

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$5,175
Number of districts <small>(CCD, 2001-02)</small>	152
Number of charter schools <small>(CCD, 2001-02)</small>	1

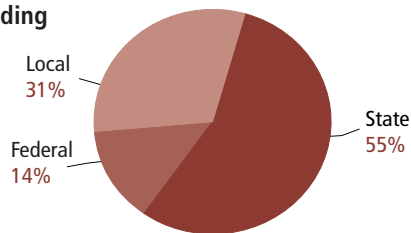
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	446	439
Middle	168	183
High	173	180
Combined	78	63
Total	865	865

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	12,012	13,473
Middle School	5,172	6,113
High School	6,347	7,611
Combined	3,300	2,523
Total	26,831	29,720

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	66%	55%
Math	72	60
Science	73	66
Social Studies	83	72

### 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 <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	2,197	357,016	131,112	488,128
	1,805	351,145	126,361	477,506

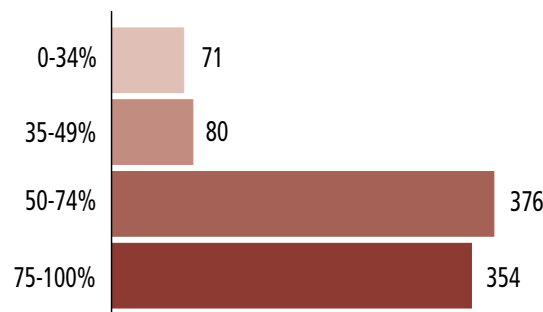
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	*	*	*	*
Asian/Pacific Islander	1%	1	1%	1
Black	51	51	51	51
Hispanic	*	1	*	1
White	48	47	47	47
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	#	%	#
	11%	11,000	10%	10,000

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	#	%	#
	1%	1,000	1%	1,000

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	#	%	#
	*	500	1%	1,000

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



† 5 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

District goal: Accredited (no performance criteria).  
 School performance criteria to be established for 2002-03.

### Expected School Improvement on Assessment

Not available.

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: Credit is given for growth toward proficiency goal for a decrease in the percentage of students scoring in lowest quarter on state assessments.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	603	80	683
Schools meeting AYP goal	88%	12%	100%
Schools in need of improvement	21	0	21
	100%	—	3%

### Title I allocation

\$132,606,376

(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	18%	21%
Basic level and above	48	66

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	17%	12%
Basic level and above	62	47

## Student Achievement 2001-02

**Assessment** Mississippi Curriculum Test, grades 4 and 8.  
Mississippi Subject Area Testing Program, high school.

**State Definition of Proficient** See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	9%	7%	62%	22%
Title I Schools				
Economically Disadvantaged Students	12	9	66	13
Students with Limited English Proficiency				
Migratory Students	11	11	67	11
Students with Disabilities	21	11	57	11

#### Grade 4

##### Mathematics

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	11%	17%	41%	31%
Title I Schools				
Economically Disadvantaged Students	15	21	44	20
Students with Limited English Proficiency				
Migratory Students	17	25	44	14
Students with Disabilities	19	23	40	18

### Middle School

#### Grade 8

##### Reading

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	25%	27%	36%	12%
Title I Schools				
Economically Disadvantaged Students	34	32	29	5
Students with Limited English Proficiency				
Migratory Students	28	33	35	4
Students with Disabilities	64	20	14	1

#### Grade 8

##### Mathematics

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	30%	24%	28%	17%
Title I Schools				
Economically Disadvantaged Students	42	27	23	8
Students with Limited English Proficiency				
Migratory Students	40	26	26	8
Students with Disabilities	63	23	13	1

### High School

#### Grade 9-12

##### English II

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	43%	29%	24%	4%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade\*\*

##### Students in:

All Schools				
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	2000-01
	6%	5%

Postsecondary enrollment	1994-95	2000-01
	69%	63%

(NCES, High school graduates enrolled in college)

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High Poverty Schools = 75-100% of students qualify for lunch subsidies

\*\*High school mathematics assessment results not available for 2001-02.

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 117