

School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01)	\$6,170
Number of districts (CCD, 2001-02)	67
Number of charter schools (CCD, 2001-02)	187

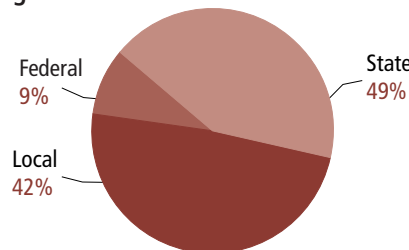
	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	1,472	1,773
Middle	384	491
High	264	409
Combined	218	632
Total	2,338	3,305

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	55,831	67,664
Middle School	19,248	26,159
High School	20,873	32,386
Combined	8,507	9,458
Total	104,459	135,667

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

Sources of funding

District average
(CCD, 2000-01)



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

Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	34,793	1,480,401	525,569	2,005,970
		1,740,376	703,064	2,443,440

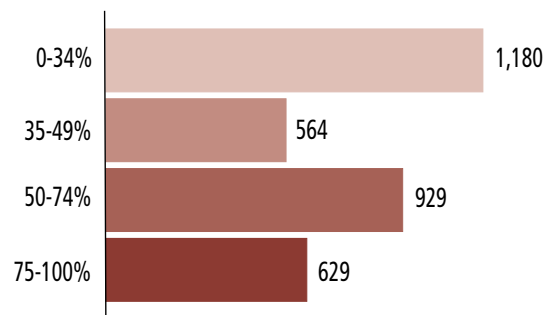
Race/ethnicity (CCD)	1993-94		2001-02	
		%		%
American Indian/Alaskan Natives	*		*	
Asian/Pacific Islander	2%		2%	
Black	25		25	
Hispanic	14		20	
White	60		52	
Other	—		—	

Students with disabilities (OSEP)	1993-94		2001-02	
	%		%	
	12%		13%	

Migratory students (OME)	1993-94		2001-02	
	%		%	
	2%		3%	

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	%		%	
	6%		11%	

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 12 schools did not report.

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

Statewide Goal for Schools on State Assessment

Under the A+ Plan: For C grade: 60 percent of students at Level 2 (FCAT reading, math); Writing: 50 percent at Level 3 for elementary, 67 percent for middle school, 75 percent for high school.

Expected School Improvement on Assessment

Attain grade A/B: increase by 2 percent the number of students at Level 3 (FCAT).

Title I Adequate Yearly Progress (AYP) for Schools

Transition: High School: more than 85 percent pass language arts, 80 percent pass math, 67 percent pass writing. Middle School: more than 40 percent over 50th percentile. Elementary school: more than 33 percent over 50th percentile.

Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,110	110	1,220
Schools meeting AYP goal	91%	9%	100%
Schools in need of improvement	9%	91%	83%
	0	0	0

Title I allocation

\$448,602,730

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	26%
Basic level and above	63	67

Math, 2003

	Grade 4	Grade 8
Proficient level and above	31%	23%
Basic level and above	76	61

Student Achievement 2001-02

Assessment Florida Comprehensive Assessment Test.

State Definition of Proficient See Appendix A.

Elementary School

Grade 4

Reading

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	30%	15%	28%	21%	6%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Grade 4

Mathematics

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	26%	24%	32%	15%	4%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Middle School

Grade 8

Reading

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	29%	26%	28%	14%	3%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Grade 8

Mathematics

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	25%	22%	31%	14%	8%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

High School

Grade 10

Reading

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	32%	33%	21%	8%	7%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

Grade 10

Mathematics

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	19%	21%	25%	27%	8%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 4%
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Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 49%	2000-01 56%
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 High Poverty Schools = 75-100% of students qualify for lunch subsidies