

School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$10,716
Number of districts <small>(CCD, 2001-02)</small>	703
Number of charter schools <small>(CCD, 2001-02)</small>	0

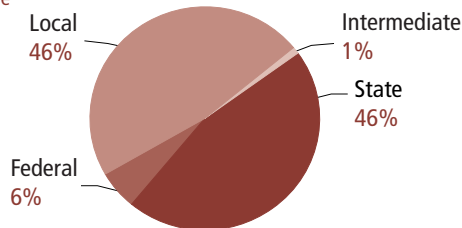
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	2,422	2,484
Middle	666	745
High	661	788
Combined	131	138
Total	3,880	4,155

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	82,375	92,161
Middle School	32,788	38,934
High School	42,234	51,025
Combined	5,046	5,687
Total	162,443	187,807

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	89%	81%
Math	84	79
Science	85	86
Social Studies	87	95

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)
	31,687	1,813,727	743,933	2,557,660
	40,184	1,907,043	789,906	2,696,949

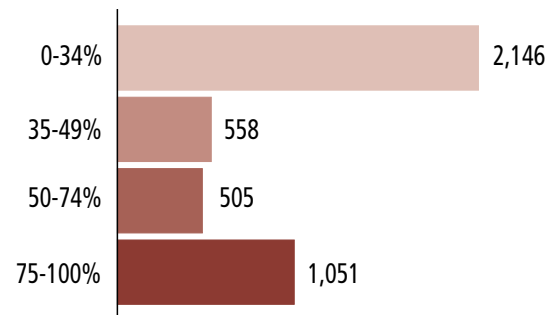
Race/ethnicity <small>(CCD)</small>	1993-94	2001-02
	American Indian/Alaskan Natives	*
Asian/Pacific Islander	5%	6%
Black	20	20
Hispanic	17	19
White	58	55
Other	—	—

Students with disabilities <small>(OSEP)</small>	1993-94	2001-02
	10%	12%

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

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94	2000-01
	7%	8%

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



† 38 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment

Ninety percent of students at or above Level 2 on English or language arts and math at grades 4,8; 90 percent meet graduation test requirements.

Expected School Improvement on Assessment

Improve percentage of students moving from Level 1 to 2 and Level 2 to 3, reduce specified percent gap toward 90 percent target, based on two years' test scores.

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,050	1,648	2,698
Schools meeting AYP goal	39%	67%	100%
Schools in need of improvement	20%	80%	59%
	278	156	434
	64%	36%	16%

Title I allocation

\$879,083,463

(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	34%	35%
Basic level and above	67	75

Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	32%
Basic level and above	79	71

Student Achievement 2001-02

Assessment Grades 4, 8: English Language Arts and Mathematics.
High School: Regents exam.

State Definition of Proficient Score at levels of at least 3.

Elementary School

Grade 4

English Language Arts

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	9%	30%	41%	20%
Title I Schools	9	33	40	18
Economically Disadvantaged Students	14	42	34	10
Students with Limited English Proficiency	44	42	12	2
Migratory Students	14	47	33	6
Students with Disabilities	28	41	27	4

Grade 4

Mathematics

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	8%	25%	45%	22%
Title I Schools	8	27	45	20
Economically Disadvantaged Students	14	36	40	10
Students with Limited English Proficiency	28	43	24	5
Migratory Students	14	46	31	9
Students with Disabilities	27	36	32	5

Middle School

Grade 8

English Language Arts

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	8%	48%	34%	10%
Title I Schools	8	51	32	9
Economically Disadvantaged Students	14	62	21	3
Students with Limited English Proficiency	40	56	4	*
Migratory Students	9	75	16	0
Students with Disabilities	27	60	12	1

Grade 8

Mathematics

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	20%	33%	37%	10%
Title I Schools	22	34	35	9
Economically Disadvantaged Students	34	39	23	4
Students with Limited English Proficiency	54	31	13	2
Migratory Students	36	40	22	2
Students with Disabilities	50	33	16	1

High School

Grade (Multiple)

English Language Arts

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	3%	12%	58%	27%
Title I Schools	5	15	58	22
Economically Disadvantaged Students	6	20	62	12
Students with Limited English Proficiency	26	33	39	2
Migratory Students	18	29	53	0
Students with Disabilities	16	35	45	4

Grade (Multiple)

Mathematics

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	7%	12%	39%	42%
Title I Schools	10	15	40	35
Economically Disadvantaged Students	12	21	44	23
Students with Limited English Proficiency	24	21	35	20
Migratory Students	17	24	47	12
Students with Disabilities	17	40	32	11

High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 4%
---------------------------------------	----------------	---------------

Postsecondary enrollment	1994-95 70%	2000-01 64%
--------------------------	----------------	----------------

(NCES, High school graduates enrolled in college)

KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies