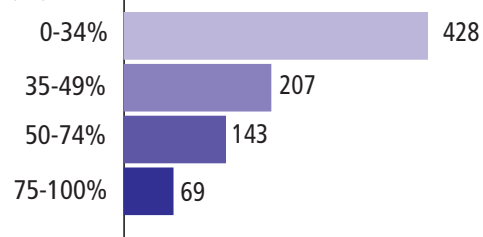
Students with limited English proficiency	(NCELA)	5%	5%
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Migrant students	(OME)	1%	2%
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Eighth-grade students enrolled in Algebra I for high school credit	1996	2003
(NAEP)	22%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04	(CCD)	50,053
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]11 schools did not report.

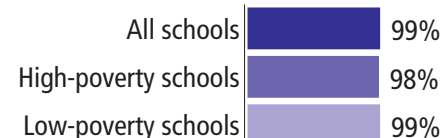
Staff

Number of FTE teachers	(CCD)	
Elementary	4,817	4,650
Middle	2,083	2,198
High	2,998	3,395
Combined	7	-
Other	47	56
Total	9,952	10,299

Number of FTE non-teacher staff	(CCD)	
Instructional aides	1,745	1,870
Instructional coordinators	139	182
Administrators	653	649
Other	6,260	5,654
Total	8,797	8,355

Percentage of teachers with a major in the main subject taught, grades 7-12	(SASS)	1994	2000
English	75%	71%	
Mathematics	77	68	
Science	76	74	
Social studies	79	67	

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01	
High school dropout rate	(NCES)	-	4%
Avg. freshman graduation rate	(NCES)	85%	80
College-going rate	(IPEDS/NCES)	54	54

NAEP state results	(NCES)	
Reading, Grade 4	1994	2005
Proficient level or above	35%	36%
Basic level or above	69	72
Math, Grade 8	1996	2005
Proficient level or above	32%	36%
Basic level or above	75	80

Statewide Accountability Information

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

See <http://www.opi.state.mt.us/ReportCard/Index.html> for more details on the statewide accountability system.

State assessment for NCLB accountability: Montana Comprehensive Assessment System
State student achievement levels: Nearing Proficient, Novice, Proficient, Advanced

NCLB Accountability Goals

2003-04 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	55%	55%
	Mathematics	40	40
Grade 8	Reading	55	55
	Mathematics	40	40
High school	Reading	55	55
	Mathematics	40	40

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	568 (84%)	731 (85%)	362 (83%)
Identified for improvement:			
Year 1	31 (5%)	31 (4%)	0
Year 2	0	0	0
Corrective action	4 (1%)	4 (*)	0
Restructuring	33 (2%)	33 (4%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 80%	Met
Middle school indicator: Attendance	Meet or progress toward 80%	Met
High school indicator: Graduation rate	Meet or progress toward 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	14	4%
Supplemental educational services:	10	*

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

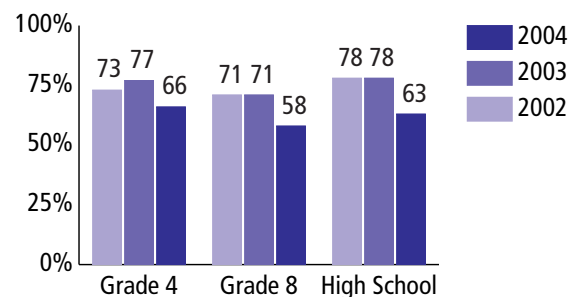
Student Achievement 2003-04

Montana Comprehensive Assessment System, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	66%	58%	63%
Economically disadvantaged students	52	41	45
Migrant students	57	40	50
Students with disabilities	31	18	19
Students with limited English proficiency	21	12	14
Black, non-Hispanic	54	43	45
Hispanic students	56	46	51
White, non-Hispanic	70	63	66

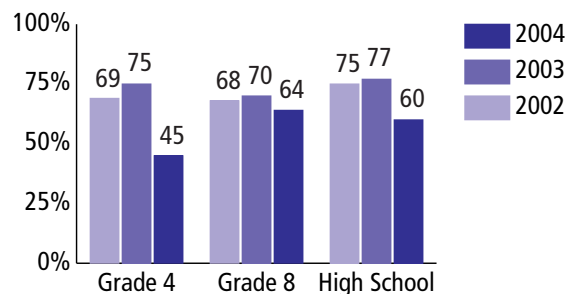
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	45%	64%	60%
Economically disadvantaged students	33	48	42
Migrant students	49	72	63
Students with disabilities	22	21	17
Students with limited English proficiency	15	16	16
Black, non-Hispanic	32	44	31
Hispanic students	36	55	44
White, non-Hispanic	49	70	65

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

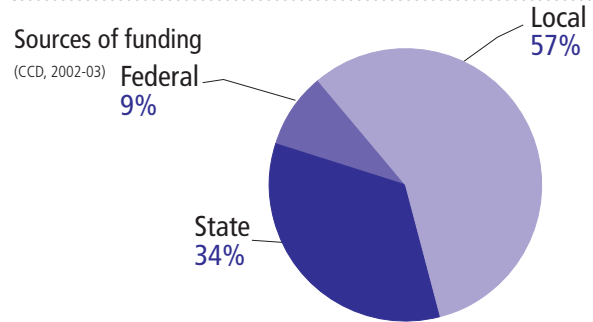
	1993-94	2003-04
Number of districts (CCD)	695	538
Number of public schools (CCD)		
Elementary	957	797
Middle	102	105
High	318	301
Combined	24	25
Other	5	0
Total	1,406	1,228

Number of charter schools (CCD) -

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,199,522	\$1,470,002
Noninstructional	164,013	160,780
Support	565,566	673,441
Total	1,929,101	2,304,223

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,766	\$8,074



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$46,769,850

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	3,577	5,920
K-8	199,849	189,495
9-12	81,671	90,125
Total (K-12)	281,520	279,620

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	1	2
Black, non-Hispanic	6	7
Hispanic	4	10
White, non-Hispanic	88	80

Students with disabilities (OSEP) 11% 13%

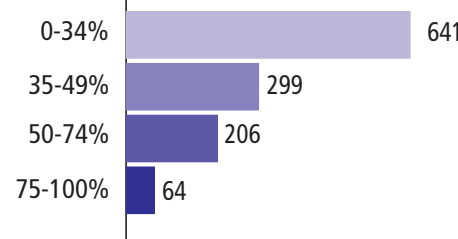
Students with limited English proficiency (NCELA) 1% 5%

Migrant students (OME) 2% 4%

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, 2003-04 (CCD) 96,880

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]18 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	9,874	10,320
Middle	2,796	3,156
High	6,784	7,159
Combined	78	104
Other	7	-
Total	19,539	20,739

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	3,325	4,722
Instructional coordinators	212	427
Administrators	1,540	1,572
Other	12,139	12,931
Total	17,216	19,652

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, 2003-04 (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	2005
Reading, Grade 4		
Proficient level or above	34%	33%
Basic level or above	66	67
Math, Grade 8		
Proficient level or above	31%	35%
Basic level or above	76	75

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: STARS (School-based Teacher-led Assessment and Reporting System)

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

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 4	Reading	62%	62%
	Mathematics	65	65
Grade 8	Reading	61	61
	Mathematics	58	58
High school	Reading	66	66
	Mathematics	62	62

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	233 (96%)	466 (87%)	111 (73%)
Identified for improvement:			
Year 1	3 (2%)	3 (1%)	0
Year 2	0	0	0
Corrective action	1 (*)	1 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Writing assessment	Meet or progress toward 62%	Met
Middle school 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	0
Supplemental educational services:	0	0

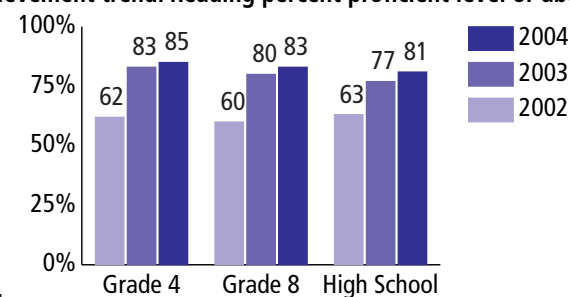
Student Achievement 2003-04

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	85%	83%	81%
Economically disadvantaged students	76	72	68
Migrant students	70	58	55
Students with disabilities	59	50	44
Students with limited English proficiency	62	51	47
Black, non-Hispanic	71	74	67
Hispanic students	74	67	64
White, non-Hispanic	88	85	83

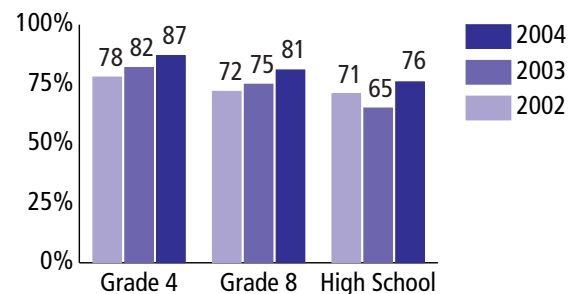
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	87%	81%	76%
Economically disadvantaged students	79	68	64
Migrant students	79	62	53
Students with disabilities	65	44	37
Students with limited English proficiency	73	54	47
Black, non-Hispanic	72	61	72
Hispanic students	80	66	57
White, non-Hispanic	90	83	78

Student achievement trend: Mathematics percent proficient level or above



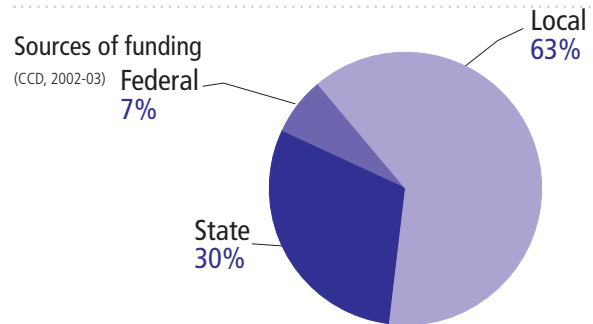
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	17	17
Number of public schools (CCD)		
Elementary	261	334
Middle	57	86
High	71	99
Combined	8	21
Other	7	5
Total	404	545
Number of charter schools (CCD)		
		14

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$834,595	\$1,408,570
Noninstructional	47,633	73,834
Support	518,990	768,641
Total	1,401,218	2,251,045

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$5,943	\$6,092



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$53,216,311

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,179	2,778
K-8	173,083	277,383
9-12	60,878	104,650
Total (K-12)	233,961	382,033

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	4	7
Black, non-Hispanic	9	11
Hispanic	14	30
White, non-Hispanic	70	51

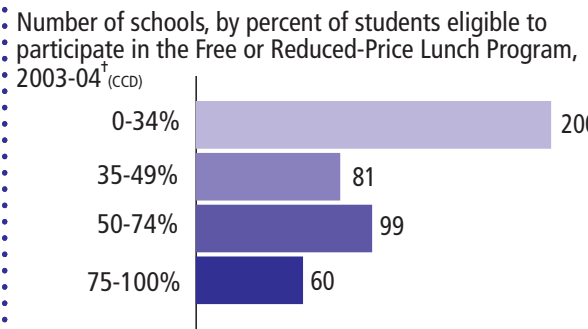
Students with disabilities (OSEP) 10% 10%

Students with limited English proficiency (NCELA) 6% 15%

Migrant students (OME) 1% *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 - 32%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 129,774



[†]105 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	6,992	11,707
Middle	2,113	4,460
High	2,764	5,168
Combined	111	271
Other	174	202
Total	12,154	21,808

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	1,257	2,438
Instructional coordinators	87	524
Administrators	919	1,342
Other	7,576	9,521
Total	9,839	13,825

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	85%	70%
Mathematics	74	38
Science	88	78
Social studies	86	73

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	10%	5%
Avg. freshman graduation rate (NCES)	73	70
College-going rate (IPEDS/NCES)	38	40

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	-	21%
Basic level or above	-	52
Math, Grade 8		
Proficient level or above	-	21%
Basic level or above	-	60

Statewide Accountability Information

See Appendix B for Nevada's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.nevadareportcard.com/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Nevada Criterion Reference Tests

State student achievement levels: Approaches Standard, Developing/Emergent, Meets Standard, Exceeds Standard

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	32.4%	27.5%
	Mathematics	37.3	34.5
Grade 8	Reading	37	37
	Mathematics	38	32
High school	Reading	91	73.5
	Mathematics	58	42.8

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	70 (59%)	357 (63%)	8 (47%)
Identified for improvement:			
Year 1	31 (26%)	57 (10%)	6 (35%)
Year 2	16 (13%)	81 (14%)	3 (18%)
Corrective action	2 (2%)	2 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 50%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	252	1%
Supplemental educational services:	259	10%

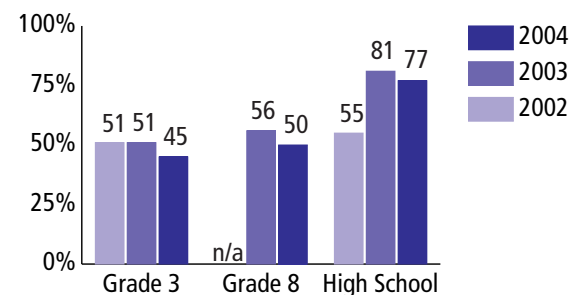
Student Achievement 2003-04

Nevada Criterion Reference Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	45%	50%	77%
Economically disadvantaged students	29	32	64
Migrant students	12	22	38
Students with disabilities	19	11	35
Students with limited English proficiency	14	9	37
Black, non-Hispanic	31	30	66
Hispanic students	26	30	62
White, non-Hispanic	59	64	86

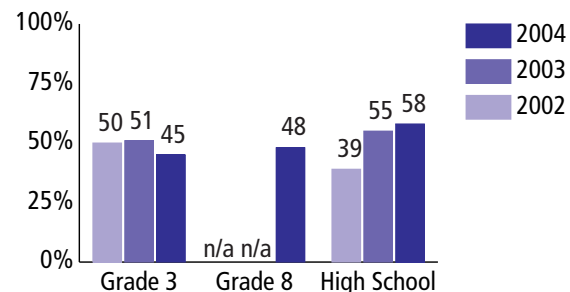
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	45%	48%	58%
Economically disadvantaged students	32	32	41
Migrant students	26	29	19
Students with disabilities	22	9	14
Students with limited English proficiency	22	14	24
Black, non-Hispanic	27	27	36
Hispanic students	32	31	39
White, non-Hispanic	57	61	69

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

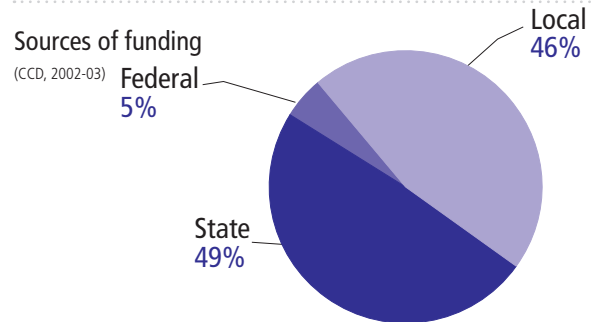
	1993-94	2003-04
Number of districts (CCD)	178	179
<hr/>		
Number of public schools (CCD)		
Elementary	293	298
Middle	91	96
High	77	78
Combined	n/a	0
Other	n/a	1
Total	461	473

Number of charter schools (CCD) -

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$824,001	\$1,156,573
Noninstructional	45,362	54,792
Support	413,921	570,229
Total	1,283,284	1,781,594

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,923	\$8,579



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$29,733,465

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,292	2,221
K-8	134,367	139,320
9-12	49,098	65,325
Total (K-12)	183,465	204,645

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	2%
Black, non-Hispanic	1	1
Hispanic	1	2
White, non-Hispanic	97	94

Students with disabilities (OSEP) 11% 13%

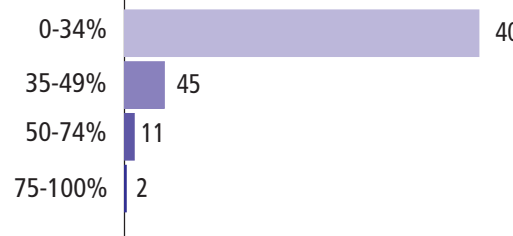
Students with limited English proficiency (NCELA) 1% 1%

Migrant students (OME) * *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 - 27%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 33,805

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]15 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	5,768	6,806
Middle	2,711	3,658
High	3,493	4,578
Combined	-	-
Other	-	68
Total	11,972	15,110

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	2,902	6,380
Instructional coordinators	128	186
Administrators	807	1,074
Other	6,093	8,078
Total	9,930	15,718

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	90%	73%
Mathematics	76	69
Science	91	90
Social studies	90	88

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	5%
Avg. freshman graduation rate (NCES)	81%	78
College-going rate (IPEDS/NCES)	56	59

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	36%	39%
Basic level or above	70	75
Math, Grade 8		
Proficient level or above	-	35%
Basic level or above	-	78

Statewide Accountability Information

See Appendix B for New Hampshire's definitions of proficient for reading and mathematics for grades 3, 6, and high school.

