

United States*

*Totals include 50 states, plus the District of Columbia and Puerto Rico unless otherwise noted.

School and Teacher Demographics

Per pupil expenditures \$6,911
(CCD, 1999-2000, 50 states only)

Number of Districts 14,936
(CCD, 2000-01)

Number of Charter Schools 1,993
(CCD, 2000-01)

Number of Public Schools (CCD)

	1993-94	2000-01
Elementary	50,759	53,138
Middle	14,255	15,798
High	14,251	17,459
Combined	2,294	4,619
Total	81,559	91,014

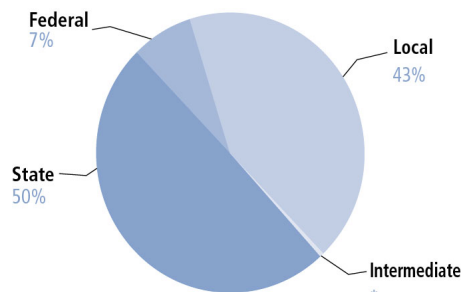
Number of FTE Teachers (CCD)

	1993-94	2000-01
Elementary	1,186,330	1,350,359
Middle	473,029	558,399
High	638,884	752,653
Combined	64,235	81,363
Total	2,362,478	2,742,774

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS, 50 states and D.C.)

	1994	2000
English	78%	70%
Math	72	67
Science	74	75
Social Studies	80	78

Sources of Funding, District Average (CCD, 1999-2000)



Student Demographics

Public school enrollment
(CCD)

	1993-94	2000-01
Pre-K	557,199	648,890
K-8	30,898,963	32,976,683
9-12	11,874,986	13,545,632
Total (K-12)	42,773,949	46,522,315

Race/ethnicity
(CCD, 50 states and D.C.)

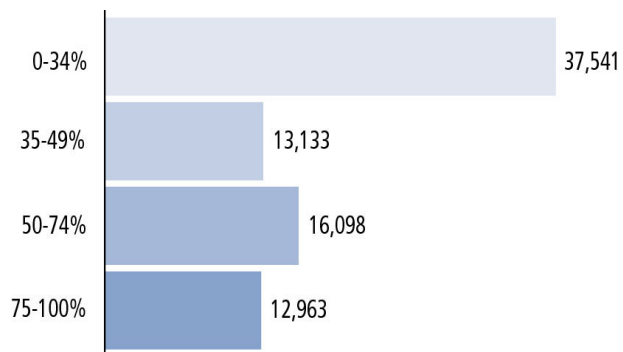
	1993-94	2000-01
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	4	4
Black	17	17
Hispanic	13	18
White	66	60
Other	-	-

Students with disabilities (OSEP, 50 states and D.C.)	1993-94	2000-01
	8%	11%

Students with limited English proficiency (ED/NCBE, 50 states and D.C.)	1993-94	2000-01
	7%	8%

Migratory students (OME)	1993-94	2000-01
	1%	3%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program*
(CCD, 2000-01)



*Interpret with caution, 12,438 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment

Thirty-five states have established a goal.

Expected School Improvement on Assessment

Thirty states have set a target.

Title I Adequate Yearly Progress (AYP) for Schools

Eighteen states are using the same goal as the state.

Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	24,986	24,846	49,832
	50%	50%	100%
Schools meeting AYP Goal	17,654	19,253	36,907
	71%	77%	74%
Schools identified for Improvement	5,734	3,131	8,865
	23%	13%	18%

Title I Allocation

\$8,399,197,030

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

High school dropout rate (CCD, event)	1993-94 5%	2000-01 n/a
Postsecondary enrollment (NCES, High school grads enrolled in college)	1994-95 58%	2000-01 57%

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	29%	30%
Basic level and above	61	73
Math, 2000		
Proficient level and above	24%	26%
Basic level and above	66	64

