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POLICY AND PROGRAM STUDIES SERVICE

STATE  
EDUCATION  
INDICATORS  
WITH A FOCUS  
ON TITLE I  
2001-02

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U . S . D E P A R T M E N T O F E D U C A T I O N  
O F F I C E O F P L A N N I N G , E V A L U A T I O N A N D  
P O L I C Y D E V E L O P M E N T





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# STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I 2001-02

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Prepared for:  
**U.S. Department of Education**  
**Office of Planning, Evaluation and Policy Development**

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# Introduction

## Report Objectives and Design

*State Education Indicators with a Focus on Title I 2001-02* is the seventh in a series of reports designed to provide: 1) consistent, reliable indicators to allow analysis of trends for each state, the District of Columbia, and Puerto Rico over time, 2) high data quality for comparability from state to state, and 3) accessible indicator formats for use by a variety of audiences. The report is based on two-page profiles that present the same indicators for each state.

Title I is the largest single grant program of the U.S. Department of Education, authorized under the *Elementary and Secondary Education Act* (ESEA). For 40 years, it has provided funds to states, the District of Columbia, and the outlying territories for additional educational support for the neediest children. In 2004, the \$14 billion program served more than 15 million students in nearly all school districts and nearly half of all public schools.

The 1994 reauthorization of ESEA required states to monitor the progress of schools in improving the achievement of low-income students through assessments, and also required alignment of student achievement tests with state standards for learning that apply to all students. States reported student achievement results by levels of proficiency for the 2001-02 school year for reading or language arts and mathematics at three grade levels: elementary school—grade 3, 4, or 5; middle school—grade 6, 7, 8, or 9; and high school—grade 10, 11, or 12. Each state determines its state test, how proficiency levels are set and defined, and at which grades students are tested.

*The No Child Left Behind Act of 2001* (NCLB), which reauthorized ESEA in 2002, strengthens these requirements by requiring states to develop an integrated accountability system for *all* students, and added a requirement for testing of all students in grades 3-8 and one grade in the 10-12 grade span, in reading or language arts and mathematics by 2005-06. These data are reported by student group, with the aim of all students in each group attaining the state-defined level of proficiency by

- 2014. **It is important to note that the data presented in this report reflect the year prior to the implementation of NCLB.**

### Guide to State Indicator Profiles

- The state profiles in *State Education Indicators with a Focus on Title I* contain key measures of the quality of K-12 public education. They focus on the status of each indicator as of the 2001-02 school year, prior to the requirements of NCLB, and many indicators also include data for a baseline year to enable analysis of trends over time. The baseline year of 1993-94 was chosen in order to present data with comparable definitions, many of which changed with the 1994 reauthorization of ESEA. The sources section provides more detailed information and explanations for the indicators. The indicators in each state profile are organized in six categories:

#### School and Teacher Demographics

- The indicators in this category provide a statewide picture of characteristics of the public K-12 school system, including schools, teachers and finances. The number of public schools and FTE (full-time equivalent) teachers are presented for 2001-02 and 1993-94, and percentage of grade 7-12 teachers with a major in the main subject taught is presented for 2000 and 1994, permitting comparisons across time. These data are from the Common Core of Data, collected from state departments of education by the National Center for Education Statistics (NCES), and the Schools and Staffing Survey, a sample-based survey of teachers and schools, also conducted by NCES.

#### Student Demographics

- An important aspect of the assessment system for Title I, reinforced by NCLB, is the disaggregation of student achievement results by student group. This section of the profile provides a picture of the student enrollment across grades, as well as trends in the student populations in each state, particularly characteristics of students by race or ethnicity, poverty, disability status, English language

- proficiency, and migrant status. The bar graph accompanying each two-page report that shows counts of public schools by percent of students eligible for the free or reduced-price lunch program (i.e., students from low-income families, when the data is available from the state) is useful for reviewing the disaggregated student achievement results reported on the second page of each profile.

#### Statewide Accountability Information

- The information on state accountability systems was compiled from several sources: annual updates collected by the Council of Chief State School Officers (CCSSO) with each state education agency, review of state Internet Web sites, and print reports. The information, collected during the winter of 2002, reflects the status of the state's system for the 2001-02 school year, prior to the large-scale accountability requirements of NCLB. The information provides comparable information on the status of state policies defining accountability systems and their relationship to Title I accountability. In summary:

- **Statewide Goal for Schools on Student Assessment:** 42 states had established a goal, such as percentage of students in a school that will attain the state-defined proficient level on state student assessments in specific subjects, as of the 2001-02 school year.

- **Expected School Improvement on Assessment:** 36 states had set a target for amount of improvement in student achievement scores for the school by a certain time period (e.g., annually), by the 2001-02 school year.