See <http://www.ed.state.nh.us/education/doe/organization/curriculum/Assessment/materials04.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: New Hampshire Educational Improvement Assessment Program

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	60%	60%
	Mathematics	64	64
Grade 6	Reading	60	60
	Mathematics	64	64
High school	Reading	70	70
	Mathematics	52	52

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	194 (78%)	336 (73%)	102 (76%)
Identified for improvement:			
Year 1	24 (10%)	69 (15%)	0
Year 2	2 (1%)	2 (*)	0
Corrective action	1 (*)	1 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	1 (*)	1 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 75%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1	*
Supplemental educational services:	15	13%

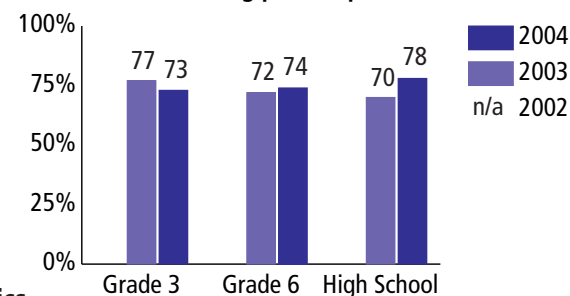
Student Achievement 2003-04

New Hampshire Educational Improvement Assessment Program, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 6	High school
All students	73%	74%	78%
Economically disadvantaged students	53	54	60
Migrant students	62	25	<10
Students with disabilities	32	31	37
Students with limited English proficiency	31	27	23
Black, non-Hispanic	53	63	60
Hispanic students	45	45	55
White, non-Hispanic	74	75	79

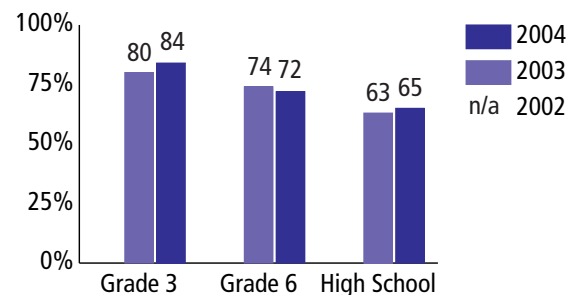
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 6	High school
All students	84%	72%	65%
Economically disadvantaged students	72	53	44
Migrant students	62	25	<10
Students with disabilities	60	35	24
Students with limited English proficiency	59	40	20
Black, non-Hispanic	72	55	44
Hispanic students	67	47	40
White, non-Hispanic	85	73	66

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

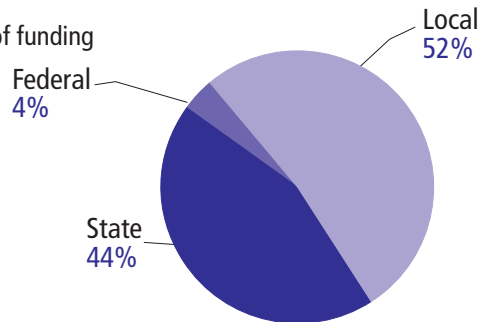
Number of districts (CCD)	1993-94	2003-04
	608	598
Number of public schools (CCD)		
Elementary	1,457	1,526
Middle	393	435
High	310	368
Combined	3	12
Other	124	87
Total	2,287	2,428
Number of charter schools (CCD)		
		48

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$7,977,705	\$10,152,232
Noninstructional	426,374	529,401
Support	4,908,885	6,504,334
Total	13,312,964	17,185,967

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$11,563	\$12,568

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 \$272,032,782
(ED; Includes Title I, Part A)

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	9,225	22,746
K-8	775,959	904,670
9-12	288,263	382,910
Total (K-12)	1,064,222	1,287,580

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	5%	7%
Black, non-Hispanic	19	18
Hispanic	13	17
White, non-Hispanic	63	58

Students with disabilities (OSEP)	14%	15%
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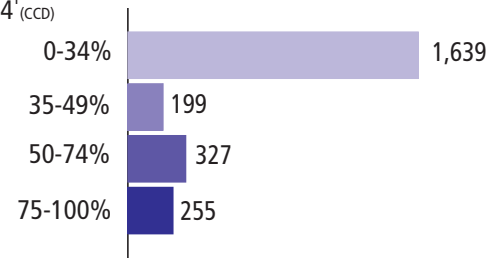
Students with limited English proficiency (NCELA)	4%	5%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	-	26%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	371,579
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]8 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	37,465	50,173
Middle	15,473	21,710
High	23,434	30,743
Combined	141	373
Other	3,430	1,969
Total	79,943	104,968

Number of FTE non-teacher staff (CCD)		
Instructional aides	12,806	24,010
Instructional coordinators	1,378	1,466
Administrators	6,236	6,749
Other	55,218	62,736
Total	75,638	94,961

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, 2003-04 (As defined and reported by states, collected by ED)



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	2005
Proficient level or above	33%	38%
Basic level or above	65	69
Math, Grade 8	1996	2005
Proficient level or above	-	36%
Basic level or above	-	74

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 Assessment of Skills and Knowledge, Grade Eight Proficiency Assessment, High school Proficiency Assessment

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
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

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	932 (68%)	1,481 (76%)	588 (95%)
Identified for improvement:			
Year 1	207 (15%)	331 (16%)	28 (5%)
Year 2	66 (5%)	67 (3%)	0
Corrective action	95 (7%)	98 (5%)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	53 (4%)	57 (3%)	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Dropout rate	Reduce rate 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:	363	65%
Supplemental educational services:	19,243	30%

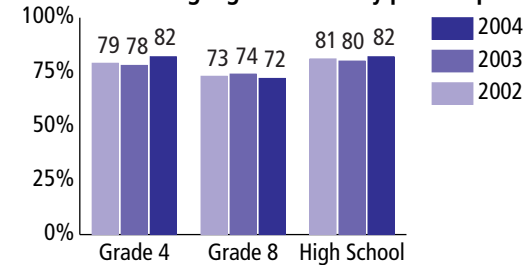
Student Achievement 2003-04

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

Language arts literacy

Proficient level or above for:	Grade 4	Grade 8	High school
All students	82%	72%	82%
Economically disadvantaged students	66	47	61
Migrant students	49	40	53
Students with disabilities	49	28	62
Students with limited English proficiency	49	18	24
Black, non-Hispanic	67	46	65
Hispanic students	69	52	66
White, non-Hispanic	90	83	90

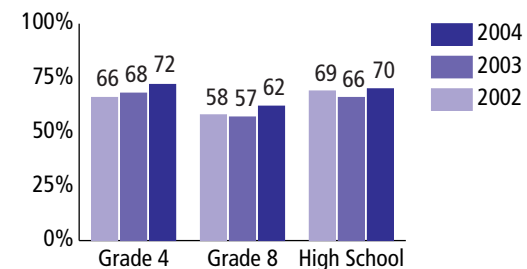
Student achievement trend: Language arts literacy percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	72%	62%	70%
Economically disadvantaged students	54	36	43
Migrant students	38	27	38
Students with disabilities	46	21	46
Students with limited English proficiency	47	24	29
Black, non-Hispanic	50	30	39
Hispanic students	59	42	49
White, non-Hispanic	81	74	81

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

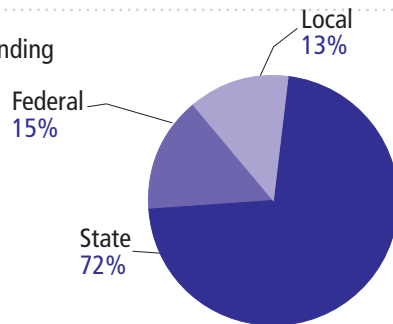
	1993-94	2003-04
Number of districts (CCD)	88	89
Number of public schools (CCD)		
Elementary	420	445
Middle	139	164
High	125	162
Combined	9	34
Other	15	9
Total	708	814
Number of charter schools (CCD)		34

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$987,569	\$1,266,008
Noninstructional	97,444	105,462
Support	601,337	910,138
Total	1,686,350	2,281,608

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$5,232	\$7,125

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$103,273,759

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,895	3,976
K-8	224,316	222,056
9-12	87,768	97,034
Total (K-12)	312,084	319,090

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	10%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	2	2
Hispanic	46	52
White, non-Hispanic	40	33

Students with disabilities (OSEP) 12% 13%

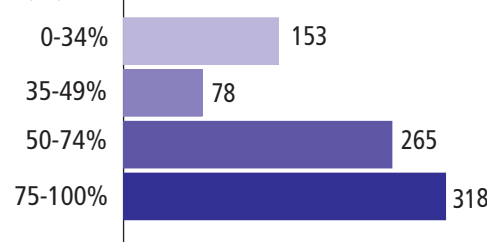
Students with limited English proficiency (NCELA) 25% 17%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 22% 20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 188,105

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



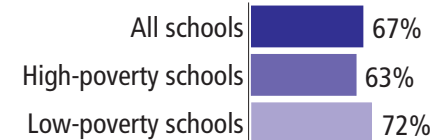
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	9,082	10,465
Middle	4,073	4,681
High	4,431	5,670
Combined	192	344
Other	276	409
Total	18,054	21,569

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	4,066	5,243
Instructional coordinators	468	724
Administrators	1,278	1,853
Other	12,478	15,452
Total	18,290	23,272

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	76%	65%
Mathematics	69	52
Science	71	55
Social studies	60	39

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	8%	5%
Avg. freshman graduation rate (NCES)	67	66
College-going rate (IPEDS/NCES)	54	59

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	21%	21%
Basic level or above	49	52
Math, Grade 8		
Proficient level or above	14%	14%
Basic level or above	51	53

Statewide Accountability Information

See Appendix B for New Mexico's definitions of proficient for Reading and mathematics for grades 4, 8, and high school.

See <http://sde.state.nm.us/div/acc.assess/accountability/ayp.html#reportcard> for more details on the statewide accountability system.

State assessment for NCLB accountability: New Mexico Standards Based Assessment

State student achievement levels: Beginning Proficiency, Nearing Proficient, Proficient, Advanced

NCLB Accountability Goals

		2003-04 Annual measurable objective starting point	Target (2003-04)
Grade 4	Reading	33.7%	33.7
	Mathematics	38.3	38.3
Grade 8	Reading	44.8	44.8
	Mathematics	36.8	36.8
Grade 11	Reading	44.2	44.2
	Mathematics	34.6	34.6

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	365 (68%)	519 (68%)	34 (38%)
Identified for improvement:			
Year 1	32 (6%)	35 (5%)	0
Year 2	22 (4%)	9 (1%)	0
Corrective action	37 (7%)	17 (2%)	0
Restructuring	30 (6%)	28 (4%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance rate	92%	Met
Middle school indicator: Attendance rate	92%	Met
High school indicator: Graduation rate	75%	Met

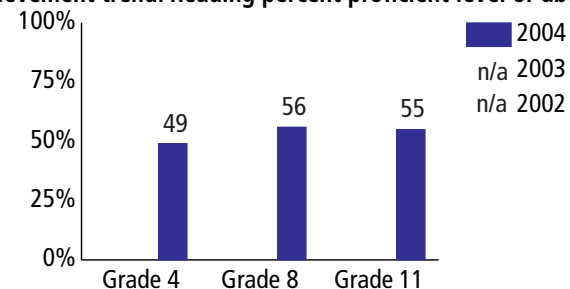
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,656	3%
Supplemental educational services:	3,682	12%

Student Achievement 2003-04

New Mexico Standards Based Assessment, not used for NCLB accountability

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	49%	56%	55%
Economically disadvantaged students	41	46	44
Migrant students	38	47	13
Students with disabilities	21	24	20
Students with limited English proficiency	31	33	28
Black, non-Hispanic	45	54	44
Hispanic students	44	49	47
White, non-Hispanic	66	75	72

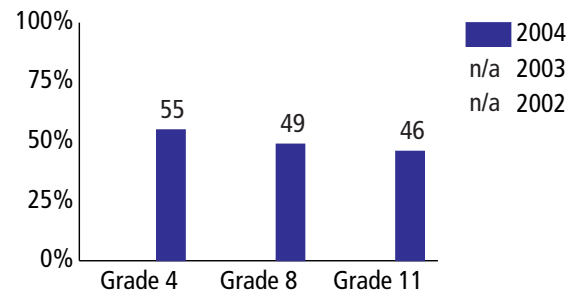
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	55%	49%	46%
Economically disadvantaged students	47	38	35
Migrant students	27	34	23
Students with disabilities	31	19	16
Students with limited English proficiency	36	27	25
Black, non-Hispanic	50	39	34
Hispanic students	49	41	37
White, non-Hispanic	72	69	63

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

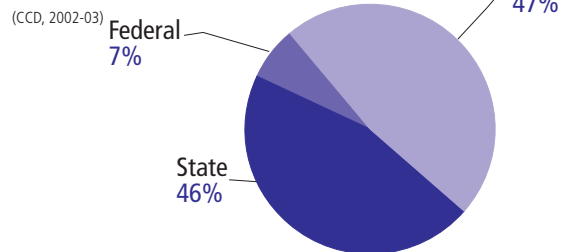
	1993-94	2003-04
Number of districts (CCD)	714	726
Number of public schools (CCD)		
Elementary	2,423	2,524
Middle	669	779
High	710	804
Combined	135	161
Other	139	246
Total	4,076	4,514
Number of charter schools (CCD)		50

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$18,965,778	\$23,721,563
Noninstructional	797,644	836,345
Support	8,345,365	9,989,057
Total	28,107,787	34,546,965

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$10,282	\$11,961

Sources of funding



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$1,184,751,800

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	31,671	41,444
K-8	1,812,964	1,883,243
9-12	739,910	821,993
Total (K-12)	2,552,874	2,705,236

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	5%	7%
Black, non-Hispanic	20	20
Hispanic	17	19
White, non-Hispanic	58	54

Students with disabilities (OSEP)	1993-94	2003-04
	10%	12%

Students with limited English proficiency (NCELA)	1993-94	2003-04
	7%	7%

Migrant students (OME)	1993-94	2003-04
	*	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	10%	9%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) n/a

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)

Data not available.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	82,383	-
Middle	32,810	-
High	45,063	-
Combined	5,222	-
Other	5,720	-
Total	171,198	-

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	26,272	53,423
Instructional coordinators	2,176	2,083
Administrators	9,755	10,667
Other	135,987	111,889
Total	174,190	178,062

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	89%	81%
Mathematics	84	79
Science	85	86
Social studies	87	95

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	68%	62
College-going rate (IPEDS/NCES)	70	64

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	27%	34%
Basic level or above	57	70
Math, Grade 8		
Proficient level or above	22%	31%
Basic level or above	61	70

Statewide Accountability Information

See Appendix B for New York's definitions of proficient for English Language Arts and Mathematics for grades 4, 8, and high school.

See <http://www.emsc.nysed.gov/reprcd2004/home.shtml> for more details on the statewide accountability system.

State assessment for NCLB accountability: New York State Tests

State student achievement levels: Basic, Basic Proficiency, Proficiency, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	English Language Arts	123 PI	123 PI
	Mathematics	136	136
Grade 8	English Language Arts	107	107
	Mathematics	81	81
High school	English Language Arts	142	142
	Mathematics	132	132

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*

	Title I schools	All schools	All districts
Made AYP	2,040 (74%)	2,889 (72%)	629 (86%)
Identified for improvement:			
Year 1	144 (9%)	144 (4%)	12 (4%)
Year 2	128 (5%)	128 (3%)	18 (2%)
Corrective action	53 (2%)	53 (1%)	8 (1%)
Restructuring	183 (7%)	183 (5%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04

	State target	State outcome
Elementary/middle school indicator: Science assessment	Performance index of 100 or increase from previous year	Met
High school indicator: Graduation rate	-	-

NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	7,364	2%
Supplemental educational services:	67,180	27%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

Student Achievement 2003-04

New York State Tests, used for NCLB accountability

English or Language Arts

Performance Indices for:	Grade 4	Grade 8	High School
All students	156	141	163
Economically disadvantaged students	136	118	138
Migrant students	#	#	#
Students with disabilities	97	80	99
Students with limited English proficiency	117	106	93
Black, non-Hispanic	134	115	137
Hispanic students	135	119	133
White, non-Hispanic	170	154	176

Student achievement trend: English or Language Arts percent proficient level or above

Mathematics

Performance Indices for:	Grade 4	Grade 8	High School
All students	176	145	153
Economically disadvantaged students	162	118	125
Migrant students	#	#	#
Students with disabilities	133	79	97
Students with limited English proficiency	133	86	107
Black, non-Hispanic	157	108	114
Hispanic students	161	114	116
White, non-Hispanic	187	165	170

Student achievement trend: Mathematics percent proficient level or above

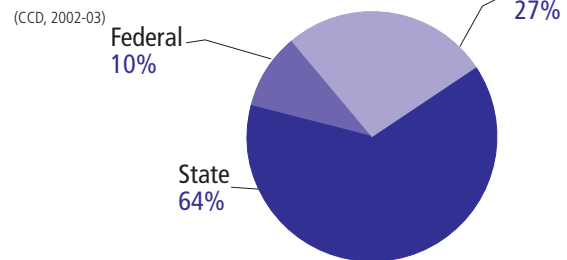
Districts and schools

Number of districts (CCD)	1993-94 121	2003-04 117
Number of public schools (CCD)		
Elementary	1,167	1,329
Middle	407	465
High	321	361
Combined	29	78
Other	28	27
Total	1,952	2,260
Number of charter schools (CCD)	93	

Finances

Total current expenditures 1993-94 (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	2002-03	
Instructional	\$4,027,758	
Noninstructional	499,539	
Support	2,028,993	
Total	6,556,290	
2002-03	\$5,574,861	
	489,107	
	2,703,000	
	8,766,968	
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94 \$5,785	2002-03 \$6,562

Sources of funding



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$261,980,283

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	8,159	11,686
K-8	798,074	962,333
9-12	305,060	386,190
Total (K-12)	1,103,134	1,348,523

Race/ethnicity

American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	30	32
Hispanic	1	7
White, non-Hispanic	66	58

Students with disabilities (OSEP)	11%	12%
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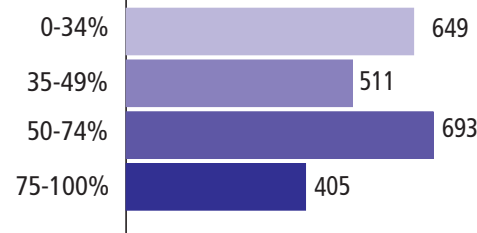
Students with limited English proficiency (NCELA)	1%	5%
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Migrant students (OME)	1%	2%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996 29%	2003 29%
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Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	605,253
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]2 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	34,057	44,266
Middle	16,047	21,158
High	18,883	24,006
Combined	1,050	1,567
Other	750	662
Total	70,787	91,659

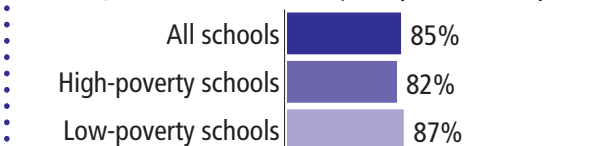
Number of FTE non-teacher staff

Instructional aides	20,721	27,852
Instructional coordinators	767	852
Administrators	5,228	6,386
Other	36,922	47,115
Total	63,638	82,205

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

(SASS)	1994	2000
English	87%	81%
Mathematics	79	64
Science	73	75
Social studies	88	93

Percentage of core courses taught by highly qualified teachers, 2003-04



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	-	6%
Avg. freshman graduation rate (NCES)	70%	67
College-going rate (IPEDS/NCES)	51	65
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	30%	30%
Basic level or above	59	64
Math, Grade 8	1996	2005
Proficient level or above	20%	32%
Basic level or above	56	72

Statewide Accountability Information

See Appendix B for North Carolina's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2003-2004> for more details on the statewide accountability system.

