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 1999–2000*. Available: http://nces.ed.gov/pubs2002/2002367.pdf.

Note: 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, 2000–01.

Notes: Common Core of Data is referred to as CCD throughout report. This database includes all regular local school districts that are and 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, *Overview of Public Elementary and Secondary Schools and Districts: School Year 2000-2001.*

Number of public schools

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

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 2000–01.

Notes: FTE teacher counts are based on NCES definitions in 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 at the school level and exclude teachers 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, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999–2000*. Available: http://nces.ed.gov/pubs2002/2002367.pdf.

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.

Student Demographics

Public school enrollment

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

Notes: These numbers do not include ungraded students. Public Preschool Enrollment is recorded according to state definition of public preschools and state decision on data collection.

Race/ethnicity

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

Students with disabilities

Source: U.S. Department of Education, Office of Special Education Programs, 2000–01 school year. Available: http://www.ideadata.org/tables24th/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.

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. The number of LEP students enrolled in public schools. For 2000–01, only K-12 data 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.)

Migratory students

Source: U.S. Department of Education, Office of Migrant Education, 1993–94, 1999–2000.

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.

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, 2000–01.

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 January 2002. Rolf Blank et al. For more information, visit the state's Web page or contact the author at: rolfb@ccsso.org.

Title I 2000–01

Source: Sinclair, B. *State ESEA Title 1 Participation Information for 2000–2001: 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. September, 2003.

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

NAEP State Results

Source: *NAEP 2000 Mathematics Report Card for the Nation and the States*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2001. Available: http://nces.ed.gov/nationsreportcard/pdf/main2000/2001517.pdf.

Grigg, W. S., Daane, M. C., Jin, Y. Campbell, J. R. (2003). *The Nation's Report Card: Reading 2002*. U. S. Department of Education, National Center for Education Statistics. Washington, DC: 2003. Available: http://nces.ed.gov/nationsreportcard/pdf/main2002/2003521.pdf.

Notes: National Assessment for 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. See Appendix C for further information and definitions of proficient and basic.

Student Achievement 2000–01

Student achievement

Source: "Consolidated Performance Report, Section B," submitted to the U.S. Department of Education by state departments of education. Assessment results for 2000–01 school year, with edits by states.

Notes: Trend results for 1995–96 through 2000–01 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 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*

*Please note, these definitions are taken from the state Consolidated Performance Reports for 2000-01, with edits by states.

Please see individual state profiles for state definitions of proficient.

Appendix B

Sources of Funding, 1999-2000
(in thousands)

State Name	Total Funding	Local	Intermediate	State	Federal
AL	$4,832,135	28.2%	0.5%	62.2%	9.1%
AK	$1,359,764	25.6%	0.0%	58.9%	15.4%
AZ	$5,503,272	43.1%	2.6%	43.6%	10.8%
AR	$2,730,722	30.8%	0.2%	60.2%	8.8%
CA	$45,058,305	31.0%	0.0%	60.3%	8.7%
CO	$5,044,275	52.9%	0.4%	41.3%	5.4%
CT	$6,065,482	55.7%	0.0%	40.2%	4.1%
DE	$1,072,494	26.9%	0.0%	65.6%	7.5%
DC	$875,619	79.6%	0.0%	0.0%	20.4%
FL	$16,946,014	42.1%	0.0%	49.5%	8.4%
GA	$11,076,955	45.5%	0.0%	47.9%	6.6%
HI	$1,404,897	2.2%	0.0%	88.8%	9.0%
ID	$1,472,070	31.2%	0.0%	61.1%	7.7%
IL	$16,590,948	61.5%	0.0%	30.8%	7.7%
IN	$8,427,757	41.8%	0.6%	52.3%	5.3%
IA	$3,714,861	43.1%	0.2%	50.6%	6.1%
KS	$3,408,634	29.1%	2.2%	62.4%	6.3%
KY	$4,330,619	29.3%	0.0%	60.7%	10.0%
LA	$4,907,761	39.1%	0.0%	49.5%	11.5%
ME	$1,811,965	47.5%	0.0%	44.6%	8.0%
MD	$7,242,344	55.4%	0.0%	39.0%	5.6%
MA	$9,260,130	51.0%	0.0%	43.7%	5.3%
MI	$15,385,152	28.5%	0.1%	64.6%	6.8%
MN	$7,188,407	32.4%	2.8%	60.0%	4.8%
MS	$2,778,506	30.1%	0.0%	56.2%	13.7%
MO	$6,665,304	55.3%	0.5%	37.6%	6.6%
MT	$1,101,615	34.1%	9.0%	44.7%	12.2%
NE	$2,216,656	55.7%	0.8%	36.6%	6.9%
NV	$2,262,002	65.8%	0.0%	29.1%	5.0%
NH	$1,559,653	39.8%	0.0%	55.8%	4.4%
NJ	$14,882,015	54.9%	0.0%	41.2%	3.9%
NM	$2,240,777	14.4%	0.0%	71.5%	14.1%
NY	$32,403,066	49.0%	0.4%	44.8%	5.8%
NC	$8,797,269	25.3%	0.0%	67.6%	7.1%
ND	$749,936	45.8%	1.1%	40.2%	12.9%
OH	$15,231,086	51.4%	0.2%	42.5%	5.8%
OK	$3,705,393	29.7%	1.9%	58.4%	9.9%
OR	$4,333,956	34.5%	1.7%	57.1%	6.8%