- **Title I AYP Target for Schools:** 50 states and the District of Columbia had measures of Adequate Yearly Progress (AYP) for the 2001-02 school year, as required under Title I and later reinforced by NCLB. Schools that do not meet their AYP targets for two years are identified for improvement actions by the state. Eighteen states and the District of Columbia had an AYP target for Title I schools based on the statewide accountability system, and the report lists "same" for this indicator. If the target for Title I

schools is different from non-Title I schools, the Title I target is described. (AYP measures for Title I schools were required under the 1994 ESEA reauthorization. The requirements of the 2001 reauthorization of ESEA, known as NCLB, which requires measures for all schools, are not captured in this report.)

### *Title I Schools*

The report includes several specific indicators for the Title I programs. These include the number of Title I schools, which may be either "targeted assistance" programs for low-income children that channel funds for services provided directly to the neediest students or "schoolwide programs" for schools with high rates of low-income children that use Title I funds to support the learning of all students in the school. (Based on the 1994 ESEA legislation, schools with 50 percent or greater of the student population from low-income families are eligible to operate schoolwide programs; beginning with the 2002-03 school year, under NCLB, schools with greater than 40 percent poverty may do so.) Also reported are the number and percentage of each type of Title I schools meeting AYP goals and the number and percentage of each type of Title I schools identified for school improvement, which means the school missed the AYP goals for two or more years in a row. In addition, the report includes the Title I funding allocation per state.

### *National Assessment of Educational Progress*

State-level results on the National Assessment of Educational Progress (NAEP), which are comparable state by state, are reported in the lower right corner of the left-hand page of each state's profile. NAEP proficiency definitions are available in Appendix B.

### *Student Achievement*

The name of the state assessment and the state definitions of proficient are included at the top of the right page of each state profile. State assessment aggregate scores were obtained from the State Consolidated Performance Report (Section B) submitted by states annually to the U.S. Department of Education.

- States reported student achievement results for the 2001-02 school year for reading or language arts and mathematics at three grade levels, as specified by Title I requirements prior to the program's reauthorization in the *No Child Left Behind Act*: elementary school—grade 3, 4, or 5; middle school—grade 6, 7, 8, or 9; and high school—grade 10, 11, or 12. Each state determines its state test, how proficiency levels are set and defined, and the grades at which students are tested. (Note: such practice has changed since the passage of NCLB, which requires states, by the 2005-06 school year, to assess all students in grades 3-8 and one grade in the 10-12 grade span in reading or language arts and mathematics.)

- The state profiles in this report also provide disaggregated assessment results, when available, for schools with Title I programs, economically disadvantaged students, students with limited English proficiency, students with disabilities, and migratory students. The availability of results by other student groups is listed in the Availability of Student Achievement Results by Disaggregated Category table on pages 4-5. NCLB requires states to provide data disaggregated by these categories for accountability purposes, as well as by race or ethnicity and gender, beginning with the 2002-03 school year.

- It is important to note that student achievement scores on the state assessments are *not* directly comparable state to state. Within a state, student results, e.g., percent meeting the state's "proficient" level, can be reasonably compared with the same state's performance in the prior year as long as the same test, standards, proficiency levels, and definitions of proficiency are in place. As such, the "student achievement trend" at the bottom of the second page of each profile shows a histogram with the percent of students that meet or exceed the state definition of "proficient." Histograms are displayed for six states with 1996-97 as their baseline year for analysis, and eight states with 1997-98 as their baseline year. Table 3 on page 6 provides a summary of student performance for all states for 2001-02, and Table 4 on pages 8-9 summarizes student achievement trends for elementary reading or

- language arts and middle grades mathematics from 1995-96 through 2001-02 for states with consistent tests, standards, proficiency levels, and definitions of proficiency.

- In the bottom right corner of the second page of each profile are reported two measures of student outcomes from secondary schools: the high school dropout rate (based on annual percent of grade 9-12 students leaving school or "event" rate as reported by states to the U.S. Department of Education in the Common Core of Data) and the postsecondary enrollment rate (percent of high school graduates enrolled in any postsecondary education institution in the fall of the following school year, as reported by the National Center for Education Statistics).

### **Progress of State Standards and Assessments**

- This report tracks the progress of state Title I programs, and particularly the development and use of state standards and assessments in state accountability. A goal of the annual report is to chart the progress of states in developing state accountability systems based on state content standards and aligned state assessment programs.

- The 1994 reauthorization of ESEA, which guided state accountability and reporting systems in the 2001-02 school year prior to the requirements of NCLB, required states to monitor the progress of schools in improving the achievement of low-income students and also required alignment of student achievement tests with state standards for learning that apply to all students. The individual state profiles and trends in assessment results in the *State Education Indicators* report are useful for initial determinations of educational improvements that may be related to Title I programs. The matrix in Table 1 on pages 2-3 displays key indicators of state progress in developing accountability systems for Title I.