Standards and Assessments

Table 1: State Progress toward Development of Accountability System

	Content Standards	State Assessment*	By Levels	Trends Analysis
STATE	Complete 2002: Core subjects	Achievement reported for 2000–01	Proficiency levels	Years of consistent data
Alabama	M, S, E, SSt	Stanford 9	4	3
Alaska	M, E/LA, H	California Achievement Test	3	5
Arizona	M, S, LA, SSt	AIMS	4	2
Arkansas	M, S, LA, H/SSt.	Arkansas Benchmark Exam	4	2
California	M, S, E, SSt	California Eng. Lang. Arts Standards Tests	5	—
		Stanford 9	—	—
Colorado	M, S, E/LA, SSt	Student Assessment Program	4	5
Connecticut	M, S, E/LA, SSt	CMT/CAPT	4	2
Delaware	M, S, E, SSt	Delaware Student Testing Program	5	3
District of Columbia	M, S, E, SSt	Stanford 9	4	—
Florida	M, S, LA, SSt	Comprehensive Achievement Test	3	2
Georgia	M, S, E/LA, SSt (1999)	GC-RCT, High School Graduation Test	3	2
Hawaii	M, S, LA, SSt	Stanford 9	—	—
Idaho	M, S, LA, SSt	ITBS and TAP	—	—
Illinois	M, S, E/LA, SSt	Illinois Standards Achievement Test	4	3
Indiana	M, S, E/LA, SSt	ISTEP+	3	3
Iowa	M, S, R (Local Decision)	Iowa Basic Skills Test	3	—
Kansas	M, S, LA, SSt (Kansas Assessment)	Kansas Math/Reading Assessment	5	2
Kentucky	M, S, SSt	Kentucky Core Content Test	4	3
Louisiana	M, S, E/LA, SSt	LEAP	5	—
Maine	M, S, E/LA, SSt	Maine Educational Assessment	4	3
Maryland	M, S, E/LA, SSt	MSPAP	3	6
Massachusetts	M, S, E, H/SSt	MCAS	4	—
Michigan	M, S, E/LA, SSt	MEAP Essential Skills	3	5
Minnesota	M, S, LA, SSt	Minnesota Comprehensive Assessment	4	4
Mississippi	M, S, LA, SSt	CTBS-5	4	—
Missouri	M, S, LA, SSt	Missouri Assessment Program	5	4
Montana	M, S, E/LA, SSt	ITBS Form A	4	—
Nebraska	M, S, E/LA, SSt, Reading/Writing	Multiple Assessment Tools	2	—
Nevada	M, S, E/LA, SSt	Terra Nova, Form A/B	3	—
New Hampshire	M, S, E/LA, SSt	Ed. Improvement and Assess. Program	4	6
New Jersey	M, S, LA, SSt	New Jersey Proficiency Test	3	3
New Mexico	M, S, LA, SSt	New Mexico Achievement Assess.	4	—

New York	M, S, E/LA, SSt	English Language Arts and Math	4(HS-2)	—
North Carolina	M, S, E/LA,	North Carolina End of Grade/Course Test	4	6
North Dakota	M, S, E, SSt	CTBS	4	2
Ohio	M, E	Ohio Proficiency Test	3	—
Oklahoma	M, S, LA, SSt	Oklahoma Core Content Test	4	2
Oregon	M, S, E	Oregon Statewide Assessment System	3	—
Pennsylvania	M, E/LA	System of Student Assessment	4	—
Puerto Rico	M, E/LA	Prueba Puertorriquena Competencias	3	—
Rhode Island	M, S, E/LA, SSt	New Standards Reference Exam	5	—
South Carolina	M, S, E/LA, SSt	Palmetto Achievement Challenge Test	4	3
South Dakota	M, S, E/LA, SSt	Stanford 9	4	—
Tennessee	M, S, E, SSt,	Tennessee Comprehensive Achiev. Program	5	—
Texas	M, S, E/LA, SSt	Texas Assessment of Academic Skills	3	6
Utah	SSt	Utah Criterion Reference Test/Stanford-9	4	—
Vermont	M, S, LA, H/SSt	New Standards Reference Exam	5	—
Virginia	M, SSt,	Virginia Standards of Learning	3	4
Washington	M, S, SSt, LA	Washington Assessment of Student Learning	3	—
West Virginia	M, S, E, SSt	Stanford Achievement Test, Version 9	—	—
Wisconsin	M, S, E/LA, SSt	Wisconsin Knowledge and Concept Exam	5	3
Wyoming	M, S, E/LA, SSt	WycAS	4	—
Nation (50 states plus D.C. & P.R.)	M 51 states, E/LA 48 states, S 46 states, SSt/H 46 states		3 levels–15 states, 4 levels–24 states, 5 levels–9 states	3+ years–18 states, 5+ years–7 states