State assessment for NCLB accountability: End-of-Grade/Course Tests

State student achievement levels: Level I, Level II, Level III, Level IV

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	68.9%	68.9%
	Mathematics	74.6	74.6
Grade 8	Reading	68.9	68.9
	Mathematics	74.6	74.6
High school	Reading	52	52
	Mathematics	54.9	54.9

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	911 (79%)	1,318 (71%)	8 (21%)
Identified for improvement:			
Year 1	140 (12%)	140 (6%)	39 (33%)
Year 2	14 (1%)	14 (1%)	43 (37%)
Corrective action	6 (1%)	6 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Attendance	Meet or at least .1% progress toward 90%	Met
High school indicator: Graduation rate	Meet or at least .1% progress toward 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	337	4%
Supplemental educational services:	362	31%

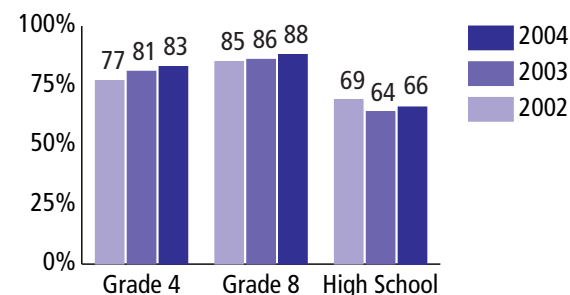
Student Achievement 2003-04

End-of-Grade/Course Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	83%	88%	66%
Economically disadvantaged students	73	79	46
Migrant students	71	74	25
Students with disabilities	52	57	26
Students with limited English proficiency	61	54	22
Black, non-Hispanic	72	79	46
Hispanic students	71	74	46
White, non-Hispanic	89	93	76

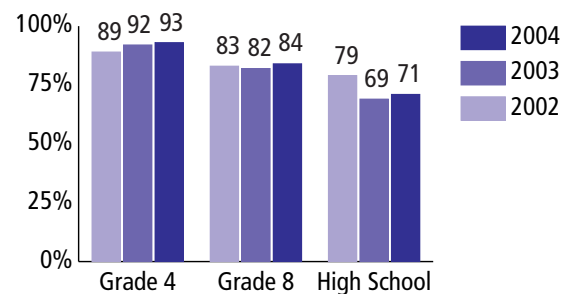
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	93%	84%	71%
Economically disadvantaged students	89	74	55
Migrant students	89	75	37
Students with disabilities	75	53	33
Students with limited English proficiency	86	62	42
Black, non-Hispanic	88	72	52
Hispanic students	90	75	57
White, non-Hispanic	>95	91	81

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

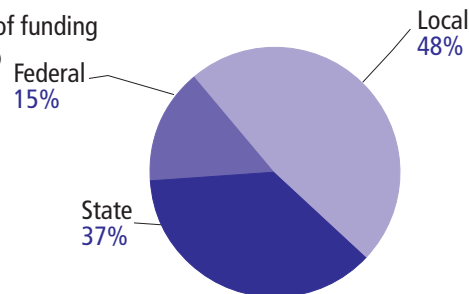
Number of districts (CCD)	1993-94	2003-04
	260	223
<hr/>		
Number of public schools (CCD)		
Elementary	352	298
Middle	34	38
High	204	177
Combined	9	2
Other	2	2
Total	601	517
<hr/>		
Number of charter schools (CCD)		-

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$408,119	\$427,511
Noninstructional	57,354	56,031
Support	200,140	232,465
Total	665,613	716,007
<hr/>		
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,587	\$6,870

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$30,329,411

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

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	615	752	
K-8	84,970	67,118	
9-12	35,241	34,363	
Total (K-12)	120,211	101,481	

Race/ethnicity

(CCD)

American Indian/Alaskan Native	7%	9%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	1	1
White, non-Hispanic	90	88

Students with disabilities (OSEP) 9% 13%

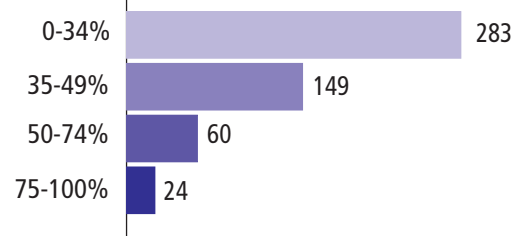
Students with limited English proficiency (NCELA) 7% 6%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 20% 2003 18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 28,900

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	3,974	3,827	
Middle	848	1,058	
High	2,716	2,776	
Combined	94	23	
Other	67	141	
Total	7,699	7,825	

Number of FTE non-teacher staff

(CCD)

Instructional aides	1,290	1,811
Instructional coordinators	58	134
Administrators	654	831
Other	4,023	4,253
Total	6,025	7,029

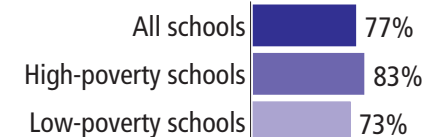
Percentage of teachers with a major in the main subject taught, grades 7-12

(SASS) 1994 2000

English	80%	66%
Mathematics	87	83
Science	85	85
Social studies	77	74

Percentage of core courses taught by highly qualified teachers, 2003-04

(As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	2%
Avg. freshman graduation rate (NCES)	88	85
College-going rate (IPEDS/NCES)	68	69

NAEP state results

(NCES)

Reading, Grade 4	1994	2005
Proficient level or above	38%	35%
Basic level or above	73	71
Math, Grade 8	1996	2005
Proficient level or above	33%	35%
Basic level or above	77	81

Statewide Accountability Information

See Appendix B for North Dakota's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.dpi.state.nd.us/dpi/reports/profile/0304/ProfileDistrict/99999.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: North Dakota State Assessment

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	65.1%	68%
	Mathematics	45.7	50.2
Grade 8	Reading	64.1	64.6
	Mathematics	33.3	38.9
Grade HS	Reading	42.9	47.7
	Mathematics	24.1	30.4

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	338 (94%)	442 (91%)	174 (84%)
Identified for improvement:			
Year 1	0	0	13 (6%)
Year 2	1 (*)	1 (*)	0
Corrective action	7 (2%)	7 (1%)	0
Restructuring	13 (4%)	13 (3%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	4 (1%)	4 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle school indicator: Attendance	93%	Met
High school indicator: Graduation rate	89.90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	-	-
Supplemental educational services:	118	14%

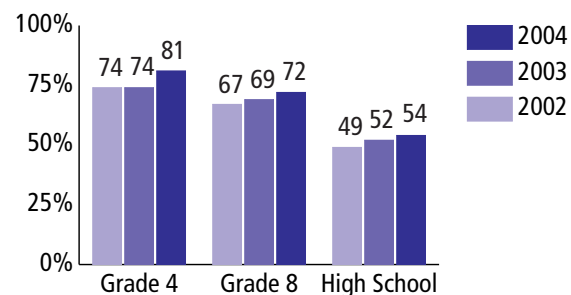
Student Achievement 2003-04

North Dakota State Assessment, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	81%	72%	54%
Economically disadvantaged students	70	58	41
Migrant students	#	#	#
Students with disabilities	62	36	14
Students with limited English proficiency	46	28	15
Black, non-Hispanic	69	49	34
Hispanic students	66	59	41
White, non-Hispanic	83	75	56

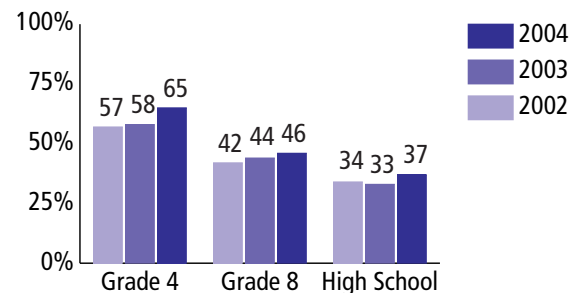
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	65%	46%	37%
Economically disadvantaged students	52	31	24
Migrant students	#	#	#
Students with disabilities	38	14	8
Students with limited English proficiency	30	15	13
Black, non-Hispanic	45	18	12
Hispanic students	47	29	14
White, non-Hispanic	68	49	38

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	661	614

Number of public schools (CCD)		
Elementary	2,203	2,184
Middle	663	741
High	682	742
Combined	104	134
Other	20	35
Total	3,672	3,836

Number of charter schools (CCD)		163
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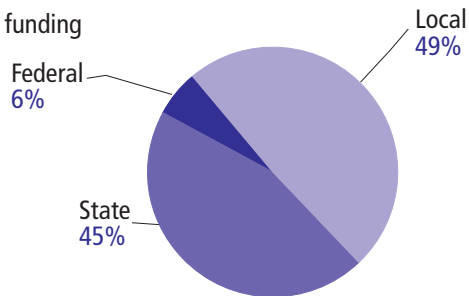
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$7,284,874	\$9,110,815
Noninstructional	452,056	525,340
Support	4,511,545	6,232,340
Total	12,248,475	15,868,495

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$6,777	\$8,632
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Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$399,821,239

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

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	17,114	22,908	
K-8	1,269,194	1,251,103	
9-12	518,875	566,351	
Total (K-12)	1,788,069	1,817,454	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	15	17
Hispanic	1	2
White, non-Hispanic	83	79

Students with disabilities (OSEP)	10%	12%
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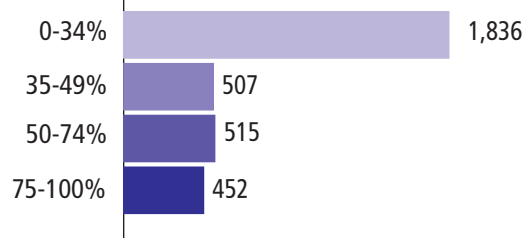
Students with limited English proficiency (NCELA)	1%	-
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	-	23%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	544,374
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]526 schools did not report.

Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	45,530	49,799	
Middle	19,776	24,384	
High	28,748	32,876	
Combined	3,639	3,497	
Other	765	978	
Total	98,458	111,534	

Number of FTE non-teacher staff (CCD)		
Instructional aides	9,804	18,274
Instructional coordinators	383	500
Administrators	10,311	12,713
Other	73,886	89,298
Total	94,384	120,785

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	74%	54%
Mathematics	64	77
Science	75	69
Social studies	79	70

Percentage of core courses taught by highly qualified teachers, 2003-04 (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)	81	76
College-going rate (IPEDS/NCES)	51	56

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	35%
Basic level or above	-	69
Math, Grade 8	1996	2005
Proficient level or above	-	34%
Basic level or above	-	75

Statewide Accountability Information

See Appendix B for Ohio's definitions of proficient for reading and mathematics for grades 4, 6, and high school.

See http://www.ode.state.oh.us/reportcard/state_report_card/src2004.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Ohio Proficiency Test

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

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 4	Reading	40.5%	40.5%
	Mathematics	35.9	35.9
Grade 6	Reading	36	36
	Mathematics	36.8	36.8
High school	Reading	78	78
	Mathematics	53.1	53.1

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,751 (83%)	3,244 (83%)	393 (64%)
Identified for improvement:			
Year 1	175 (8%)	352 (9%)	49 (8%)
Year 2	44 (2%)	45 (1%)	0
Corrective action	30 (1%)	31 (1%)	0
Restructuring	55 (3%)	59 (2%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	29 (1%)	31 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle school indicator: Attendance	93%	Met
High school indicator: Graduation rate	73.6%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,300	1%
Supplemental educational services:	3,508	8%

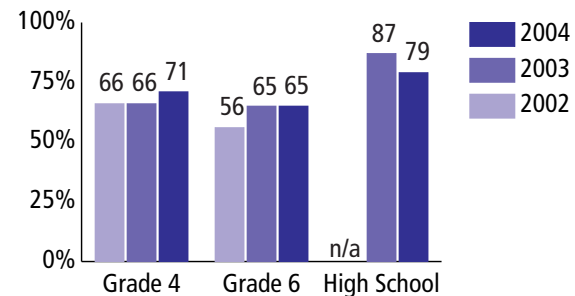
Student Achievement 2003-04

Ohio Proficiency Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 6	High school
All students	71%	65%	79%
Economically disadvantaged students	55	46	61
Migrant students	39	38	39
Students with disabilities	37	25	36
Students with limited English proficiency	43	36	44
Black, non-Hispanic	48	40	58
Hispanic students	53	48	63
White, non-Hispanic	77	70	82

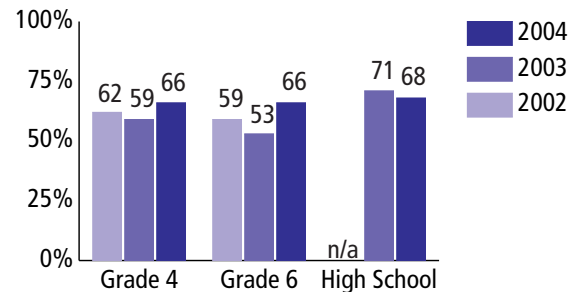
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 6	High school
All students	66%	66%	68%
Economically disadvantaged students	48	46	45
Migrant students	43	39	32
Students with disabilities	38	27	24
Students with limited English proficiency	48	51	43
Black, non-Hispanic	39	37	39
Hispanic students	51	53	49
White, non-Hispanic	72	72	73

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	554	541
Number of public schools (CCD)		
Elementary	993	967
Middle	341	329
High	458	465
Combined	0	4
Other	23	21
Total	1,815	1,786
Number of charter schools (CCD)		
		12

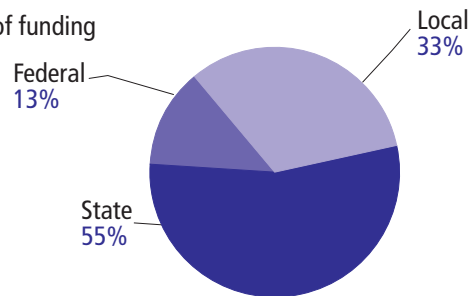
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,004,000	\$2,203,126
Noninstructional	284,458	252,188
Support	1,126,542	1,349,256
Total	3,415,000	3,804,570

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$5,654	\$6,092

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$128,454,510

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	5,456	30,203
K-8	434,094	417,181
9-12	162,482	174,652
Total (K-12)	596,576	591,833

Race/ethnicity (CCD)

American Indian/Alaskan Native	14%	18%
Asian/Pacific Islander	1	2
Black, non-Hispanic	10	11
Hispanic	3	8
White, non-Hispanic	72	61

Students with disabilities (OSEP)	11%	14%
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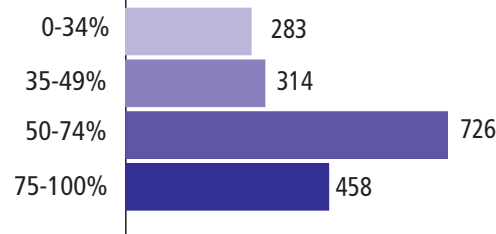
Students with limited English proficiency (NCELA)	4%	5%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	-	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	331,945
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]5 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	19,946	18,643
Middle	7,706	7,039
High	9,703	9,130
Combined	-	90
Other	894	690
Total	38,249	35,592

Number of FTE non-teacher staff (CCD)

Instructional aides	6,172	6,049
Instructional coordinators	435	248
Administrators	2,596	2,642
Other	24,833	23,121
Total	34,036	32,060

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

	1994	2000
English	78%	57%
Mathematics	74	70
Science	62	67
Social studies	71	53

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	78	76
College-going rate (IPEDS/NCES)	49	50

NAEP state results (NCES)

Reading, Grade 4	1994	2005
Proficient level or above	-	26%
Basic level or above	-	61
Math, Grade 8	1996	2005
Proficient level or above	-	20%
Basic level or above	-	63

Statewide Accountability Information

See Appendix B for Oklahoma's definitions of proficient for reading and mathematics for grades 5, 8, and high school.

See <http://sde.state.ok.us/home/defaultie.html> for more details on the statewide accountability system.

State assessment for NCLB accountability: Oklahoma Core Curriculum Tests

State student achievement levels: Unsatisfactory, Limited Knowledge, Satisfactory, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 5	Reading	API:622	API:768
	Mathematics	648	790
Grade 8	Reading	622	768
	Mathematics	648	790
Grade HS	Reading	622	768
	Mathematics	648	790

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	899 (73%)	1,348 (75%)	404 (75%)
Identified for improvement:			
Year 1	82 (7%)	111 (6%)	22 (4%)
Year 2	14 (1%)	15 (1%)	0
Corrective action	4 (*)	12 (1%)	0
Restructuring	11 (1%)	4 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	3 (*)	3 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 91.2%	Met
Middle school indicator: Attendance	Meet or progress toward 91.2%	Met
High school indicator: Graduation rate	Meet or progress toward 68.8%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	714	10%
Supplemental educational services:	1,467	31%

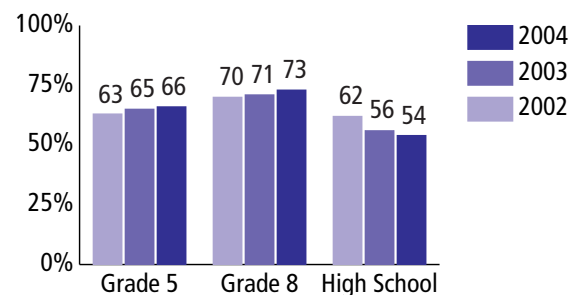
Student Achievement 2003-04

Oklahoma Core Curriculum Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 5	Grade 8	High school
All students	66%	73%	54%
Economically disadvantaged students	57	62	39
Migrant students	53	39	25
Students with disabilities	22	28	13
Students with limited English proficiency	43	42	32
Black, non-Hispanic	46	54	30
Hispanic students	52	56	34
White, non-Hispanic	73	80	60

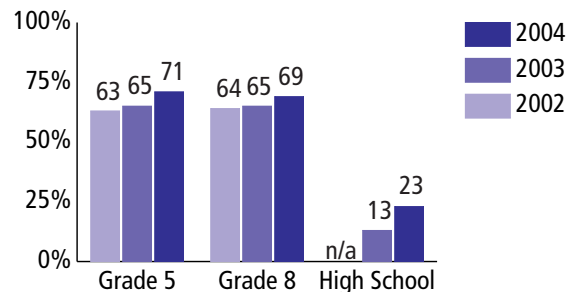
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 5	Grade 8	High school
All students	71%	69%	23%
Economically disadvantaged students	63	57	14
Migrant students	65	42	12
Students with disabilities	33	26	5
Students with limited English proficiency	58	47	10
Black, non-Hispanic	51	45	7
Hispanic students	62	55	9
White, non-Hispanic	77	76	21

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

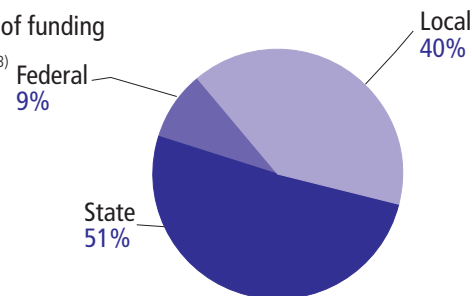
	1993-94	2003-04
Number of districts (CCD)	280	200
Number of public schools (CCD)		
Elementary	758	727
Middle	198	224
High	206	233
Combined	40	37
Other	13	4
Total	1,215	1,225
Number of charter schools (CCD)		
		23

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,177,198	\$2,458,745
Noninstructional	123,481	141,449
Support	1,334,261	1,550,553
Total	3,634,940	4,150,747
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$7,036	\$7,491

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$115,317,070

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	826	365
K-8	365,358	374,249
9-12	148,127	166,879
Total (K-12)	513,485	541,128
Race/ethnicity (CCD)		
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	3	4
Black, non-Hispanic	2	3
Hispanic	6	14
White, non-Hispanic	87	77

