

Districts and schools

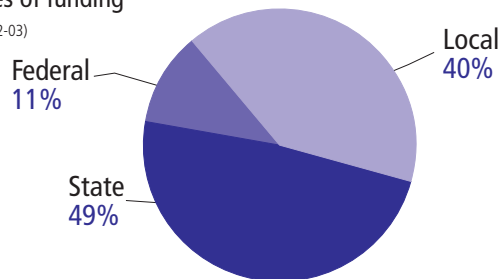
Number of districts (CCD)	1993-94	2003-04
	228	322
Number of public schools (CCD)		
Elementary	720	1,066
Middle	193	250
High	176	446
Combined	12	140
Other	11	29
Total	1,112	1,931
Number of charter schools (CCD)		
		486

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,141,172	\$3,530,858
Noninstructional	242,538	277,836
Support	1,325,873	2,083,533
Total	3,709,583	5,892,227
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$5,229	\$6,282

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03
(ED; Includes Title I, Part A) \$187,860,284

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	3,211	9,376
K-8	518,825	689,807
9-12	184,203	307,272
Total (K-12)	703,028	997,079

Race/ethnicity (CCD)		
American Indian/Alaskan Native	7%	7%
Asian/Pacific Islander	2	2
Black, non-Hispanic	4	5
Hispanic	28	37
White, non-Hispanic	60	49

Students with disabilities (OSEP) 9% 10%

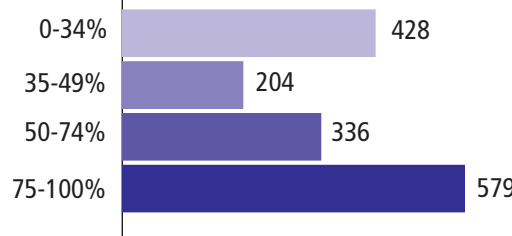
Students with limited English proficiency (NCELA) 12% 14%

Migrant students (OME) 2% 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
26% 22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 456,157

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*384 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	20,216	26,746
Middle	6,608	8,119
High	8,926	11,761
Combined	87	391
Other	49	157
Total	35,886	47,174

Number of FTE non-teacher staff (CCD)		
Instructional aides	9,519	13,438
Instructional coordinators	180	183
Administrators	2,040	2,664
Other	25,447	32,549
Total	37,186	48,834

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	65%	52%
Mathematics	61	49
Science	73	66
Social studies	65	75

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)	14%	11%
Avg. freshman graduation rate (NCES)	72	74
College-going rate (IPEDS/NCES)	44	50

NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	24%	24%
Basic level or above	52	52
Math, Grade 8	1996	2005
Proficient level or above	18%	26%
Basic level or above	57	64

Statewide Accountability Information

See Appendix B for Arizona's definitions of proficient for reading and mathematics for grades 3, 8, and HS.

See <http://www.ade.az.gov/researchpolicy/srcs.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Arizona Instrument to Measure Standards
State student achievement levels: Approaches the Standard, Falling Far below the Standard, Meets the Standard, Exceeding the Standard

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 3	Reading	44%	44%
	Mathematics	32	32
Grade 8	Reading	31	31
	Mathematics	7	7
High school	Reading	23	23
	Mathematics	10	10

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	787 (73%)	1,449 (83%)	370 (65%)
Identified for improvement:			
Year 1	66 (6%)	66 (4%)	73 (13%)
Year 2	20 (2%)	20 (1%)	0
Corrective action	37 (3%)	37 (2%)	0
Restructuring	12 (1%)	12 (1%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	101 (9%)	101 (6%)	0

Other indicator, 2003-04

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 94%	Met
Middle school indicator: Attendance	Meet or exceed 94%	Met
High school indicator: Graduation rate	Meet or exceed 71%	Met

NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	149	*
Supplemental educational services:	2,815	4%

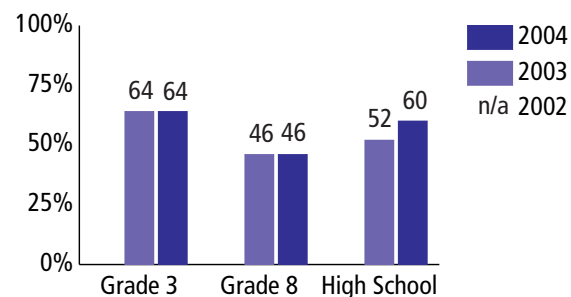
Student Achievement 2003-04

Arizona Instrument to Measure Standards, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	64%	46%	60%
Economically disadvantaged students	-	-	-
Migrant students	33	18	18
Students with disabilities	37	13	20
Students with limited English proficiency	34	12	12
Black, non-Hispanic	58	36	51
Hispanic students	49	29	39
White, non-Hispanic	79	61	77

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	57%	25%	40%
Economically disadvantaged students	-	-	-
Migrant students	35	8	14
Students with disabilities	31	6	10
Students with limited English proficiency	32	5	10
Black, non-Hispanic	46	14	25
Hispanic students	44	13	22
White, non-Hispanic	72	36	54

Student achievement trend: Mathematics percent proficient level or above

