

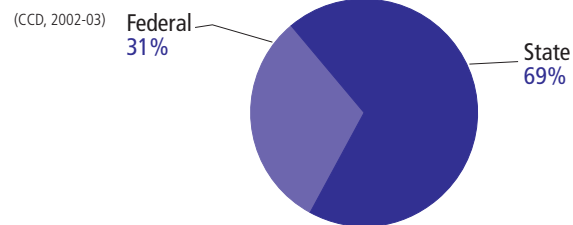
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	1	1
Number of public schools (CCD)		
Elementary	962	833
Middle	216	203
High	160	171
Combined	189	258
Other	43	43
Total	1,570	1,508
Number of charter schools (CCD)		
		120

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,239,563	\$1,676,315
Noninstructional	234,313	303,868
Support	336,228	561,201
Total	1,810,104	2,541,384
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$2,867	\$4,260

Sources of funding



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$402,231,713

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	281	232
K-8	455,072	405,348
9-12	163,511	160,077
Total (K-12)	618,583	565,425
Race/ethnicity (CCD)		
American Indian/Alaskan Native	0	0
Asian/Pacific Islander	0	0
Black, non-Hispanic	0	0
Hispanic	100%	100%
White, non-Hispanic	0	0

Students with disabilities (OSEP) n/a n/a

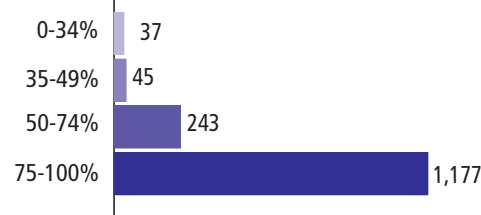
Students with limited English proficiency (NCELA) 24% 98%

Migrant students (OME) 3% 3%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
— 31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 467,033

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



[†]6 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	19,125	19,133
Middle	6,697	6,419
High	6,181	6,854
Combined	6,634	8,947
Other	718	726
Total	39,355	42,079

Number of FTE non-teacher staff (CCD)	1994	2000
Instructional aides	-	237
Instructional coordinators	672	312
Administrators	1,595	3,123
Other	25,922	28,581
Total	28,189	32,253

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	n/a	n/a
Mathematics	n/a	n/a
Science	n/a	n/a
Social studies	n/a	n/a

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)

Data not available.

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	1%
Avg. freshman graduation rate (NCES)	89%	66
College-going rate (IPEDS/NCES)	n/a	n/a

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	-	-
Basic level or above	-	-
Math, Grade 8		
Proficient level or above	-	-
Basic level or above	-	-

Statewide Accountability Information

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

See <http://www.de.gobierno.pr> for more details on the statewide accountability system.

State assessment for NCLB accountability: Pruebas Puertorriqueñas de Aprovechamiento Académico

State student achievement levels: Basic, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	32.7%	32.7%
	Mathematics	38.7	38.7
Grade 8	Reading	32.7	32.7
	Mathematics	38.7	38.7
High school	Reading	32.7	32.7
	Mathematics	38.7	38.7

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	707 (47%)	707 (46%)	n/a
Identified for improvement:			
Year 1	466 (31%)	466 (30%)	n/a
Year 2	80 (5%)	80 (5%)	n/a
Corrective action	21 (1%)	21 (1%)	n/a
Restructuring	13 (1%)	13 (1%)	n/a
Exited Improvement status (made AYP twice after being identified for improvement)	5 (*)	5 (*)	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: English language proficiency	34%	Met
Middle school indicator: English language proficiency	34%	Met
High school indicator: Graduation rate	80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	-	-
Supplemental educational services:	4,698	20%

*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.

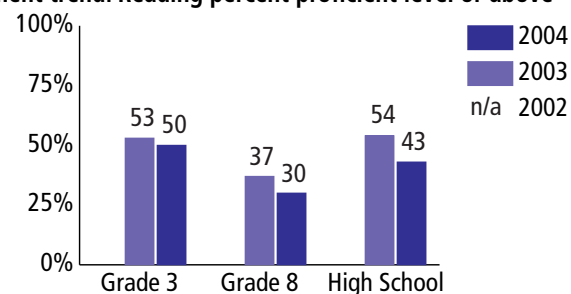
Student Achievement 2003-04

Pruebas Puertorriqueñas de Aprovechamiento Académico, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	50%	30%	43%
Economically disadvantaged students	49	27	40
Migrant students	46	26	38
Students with disabilities	41	11	13
Students with limited Spanish proficiency	46	27	37
Black, non-Hispanic	#	#	#
Hispanic students	41	30	47
White, non-Hispanic	63	39	37

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	60%	35%	33%
Economically disadvantaged students	60	33	30
Migrant students	56	31	34
Students with disabilities	53	16	15
Students with limited Spanish proficiency	58	32	35
Black, non-Hispanic	#	#	#
Hispanic students	53	36	31
White, non-Hispanic	82	59	35

Student achievement trend: Mathematics percent proficient level or above