Students with disabilities (OSEP) 10% 11%

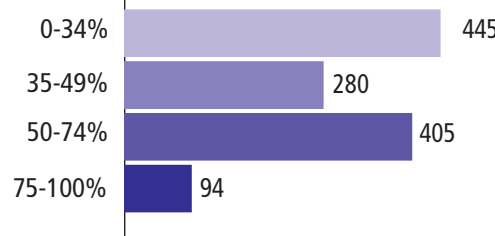
Students with limited English proficiency (NCELA) 4% 11%

Migrant students (OME) 5% 7%

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

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 221,160

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	12,726	12,243
Middle	5,246	5,793
High	7,382	7,618
Combined	557	444
Other	142	55
Total	26,053	26,153
Number of FTE non-teacher staff (CCD)		
Instructional aides	5,236	8,466
Instructional coordinators	338	406
Administrators	2,292	2,152
Other	16,038	16,516
Total	23,904	27,540

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	61%	68%
Mathematics	61	60
Science	93	74
Social studies	79	57

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	5%
Avg. freshman graduation rate (NCES)	73	68
College-going rate (IPEDS/NCES)	57	51
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	30%
Basic level or above	-	63
Math, Grade 8	1996	2005
Proficient level or above	26%	33%
Basic level or above	67	72

Statewide Accountability Information

See Appendix B for Oregon's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.ode.state.or.us/data/annreportcard/rptcard2004.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: Oregon State Assessments

State student achievement levels: Very Low, Low, Nearly Meets, Meets Standards, Exceeds Standards

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	40%	40%
	Mathematics	39	39
Grade 8	Reading	40	40
	Mathematics	39	39
Grade HS	Reading	40	40
	Mathematics	39	39

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	496 (87%)	847 (71%)	76 (39%)
Identified for improvement:			
Year 1	29 (5%)	29 (2%)	14 (7%)
Year 2	2 (*)	2 (*)	1 (1%)
Corrective action	2 (*)	2 (*)	0
Restructuring	2 (*)	2 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	92%	Met
Middle school indicator: Attendance	92%	Met
High school indicator: Graduation rate	68.1%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	873	13%
Supplemental educational services:	537	24%

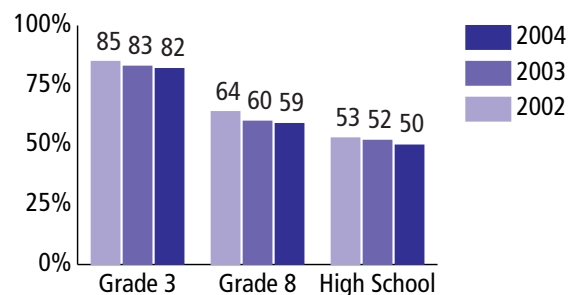
Student Achievement 2003-04

Oregon State Assessments, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	82%	59%	50%
Economically disadvantaged students	73	42	31
Migrant students	54	23	11
Students with disabilities	52	19	12
Students with limited English proficiency	59	21	10
Black, non-Hispanic	74	43	26
Hispanic students	63	32	21
White, non-Hispanic	87	64	54

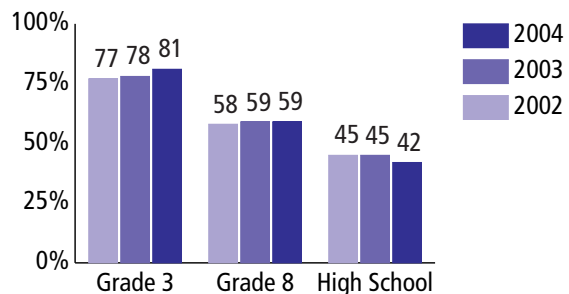
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	81%	59%	42%
Economically disadvantaged students	73	42	24
Migrant students	58	26	9
Students with disabilities	57	19	8
Students with limited English proficiency	61	27	13
Black, non-Hispanic	71	39	18
Hispanic students	63	32	17
White, non-Hispanic	86	63	46

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

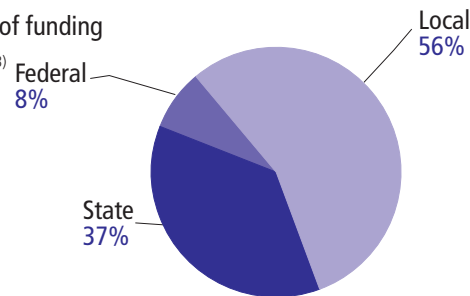
Number of districts (CCD)	1993-94	2003-04
	501	501
<hr/>		
Number of public schools (CCD)		
Elementary	1,969	1,917
Middle	515	572
High	589	619
Combined	20	55
Other	27	26
Total	3,120	3,189
<hr/>		
Number of charter schools (CCD)		102

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$9,103,826	\$10,095,432
Noninstructional	543,969	639,074
Support	4,669,648	5,609,932
Total	14,317,443	16,344,438
<hr/>		
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$8,210	\$8,997

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$438,337,029

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

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	4,181	2,588	
K-8	1,211,113	1,229,976	
9-12	496,382	582,624	
Total (K-12)	1,707,495	1,812,600	
<hr/>			
Race/ethnicity (CCD)			
American Indian/Alaskan Native	*	*	
Asian/Pacific Islander	2%	2%	
Black, non-Hispanic	14	16	
Hispanic	3	6	
White, non-Hispanic	81	76	

Students with disabilities (OSEP) 9% 12%

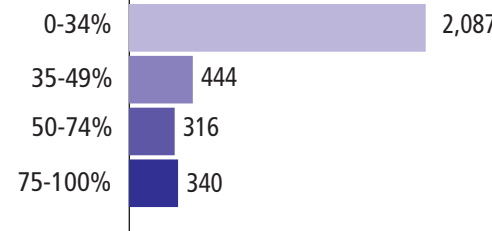
Students with limited English proficiency (NCELA) - 2%

Migrant students (OME) * 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
- 31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 511,940

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]2 schools did not report.

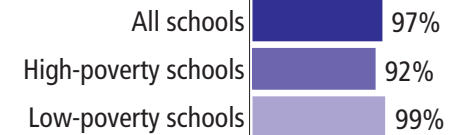
Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	42,794	50,037	
Middle	19,111	24,731	
High	30,178	35,839	
Combined	676	1,562	
Other	814	923	
Total	93,573	113,092	

Number of FTE non-teacher staff (CCD)		
Instructional aides	12,676	24,897
Instructional coordinators	1,576	1,424
Administrators	5,133	6,297
Other	70,198	80,762
Total	89,583	113,470

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	74%	67%
Mathematics	98	81
Science	85	79
Social studies	74	73

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	4%	4%
Avg. freshman graduation rate (NCES)	81	79
College-going rate (IPEDS/NCES)	57	61

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	30%	36%
Basic level or above	61	69
Math, Grade 8	1996	2005
Proficient level or above	-	31%
Basic level or above	-	72

Statewide Accountability Information

See Appendix B for Pennsylvania's definitions of proficient for Reading and mathematics for grades 5, 8, and 11.

See [http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&Q=95497&pasNav=\[6150\]&pasNav=](http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&Q=95497&pasNav=[6150]&pasNav=) for more details on the statewide accountability system.

State assessment for NCLB accountability: Pennsylvania System of School Assessment (PSSA)

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 5	Reading	45%	45%
	Mathematics	35	35
Grade 8	Reading	45	45
	Mathematics	35	35
Grade 11	Reading	45	45
	Mathematics	35	35

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,552 (88%)	2,604 (81%)	168 (57%)
Identified for improvement:			
Year 1	42 (2%)	191 (6%)	208 (41%)
Year 2	60 (3%)	62 (2%)	1 (*)
Corrective action	1 (*)	1 (*)	0
Restructuring	75 (4%)	75 (2%)	4 (1%)
Exited Improvement status (made AYP twice after being identified for improvement)	19 (1%)	19 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 80%	Met

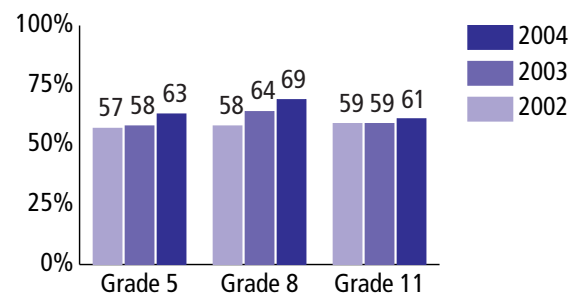
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,126	1%
Supplemental educational services:	-	-

Student Achievement 2003-04

Pennsylvania System of School Assessment, used for NCLB accountability Reading

Proficient level or above for:	Grade 5	Grade 8	Grade 11
All students	63%	69%	61%
Economically disadvantaged students	42	47	34
Migrant students	29	29	22
Students with disabilities	23	23	15
Students with limited English proficiency	25	20	14
Black, non-Hispanic	35	42	28
Hispanic students	35	40	29
White, non-Hispanic	71	76	67

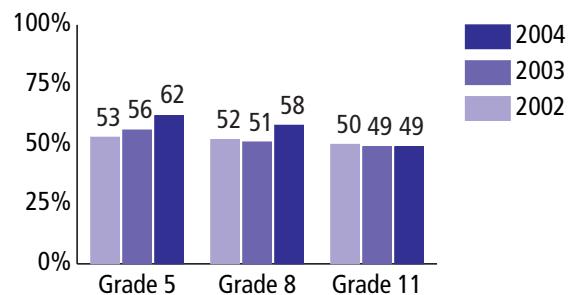
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 5	Grade 8	Grade 11
All students	62%	58%	49%
Economically disadvantaged students	42	35	24
Migrant students	36	26	25
Students with disabilities	27	16	9
Students with limited English proficiency	34	28	28
Black, non-Hispanic	30	26	17
Hispanic students	38	31	19
White, non-Hispanic	70	65	55

Student achievement trend: Mathematics percent proficient level or above



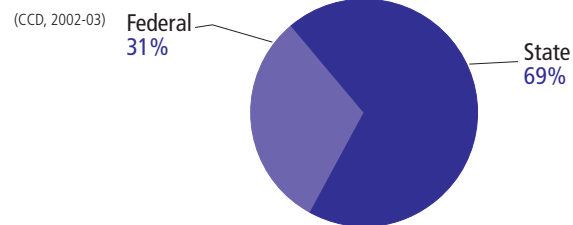
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	1	1
Number of public schools (CCD)		
Elementary	962	833
Middle	216	203
High	160	171
Combined	189	258
Other	43	43
Total	1,570	1,508
Number of charter schools (CCD)		
		120

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,239,563	\$1,676,315
Noninstructional	234,313	303,868
Support	336,228	561,201
Total	1,810,104	2,541,384
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$2,867	\$4,260

Sources of funding



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$402,231,713

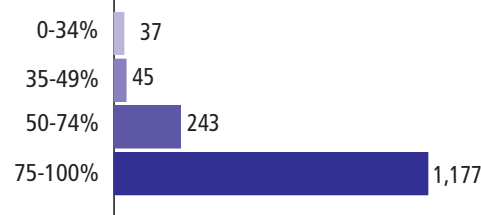
KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	281	232
K-8	455,072	405,348
9-12	163,511	160,077
Total (K-12)	618,583	565,425
Race/ethnicity (CCD)		
American Indian/Alaskan Native	0	0
Asian/Pacific Islander	0	0
Black, non-Hispanic	0	0
Hispanic	100%	100%
White, non-Hispanic	0	0
Students with disabilities (OSEP)		
	n/a	n/a
Students with limited English proficiency (NCELA)		
	24%	98%
Migrant students (OME)		
	3%	3%
Eighth-grade students enrolled in Algebra I for high school credit (NAEP)		
1996	—	31%
2003		

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 467,033

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]6 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	19,125	19,133
Middle	6,697	6,419
High	6,181	6,854
Combined	6,634	8,947
Other	718	726
Total	39,355	42,079
Number of FTE non-teacher staff (CCD)		
Instructional aides	-	237
Instructional coordinators	672	312
Administrators	1,595	3,123
Other	25,922	28,581
Total	28,189	32,253
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)		
English	1994	2000
Mathematics	n/a	n/a
Science	n/a	n/a
Social studies	n/a	n/a
Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)		

Data not available.

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	1%
Avg. freshman graduation rate (NCES)	89%	66
College-going rate (IPEDS/NCES)	n/a	n/a
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	-
Basic level or above	-	-
Math, Grade 8	1996	2005
Proficient level or above	-	-
Basic level or above	-	-

Statewide Accountability Information

See Appendix B for Puerto Rico's definitions of proficient for reading and mathematics for grades 3, 8, and HS.

See <http://www.de.gobierno.pr> for more details on the statewide accountability system.

State assessment for NCLB accountability: Pruebas Puertorriqueñas de Aprovechamiento Académico

State student achievement levels: Basic, Proficient, Advanced

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 3	Reading	32.7%	32.7%
	Mathematics	38.7	38.7
Grade 8	Reading	32.7	32.7
	Mathematics	38.7	38.7
High school	Reading	32.7	32.7
	Mathematics	38.7	38.7

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	707 (47%)	707 (46%)	n/a
Identified for improvement:			
Year 1	466 (31%)	466 (30%)	n/a
Year 2	80 (5%)	80 (5%)	n/a
Corrective action	21 (1%)	21 (1%)	n/a
Restructuring	13 (1%)	13 (1%)	n/a
Exited Improvement status (made AYP twice after being identified for improvement)	5 (*)	5 (*)	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: English language proficiency	34%	Met
Middle school indicator: English language proficiency	34%	Met
High school indicator: Graduation rate	80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	-	-
Supplemental educational services:	4,698	20%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

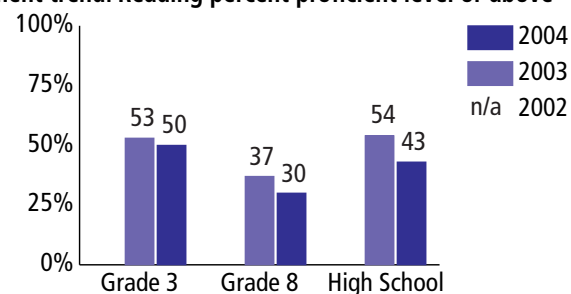
Student Achievement 2003-04

Pruebas Puertorriqueñas de Aprovechamiento Académico, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	50%	30%	43%
Economically disadvantaged students	49	27	40
Migrant students	46	26	38
Students with disabilities	41	11	13
Students with limited Spanish proficiency	46	27	37
Black, non-Hispanic	#	#	#
Hispanic students	41	30	47
White, non-Hispanic	63	39	37

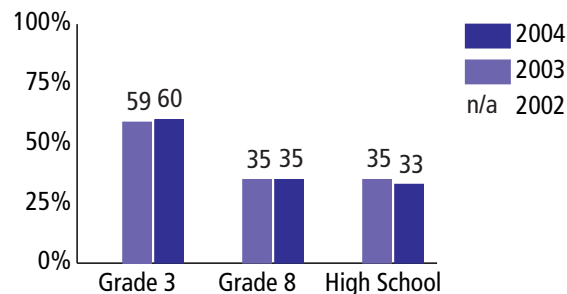
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	60%	35%	33%
Economically disadvantaged students	60	33	30
Migrant students	56	31	34
Students with disabilities	53	16	15
Students with limited Spanish proficiency	58	32	35
Black, non-Hispanic	#	#	#
Hispanic students	53	36	31
White, non-Hispanic	82	59	35

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

	1993-94	2003-04
Number of districts (CCD)	36	38
Number of public schools (CCD)		
Elementary	212	215
Middle	51	57
High	41	47
Combined	2	4
Other	3	5
Total	309	328
Number of charter schools (CCD)		
		8

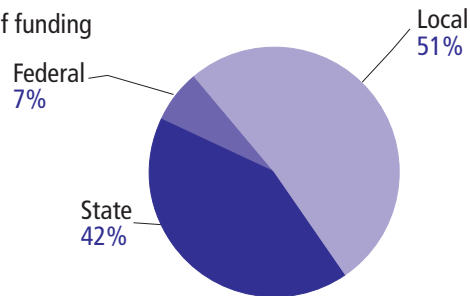
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$840,651	\$1,064,304
Noninstructional	32,296	42,548
Support	388,630	540,735
Total	1,261,577	1,647,587

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$8,661	\$10,349

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$43,155,247

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	465	1,431
K-8	103,603	108,426
9-12	38,470	47,812
Total (K-12)	142,073	156,238

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	3%	3
Black, non-Hispanic	7	8
Hispanic	9	16
White, non-Hispanic	81	71

Students with disabilities (OSEP)	13%	16%
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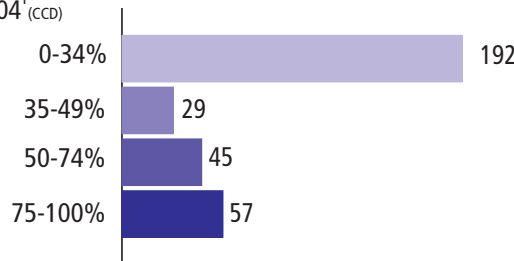
Students with limited English proficiency (NCELA)	5%	6%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	32%	-

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	2003-04
	55,792

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]5 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	4,700	4,566
Middle	2,239	3,033
High	2,898	3,534
Combined	62	76
Other	8	17
Total	9,907	11,226

Number of FTE non-teacher staff (CCD)

Instructional aides	1,320	2,526
Instructional coordinators	78	190
Administrators	524	719
Other	3,697	4,537
Total	5,619	7,972

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

	1994	2000
English	94%	74%
Mathematics	81	82
Science	94	81
Social studies	93	80

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	74	74
College-going rate (IPEDS/NCES)	65	66

NAEP state results (NCES)

	1994	2005
Reading, Grade 4		
Proficient level or above	32%	30%
Basic level or above	65	62
Math, Grade 8		
Proficient level or above	20%	23%
Basic level or above	60	63

Statewide Accountability Information

See Appendix B for Rhode Island's definitions of proficient for English Language Arts and mathematics for grades 4, 8, and high school.