### *Content Standards*

- As of spring 2002, 49 states plus the District of Columbia and Puerto Rico had adopted and implemented statewide content standards meeting Title I requirements for K-12 education in the core academic subjects of English or



language arts and mathematics, and 46 states and the District of Columbia had adopted and implemented statewide standards for science and social studies or history. NCLB requires that all states have content standards in mathematics and English or language arts by the 2002-03 school year. States are also required to develop science content standards by the 2005-06 school year.

#### *State Assessment Results reported by Proficiency Levels*

For the 2001-02 school year, 48 states plus the District of Columbia and Puerto Rico reported state assessment results using three or more proficiency levels that were defined by the state. Under NCLB, beginning with the 2002-03 school year, all states must report assessment results by at least three proficiency levels defined by the state. The matrix in Table 1 on pages 2-3 identifies the name of each assessment instrument and the number of proficiency levels reported for 2001-02.

#### *State Achievement Results Disaggregated*

A key feature of the 1994 reauthorization of ESEA was a provision that assessment results be disaggregated by categories of students, a requirement NCLB built upon to hold schools and districts accountable for the achievement of subgroups of students. The purpose of disaggregated results and reporting is to increase the possibility that educators, policymakers, and parents will analyze and improve the progress of learning through focusing on the students that are most in need of assistance. Under NCLB requirements, states were required by 2002-03 to disaggregate and report state assessment results by school and by students with families in poverty, student race or ethnicity, gender, and student status as disabled, limited English proficient, and migratory. For the 2001-02 school year, 47 states plus the District of Columbia and Puerto Rico reported assessment results using one or more disaggregated categories. Table 2 on pages 4-5 summarizes the availability of this disaggregated student assessment data.

#### *Assessment Trends Analysis*

As of 2001-02, 32 states had reported at least two years of assessment results using consistent assessments, levels, and grades, and 26 states reported three or more years of results that could be analyzed as trends. Table 4 on pages 8-9 provides a sample of student achievement trends for the period from 1996 to 2002.

#### **Uses of State Indicators**

This report comes at an important time for states, schools, and students. Standards and assessments are at the center of education reform in the states and are a central focus of the *No Child Left Behind Act*. Schools are using Title I funds to develop new approaches to education for low-income and at-risk students. An important goal of these efforts is to close the gap in educational opportunity and student learning between poor and wealthier students. For anyone tracking information about student achievement in the states, *State Education Indicators with a Focus on Title I* is a useful tool.



# Acknowledgments

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The Council of Chief State School Officers received valuable contributions from many organizations and individuals in preparing *State Education Indicators with a Focus on Title I 2001-02*. We consider the report a collaborative effort.

We received strong support from chief state school officers, state assessment directors, and state Title I directors for the idea of a 50-state report profiling key statewide education indicators and indicators of progress of Title I programs. States provided excellent cooperation in reporting not only the state assessment data required under Title I but also further details about state assessment programs and student demographics that provide the context for analyzing assessment results. State education staff carefully reviewed the data in the state profiles and provided important suggestions for improving the report, and we thank them for their continued assistance which makes the profiles possible.

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The data were proofed by Lori Cavell, Carla Toye, and Carlise Greenfield. The state assessment directors, Title I coordinators, and CCD coordinators reviewed the profiles and proofed the state assessment data. The EIAC subcommittee on assessment, co-chaired by Sally Tiel (Idaho) and Louis Fabrizio (North Carolina), reviewed the design and offered suggestions.



## School and Teacher Demographics

Per pupil expenditures \$7,376  
(CCD, 2000-01, 50 states and D.C. only)

Number of districts 14,644  
(CCD, 2001-02)

Number of charter schools 2,322  
(CCD, 2001-02)

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	50,759	53,364
Middle	14,255	16,012
High	14,251	17,662
Combined	2,294	4,746
Total	81,559	91,784

	Number of FTE teachers <sup>†</sup> (CCD)	
	1993-94	2001-02
Elementary	1,186,330	1,376,504
Middle School	473,029	575,029
High School	638,884	767,140
Combined	64,235	82,001
Total	2,362,478	2,800,674

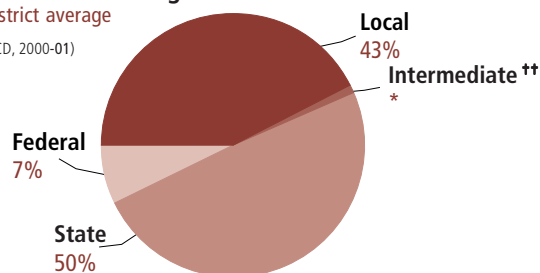
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS, 50 states and D.C.)

