



Sources

School and Teacher Demographics

Per pupil expenditures

Source: U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-01*. Available: <http://nces.ed.gov/pubs2003/2003362.pdf>.

Notes: 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.

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2001-02.

Notes: Common Core of Data is referred to as CCD throughout report. This database includes 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.

Number of charter schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2001-02.

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 websites due to differences in data collection.

Number of public schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2001-02.

Notes: All regular and special education schools offering free, public elementary or secondary education with student membership (enrollment) greater than zero are included. Excluded are schools with a specific vocational and alternative education purpose. 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.

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 2001-02.

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. Counts are based on the CCD public school universe file, and exclude teachers assigned to grades classified as "other."

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.

Sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2000-01.

Notes: Information is shown for three major revenue sources: federal, state, and local. A fourth category, intermediate, is shown only for those states which have funds in this category. Intermediate revenues come from sources that are not local or state education agencies, but operate at an intermediate level between local and state education agencies, and possess independent fund-raising capability, for example, county or municipal agencies.

Student Demographics

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2001-02.

Notes: These numbers do not include ungraded students.

Race/ethnicity

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2001-02.

Students with disabilities

Source: U.S. Department of Education, Office of Special Education Programs, 2001-02 school year. Available: http://www.ideadata.org/tables25th/ar_aa10.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.

Migratory students

Source: U.S. Department of Education, Office of Migrant Education, 1993-94, 2001-02.

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.

Students with limited English proficiency

Source: Kindler, A. L. (2002). *Survey of the States’ Limited English Proficient Students and Available Educational Programs and Services 2000-2001 Summary Report*. Prepared for Office of English Language Acquisition (OELA) by National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, Washington, D.C.

U.S. Department of Education, National Clearinghouse for Bilingual Education. 1993–94.

Notes: National Clearinghouse for Bilingual Education is referred to as NCBE throughout report. With passage of the No Child Left Behind Act of 2001, NCBE became the National Clearinghouse for English Language Acquisition (NCELA). Data reflects the number of LEP students enrolled in public schools. For 2000-01, only K-12 data is reported for Arizona, California, Florida, Hawaii, Idaho, Michigan, Minnesota, Montana, North Dakota, Oregon, Rhode Island, South Carolina, Utah. (Pre-K either not available or not reported.)

All schools by percent of students eligible for the Free and Reduced-Price Lunch Program

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2001-02.

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.

Statewide Accountability Information

Source: Results from an unpublished 50 State Survey conducted by CCSSO in January 2002. Rolf Blank et al. For more information, visit the states’ Web page or contact the author at: rolfb@ccsso.org.

Title I 2001–02

Source: Sinclair, B. *State ESEA Title 1 Participation Information for 2001-2002: Final Summary Report*. (Rockville, Md.: Westat). Report prepared for the Office of the Under Secretary and the Office of Elementary and Secondary Education, U.S. Department of Education. *In press*.

U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2001-02.

NAEP State Results

Source: *The Nation’s Report Card: Mathematics Highlights 2003*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004451.pdf>.

The Nation’s Report Card: Reading Highlights 2003. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004452.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.

Student Achievement 2001-02

Student achievement

Source: U.S. Department of Education, *Consolidated State Performance Report for State Formula Grant Programs under the Elementary and Secondary Education Act and Goals 2000: Educate America Act* (For reporting on School Years 2000-01 and 2001-02, OMB No. 1810-0614), Section B - Accountability for Student Achievement. Washington, D.C., 2002. Assessment results for 2001-02 school year, with edits by states.

Notes: Trend results for 1995-96 through 2001-02 reported in bar graphs for states with consistent tests and proficiency levels over two or more years and in Table 4 on page xvi.

High school dropout rate

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94, 2000-01.

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.

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)*.

Appendix A

Further State Proficiency Level Definitions*

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 ways their ideas are connected.

Advanced: Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading and writing or mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

Colorado

Proficient: Students understand directions, recognize author's 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.

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.

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

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.

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

*Please note, these definitions are taken from the state Consolidated Performance Reports for 2001-02, with edits by states.

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.

New Hampshire

Grade 3 Reading/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/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/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 York

Grades 4, 8: Score at levels of at least 3. High school: percentage of graduating cohort scoring at least 65 percent on exams.

Pennsylvania

Satisfactory academic performance indicates a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards.

Rhode Island

Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

Wyoming

Students at the proficient level use concepts and skills to acquire, analyze, and communicate information and ideas.

Appendix B

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>.