See http://www.infoworks.ride.uri.edu/2005/state/infoworks_statereport.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: New Standards Reference Exam

State student achievement levels: Little evidence of achievement, Below the standard, Nearly achieved the standard, Achieved the standard, Achieved the standard with honors

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	English Language Arts	76.1%	76.1%
	Mathematics	61.7	61.7
Grade 8	English Language Arts	68	68
	Mathematics	46.1	46.1
High school	English Language Arts	62.6	62.6
	Mathematics	44.8	44.8

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	111 (76%)	258 (82%)	29 (89%)
Identified for improvement:			
Year 1	20 (14%)	35 (11%)	0
Year 2	13 (9%)	13 (4%)	2 (6%)
Corrective action	5 (3%)	9 (3%)	3 (8%)
Restructuring	1 (1%)	1 (*)	1 (3%)
Exited Improvement status (made AYP twice after being identified for improvement)	2 (1%)	5 (2%)	1 (3%)

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance rate	90%	Met
Middle school indicator: Attendance rate	90%	Met
High school indicator: Graduation rate	71.4%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	39	*
Supplemental educational services:	2,191	23%

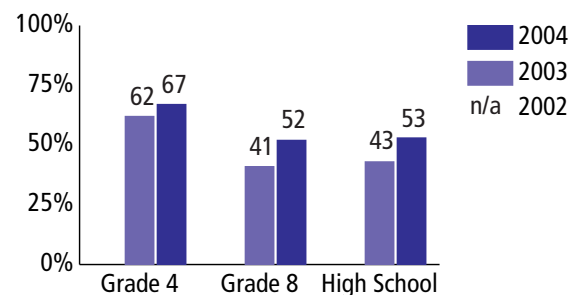
Student Achievement 2003-04

New Standards Reference Exam, used for NCLB accountability

English or Language Arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	67%	52%	53%
Economically disadvantaged students	52	35	33
Migrant students	#	#	#
Students with disabilities	40	23	22
Students with limited English proficiency	33	17	9
Black, non-Hispanic	53	36	33
Hispanic students	47	30	31
White, non-Hispanic	74	59	60

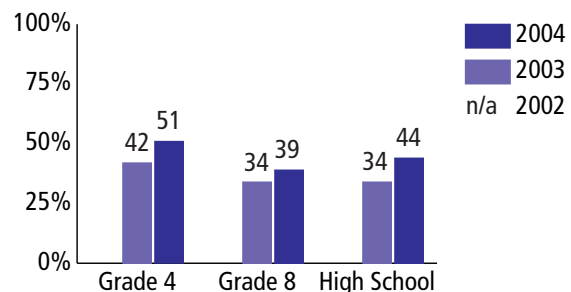
Student achievement trend: English or Language Arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	51%	39%	44%
Economically disadvantaged students	36	19	22
Migrant students	#	#	#
Students with disabilities	34	15	15
Students with limited English proficiency	23	11	10
Black, non-Hispanic	32	16	17
Hispanic students	31	14	18
White, non-Hispanic	60	49	53

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	95	89
Number of public schools (CCD)		
Elementary	589	617
Middle	239	250
High	195	198
Combined	11	15
Other	13	11
Total	1,047	1,091
Number of charter schools (CCD)		
		16

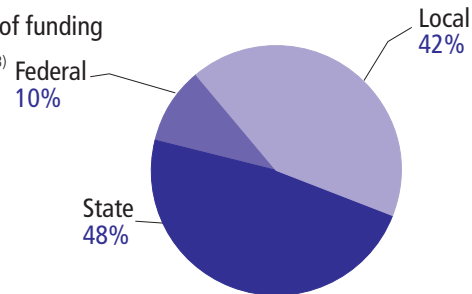
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,104,797	\$2,915,986
Noninstructional	223,890	260,977
Support	1,227,450	1,711,287
Total	3,556,137	4,888,250

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$5,525	\$7,040

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$157,877,214

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	n/a	20,107
K-8	459,808	480,300
9-12	176,767	196,519
Total (K-12)	636,575	676,819

Race/ethnicity

(CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	41	41
Hispanic	1	3
White, non-Hispanic	57	54

Students with disabilities (OSEP)	11%	14%
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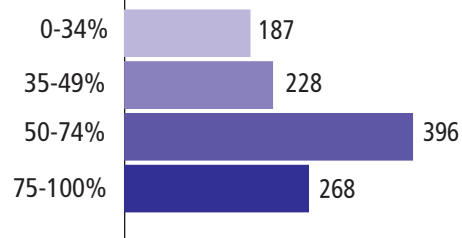
Students with limited English proficiency (NCELA)	*	2%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	27%	24%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	356,533
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]12 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	18,030	21,681
Middle	9,499	10,346
High	10,083	11,575
Combined	174	545
Other	162	270
Total	37,948	44,417

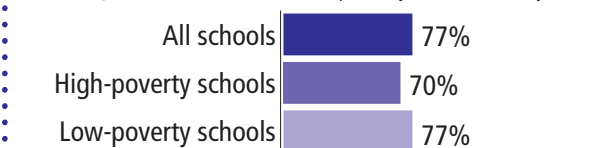
Number of FTE non-teacher staff

(CCD)		
Instructional aides	6,891	2,311
Instructional coordinators	503	678
Administrators	2,429	3,523
Other	24,375	10,546
Total	34,198	17,058

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

(SASS)	1994	2000
English	78%	68%
Mathematics	72	79
Science	74	75
Social studies	72	83

Percentage of core courses taught by highly qualified teachers, 2003-04



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	3%
Avg. freshman graduation rate (NCES)	67%	57
College-going rate (IPEDS/NCES)	58	66

NAEP state results

(NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	20%	26%
Basic level or above	48	58
Math, Grade 8	1996	2005
Proficient level or above	14%	30%
Basic level or above	48	72

Statewide Accountability Information

See Appendix B for South Carolina's definitions of proficient for English Language arts and mathematics for grades 4, 8, and high school.

See <http://www.myscschools.com/reportcard/2004/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Palmetto Achievement Challenge Test and the High School Assessment Program Test

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	English Language arts	17.6%	17.6%
	Mathematics	15.5	15.5
Grade 8	English Language arts	17.6	17.6
	Mathematics	15.5	15.5
Grade HS	English Language arts	33.3	33.3
	Mathematics	30	30

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	346 (62%)	584 (58%)	18 (20%)
Identified for improvement:			
Year 1	147 (26%)	147 (14%)	67 (6%)
Year 2	39 (7%)	39 (4%)	0
Corrective action	10 (2%)	10 (1%)	0
Restructuring	11 (2%)	11 (1%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 95.3%	Met
Middle school indicator: Attendance	Meet or exceed 95.3%	Met
High school indicator: Graduation rate	Meet or progress toward 100%	Met

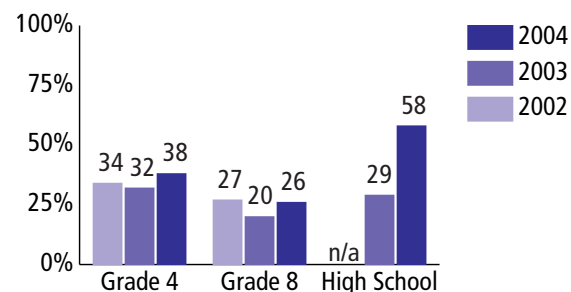
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,772	4%
Supplemental educational services:	1,487	6%

Student Achievement 2003-04

Palmetto Achievement Challenge Test, used for NCLB accountability English or Language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	38%	26%	58%
Economically disadvantaged students	24	12	38
Migrant students	15	4	13
Students with disabilities	15	4	13
Students with limited English proficiency	13	6	17
Black, non-Hispanic	22	12	38
Hispanic students	25	15	40
White, non-Hispanic	51	37	72

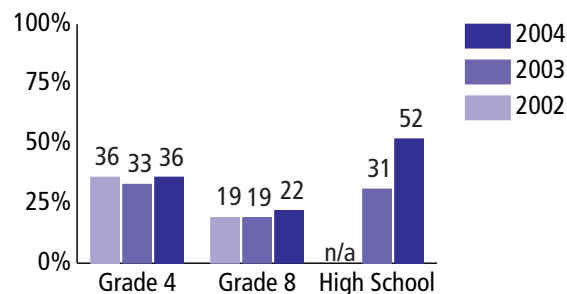
Student achievement trend: English or Language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	36%	22%	52%
Economically disadvantaged students	22	10	33
Migrant students	14	4	20
Students with disabilities	16	4	12
Students with limited English proficiency	16	11	33
Black, non-Hispanic	19	9	31
Hispanic students	24	15	40
White, non-Hispanic	49	32	67

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	178	176

Number of public schools (CCD)		
Elementary	373	363
Middle	191	173
High	187	185
Combined	0	12
Other	23	1
Total	774	734

Number of charter schools (CCD)	-
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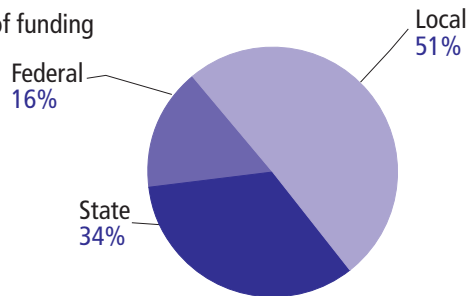
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$459,504	\$498,922
Noninstructional	41,155	45,407
Support	244,613	307,100
Total	745,272	851,429

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,218	\$6,547
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Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A)	\$32,000,786
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KEY:	* = Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	612	2,132	
K-8	100,054	83,883	
9-12	39,971	39,522	
Total (K-12)	140,025	123,405	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	13%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	2
Hispanic	1	2
White, non-Hispanic	85	85

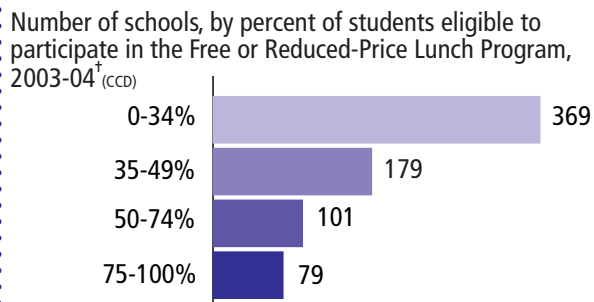
Students with disabilities (OSEP)	9%	11%
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Students with limited English proficiency (NCELA)	3%	3%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	-	24%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	39,481
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†6 schools did not report.

Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	4,627	4,414	
Middle	2,069	1,918	
High	2,781	2,797	
Combined	-	55	
Other	152	1	
Total	9,629	9,185	

Number of FTE non-teacher staff (CCD)		
Instructional aides	1,801	3,337
Instructional coordinators	14	380
Administrators	947	847
Other	4,882	5,230
Total	7,644	9,794

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	73%	74%
Mathematics	67	76
Science	72	72
Social studies	61	68

Percentage of core courses taught by highly qualified teachers, 2003-04 (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)	92	77
College-going rate (IPEDS/NCES)	50	64
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	33%
Basic level or above	-	70
Math, Grade 8	1996	2005
Proficient level or above	-	36%
Basic level or above	-	80

Statewide Accountability Information

See Appendix B for South Dakota's definitions of proficient for Reading and mathematics for grades 4, 8, and 11.

See <https://sis.ddncampus.net:8081/nclb/portal/portal.xsl> for more details on the statewide accountability system.

State assessment for NCLB accountability: Dakota State Test of Educational Progress

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	65%	65%
	Mathematics	45	45
Grade 8	Reading	65	65
	Mathematics	45	45
Grade 11	Reading	50	50
	Mathematics	60	60

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	267 (77%)	562 (78%)	165 (97%)
Identified for improvement:			
Year 1	38 (14%)	47 (7%)	0
Year 2	19 (6%)	19 (3%)	0
Corrective action	2 (1%)	2 (*)	0
Restructuring	2 (1%)	2 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	7 (2%)	7 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	94%	Met
Middle school indicator: Attendance	94%	Met
High school indicator: Graduation rate	90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	4	*
Supplemental educational services:	47	2%

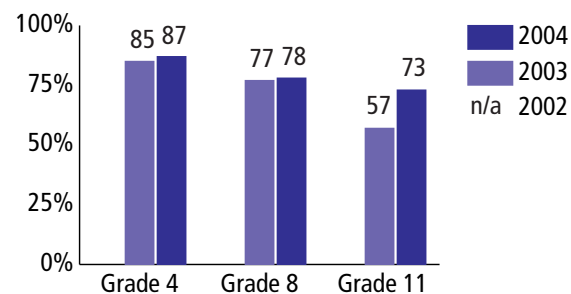
Student Achievement 2003-04

Dakota State Test of Educational Progress, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	87%	78%	73%
Economically disadvantaged students	79	66	59
Migrant students	71	64	32
Students with disabilities	60	29	16
Students with limited English proficiency	54	26	27
Black, non-Hispanic	73	61	37
Hispanic students	77	67	47
White, non-Hispanic	90	82	75

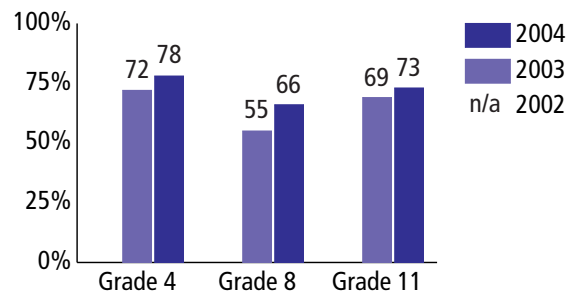
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	78%	66%	73%
Economically disadvantaged students	65	49	57
Migrant students	68	38	42
Students with disabilities	48	16	17
Students with limited English proficiency	37	19	16
Black, non-Hispanic	56	35	44
Hispanic students	62	44	51
White, non-Hispanic	83	72	76

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

	1993-94	2003-04
Number of districts (CCD)	140	138
Number of public schools (CCD)		
Elementary	942	978
Middle	237	306
High	255	294
Combined	49	58
Other	13	8
Total	1,496	1,644
Number of charter schools (CCD)		
		4

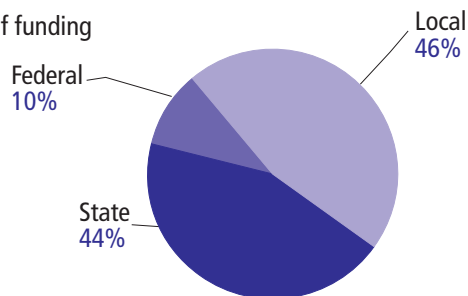
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,708,024	\$3,647,986
Noninstructional	231,559	278,082
Support	1,272,385	1,748,705
Total	4,211,968	5,674,773

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$4,739	\$6,118

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$185,694,729

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	2,699	n/a
K-8	603,275	643,828
9-12	238,855	252,526
Total (K-12)	842,130	896,354

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	n/a
Asian/Pacific Islander	1%	n/a
Black, non-Hispanic	23	n/a
Hispanic	*	n/a
White, non-Hispanic	76	n/a

Students with disabilities (OSEP) 12% 11%

Students with limited English proficiency (NCELA) * 2%

Migrant students (OME) * 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
18% 20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) n/a

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)

Data not available.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	25,506	n/a
Middle	8,256	n/a
High	12,891	n/a
Combined	1,549	n/a
Other	168	n/a
Total	48,370	n/a

Number of FTE non-teacher staff (CCD)

Instructional aides	8,981	14,430
Instructional coordinators	-	1,117
Administrators	5,137	6,319
Other	31,647	34,670
Total	45,765	56,536

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	73%	73%
Mathematics	59	51
Science	52	53
Social studies	81	69

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)

All schools	58%
High-poverty schools	57%
Low-poverty schools	50%

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	66	59
College-going rate (IPEDS/NCES)	54	62

NAEP state results (NCES)

	1994	2005
Reading, Grade 4	27%	27%
Proficient level or above	58	60
Basic level or above	15%	21%
Math, Grade 8	53	61
Proficient level or above	53	61
Basic level or above		

Statewide Accountability Information

See Appendix B for Tennessee's definitions of proficient for reading/language arts and mathematics for grades 3, 8, and high school.

See http://evaas.sasinschool.com/tn_reportcard/welcome.jsp for more details on the statewide accountability system.

State assessment for NCLB accountability: Tennessee Achievement Test

State student achievement levels: Below Proficient, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading/language arts	77.1%	77.1%
	Mathematics	72.4	72.4
Grade 8	Reading/language arts	77.1	77.1
	Mathematics	72.4	72.4
Grade HS	Reading/language arts	86	86
	Mathematics	65.4	65.4

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	732 (82%)	1,442 (79%)	93 (68%)
Identified for improvement:			
Year 1	84 (9%)	118 (7%)	25 (18%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	44 (5%)	47 (3%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	8 (*)	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	92.5%	Met
Middle school indicator: Attendance	92.5%	Met
High school indicator: Graduation rate	76%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	839	2%
Supplemental educational services:	4,870	33%

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

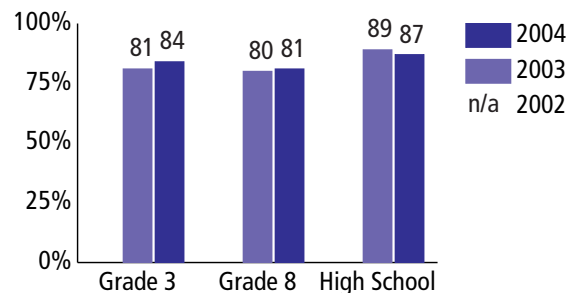
Student Achievement 2003-04

Tennessee Achievement Test, used for NCLB accountability

Reading or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	84%	81%	87%
Economically disadvantaged students	77	69	78
Migrant students	49	27	62
Students with disabilities	56	38	51
Students with limited English proficiency	58	36	57
Black, non-Hispanic	74	66	78
Hispanic students	73	66	81
White, non-Hispanic	88	86	91

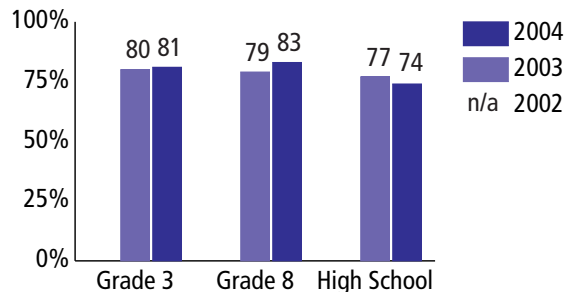
Student achievement trend: Reading or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	81%	83%	74%
Economically disadvantaged students	72	73	61
Migrant students	52	44	70
Students with disabilities	46	39	36
Students with limited English proficiency	60	59	56
Black, non-Hispanic	66	68	53
Hispanic students	72	75	69
White, non-Hispanic	87	88	83

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

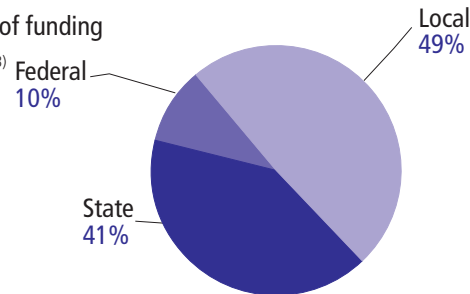
Number of districts (CCD)	1993-94 1,046	2003-04 1,046
Number of public schools (CCD)		
Elementary	3,385	3,986
Middle	1,308	1,588
High	1,148	1,417
Combined	392	803
Other	91	49
Total	6,324	7,843
Number of charter schools (CCD)		274

Finances

Total current expenditures 1993-94 (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	2002-03
Instructional	\$12,235,063
Noninstructional	1,236,823
Support	7,162,154
Total	20,634,040
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	2002-03
	\$5,578
	\$7,136

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$1,018,467,898

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	119,253	192,402
K-8	2,560,407	2,938,303
9-12	927,177	1,199,136
Total (K-12)	3,487,584	4,137,439

Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	14	14
Hispanic	36	44
White, non-Hispanic	48	39

Students with disabilities (OSEP)	11%	11%
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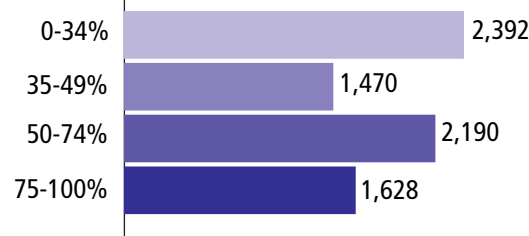
Students with limited English proficiency (NCELA)	12%	15%
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Migrant students (OME)	3%	4%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	25%	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	2,024,335
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]163 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	108,318	136,313
Middle	50,976	65,023
High	56,278	75,036
Combined	7,099	8,218
Other	1,473	3,057
Total	224,144	287,647

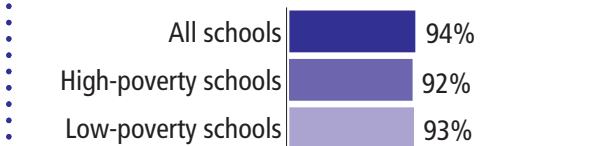
Number of FTE non-teacher staff

Instructional aides	38,816	58,741
Instructional coordinators	1,257	1,238
Administrators	13,286	37,454
Other	154,913	209,416
Total	208,272	306,849

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

(SASS)	1994	2000
English	71%	64%
Mathematics	65	57
Science	70	57
Social studies	67	60

Percentage of core courses taught by highly qualified teachers, 2003-04



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	-	4%
Avg. freshman graduation rate (NCES)	66%	71
College-going rate (IPEDS/NCES)	50	53

NAEP state results

Reading, Grade 4	1994	2005
Proficient level or above	26%	29%
Basic level or above	58	64
Math, Grade 8	1996	2005
Proficient level or above	21%	31%
Basic level or above	59	72

Statewide Accountability Information

See Appendix B for Texas's definitions of proficient for Reading and mathematics for grades 4, 8, and high school.