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

### Sources of funding

District average

(CCD, 2000-01)



KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too small to calculate  
† = Interpret with caution, total does not include all states or districts

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	557,199	30,898,963	11,874,986	42,773,949
		33,169,955	13,765,914	46,935,869

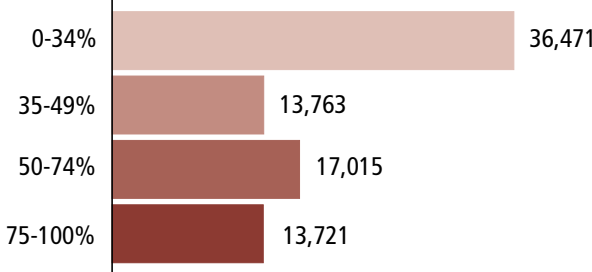
Race/ethnicity <sup>†</sup>	1993-94		2001-02	
	(CCD, 50 states and D.C.)			
American Indian/Alaskan Natives	1%		1%	
Asian/Pacific Islander	4		4	
Black	17		17	
Hispanic	13		18	
White	66		59	
Other	—		—	

Students with disabilities 10%  
(OSER, 2000-01, 50 states and D.C.)

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

Migratory students (OME) 1%  
(ED/NCBE, 2000-01, 50 states and D.C.)

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program<sup>†</sup> (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Forty-two states have established a goal.

### Expected School Improvement on Assessment

Thirty-six states have set a target.

### Title I Adequate Yearly Progress (AYP) Target for Schools

Seventeen states are using the same goal as the state.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	24,685	23,853	48,538
Schools meeting AYP goal	51%	49%	100%
Schools identified for improvement	48%	52%	74%
Schools identified for improvement	72%	28%	13%

Title I allocation \$9,322,030,790

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

High school dropout rate<sup>†</sup> 5%  
(ED/NCBE, 2000-01, 50 states and D.C.)

Postsecondary enrollment 58%  
(ED/NCBE, 2000-01, 50 states and D.C.)

## NAEP National Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	30%	30%
Basic level and above	62%	72%

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	27%
Basic level and above	77%	66%

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

\*\*Intermediate is defined in the Common Core of Data. See Sources for more information.

# Standards and Assessments

**Table 1: State Progress toward Development of Accountability System, 2001-02**

State	Core Content Standards	State Assessment*	Student Achievement Levels	Years of Consistent Data
Alabama	M, S, E, SSt	Alabama High School Graduation Exam	2	—
Alaska	M, E/LA, H	California Achievement Test	4	—
Arizona	M, S, LA, SSt	Arizona's Instrument to Measure Standards	4	—
Arkansas	M, S, LA, H/SSt	Arkansas Benchmark Exam	4	—
California	M, S, E, SSt	California Standards Tests	5	2
Colorado	M, S, E/LA, SSt	Student Assessment Program	4	6
Connecticut	M, S, E/LA, SSt	CMT/CAPT	4	3
Delaware	M, S, E, SSt	Delaware Student Testing Program	5	4
District of Columbia	M, S, E, SSt	Stanford 9	4	—
Florida	M, S, LA, SSt	Florida Comprehensive Assessment Test	5	—
Georgia	M, S, E/LA, SSt (1999)	Georgia Criterion-Referenced Competency Tests Georgia High School Graduation Tests	3 3	3 —
Hawaii	M, S, LA, SSt	Hawaii Content and Performance Standards II	4	—
Idaho	M, S, LA, SSt	ITBS and TAP	4	—
Illinois	M, S, E/LA, SSt	Illinois Standards Achievement Test	4	4
Indiana	M, S, E/LA, SSt	Statewide Testing for Educational Progress Plus	2	—
Iowa	M, S, R (Local Decision)	Iowa Tests of Basic Skills, Iowa Test of Ed. Dev.	3	2
Kansas	M, S, LA, SSt (Kansas Assessment)	Kansas Math/Reading Assessment	5	3
Kentucky	M, S, SSt	Kentucky Core Content Test	4	4
Louisiana	M, S, E/LA, SSt	Louisiana Educational Assessment Program	5	—
Maine	M, S, E/LA, SSt	Maine Educational Assessment	4	4
Maryland	M, S, E/LA, SSt	Md. School Performance Assessment Program	3	7
Massachusetts	M, S, E, H/SSt	Massachusetts Comprehensive Assessment System	4	3
Michigan	M, S, E/LA, SSt	MEAP Essential Skills	3R, 4M and high school	—
Minnesota	M, S, LA, SSt	Minnesota Comprehensive Assessment	4	5
Mississippi	M, S, LA, SSt	Mississippi Curriculum Test, Subject Area Test	4	—
Missouri	M, S, LA, SSt	Missouri Assessment Program	5	5
Montana	M, S, E/LA, SSt	Iowa Tests of Basic Skills	4	2
Nebraska	M, S, E/LA, SSt, Reading/Writing	Multiple Assessment Tools	2	—
Nevada	M, S, E/LA, SSt	Nevada Criterion-Referenced Exam High School Proficiency Exam	4 2	— —

KEY: M = Mathematics  
 S = Science  
 E/LA = English or Language Arts  
 SSt = Social Studies  
 H = History  
 — = Not applicable