*More information on assessments can be found in state profiles.

State Content Standards

Source: Key State Education Policies on K–12 Education 2002, CCSSO, 2003. Results from the 2002 CCSSO Policies and Practices Survey.

As of spring 2002, Title I requirements for developing content standards for Reading or English Language Arts and Mathematics have been met by 49 states and the District of Columbia and Puerto Rico.

State Assessment Results for 2000–01; By Levels

Source: State assessment results submitted in the Consolidated Report, Section B, 2000–01, and follow-up by CCSSO, and CCSSO, Annual Survey of State Assessment Programs, 2002.

Levels/Trends Analysis

Source: State assessment results submitted in the Consolidated Report, Section B, 2000–01, and follow-up by CCSSO.

Student Achievement by Category

Table 2: Availability of Student Achievement Results by Disaggregated Category,* 2000–01

State	Elementary Grade	Middle Grade	High School Grade	All Students	Title I	High Poverty Schools	Limited English Proficient	Migratory	Disabled	Race/Ethnicity	Gender
Alabama	4	6	9	X	X	X	X	X	X	—	—
Alaska	4	7	—	X	X	X	X	X	X	X	X
Arizona	3	8	10	X	—	—	X	X	X	X	X
Arkansas	4	8	—	X	—	X	X	X	X	X	X
California	4	8	10	X	X	X	X	X	X	X	X
Colorado	4R/5M	8	10	X	X	X	X	X	X	X	X
Connecticut	4	8	10	X	—	X	X	X	X	X	X
Delaware	3	8	10	X	X	X	X	X	X	X	X
Dist. of Columbia	1–6	7–8	9–11	X	X	X	X	X	X	X	X
Florida	4R/5M	8	10	X	X	X	X	X	X	X	X
Georgia	4	8	11	X	X	X	X	X	X	X	X
Hawaii	Assessments not administered in 2000–01 due to a statewide teacher's strike.										
Idaho	4	8	10	—	X	—	X	X	X	X	X
Illinois	3	8	11	X	X	X	X	X	X	—	—
Indiana	3	8	10	X	X	X	X	—	X	—	—
Iowa	4	8	11	X	—	X	X	X	X	X	X
Kansas	5R/4M	8R/7M	11R/10M	X	X	X	X	X	X	X	X
Kentucky	4R/5M	7R/8M	10R/11M	X	X	X	X	X	X	X	X
Louisiana	4	8	10	X	X	X	X	—	X	X	X
Maine	4	8	11	X	X	—	X	X	X	X	X
Maryland	3	8	—	X	X	X	X	X	X	X	X
Massachusetts	4	8	10	X	X	—	X	X	X	X	X
Michigan	4	7	—	X	X	X	X	X	X	X	X
Minnesota	3	—	—	X	X	X	X	X	X	X	X
Mississippi	4	8	—	X	—	—	X	X	X	X	X
Missouri	3R/4M	7R/8M	10R/11M	X	X	X	X	X	X	X	X
Montana	4	8	11	X	—	X	X	X	X	X	X
Nebraska	3-5	6-9	10-12	X	—	—	X	—	X	—	—
Nevada	4	4	10	X	X	X	X	X	X	X	X
New Hampshire	3	6	10	X	X	X	X	X	X	X	X
New Jersey	4	8	11	X	X	X	X	X	X	—	—
New Mexico	4	8	9	X	X	X	X	—	X	X	X
New York	4	8	—	X	—	—	X	X	X	—	X
North Carolina	4	8	9	X	X	X	X	X	X	X	X
North Dakota	4	8	10	X	X	X	X	X	X	X	X
Ohio	4	6	—	X	X	X	X	X	X	X	X
Oklahoma	5	8	10	X	X	X	X	X	X	X	X
Oregon	3	8	10	X	X	X	X	X	X	X	X
Pennsylvania	5	8	11	X	X	X	X	X	X	—	—
Puerto Rico	3	6	9,11	X	X	X	X	X	X	—	—
Rhode Island	4	8	10	X	X	X	X	X	X	X	X
South Carolina	4	8	—	X	X	X	X	X	X	X	X
South Dakota	4	8	11	X	X	—	X	X	X	X	X