See <http://www.tea.state.tx.us/perfreport> for more details on the statewide accountability system.

State assessment for NCLB accountability: Texas Assessment of Knowledge and Skills

State student achievement levels: Did Not Meet the Standard, Met the Standard, Commended Performance

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	47%	47%
	Mathematics	33	33
Grade 8	Reading	47	47
	Mathematics	33	33
Grade 10	Reading	47	47
	Mathematics	33	33

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	4,494 (89%)	6,516 (89%)	955 (88%)
Identified for improvement:			
Year 1	88 (*)	88 (*)	2 (*)
Year 2	2 (*)	2 (*)	0
Corrective action	1 (*)	1 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	2 (*)	2 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 90%	Met
Middle school indicator: Attendance	Meet or exceed 90%	Met
High school indicator: Graduation rate	Meet or exceed 70%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	-	-
Supplemental educational services:	45	*

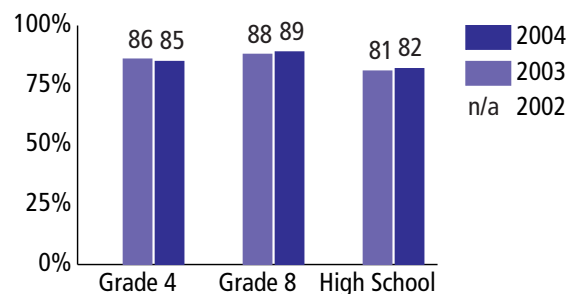
Student Achievement 2003-04

Texas Assessment of Knowledge and Skills, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	85%	89%	82%
Economically disadvantaged students	79	83	73
Migrant students	74	76	65
Students with disabilities	76	73	53
Students with limited English proficiency	71	48	34
Black, non-Hispanic	77	85	75
Hispanic students	80	84	74
White, non-Hispanic	93	95	90

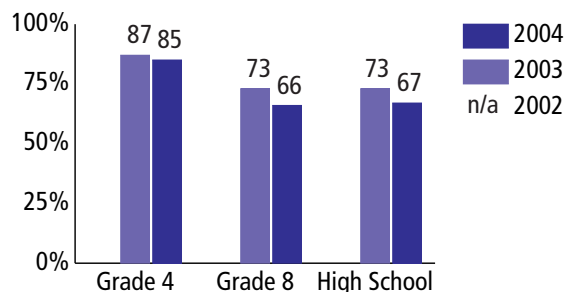
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	85%	66%	67%
Economically disadvantaged students	80	54	53
Migrant students	77	47	47
Students with disabilities	76	40	35
Students with limited English proficiency	75	28	32
Black, non-Hispanic	75	49	51
Hispanic students	81	57	56
White, non-Hispanic	93	80	80

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

	1993-94	2003-04
Number of districts (CCD)	40	40
Number of public schools (CCD)		
Elementary	433	501
Middle	114	142
High	132	187
Combined	13	12
Other	26	44
Total	718	886
Number of charter schools (CCD)		
		19

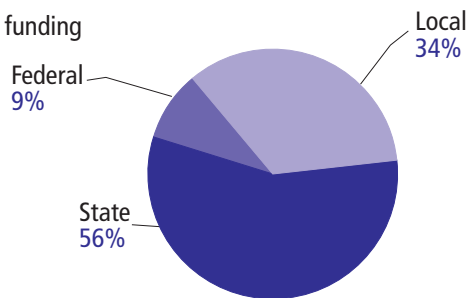
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,291,568	\$1,518,242
Noninstructional	117,525	133,760
Support	516,485	714,894
Total	1,925,578	2,366,896

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$4,085	\$4,838

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$45,809,427

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	959	3,833
K-8	321,307	333,147
9-12	137,378	142,129
Total (K-12)	458,685	475,276

Race/ethnicity (CCD)

	1993-94	2003-04
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	2	3
Black, non-Hispanic	1	1
Hispanic	4	11
White, non-Hispanic	91	83

Students with disabilities (OSEP)	1993-94	2003-04
	10%	11%

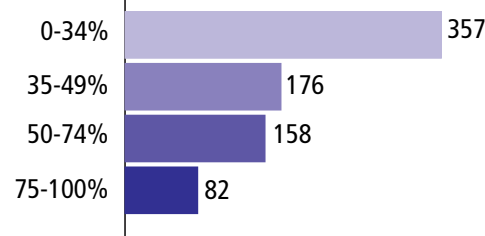
Students with limited English proficiency (NCELA)	1993-94	2003-04
	5%	10%

Migrant students (OME)	1993-94	2003-04
	*	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	42%	40%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	2003-04
	159,056

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]113 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	9,855	11,950
Middle	4,279	4,516
High	4,831	5,407
Combined	93	44
Other	466	660
Total	19,524	22,577

Number of FTE non-teacher staff (CCD)

	1993-94	2003-04
Instructional aides	4,309	5,911
Instructional coordinators	411	711
Administrators	980	1,168
Other	10,548	11,608
Total	16,248	19,398

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

	1994	2000
English	73%	63%
Mathematics	55	63
Science	66	83
Social studies	61	72

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	4%
Avg. freshman graduation rate (NCES)	83	82
College-going rate (IPEDS/NCES)	56	38

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	30%	35%
Basic level or above	64	69
Math, Grade 8		
Proficient level or above	24%	30%
Basic level or above	70	72

Statewide Accountability Information

See Appendix B for Utah's definitions of proficient for Language arts and mathematics for grades 4, 8, and high school.

See http://www.usoe.k12.ut.us/default/annual_report_03_04.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Utah Performance Assessment System for Students

State student achievement levels: Minimal, Partial, Sufficient, Substantial

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Language arts	65%	65%
	Mathematics	57	57
Grade 8	Language arts	64	65
	Mathematics	35	57
High school	Language arts	64	64
	Mathematics	35	35

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	172 (81%)	794 (88%)	34 (58%)
Identified for improvement:			
Year 1	11 (5%)	11 (1%)	21 (35%)
Year 2	1 (1%)	1 (*)	0
Corrective action	2 (1%)	2 (*)	0
Restructuring	1 (1%)	1 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	2 (1%)	2 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 93%	Met
Middle school indicator: Attendance	Meet or progress toward 93%	Met
High school indicator: Graduation or attendance	Meet or progress toward 85.7% (graduation) or 93% (attendance)	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	62	3%
Supplemental educational services:	635	49%

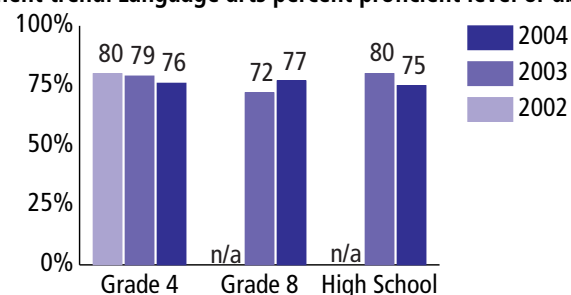
Student Achievement 2003-04

Utah Performance Assessment System for Students, used for NCLB accountability

Language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	76%	77%	75%
Economically disadvantaged students	73	75	73
Migrant students	42	39	29
Students with disabilities	42	33	29
Students with limited English proficiency	51	48	42
Black, non-Hispanic	64	55	49
Hispanic students	52	51	46
White, non-Hispanic	81	82	79

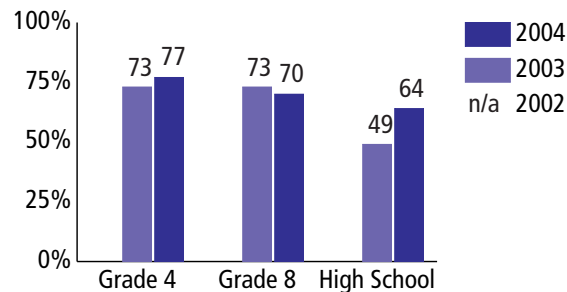
Student achievement trend: Language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	77%	70%	64%
Economically disadvantaged students	71	68	63
Migrant students	45	49	32
Students with disabilities	43	29	37
Students with limited English proficiency	53	48	36
Black, non-Hispanic	56	47	33
Hispanic students	52	47	36
White, non-Hispanic	78	74	68

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	285	300

Number of public schools (CCD)	1993-94	2003-04
Elementary	279	255
Middle	29	25
High	49	47
Combined	18	31
Other	3	-
Total	378	358

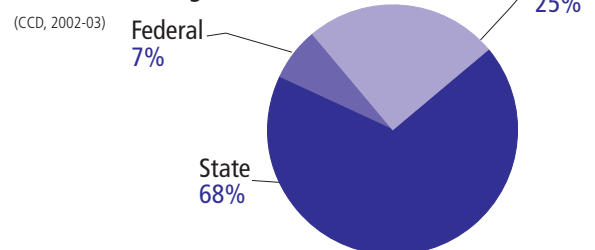
Number of charter schools (CCD)	1993-94	2003-04
	-	-

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$535,047	\$671,163
Noninstructional	27,156	28,289
Support	258,162	345,762
Total	820,365	1,045,214

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$7,984	\$10,454

Sources of funding



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$27,005,035

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	2,024	3,027
K-8	72,804	63,702
9-12	27,377	32,091
Total (K-12)	100,181	95,793

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	1	1
Hispanic	*	1
White, non-Hispanic	97	96

Students with disabilities (OSEP)	1993-94	2003-04
	9%	12%

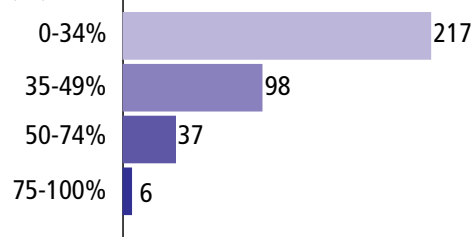
Students with limited English proficiency (NCELA)	1993-94	2003-04
	1%	1%

Migrant students (OME)	1993-94	2003-04
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	22%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	2003-04
	27,109

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



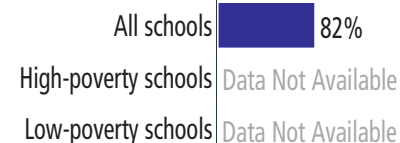
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	4,204	4,411
Middle	846	765
High	2,390	2,815
Combined	603	720
Other	3	-
Total	8,046	8,711

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	2,139	4,208
Instructional coordinators	230	318
Administrators	989	588
Other	4,058	4,838
Total	7,416	9,952

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	87%	n/a
Mathematics	75	55%
Science	81	77
Social studies	81	78

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	86	80
College-going rate (IPEDS/NCES)	51	45

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	-	38%
Basic level or above	-	72
Math, Grade 8		
Proficient level or above	27%	38%
Basic level or above	72	78

Statewide Accountability Information

See Appendix B for Vermont's definitions of proficient for English & language arts and mathematics for grades 4, 8, and high school.

See <http://crs.uvm.edu/schlrpt/cfusion/schlrpt04/vermont.cfm> for more details on the statewide accountability system.

State assessment for NCLB accountability: New Standards Reference Examinations

State student achievement levels: Little Evidence of Achievement, Below the Standard, Nearly Achieves the Standard, Achieves the Standard, Achieves the Standard with Honors

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	English & language arts	PI: 300	PI: 300
	Mathematics	175	175
Grade 8	English & language arts	300	300
	Mathematics	175	175
Grade 10	English & language arts	300	300
	Mathematics	175	175

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	185 (88%)	270 (88%)	143 (80%)
Identified for improvement:			
Year 1	16 (8%)	25 (8%)	8 (3%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	1 (*)	2 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: VT-Dev. Read. Assessment	Less than 15% of students	Met
Middle school indicator: New Standards Ref. Exam	in lowest two proficiency levels	Met
High school indicator: Graduation rate or NSRE Reading: Basic Understanding performance	75% or less than 15% of students in lowest two proficiency levels	Met

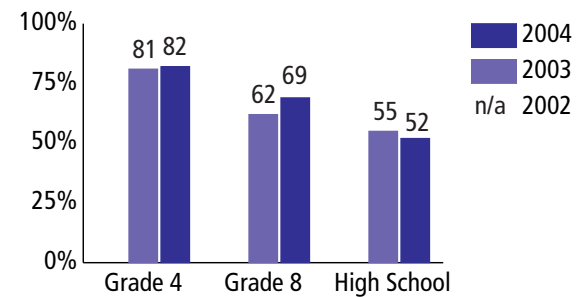
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	n/a
Supplemental educational services:	n/a	n/a

Student Achievement 2003-04

New Standards Reference Examinations, used for NCLB accountability English and language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	82%	69%	52%
Economically disadvantaged students	69	54	34
Migrant students	61	42	45
Students with disabilities	53	28	12
Students with limited English proficiency	67	68	42
Black, non-Hispanic	62	66	42
Hispanic students	74	73	42
White, non-Hispanic	82	69	52

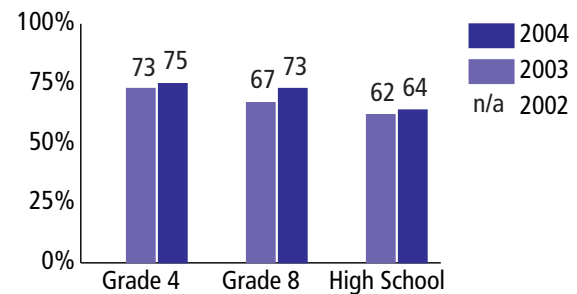
Student achievement trend: English and language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	75%	73%	64%
Economically disadvantaged students	70	57	46
Migrant students	44	51	#
Students with disabilities	45	29	20
Students with limited English proficiency	70	71	59
Black, non-Hispanic	55	60	45
Hispanic students	64	67	44
White, non-Hispanic	76	73	64

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

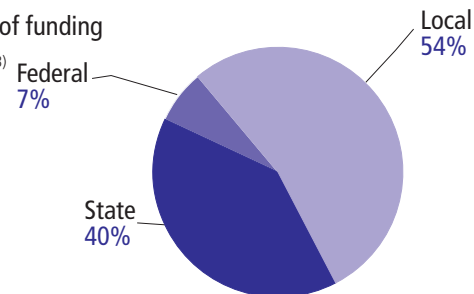
Number of districts (CCD)	1993-94	2003-04
	141	135
Number of public schools (CCD)		
Elementary	1,093	1,172
Middle	308	340
High	286	312
Combined	13	26
Other	44	6
Total	1,744	1,856
Number of charter schools (CCD)		
		6

Finances

Total current expenditures 1993-94 (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	2002-03
Instructional	\$4,173,044
Noninstructional	360,291
Support	2,400,076
Total	6,933,411
2002-03	\$5,661,332
	362,643
	3,184,354
	9,208,329
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	2002-03
	\$6,632
	\$7,822

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$182,110,558

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	3,186	16,524
K-8	734,673	819,972
9-12	278,009	354,836
Total (K-12)	1,012,682	1,174,808
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	5%
Black, non-Hispanic	26	27
Hispanic	3	7
White, non-Hispanic	68	61

Students with disabilities (OSEP) 11% 12%

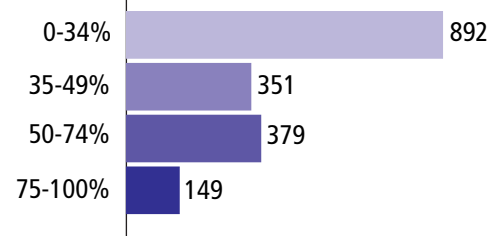
Students with limited English proficiency (NCELA) - 5%

Migrant students (OME) * *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
29% 28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 360,342

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*85 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	28,540	42,203
Middle	12,141	19,019
High	27,727	24,633
Combined	576	820
Other	642	284
Total	69,626	86,959

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	11,209	15,287
Instructional coordinators	1,077	1,525
Administrators	5,183	5,480
Other	41,705	53,713
Total	59,174	76,005

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	93%	63%
Mathematics	69	59
Science	67	74
Social studies	84	77

Percentage of core courses taught by highly qualified teachers, 2003-04 (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)	76	78
College-going rate (IPEDS/NCES)	53	53

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	26%	37%
Basic level or above	57	72
Math, Grade 8		
Proficient level or above	21%	33%
Basic level or above	58	74

Statewide Accountability Information

See Appendix B for Virginia's definitions of proficient for English and mathematics for grades 3, 8, and high school.

See <http://www.pen.k12.va.us/VDOE/src/vasrc-reportcard-intropage.shtml> for more details on the statewide accountability system.

State assessment for NCLB accountability: Standards of Learning Assessments

State student achievement levels: Fails/Does not meet the standard, Pass/Proficient, Pass/Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	English	60.7%	61%
	Mathematics	58.4	59
Grade 8	English	60.7	61
	Mathematics	58.4	59
Grade 11	English	60.7	61
	Mathematics	58.4	59

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	586 (76%)	1,345 (74%)	30 (23%)
Identified for improvement:			
Year 1	82 (11%)	82 (5%)	0
Year 2	21 (3%)	21 (1%)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	9 (1%)	9 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance rate	94%	Met
Middle school indicator: Attendance rate	94%	Met
High school indicator: Graduation rate	51.7%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	432	2%
Supplemental educational services:	1,301	11%

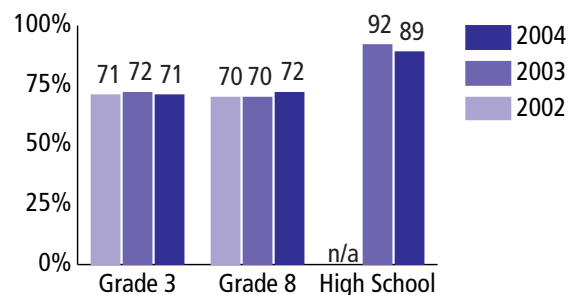
Student Achievement 2003-04

Standards of Learning Assessments, used for NCLB accountability

English

Proficient level or above for:	Grade 3	Grade 8	High school
All students	71%	72%	89%
Economically disadvantaged students	57	54	80
Migrant students	70	48	59
Students with disabilities	47	36	68
Students with limited English proficiency	60	50	75
Black, non-Hispanic	56	56	80
Hispanic students	62	59	83
White, non-Hispanic	79	79	93

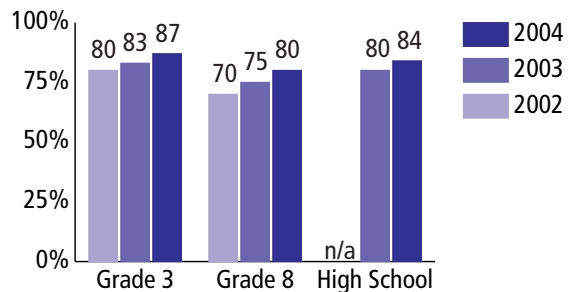
Student achievement trend: English percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	87%	80%	84%
Economically disadvantaged students	79	67	75
Migrant students	78	59	65
Students with disabilities	74	45	59
Students with limited English proficiency	84	70	78
Black, non-Hispanic	77	67	71
Hispanic students	84	73	76
White, non-Hispanic	92	85	88

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	296	296

Number of public schools (CCD)		
Elementary	1,087	1,187
Middle	298	357
High	371	460
Combined	90	220
Other	14	17
Total	1,860	2,241

Number of charter schools (CCD) -

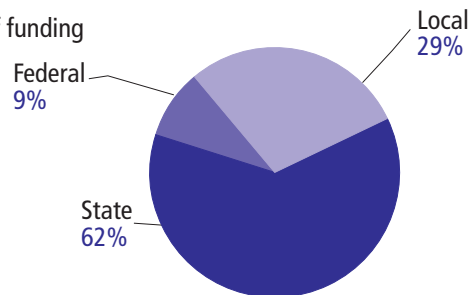
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,722,094	\$4,381,186
Noninstructional	287,699	357,911
Support	2,224,474	2,620,468
Total	6,234,267	7,359,565

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,807	\$7,252

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$157,166,797

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

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	5,087	11,352	
K-8	655,337	687,896	
9-12	255,528	322,101	
Total (K-12)	910,865	1,009,997	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	3%	3%
Asian/Pacific Islander	6	8
Black, non-Hispanic	4	6
Hispanic	7	12
White, non-Hispanic	80	71

Students with disabilities (OSEP) 9% 10%

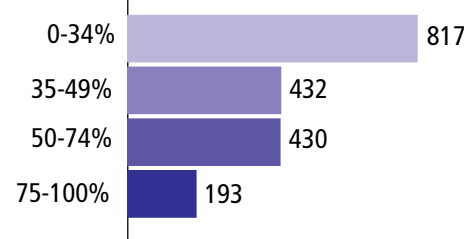
Students with limited English proficiency (NCELA) 3% 7%

Migrant students (OME) 3% 5%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
26% 20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 362,256

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]369 schools did not report.

Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	22,741	25,175	
Middle	8,665	10,630	
High	11,064	13,758	
Combined	1,176	1,388	
Other	246	417	
Total	43,892	51,368	

Number of FTE non-teacher staff (CCD)		
Instructional aides	7,940	10,051
Instructional coordinators	656	546
Administrators	3,455	3,662
Other	30,391	42,211
Total	42,442	56,470

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	64%	65%
Mathematics	49	55
Science	83	79
Social studies	75	77

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	80%	69
College-going rate (IPEDS/NCES)	57	45

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	27%	35%
Basic level or above	59	69
Math, Grade 8	1996	2005
Proficient level or above	26%	36%
Basic level or above	67	75

Statewide Accountability Information

See Appendix B for Washington's definitions of proficient for Reading and mathematics for grades 4, 7, and high school.

See <http://reportcard.ospi.k12.wa.us/Reports/WASLTrend.aspx?&schoold=1&reportLevel=State> for more details on the statewide accountability system.

State assessment for NCLB accountability: Washington Assessment of Student Learning
State student achievement levels: Level 1, Level 2, Level 3, Level 4

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	52.2%	52.2%
	Mathematics	29.7	29.7
Grade 7	Reading	30.1	30.1
	Mathematics	17.3	17.3
High school	Reading	48.6	48.6
	Mathematics	24.8	24.8

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	866 (89%)	2,042 (86%)	267 (90%)
Identified for improvement:			
Year 1	39 (4%)	120 (5%)	29 (10%)
Year 2	17 (2%)	21 (1%)	0
Corrective action	15 (2%)	15 (1%)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	6 (1%)	6 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Attendance	Meet or progress toward unexcused absence rate of 1% or less	Met
High school indicator: Graduation rate	66% or higher	Met

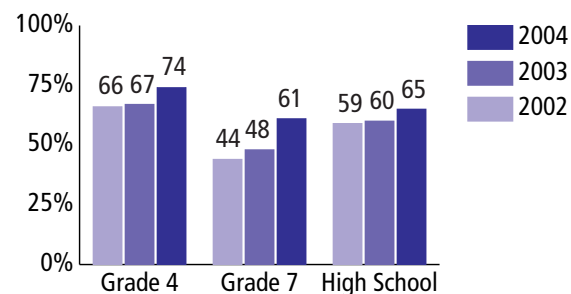
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	377	1%
Supplemental educational services:	250	2%

Student Achievement 2003-04

Washington Assessment of Student Learning, used for NCLB accountability Reading

Proficient level or above for:	Grade 4	Grade 7	High school
All students	74%	61%	65%
Economically disadvantaged students	62	43	46
Migrant students	43	26	28
Students with disabilities	39	16	15
Students with limited English proficiency	37	17	17
Black, non-Hispanic	62	42	43
Hispanic students	54	38	41
White, non-Hispanic	80	66	70

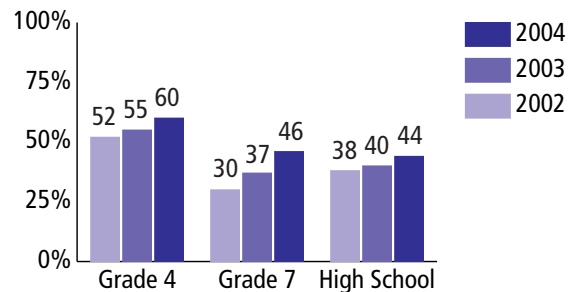
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 7	High school
All students	60%	46%	44%
Economically disadvantaged students	45	27	25
Migrant students	32	13	11
Students with disabilities	29	8	6
Students with limited English proficiency	27	8	10
Black, non-Hispanic	38	21	16
Hispanic students	39	22	20
White, non-Hispanic	66	52	49

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

	1993-94	2003-04
Number of districts (CCD)	55	55
Number of public schools (CCD)		
Elementary	557	479
Middle	137	127
High	133	124
Combined	23	22
Other	20	3
Total	870	755
Number of charter schools (CCD)		
		0

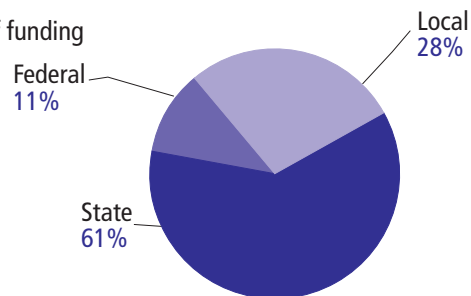
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,318,742	\$1,444,689
Noninstructional	120,121	130,675
Support	681,238	774,469
Total	2,120,101	2,349,833

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,743	\$8,319

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$94,167,837

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	2,327	7,911
K-8	210,733	190,920
9-12	96,256	82,375
Total (K-12)	306,989	273,295

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	*	1%
Black, non-Hispanic	4%	5
Hispanic	*	1
White, non-Hispanic	95	94

Students with disabilities (OSEP) 9% 16%

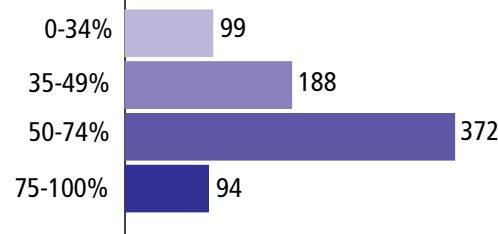
Students with limited English proficiency (NCELA) 2% 1%

Migrant students (OME) * *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
26% 25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 138,537

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]2 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	9,637	9,440
Middle	4,119	4,041
High	5,290	5,334
Combined	751	284
Other	167	13
Total	19,964	19,112

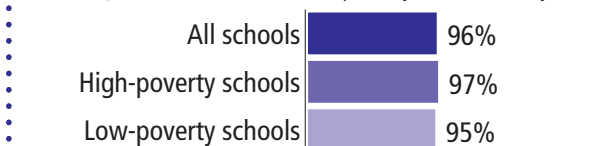
Number of FTE non-teacher staff (CCD)

Instructional aides	2,858	3,113
Instructional coordinators	334	335
Administrators	1,388	1,465
Other	12,877	13,024
Total	17,457	17,937

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	74%	72%
Mathematics	80	79
Science	76	69
Social studies	83	80

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	4%	4%
Avg. freshman graduation rate (NCES)	78	76
College-going rate (IPEDS/NCES)	50	52

NAEP state results (NCES)

	1994	2005
Reading, Grade 4		
Proficient level or above	26%	26%
Basic level or above	58	61
Math, Grade 8		
Proficient level or above	14%	17%
Basic level or above	54	59

Statewide Accountability Information

See Appendix B for West Virginia's definitions of proficient for reading/language arts and mathematics for grades 3, 8, and high school.

See <http://wveis.k12.wv.us/nclb/public04/nclbmenu.cfm> for more details on the statewide accountability system.

State assessment for NCLB accountability: West Virginia Educational Standards Tests

State student achievement levels: Novice, Partial Mastery, Mastery, Distinguished, Above mastery

NCLB Accountability Goals

2003-04 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading/language arts	69%	69%
	Mathematics	63	63
Grade 8	Reading/language arts	74	74
	Mathematics	61	61
High school	Reading/language arts	72	72
	Mathematics	57	57

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	299 (75%)	519 (73%)	2 (4%)
Identified for improvement:			
Year 1	31 (8%)	200 (28%)	0
Year 2	5 (1%)	54 (8%)	0
Corrective action	1 (*)	4 (1%)	2 (4%)
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	4 (1%)	4 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle school indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	90	6%
Supplemental educational services:	33	7%

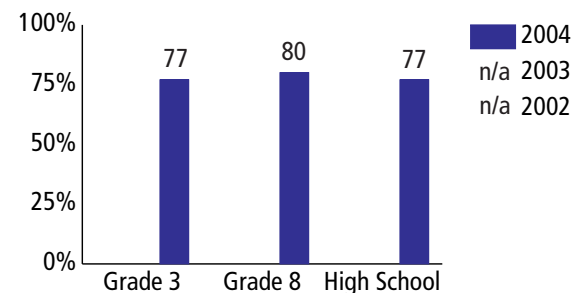
Student Achievement 2003-04

West Virginia Educational Standards Tests, used for NCLB accountability

Reading or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	77%	80%	77%
Economically disadvantaged students	69	71	65
Migrant students	69	75	83
Students with disabilities	45	32	24
Students with limited English proficiency	75	81	84
Black, non-Hispanic	68	72	61
Hispanic students	75	77	81
White, non-Hispanic	78	81	77

Student achievement trend: Reading or language arts percent proficient level or above

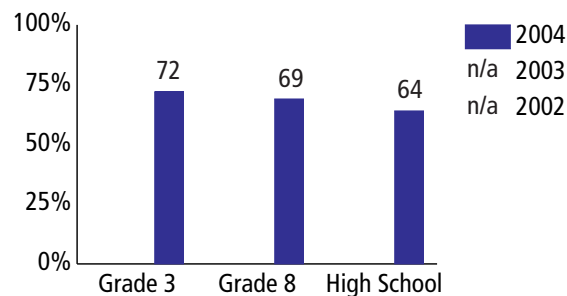


Mathematics

Proficient level or above for: Grade 3 Grade 8 High school

Proficient level or above for:	Grade 3	Grade 8	High school
All students	72%	69%	64%
Economically disadvantaged students	64	58	50
Migrant students	77	31	33
Students with disabilities	50	22	15
Students with limited English proficiency	71	77	79
Black, non-Hispanic	61	51	45
Hispanic students	73	63	66
White, non-Hispanic	73	70	65

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

Number of districts (CCD)	1993-94	2003-04
	427	440

Number of public schools (CCD)		
Elementary	1,235	1,239
Middle	347	387
High	424	512
Combined	23	72
Other	3	8
Total	2,032	2,218

Number of charter schools (CCD)	135
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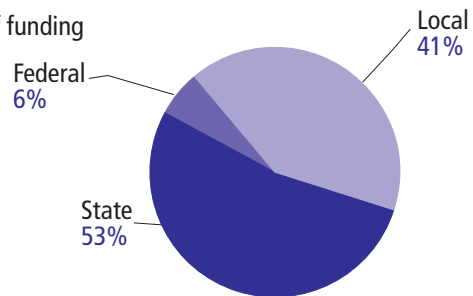
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$4,186,065	\$4,904,809
Noninstructional	197,312	254,628
Support	2,204,674	2,775,318
Total	6,588,051	7,934,755

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$7,806	\$9,004
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Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$151,746,825

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

Students

Public school enrollment (CCD)		1993-94	2003-04
Pre-K	17,265	26,668	
K-8	578,309	563,138	
9-12	248,167	290,019	
Total (K-12)	826,476	853,157	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	2	3
Black, non-Hispanic	9	11
Hispanic	3	6
White, non-Hispanic	84	79

Students with disabilities (OSEP)	10%	12%
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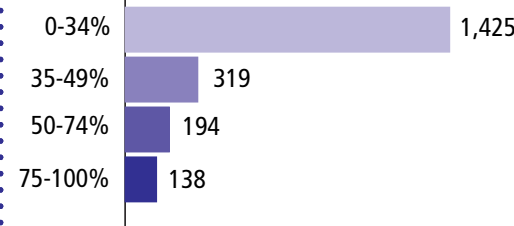
Students with limited English proficiency (NCELA)	2%	4%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	25%	22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	244,061
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*142 schools did not report.

Staff

Number of FTE teachers (CCD)		1993-94	2003-04
Elementary	24,662	28,387	
Middle	10,398	11,979	
High	15,922	18,272	
Combined	574	1,378	
Other	36	174	
Total	51,592	60,190	

Number of FTE non-teacher staff (CCD)		
Instructional aides	7,565	10,632
Instructional coordinators	314	1,527
Administrators	3,973	3,444
Other	23,966	30,712
Total	35,818	46,315

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	75%	81%
Mathematics	76	75
Science	68	82
Social studies	85	85

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	2%
Avg. freshman graduation rate (NCES)	85	83
College-going rate (IPEDS/NCES)	60	57

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	35%	33%
Basic level or above	71	67
Math, Grade 8	1996	2005
Proficient level or above	32%	36%
Basic level or above	75	76

Statewide Accountability Information

See Appendix B for Wisconsin's definitions of proficient for Reading and mathematics for grades 4, 8, and 10.

See http://www.dpi.wi.gov/oea/acct_sch.html for more details on the statewide accountability system.

State assessment for NCLB accountability: Wisconsin Knowledge and Concepts Examinations, Wisconsin Alternate Assessments (WAA-SwD & WAA-LEP)

State student achievement levels: Minimal Performance, Basic, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	61%	61%
	Mathematics	37	37
Grade 8	Reading	61	61
	Mathematics	37	37
Grade 10	Reading	61	61
	Mathematics	37	37

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,046 (95%)	2,098 (95%)	396 (93%)
Identified for improvement:			
Year 1	12 (1%)	24 (1%)	0
Year 2	7 (1%)	9 (*)	0
Corrective action	13 (1%)	15 (1%)	0
Restructuring	3 (*)	3 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	24 (2%)	30 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Attendance	Meet or progress toward 90% of statewide average attendance	Met
High school indicator: Graduation rate	Meet or progress toward 90% of the statewide average graduation rate	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	758	2%
Supplemental educational services:	3,295	13%

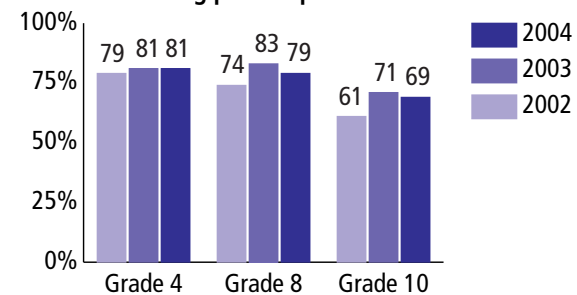
Student Achievement 2003-04

Wisconsin Knowledge and Concepts Examinations, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	81%	79%	69%
Economically disadvantaged students	68	60	45
Migrant students	41	48	18
Students with disabilities	53	41	26
Students with limited English proficiency	54	34	17
Black, non-Hispanic	62	49	31
Hispanic students	62	56	41
White, non-Hispanic	86	85	76

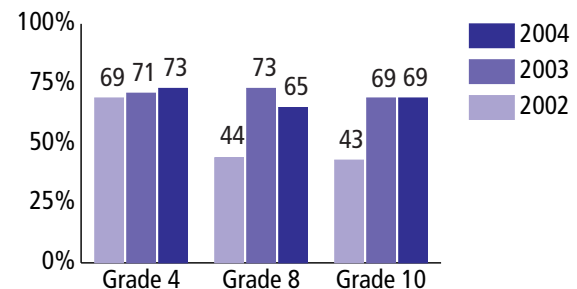
Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	73%	65%	69%
Economically disadvantaged students	56	40	43
Migrant students	49	34	25
Students with disabilities	51	25	27
Students with limited English proficiency	50	28	23
Black, non-Hispanic	45	24	23
Hispanic students	53	38	38
White, non-Hispanic	80	73	76

Student achievement trend: Mathematics percent proficient level or above



Districts and schools

	1993-94	2003-04
Number of districts (CCD)	49	48
Number of public schools (CCD)		
Elementary	239	210
Middle	86	76
High	75	76
Combined	n/a	17
Other	1	1
Total	401	380
Number of charter schools (CCD)		
		1

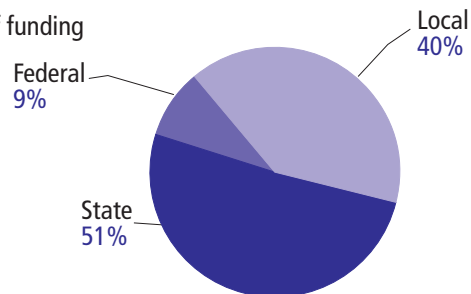
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$439,752	\$474,108
Noninstructional	25,045	25,317
Support	246,656	292,306
Total	711,453	791,731

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$7,051	\$8,985

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$28,964,809

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	n/a	394
K-8	71,198	57,575
9-12	29,497	27,701
Total (K-12)	100,695	85,276

Race/ethnicity (CCD)

	1993-94	2003-04
American Indian/Alaskan Native	3%	3%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	6	8
White, non-Hispanic	89	86

Students with disabilities (OSEP)	1993-94	2003-04
	12%	13%

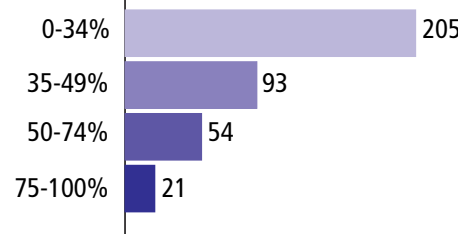
Students with limited English proficiency (NCELA)	1993-94	2003-04
	-	4%

Migrant students (OME)	1993-94	2003-04
	*	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	23%	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	2003-04
	26,759

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]7 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	3,115	2,879
Middle	1,408	1,523
High	1,872	1,883
Combined	-	147
Other	0	39
Total	6,395	6,471

Number of FTE non-teacher staff (CCD)

	1993-94	2003-04
Instructional aides	1,301	1,868
Instructional coordinators	81	152
Administrators	435	638
Other	4,630	4,896
Total	6,447	7,554

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

	1994	2000
English	75%	79%
Mathematics	78	79
Science	80	78
Social studies	81	70

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	6%
Avg. freshman graduation rate (NCES)	85	73
College-going rate (IPEDS/NCES)	53	52

NAEP state results (NCES)

	1994	2005
Reading, Grade 4		
Proficient level or above	32%	34%
Basic level or above	68	70
Math, Grade 8		
Proficient level or above	22%	29%
Basic level or above	68	76

Statewide Accountability Information

See Appendix B for Wyoming's definitions of proficient for English language arts and mathematics for grades 4, 8, and high school.