State	Core Content Standards	State Assessment*	Student Achievement Levels	Years of Consistent Data
New Hampshire	M, S, E/LA, SSt	Ed. Improvement and Assessment Program	4	7
New Jersey	M, S, LA, SSt	New Jersey Proficiency Test	3	4
New Mexico	M, S, LA, SSt	New Mexico Achievement Assessment	—	—
New York	M, S, E/LA, SSt	English Language Arts and Math, Regents	4	—
North Carolina	M, S, E/LA	North Carolina End of Grade/Course Test	4	7
North Dakota	M, S, E, SSt	North Dakota State Assessment	4	—
Ohio	M, E	Ohio Proficiency Test	3	2
Oklahoma	M, S, LA, SSt	Oklahoma Core Curriculum Test	4	3
Oregon	M, S, E	Oregon Statewide Assessment System	3	2
Pennsylvania	M, E/LA	Pennsylvania System of School Assessment	4	2
Puerto Rico	M, E/LA	Prueba Puertorriquena Competencias	3	—
Rhode Island	M, S, E/LA, SSt	New Standards Reference Exams	5	—
South Carolina	M, S, E/LA, SSt	Palmetto Achievement Challenge Test	4	4
South Dakota	M, S, E/LA, SSt	Stanford Achievement Test, Version 9	4	2
Tennessee	M, S, E, SSt,	Comprehensive Achiev. Program, Gateway Test	5	—
Texas	M, S, E/LA, SSt	Texas Assessment of Academic Skills	3	7
Utah	SSt	Utah Criterion Reference Test	4	—
Vermont	M, S, LA, H/SSt	New Standards Reference Exams	5	—
Virginia	M, SSt	Virginia Standards of Learning Test	3	5
Washington	M, S, SSt, LA	Washington Assessment of Student Learning	4	2
West Virginia	M, S, E, SSt	Stanford Achievement Test, Version 9	—	—
Wisconsin	M, S, E/LA, SSt	Wisconsin Knowledge and Concept Examination	5	4
Wyoming	M, S, E/LA, SSt	Wyoming Comprehensive Assessment System	4	—
<b>Nation (50 states plus D.C. &amp; P.R.)</b>	<b>M 51 states, E/LA 48 states S 46 states, SSt/H 46 states</b>		<b>3 levels: 11 states, 4 levels: 28 states 5 levels: 9 states</b>	<b>&lt; 4 years: 39 states &gt; = 4 years: 14 states</b>

\*More information on assessments can be found in state profiles beginning on page 12.

#### Core 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, the District of Columbia and Puerto Rico.

#### State Assessment; Student Achievement Levels

Source: State assessment results submitted in the Consolidated Report, Section B, 2001-02, and follow-up by CCSSO with the State Education Accountability Reports and Indicator Reports: Status of Reports across the States, 2003

#### Years of Consistent Data

Source: State assessment results submitted in the Consolidated Report, Section B, 2001-02, and follow-up by CCSSO. Note: Years of consistent data indicates at least one subject and grade in the state provides a trend. See state profiles beginning on page 12 for more details.

# Student Achievement by Category

**Table 2: Availability of Student Achievement Results by Disaggregated Category,\* 2001-02**

State	Elementary Grade	Middle Grade	High School Grade	All Students	Title I	Economically Disadvantaged	Limited English Proficient	Migratory	Disabled	Race/Ethnicity	Gender
Alabama	—	—	11	X	—	X	X	X	X	X	X
Alaska	3	8	10	X	X	X	X	X	X	X	X
Arizona	3	8	10	X	X	—	X	X	X	X	X
Arkansas	4	8	R:11/M:9-12	X	—	X	X	X	X	X	X
California	4	8	10	X	X	X	X	X	X	X	X
Colorado	R:4/M:5	8	10	X	X	X	X	X	X	X	X
Connecticut	4	8	10	X	X	X	X	X	X	X	X
Delaware	3	8	10	X	X	X	X	X	X	X	X
Dist. of Columbia	3-6	7-8	9-11	X	X	X	X	X	X	X	X
Florida	4	8	10	X	X	X	X	X	X	X	X
Georgia	4	8	11	X	X	—	X	X	X	X	X
Hawaii	3	8	10	X	X	X	X	X	X	X	X
Idaho	4	8	10	X	X	—	X	X	X	X	X
Illinois	3	8	11	X	X	X	X	X	X	X	X
Indiana	3	8	10	X	X	X	X	—	X	X	X
Iowa	4	8	11	X	—	X	X	X	X	X	X
Kansas	R:5/M:4	R:8/M:7	R:11/M:10	X	X	X	X	X	X	X	X
Kentucky	R:4/M:5	R:7/M:8	R:10/M:11	X	X	X	X	X	X	X	X
Louisiana	4	8	10	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	R:7/M:8	10	X	—	—	X	—	X	X	X
Michigan	4	R:7/M:8	11	X	—	—	—	—	—	X	X
Minnesota	3	—	—	X	—	X	X	X	X	X	X
Mississippi	4	8	R:9-12	X	—	X	X	X	X	X	X
Missouri	3	R:7/M:8	R:11/M:10	X	X	X	X	X	X	X	X
Montana	4	8	11	X	—	X	X	X	X	X	X
Nebraska	4	8	11	X	—	—	X	—	X	—	—
Nevada	3	—	11	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	—	—	—	X	X	—	X	—	X	X	X
New York	4	8	HS	X	X	X	X	X	X	X	X