PA	$16,224,853	55.6%	0.1%	37.8%	6.4%
PR	$2,222,824	0.0%	0.0%	71.8%	28.2%
RI	$1,448,205	52.9%	0.0%	41.3%	5.8%
SC	$4,917,485	38.8%	0.0%	52.8%	8.4%
SD	$865,041	51.7%	1.3%	34.5%	12.5%
TN	$5,378,527	45.2%	0.0%	45.8%	9.0%
TX	$28,657,019	47.0%	0.3%	44.2%	8.6%
UT	$2,579,092	33.3%	0.0%	59.2%	7.5%
VT	$966,128	19.6%	0.0%	73.6%	6.7%
VA	$8,749,757	51.8%	0.0%	42.6%	5.7%
WA	$7,573,768	29.2%	0.0%	63.5%	7.3%
WV	$2,294,744	28.7%	0.1%	61.7%	9.5%
WI	$7,785,586	41.3%	0.0%	54.0%	4.8%
WY	$786,582	32.5%	7.2%	51.9%	8.4%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1999–2000.

Per Capita Personal Income, 2001

Alabama	$24,426	Montana	$23,532
Alaska	$30,997	Nebraska	$28,564
Arizona	$25,479	Nevada	$29,860
Arkansas	$22,912	New Hampshire	$33,928
California	32,678	New Jersey	$38,153
Colorado	$32,957	New Mexico	$23,162
Connecticut	$41,930	New York	$35,884
Delaware	$32,121	North Carolina	$27,418
District of Columbia	$40,498	North Dakota	$25,538
Florida	$27,493	Ohio	$28,619
Georgia	$28,438	Oklahoma	$24,787
Hawaii	$28,554	Oregon	$28,000
Idaho	$24,257	Pennsylvania	$30,617
Illinois	$32,755	Puerto Rico	n/a
Indiana	$27,532	Rhode Island	$29,984
Iowa	$27,283	South Carolina	$24,594
Kansas	$28,507	South Dakota	$26,301
Kentucky	$25,057	Tennessee	$26,758
Louisiana	$24,084	Texas	$28,486
Maine	$26,385	Utah	$24,202
Maryland	$34,950	Vermont	$27,992
Massachusetts	$38,845	Virginia	$32,295
Michigan	$29,538	Washington	$31,582
Minnesota	$32,791	West Virginia	$22,725
Mississippi	$21,643	Wisconsin	$28,911
Missouri	$28,029	Wyoming	$28,807

Source: U.S. Department of Commerce, Bureau of Economic Analysis, April 2003

Appendix C

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.

Note The following states did not participate or did not satisfy one of the guidelines for school sample participation rates in the 2000 Mathematics administration: Alaska, California, Colorado, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Montana, New Hampshire, New Jersey, New York, Ohio (grade 4 only), Oregon, Pennsylvania, Puerto Rico, South Dakota, Vermont, Washington, Wisconsin.

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.

Note The following jurisdictions did participate or did not satisfy one or more of the guidelines for school participation in the 2002 Reading administration: California, Iowa (grade 4 only), Kansas, Minnesota, Montana, New York, North Dakota, Oregon (grade 8 only), Tennessee, Washington, Wisconsin.

*Additional information is available at the NAEP Web site, http://nces.ed.gov/nationsreportcard.