Tennessee	3–8	—	—	—	X	X	X	X	X	—	—
Texas	4	8	10	X	X	X	X	X	X	X	X
Utah	4	6	11R/10M	X	X	X	X	X	X	X	X
Vermont	4	8	10	X	X	X	X	—	X	X	X
Virginia	3	8	—	X	X	X	X	X	X	X	X
Washington	4	7	10	X	X	X	X	X	X	X	X
West Virginia	4	8	10	X	X	X	X	X	X	X	X
Wisconsin	4	8	10	X	X	X	X	X	X	X	X
Wyoming	3–4	7–8	10–11	—	X	X	X	X	X	X	X
Nation	51	49	40	48	43	42	51	46	51	42	43
(50 states, D.C., P.R.)											

Source: U.S. Department of Education, Consolidated Performance Report, Section B, 1999–2000, and State Student Assessment Programs Annual Survey 2002, CCSSO.

*Note: XR/XM indicates results were disaggregated for X grade reading or mathematics only. Reading: R, Mathematics: M. Results published in the state profiles may not reflect disaggregated data listed in this chart if only Title I students were disaggregated in the Consolidated Report or if results were not conducive to a single profile reporting method. Please contact the authors if you have questions or would like more information on disaggregated results.

Summary of Student Performance 2000–01

Table 3: Summary by State of Students at Proficient Level or Higher, by State Definition

State	Elementary		Middle School		State Term for Proficient*
	Reading	Math	Reading	Math	
Alabama	64%	69%	64%	71%	Proficient
Alaska	78%	80%	76%	73%	Proficient
Arizona	75%	57%	42%	18%	Meets Standard
Arkansas	43%	48%	37%	21%	Proficient
California	33%	—	32%	—	Proficient
Colorado	63%	51%	64%	37%	Proficient
Connecticut	71%	81%	77%	76%	Proficient
Delaware	75%	73%	68%	43%	Meets Standard
District of Columbia	28%	31%	24%	11%	Proficient
Florida	61%	55%	51%	63%	Proficient
Georgia	74%	63%	82%	58%	Met Standard
Hawaii ¹					
Idaho ²					
Illinois	62%	74%	66%	50%	Meets Standards
Indiana	64%	73%	77%	60%	Level II
Iowa	68%	72%	69%	74%	Proficient
Kansas	63%	67%	66%	57%	Level 3
Kentucky	58%	34%	54%	27%	Proficient
Louisiana	59%	54%	51%	46%	Mastery
Maine	51%	23%	41%	20%	Proficient
Maryland	37%	39%	28%	49%	Proficient
Massachusetts	51%	34%	67%	34%	Proficient
Michigan	60%	72%	58%	—	Satisfactory
Minnesota	49%	53%	—	—	Level III
Mississippi	81%	63%	49%	40%	Proficient
Missouri	32%	37%	34%	14%	Proficient
Montana	79%	73%	73%	69%	Proficient
Nebraska	74%	—	76%	—	Proficient
Nevada	48%	59%	51%	52%	Proficient
New Hampshire	38%	39%	27%	26%	Proficient
New Jersey	79%	66%	73%	62%	Proficient
New Mexico	56%	35%	36%	24%	Proficient
New York	60%	69%	45%	39%	Passing
North Carolina	74%	87%	83%	80%	Level III
North Dakota	75%	72%	72%	75%	Proficient
Ohio	56%	59%	58%	61%	Proficient
Oklahoma	66%	64%	70%	63%	Satisfactory