State	Elementary Grade	Middle Grade	High School Grade	All Students	Title I	Economically Disadvantaged	Limited English Proficient	Migratory	Disabled	Race/Ethnicity	Gender
North Carolina	4	8	9	X	X	X	X	X	X	X	X
North Dakota	4	8	12	X	X	X	X	X	X	X	X
Ohio	4	6	—	X	X	X	X	X	X	X	X
Oklahoma	5	8	R:10	X	X	X	X	X	X	X	X
Oregon	3	8	10	X	X	—	X	X	X	X	X
Pennsylvania	5	8	11	X	X	X	X	X	X	X	X
Puerto Rico	3, 6, 9,11			X	X	X	X	X	X	X	X
Rhode Island	4	8	10	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	X
Tennessee	3-8		—	X	X	X	X	X	X	X	X
Texas	4	8	10	X	X	X	X	X	X	X	X
Utah	R:4/M:3	7	11	X	X	X	X	X	X	X	X
Vermont	4	8	10	X	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	—	—	—	X	X	X	X	X	X	X	X
Wisconsin	4	8	10	X	X	X	X	X	X	X	X
Wyoming	4	8	11	X	X	X	X	X	X	X	X
<b>Nation</b>	<b>49</b>	<b>47</b>	<b>44</b>	<b>52</b>	<b>42</b>	<b>44</b>	<b>51</b>	<b>45</b>	<b>51</b>	<b>50</b>	<b>50</b>

(50 states, D.C., P.R.)

Source: U.S. Department of Education, Consolidated Performance Report, Section B, 2001-02, and State Student Assessment Programs Annual Survey 2002, CCSSO.

\*Note: X indicates the indicator is available; — indicates it is not

R:#/M:# indicates results were disaggregated for # grade reading or mathematics only. Reading: R, Mathematics: M.

Results published in this table may not represent data reported in the individual state profiles that follow. Differences are due to the fact that although states may have collected achievement data by subgroup, they did not necessarily report the disaggregated data to the U.S. Department of Education in their Consolidated Performance Report as this information was not required for the 2001-02 school year.

# Summary of Student Performance 2001-02

**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 <sup>a</sup>	—	—	—	—	
Alaska	75%	71%	82%	40%	Proficient
Arizona <sup>b</sup>	—	—	—	—	Meets Standard
Arkansas <sup>b</sup>	—	—	—	—	Proficient
California	36%	37%	32%	20%	Proficient
Colorado	61%	55%	65%	39%	Proficient
Connecticut	69%	80%	78%	77%	Proficient
Delaware	80%	72%	72%	48%	Meets Standard
District of Columbia	26%	26%	21%	11%	Proficient
Florida	27%	19%	17%	22%	Level 4
Georgia	77%	66%	80%	65%	Met Standard
Hawaii	61%	65%	54%	52%	Proficient
Idaho <sup>b</sup>	—	—	—	—	Proficient
Illinois	63%	74%	68%	52%	Meets Standards
Indiana	66%	70%	68%	66%	Pass
Iowa	69%	72%	69%	73%	Proficient
Kansas	63%	67%	67%	56%	Level 3
Kentucky	60%	36%	56%	26%	Proficient
Louisiana	57%	50%	48%	41%	Basic
Maine	49%	23%	43%	21%	Proficient
Maryland	32%	29%	25%	37%	Proficient
Massachusetts	54%	39%	64%	34%	Proficient
Michigan	57%	65%	51%	53%	Satisfactory/Met Standard
Minnesota	49%	48%	—	—	Level III
Mississippi	84%	72%	48%	45%	Proficient
Missouri	36%	38%	32%	14%	Proficient
Montana	73%	69%	71%	68%	Proficient
Nebraska	62%	78%	60%	72%	Proficient
Nevada	51%	50%	—	—	Meets Standard
New Hampshire	41%	39%	28%	28%	Proficient

Key: — indicates the indicator is not available. See applicable footnote for reason.

\*Please see each state's profile for the grade and definition of proficient represented in the table.

<sup>a</sup>Due to a change in tests, Alabama's elementary and middle school assessment results were not reported by proficiency levels in 2001-02.

<sup>b</sup>State did not report elementary or middle school percent proficient in the all students category.

