

Districts and schools

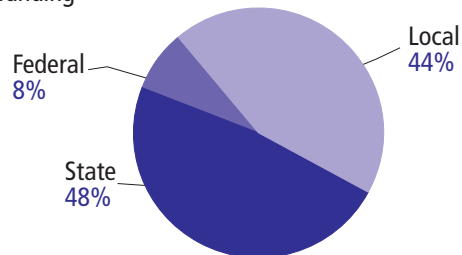
Number of districts (CCD)	1993-94 181	2003-04 180
Number of public schools (CCD)		
Elementary	1,085	1,224
Middle	311	429
High	288	336
Combined	67	38
Other	4	5
Total	1,755	2,032
Number of charter schools (CCD)	49	

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	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 (CCD, adjusted for inflation to 2002-03)	\$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 (CCD)	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 (CCD)		
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%

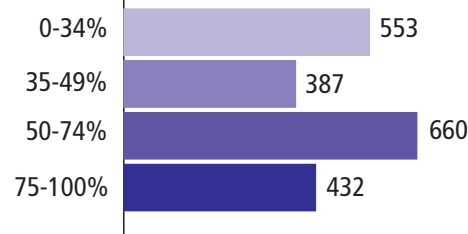
Students with limited English proficiency (NCELA) 1% 4%

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 (CCD)	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 (CCD)		
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 (SASS)		
English	1994 82%	2000 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 (NCES)	9%	7%
Avg. freshman graduation rate (NCES)	68	59
College-going rate (IPEDS/NCES)	59	60

NAEP state results (NCES)		
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.

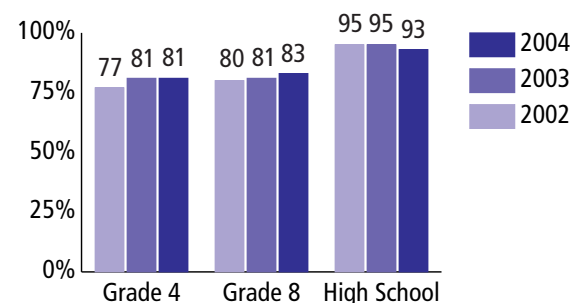
Student Achievement 2003-04

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