Oregon	84%	75%	62%	55%	Meets Standard
Pennsylvania	56%	54%	60%	51%	Proficient
Puerto Rico ³	40%	60%	—	—	Proficient
Rhode Island ⁴	70%	58%	49%	41%	Achieve Standard
South Carolina	37%	26%	24%	18%	Proficient
South Dakota	63%	65%	68%	33%	Proficient
Tennessee ⁵					
Texas	91%	91%	92%	93%	Proficient
Utah	82%	73%	36%	66%	Level 3
Vermont ⁶					Achieve Standard
Virginia	64%	77%	73%	68%	Pass/Proficient
Washington	67%	43%	40%	27%	Meeting Standards
West Virginia	55%	65%	55%	58%	51st Percentile
Wisconsin	78%	65%	73%	39%	Proficient
Wyoming ⁷					

*Please see each state's profile for the state's definition of proficient and higher.

¹ Hawaii did not administer assessments in 2000–01 due to a statewide teacher's strike.

² Idaho reported results for Title I students only

³ Puerto Rico combines scores for grades 3, 6, 9, 11 for Reading Language Arts and for Mathematics.

⁴ Rhode Island reported Reading: Basic Understanding and Mathematics: Skills only.

⁵ Tennessee reported Title I students only.

⁶ Vermont Achieved Standard: Grade 4: Reading Analysis & Interpretation: 67%, Reading Basic Understanding: 79%; Math Concepts 42%, Problem Solving 31%, Skills: 69%; Grade 8: Reading Analysis: 34%, Reading Basic Understanding: 62%; Math Concepts 36%, Problem Solving 41%, Skills: 64%.

⁷ Wyoming reported Title I students only.

Student Achievement Trends

Table 4: Sample Student Achievement Trends, 1996–2001
Elementary Reading/Language Arts, Middle Grades Mathematics,
Percentage of All Students at or Above Proficient by State Definition