State	Elementary*		Middle School*		State Term for Proficient*
	Reading	Math	Reading	Math	
New Jersey	79%	68%	74%	58%	Proficient
New Mexico <sup>b</sup>	—	—	—	—	
New York	61%	67%	44%	47%	Level 3
North Carolina	77%	89%	85%	83%	Level III
North Dakota	74%	57%	67%	42%	Proficient
Ohio	66%	62%	56%	59%	Proficient
Oklahoma	63%	63%	70%	64%	Satisfactory
Oregon	85%	77%	64%	58%	Meets Standard
Pennsylvania	57%	53%	58%	52%	Proficient
Puerto Rico <sup>c</sup>	41%	61%	—	—	Proficient
Rhode Island <sup>d</sup>					Achieved Standard
South Carolina	34%	36%	27%	19%	Proficient
South Dakota	62%	64%	68%	33%	Proficient
Tennessee <sup>b</sup>	—	—	—	—	Proficient
Texas	91%	94%	94%	93%	Proficient
Utah	80%	74%	78%	40%	Near Mastery
Vermont <sup>e</sup>					Achieved Standard
Virginia	71%	80%	70%	70%	Pass/Proficient
Washington	66%	52%	44%	30%	Meets Standards
West Virginia <sup>f</sup>	—	—	—	—	
Wisconsin	79%	69%	74%	44%	Proficient
Wyoming	44%	43%	38%	33%	Proficient

<sup>c</sup>Puerto Rico combines scores for grades 3, 6, 9, 11 for Reading Language Arts and for Mathematics.

<sup>d</sup>Rhode Island Achieved Standard: Grade 4 Reading: Analysis & Interpretation: 60%, Basic Understanding: 74%, Writing Effectiveness: 59%, Writing Conventions: 59%; Mathematical Concepts: 40%, Mathematical Problem Solving: 28%, Mathematical Skills: 66%; Grade 8 English Language Arts: Analysis & Interpretation: 26%, Basic Understanding: 50%, Writing Effectiveness: 55%, Writing Conventions: 45%; Mathematical Concepts: 23%, Mathematical Problem Solving: 27%, Mathematical Skills: 51%.

<sup>e</sup>Vermont Achieved Standard: Grade 4 English & Language Arts: Reading Analysis & Interpretation: 67%, Reading Basic Understanding: 80%; Mathematical Concepts: 45%, Mathematical Problem Solving: 33%, Mathematical Skills: 71%; Grade 8 English & Language Arts: Reading Analysis & Interpretation: 41%, Reading Basic Understanding: 65%; Mathematical Concepts: 38%, Mathematical Problem Solving: 42%, Mathematical Skills: 69%.

<sup>f</sup>West Virginia reported results in percentile ranks until the first administration of the WESTEST in 2003-04, as per their federal agreement.

# Student Achievement Trends

**Table 4: Sample Student Achievement Trends, 1996-2002**  
 Elementary Reading/Language Arts, Middle Grades Mathematics,  
 Percentage of All Students at or Above Proficient by State Definition

State	Grade	Test	Subject	State Term for Proficient*	1996	1997	1998	1999	2000	2001	2002
California	4	California Standards Tests	English/Language Arts	Proficient	—	—	—	—	—	33%	36%
Colorado	4	Colo. Student Assmt. Program	Reading	Proficient	—	57%	57%	34%	60%	63%	61%
	8		Mathematics	—	—	—	—	33%	37%	39%	
Connecticut	4	Connecticut Mastery Test	Reading	Proficient	—	—	—	—	71%	71%	69%
	8		Mathematics	—	—	—	—	77%	76%	77%	
Delaware	3	Del. Student Testing Program	Reading	Meets Standard	—	—	—	—	77%	75%	80%
	8		Mathematics	—	—	—	36%	41%	43%	48%	
Georgia	4	Criterion-Referenced Comp. Test	Reading	Met Standard	—	—	—	—	65%	74%	77%
	8		Mathematics	—	—	—	—	54%	58%	65%	
Illinois	3	Illinois Standards Achievement Test	Reading	Meets Standards	—	—	—	61%	62%	62%	63%
	8		Mathematics	—	—	—	43%	47%	50%	52%	
Iowa	4	Iowa Tests of Basic Skills	Reading	Proficient	—	—	—	—	—	68%	69%
	8		Mathematics	—	—	—	—	—	74%	73%	
Kansas	5	Kansas Math/Reading Assmt.	Reading	Level 3	—	—	—	—	62%	63%	63%
	7		Mathematics	—	—	—	—	53%	57%	56%	
Kentucky	4	Kentucky Core Content Test	Reading	Proficient	—	—	—	32%	57%	58%	60%
	8		Mathematics	—	—	—	33%	25%	27%	26%	
Maine	4	Maine Educational Assessment	Reading	Proficient	—	—	—	47%	45%	51%	49%
	8		Mathematics	—	—	—	19%	21%	20%	21%	
Maryland	3	School Performance Assmt. Program	Reading	Proficient	35%	37%	42%	41%	40%	37%	32%
	8		Mathematics	43%	46%	47%	49%	53%	49%	37%	
Massachusetts	4	Comprehensive Assessment System	English Language Arts	Proficient	—	—	—	—	20%	51%	54%
	8		Mathematics	—	—	—	—	34%	34%	34%	
Michigan	4	Mich. Educational Assmt. Program	Reading	Satisfactory	—	49%	59%	59%	58%	60%	57%
Minnesota	3	Minn. Comprehensive Assessment	Reading	Level III	—	—	35%	40%	45%	49%	49%
Missouri	3	Missouri Assessment Program	Communication Arts	Proficient	—	—	—	29%	32%	32%	36%
	8		Mathematics	—	—	13%	11%	14%	14%	14%	
Montana	4	Iowa Tests of Basic Skills	Reading	Proficient	—	—	—	—	—	79%	73%
	8		Mathematics	—	—	—	—	—	69%	68%	