See https://www.k12.wy.us/SA/Paws/doca/Accountability_Workbook.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Wyoming Comprehensive Assessment System
State student achievement levels: Novice, Partially proficient, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	English language arts	30.4%	30.4%
	Mathematics	23.8	23.8
Grade 8	English language arts	34.5	34.5
	Mathematics	25.3	25.3
Grade 11	English language arts	30.4	48.4
	Mathematics	35.8	35.8

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	205 (91%)	331 (92%)	47 (98%)
Identified for improvement:			
Year 1	18 (9%)	31 (9%)	1 (2%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Reading performance	Reduce percentage scoring in lowest (novice) level	Met
High school indicator: Graduation rate	Meet or progress toward 80%.	Met

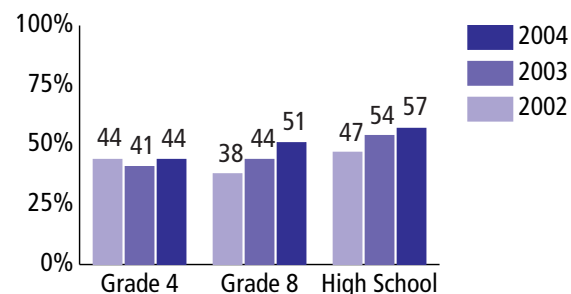
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	n/a
Supplemental educational services:	-	-

Student Achievement 2003-04

Wyoming Comprehensive Assessment System, used for NCLB accountability English or language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	44%	51%	57%
Economically disadvantaged students	31	35	39
Migrant students	9	#	#
Students with disabilities	13	8	9
Students with limited English proficiency	15	20	35
Black, non-Hispanic	36	29	36
Hispanic students	30	34	37
White, non-Hispanic	47	54	59

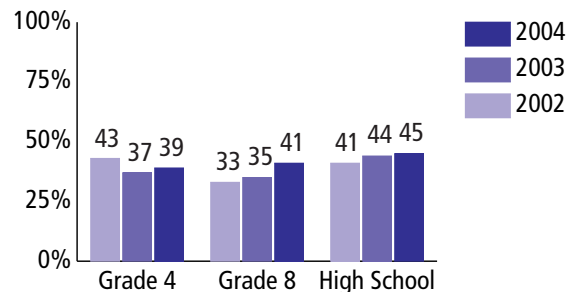
Student achievement trend: English or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	39%	41%	45%
Economically disadvantaged students	29	25	30
Migrant students	18	#	#
Students with disabilities	21	8	9
Students with limited English proficiency	15	12	22
Black, non-Hispanic	25	17	24
Hispanic students	24	25	26
White, non-Hispanic	42	44	47

Student achievement trend: Mathematics percent proficient level or above



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 2003-04.

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. Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

Number of public schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2003-04.

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. Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

Number of charter schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2003-04.

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. Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

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>.

Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353R). U.S. Department of Education, Washington, D.C.: National Center for Education Statistics. Available <http://nces.ed.gov/pubs2005/2005353.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 adjusted to reflect inflation for 2002-03.

Per pupil expenditures

Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353R). U.S. Department of Education, Washington, D.C.: National Center for Education Statistics. Available <http://nces.ed.gov/pubs2005/2005353.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. 1993-94 Data adjusted to reflect inflation for 2002-03.

Sources of funding

Hill, J.G., and Johnson, F. (2005). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03* (NCES 2005-353R). U.S. Department of Education, Washington, D.C.: National Center for Education Statistics. Available <http://nces.ed.gov/pubs2005/2005353.pdf>.

Title I allocation 2002-03

Source: U. S. Department of Education, Budget Office, *Funds for State Formula-Allocated and Selected Student Aid Programs, 2003*. 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 2003-04.

Notes: These numbers do not include ungraded students. Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

Race and ethnicity

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2003-04.

Note: Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

Students with disabilities

Source: U.S. Department of Education, Office of Special Education Programs, 2003-04 school year. Available: http://www.ideadata.org/tables28th/ar_1-10.htm.

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, 2003-04.

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.

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>.

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2003-04.

Note: Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

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, 2003-04.

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. Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

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 2003-04.

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. Data downloaded August 2007 from the *Public Elementary/Secondary School Universe Survey: School Year 2003-04*, version 1a.

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 2003-04.

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. Data downloaded August 2007 from the *State Nonfiscal Survey of Public Elementary/Secondary Education, 1993-94, v.1b* and *2003-04, v.1b*.

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.

Percentage of core courses taught by highly qualified teachers, 2003-04

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: Kaufman, P., Alt, M.N., and Chapman, C. (2004). *Dropout Rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education. National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

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.

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 2005*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2005. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2005/2006453.pdf>.

The Nation's Report Card: Reading 2005. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2005. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2005/2006451.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.

2003-04 NCLB accountability results, applied to 2004-05 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, 2003-04

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.

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 2003-04 reported in bar graphs for states with consistent tests and proficiency levels over two or more years and in Table 3 on page 6.

Appendix B: State definitions of proficient*

Alabama

Not available.

Alaska

Reading: A student who scores at the proficient level based on the scale scores, established in state regulation, in reading combined with writing or language arts.

Mathematics: A student who scores at the proficient level based on the scale scores established in state regulation.

Arizona

Meets Standard: This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes knowledge of subject matter, application of such knowledge to real-world situations, and content relevant analytical skills. Attainment of at least this level is the expectation for all Arizona students

Arkansas

Proficient: Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading and writing or mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the way their ideas are connected.

California

Proficient: In reading-language arts and mathematics in grades 2-8 would be based on the percentage of students scoring at the proficient or advanced level on the California Standards Tests (CSTs). These tests assess how well students are mastering the state's rigorous academic content standards, which lay out what students should know and be able to do at each grade level.

At the high school level, the definition of "proficient" in reading and math would be tied to scores on the California High School Exit Exam, which is a pass/fail test. "Cut scores" for achieving proficiency at the high school level would be equivalent to achieving proficiency on the California standards-based tests in reading-language arts and math.

Colorado

Proficient: Students understand directions, recognize authors' point of view, explain reactions, define problems or solutions, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimulus, identify character's reactions or motives, identify sequences, support opinions, classify familiar vocabulary, and interpret poetry in a concrete manner.

Connecticut

Reading: Proficient: Students who score at this level can comprehend most grade-level or below-grade-level textbooks and other materials. They can generally determine the main idea, have an adequate understanding of the author's purpose and are able to make some judgments about a test's quality and themes.

Mathematics: Proficient: Students who score at this level demonstrate adequately developed conceptual understanding and computational skills, and adequately developed problem-solving skills.

Delaware

Meets Standard: The performance levels for reading, writing and math at grades 3, 5, 8, and 10 and science and social studies grades 4, 6, 8 and 11 were set through a standard setting process detailed in the *Report and Recommendations to the Delaware State Board of Education for Establishing Proficiency Levels for the Delaware Student Testing Program in Reading, Writing, and Mathematics*, August 1999. The DSTP scale scores for reading and math are reported on a developmental scale ranging from 150 to 800. The determination of the DSTP scale scores for grades 3, 5, 8, and 10 has been done using a procedure that involves linking to the Stanford Achievement Test, version 9, (Stanford 9) scores for reading and math. The DSTP in reading and math contains a portion of the Stanford 9. The scaling for grades 4, 6, and 7 is parallel to that at grades 3, 5, 8, and 10. Determination of five levels of performance for reading and math at grades 4, 6, and 7 will be done using a statistical model. For writing, raw scores are used to determine performance levels at grades 3, 5, 8, and 10 and the performance levels at grades 4, 6, and 7 can easily replicate those at grades 3, 5, 8, and 10.

District of Columbia

Proficient: Percentage that scored at or above the state proficiency standard. Students who are not tested are included in this computation as being not proficient.

Florida

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

Georgia

Meets Standard: CRCT: Scores from 300-349 indicate "Meets Standard," which represents the "Proficient" student achievement level

Hawaii

Meets Proficiency: Assessment results indicate that the student has demonstrated the knowl-

*Please visit each state's Web site for additional information.

edge and skills required to meet the content standards for this grade. The student is ready to work on higher levels of this content area.

Idaho

Proficient: Student demonstrates thorough knowledge and mastery of skills that allows him or her to function independently on all major concepts related to his or her current educational level.

Illinois

Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Indiana

Pass: Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Iowa

Grade 4 Reading: Intermediate: Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of the characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 4 Mathematics: Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 8 Reading: Intermediate: Understands some factual information; sometimes can draw conclusions; makes inferences about the motives and feelings of characters; and applies what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 8 Mathematics: Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 11 Reading: Intermediate: Understands some factual information; sometimes can make inferences about the characters; identify the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusion.

Grade 11 Mathematics: Intermediate: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about qualitative information, and solve a

variety of novel, quantitative reasoning problems.

Kansas

Proficient: Mastery of core skills is apparent. Knowledge and skills can be applied in most contexts. Ability to apply learned rules to most situations is evident. Adequate command of difficult or challenging content and applications is competently demonstrated. There is evidence of solid performance.

Kentucky

Proficient: Proficient as defined in Kentucky has been demonstrated to be a very high standard for student achievement, especially in comparison to standards typically set by other states. In Kentucky, Proficiency requires students to know content beyond basic knowledge and to apply their knowledge to solve problems. Students performing at the Proficient level are able to: * demonstrate broad content knowledge and apply it; * communicate in an accurate, clear, and organized way with relevant details and evidence; * use appropriate strategies to solve problems and make decisions; * demonstrate effective use of critical thinking skills.

Louisiana

Basic: These standards have been shown to be high; for example, equipercentile equating of the standards has shown that Louisiana's "Basic" is somewhat more rigorous than NAEP's "Basic." In addition, representatives from Louisiana's business community and higher education have validated the use of "Basic" as the state's proficiency goal

Maine

Meets the standard: The student's work demonstrates consistent accomplishment of content knowledge, analysis, problem-solving, and communication skills..

Maryland

Proficient: Achieved the cut score on the assessment, as determined by the state.

Massachusetts

Proficient: Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems

Michigan

Proficient: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students..

Minnesota

Level 3: A score at or above Level 3 (scale score 1,420-1,499) represents state expectations for achievement of all students. Students who score at Level 3 are working successfully on grade-level material. This level corresponds to a "proficient" level of achievement for *NCLB*.

Mississippi

Mississippi Curriculum Test, Proficient: Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade.

Algebra I and English II Test, Proficient: Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in a more advanced course in the content area.

Missouri

Communication Arts: Proficient: In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences and conclusions; determine word meaning; identify synonyms and antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

Grade 4 Mathematics: Proficient: Students communicate math processes; add and subtract common fractions and decimals (money only); use standard units of measurement; identify attributes of planes and solid figures; create and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multi-step and logic problems.

Grade 8 Mathematics: Proficient: Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

Grade 10 Mathematics: Proficient: Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

Montana

Proficient: A student demonstrates competency including subject matter knowledge, the application of subject knowledge to real world situations, and the analytical skills appropriate to this subject.

Nebraska

Proficient: In the STARS (School-based Teacher-led Assessment and Reporting System) assessment system, student performance achievement levels are determined for each classroom assessment according to criteria established under the quality indicators. This process

must be conducted in a technically appropriate manner and is reviewed by the external assessment reviewers.

Nevada

Not available.

New Hampshire

Grade 3 Reading or Language Arts: Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Grade 3 Mathematics: Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add three-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to: Demonstrate and understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Grade 6 Reading or Language Arts: Proficient: Students at this level demonstrate an overall understanding of literacy, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

Grade 6 Mathematics: Proficient: Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

Grade 10 Reading or Language Arts: Proficient: Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgments, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the

mechanics of language including spelling, capitalization, grammar, and punctuation.

Grade 10 Mathematics: Proficient: Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measurement, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

New Jersey

Proficient: Proficient means a score achieved by a student at or above the cut score which demarks a solid understanding of the math content measured by an individual section on any state assessment.

New Mexico

Not available.

New York

Proficiency: The state has defined proficiency as the performance of a student who scores Level 3 on the grade 4 or 8 English language arts assessment, shows Level 3 growth on the NYSESLAT, scores between 65 and 84 on a Regents examination, or passes an approved alternative to a Regents examination

North Carolina

Level III: Students performing at this level consistently demonstrate mastery of grade level subject matter and course subject matter and skills and are well prepared for the next grade or course level work.

North Dakota

Proficient: The definition of proficiency was established in narrative form by the state content and achievement standards drafting committees in 1999. These narratives guided the state standards-setting committees who established the state's achievement cut-scores for the North Dakota State Assessment in 2001-02. The standards-setting committees drafted supporting narrative that aligned to the final cut-scores and became the operative definition for all reports.

Ohio

Ohio Achievement Test: Reading: Grade 4, cut score of 218 or higher; Grade 6, cut score of 222; High school, cut score of 200 or higher.

Ohio Achievement Test: Mathematics: Grade 4, cut score of 218 or higher; Grade 6, cut score of 200 or higher; High school, cut score of 200 or higher.

Oklahoma

Not available.

Oregon

Meets Standard: Specific cut score on state multiple-choice math test plus specific cut score (composite of five trait scores) on math problem solving assessment.

Pennsylvania

Proficient: Satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

Puerto Rico

Not available.

Rhode Island

Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

South Carolina

Proficient: Proficient: A student who performs at the proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the state board of education. The student is well prepared for work at the next grade. The proficient level represents the long-term goal for student performance in South Carolina.

South Dakota

Not available.

Tennessee

Proficient: Student performs at or above the cut scores set by the state.

Texas

Met the Standard: Student performed at a level that was at or somewhat above the state passing standard. Performance showed a sufficient understanding of the knowledge and skills tested at grade level.

Utah

Sufficient: A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts

Vermont

Meets Standard: English or Language Arts:

(1) Reading: Basic Understanding: Students must demonstrate the ability to comprehend a variety of materials of varying length and complexity.

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- (2) Reading: Analysis and Interpretation: Students must demonstrate the ability to analyze and interpret what they read in the process of becoming critical readers.
 - (3) Writing Effectiveness: Students must demonstrate the ability to write effectively in a variety of formats for a variety of purposes, audiences, and contexts.
 - (4) Writing Conventions: Students must demonstrate control of the conventions (usage, spelling and punctuation) of the English language according to current standards of correctness.

Meets Standards: Mathematics:

- (1) Concepts: Showing that the student understands mathematical processes and ideas.
- (2) Skills: Showing that the student can perform the mathematical routine or technique correctly.
- (3) Problem Solving: Showing that the student can choose and apply appropriate skills and concepts, and reason mathematically. Students solve increasingly complex situations by formulating, implementing and drawing conclusions from the problem solution.

Virginia

Pass/Proficient: Students who attain a scaled score of 399 or below on any of the Standards of Learning tests receive a rating of “fails/does not meet the standards.” Those with a scaled score of 400 to 499 receive a rating of “pass/proficient”, and those with a scaled score of 500 to 600 receive a rating of “pass/advanced.”

Washington

Meet the Standard: Students performing at this level demonstrate mastery of the Essential Academic Learning Requirements for the subject and grade level.

West Virginia

Mastery: Student demonstrates knowledge, comprehension, and application of skills, which meet the standard.

Wisconsin

Proficient: Demonstrates competency in the academic knowledge and skills tested

Wyoming

Students at the proficient level use concepts and skills to acquire, analyze, and communicate information and ideas.



Appendix C

National Assessment for Educational Progress—Definitions and Further Information*

Mathematics Achievement Levels—Grade 4

Basic Fourth-grade students performing at the Basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands. Fourth-graders performing at the Basic level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

Proficient Fourth-grade students performing at the Proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands. Fourth-graders performing at the Proficient level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the Proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

Mathematics Achievement Levels—Grade 8

Basic Eighth-grade students performing at the Basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents. Eighth-graders performing at the Basic level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content strands through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the Proficient level, students at the basic level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

Proficient Eighth-grade students performing at the Proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands. Eighth-graders performing at the Proficient level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and

functions. Students at this level are expected to have a thorough understanding of Basic level arithmetic operations—an understanding sufficient for problem solving in practical situations. Quantity and spatial relations in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs; apply properties of informal geometry; and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Reading Achievement Levels—Grade 4

Basic Fourth-grade students performing at the Basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth-graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

Proficient Fourth-grade students performing at the Proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Reading Achievement Levels—Grade 8

Basic Eighth-grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

Proficient Eighth-grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient eighth-graders should be able to identify some of the devices authors use in composing text.

*Additional information is available at the NAEP Web site, <http://nces.ed.gov/nationsreportcard>.



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