

Districts and schools

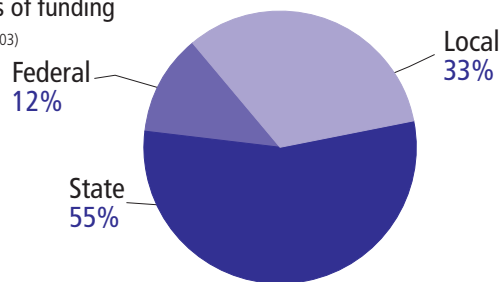
Number of districts (CCD)	1993-94	2003-04
	315	311
Number of public schools (CCD)		
Elementary	564	569
Middle	161	200
High	324	327
Combined	6	8
Other	15	24
Total	1,070	1,128
Number of charter schools (CCD)		
		13

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,423,022	\$1,786,323
Noninstructional	154,365	146,784
Support	694,060	990,294
Total	2,271,447	2,923,401
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,113	\$6,482

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) **\$106,001,974**

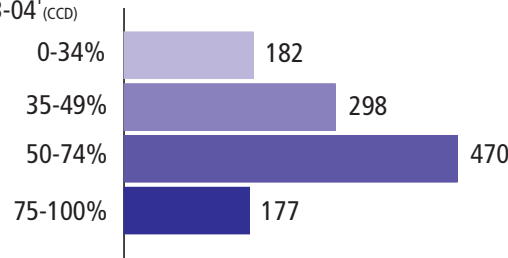
KEY:	*	= Less than 0.5 percent
	—	= Not applicable
	n/a	= Not available
	#	= Sample size too small to calculate
	FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,132	2,573
K-8	312,340	318,225
9-12	125,931	132,712
Total (K-12)	438,271	450,937
Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	1%	1
Black, non-Hispanic	24	23
Hispanic	1	5
White, non-Hispanic	74	70
Students with disabilities (OSEP)		
	10%	12%
Students with limited English proficiency (NCELA)		
	1%	3%
Migrant students (OME)		
	3%	4%
Eighth-grade students enrolled in Algebra I for high school credit (NAEP)		
	18%	18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) **226,389**

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



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	12,480	13,464
Middle	5,050	6,325
High	7,623	9,544
Combined	390	349
Other	497	1,143
Total	26,040	30,825
Number of FTE non-teacher staff (CCD)		
Instructional aides	2,501	6,623
Instructional coordinators	784	621
Administrators	2,076	2,234
Other	19,127	24,339
Total	24,488	33,817
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)		
English	78%	82%
Mathematics	70	79
Science	66	57
Social studies	70	64
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)	5%	5%
Avg. freshman graduation rate (NCES)	77	74
College-going rate (IPEDS/NCES)	48	53
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	24%	29%
Basic level or above	54	62
Math, Grade 8	1996	2005
Proficient level or above	13%	22%
Basic level or above	52	64

Statewide Accountability Information

See Appendix B for Arkansas's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.as-is.org/reportcard/rc2003/> for more details on the statewide accountability system.

State assessment for NCLB accountability: Arkansas Benchmark Exams

State student achievement levels: Below Basic, Basic, Proficient, Advanced

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2003-04)
Grade 4	Reading	31.8%	37.48%
	Mathematics	28.2	34.18
Grade 8	Reading	18.1	24.93
	Mathematics	15.3	22.36
High school	Reading	19	25.75
	Mathematics	10.4	17.87

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	523 (64%)	789 (77%)	310 (100%)
Identified for improvement:			
Year 1	75 (9%)	76 (7%)	0
Year 2	6 (1%)	61 (6%)	0
Corrective action	3 (*)	3 (*)	0
Restructuring	1 (*)	1 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	92.70%	Met
Middle school indicator: Attendance	92.70%	Met
High school indicator: Graduation rate	96.50%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	388	*
Supplemental educational services:	3,369	23%

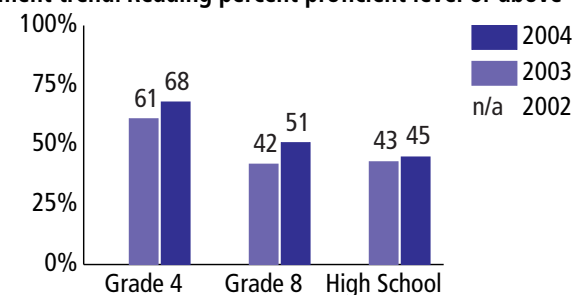
Student Achievement 2003-04

Arkansas Benchmark Exams, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	68%	51%	45%
Economically disadvantaged students	58	37	26
Migrant students	52	28	19
Students with disabilities	18	6	-
Students with limited English proficiency	52	16	11
Black, non-Hispanic	49	27	18
Hispanic students	60	38	27
White, non-Hispanic	76	60	54

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	64%	31%	53%
Economically disadvantaged students	53	18	39
Migrant students	51	16	37
Students with disabilities	24	-	12
Students with limited English proficiency	49	8	24
Black, non-Hispanic	38	9	23
Hispanic students	56	19	42
White, non-Hispanic	74	39	63

Student achievement trend: Mathematics percent proficient level or above