State	Grade	Test	Subject	Min. Proficiency Level	1996 Score	1997 Score	1998 Score	1999 Score	2000 Score	2001 Score	Gain
Alabama	4	Stanford Achievement Test	Reading	Proficient	–	–	–	64%	64%	64%	0%
	6		Mathematics	–	–	–	60%	72%	71%	+11%	
Alaska	4	California Achievement Test	Reading	Proficient	–	82%	82%	77%	79%	78%	–4%
Arizona	8	AIMS	Mathematics	Meets Standard	–	–	–	–	18%	18%	0%
Arkansas	4	Arkansas Benchmark Exam	Language Arts Literacy	Proficient	–	–	–	–	47%	43%	–4%
	8		Mathematics	–	–	–	–	16%	21%	+5%	
Colorado	4	Colo. Student Assmt. Program	Reading	Proficient	–	57%	57%	34%	60%	63%	+6%
	8		Mathematics	–	–	–	–	33%	37%	+4%	
Connecticut	4	Connecticut Mastery Test	Reading	Proficient	–	–	–	–	71%	71%	0%
	8		Mathematics	–	–	–	–	77%	76%	–1%	
Delaware	3	Del. Student Testing Program.	Reading	Meets Standard	–	–	–	–	77%	75%	–2%
	8		Mathematics	–	–	–	–	36%	41%	43%	+7%
Florida	4	Florida Comp. Assessment Test	Reading	Proficient	–	–	–	–	58%	61%	+3%
	8		Mathematics	–	–	–	–	57%	63%	+6%	
Georgia	4	Criterion-Referenced Comp. Test	Reading	Met Standard	–	–	–	–	65%	74%	+9%
	8		Mathematics	–	–	–	–	54%	58%	+4%	
Illinois	3	Illinois Standards Achievement Test	Reading	Meets Standards	–	–	–	61%	62%	62%	+1%
	8		Mathematics	–	–	–	–	43%	47%	50%	+7%
Indiana	3	ISTEP+	English/Language Arts	Level II	–	–	–	71%	65%	64%	–7%
	8		Mathematics	–	–	–	–	60%	60%	60%	0%
Kansas	5	Kansas Math/Reading Assmt.	Reading	Level 3	–	–	–	–	62%	63%	+1%
	7		Mathematics	–	–	–	–	53%	57%	+4%	
Kentucky	4	Kentucky Core Content Test	Reading	Proficient	–	–	–	32%	57%	58%	+26%
	8		Mathematics	–	–	–	–	33%	25%	27%	–6%
Maine	4	Maine Educational Assessment	Reading	Proficient	–	–	–	47%	45%	51%	+4%
	8		Mathematics	–	–	–	–	19%	21%	20%	+1%
Maryland	3	MSPAP	Reading	Proficient	35%	37%	42%	41%	40%	37%	+2%
	8		Mathematics	43%	46%	47%	49%	53%	49%	+6%	

Michigan	4	MEAP	Reading	Satisfactory	–	49%	59%	59%	58%	60%	+11%
Minnesota	3	Minn. Comprehensive Assessment	Reading	Level III	–	–	35%	40%	45%	49%	+14%
Missouri	3	Missouri Assessment Program	Communication Arts	Proficient	–	–	–	29%	32%	32%	+3%
	8		Mathematics		–	–	13%	11%	14%	14%	+1%
New Hampshire	3	Ed. Improvement & Assmt. Program	English Language Arts	Proficient	29%	30%	24%	27%	38%	38%	+9%
	6		Mathematics		12%	11%	14%	15%	27%	26%	+14%
New Jersey	4	New Jersey Proficiency Test	Language Arts Literacy	Proficient	–	–	–	57%	55%	79%	+22%
	8		Mathematics		–	–	–	62%	60%	62%	0%
North Carolina	4	N.C. End of Grade/Course Test	Reading	Level III	69%	68%	71%	71%	72%	74%	+5%
	8		Mathematics		68%	69%	76%	78%	80%	80%	+12%
North Dakota	4	Comprehensive Test of Basic Skills	Reading	Proficient	–	–	–	–	78%	75%	–3%
	8		Mathematics		–	–	–	–	76%	75%	–1%
Oklahoma	5	Oklahoma Core Curriculum Test	Reading	Satisfactory	–	–	–	–	68%	66%	–2%
	8		Mathematics		–	–	–	–	65%	63%	–2%
South Carolina	4	Palmetto Achiev. Challenge Test	English Language Arts	Proficient	–	–	–	29%	37%	37%	+8%
	8		Mathematics		–	–	–	15%	20%	18%	+3%
Texas	4	TAAS	Reading	Proficient	78%	79%	89%	89%	91%	91%	+13%
	8		Mathematics		68%	72%	83%	88%	91%	93%	+25%
Virginia	3	Virginia Standards of Learning	English	Pass/Proficient	–	–	54%	61%	61%	64%	+10%
Wisconsin	4	Wis. Knowledge and Concepts Exam.	Reading	Proficient	–	–	–	81%	78%	78%	–5%
	8		Mathematics		–	–	–	43%	42%	39%	–4%

Source: Consolidated Performance Reports, 1995–96—2000–01, Section B, Submitted by states to the U.S. Department of Education, with edits by states.

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**Education is not the filling of a pail,
but the lighting of a fire.**

William Butler Yeats (1865–1939)