State	Grade	Test	Subject	State Term for Proficient*	1996	1997	1998	1999	2000	2001	2002
New Hampshire	3	Ed. Improvement & Assmt. Program	English Language Arts	Proficient	29%	30%	24%	27%	38%	38%	41%
	6		Mathematics		12%	11%	14%	15%	27%	26%	28%
New Jersey	4	New Jersey Proficiency Test	Language Arts Literacy	Proficient	–	–	–	57%	55%	79%	79%
	8		Mathematics		–	–	–	62%	60%	62%	58%
North Carolina	4	N.C. End of Grade/Course Test	Reading	Level III	69%	68%	71%	71%	72%	74%	77%
	8		Mathematics		68%	69%	76%	78%	80%	80%	83%
Ohio	4	Ohio Proficiency Test	Reading	Proficient	–	–	–	–	–	56%	66%
	6		Mathematics		–	–	–	–	–	61%	59%
Oklahoma	5	Oklahoma Core Curriculum Test	Reading	Satisfactory	–	–	–	–	68%	66%	63%
	8		Mathematics		–	–	–	–	65%	63%	64%
Oregon	3	Oregon Statewide Assmt. System	Reading	Meets Standard	–	–	–	–	–	84%	85%
	8		Mathematics		–	–	–	–	–	55%	58%
Pennsylvania	5	Penn. System of School Assmts.	Reading	Proficient	–	–	–	–	–	56%	57%
	8		Mathematics		–	–	–	–	–	51%	52%
South Carolina	4	Palmetto Achiev. Challenge Test	English Language Arts	Proficient	–	–	–	29%	37%	37%	34%
	8		Mathematics		–	–	–	15%	20%	18%	19%
South Dakota	4	Stanford 9	Reading	Proficient	–	–	–	–	–	63%	62%
	8		Mathematics		–	–	–	–	–	33%	33%
Texas	4	TAAS	Reading	Proficient	78%	79%	89%	89%	91%	91%	91%
	8		Mathematics		68%	72%	83%	88%	91%	93%	93%
Virginia	3	Virginia Standards of Learning	English	Pass/Proficient	–	–	54%	61%	61%	64%	71%
	8		Mathematics		–	–	–	–	61%	68%	70%
Washington	4	Wash. Assmt. of Student Learning	Reading	Meets Standard	–	–	–	–	–	67%	66%
	7		Mathematics		–	–	–	–	–	27%	30%
Wisconsin	4	Wis. Knowledge and Concepts Exam.	Reading	Proficient	–	–	–	81%	78%	78%	79%
	8		Mathematics		–	–	–	43%	42%	39%	44%

\*Please see each state's profile for the definition of proficient represented in the table.

Source: Consolidated Performance Reports, 1995-96 through 2001-02, Section B, Submitted by states to the U.S. Department of Education, with edits by states.

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**Undoubtedly we have no questions to  
ask which are unanswerable.**

*Ralph Waldo Emerson, Nature, 1836*



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STATE PROFILES

## School and Teacher Demographics

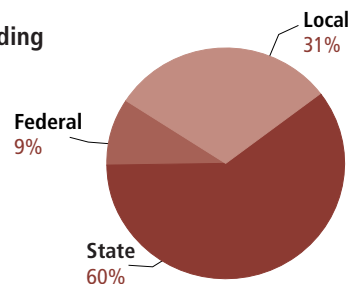
Per pupil expenditures <small>(CCD, 2000-01)</small>	\$5,885
Number of districts <small>(CCD, 2001-02)</small>	128
Number of charter schools <small>(CCD, 2001-02)</small>	—

	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	664	702
Middle	218	229
High	243	277
Combined	154	164
Total	1,279	1,372

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	18,641	21,276
Middle School	6,491	7,291
High School	9,700	11,069
Combined	5,945	5,369
Total	40,777	45,005

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	75%	63%
Math	89	83
Science	73	78
Social Studies	80	69

**Sources of funding**  
District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	8,445	527,373	198,651	726,024
	—	524,476	201,729	726,205

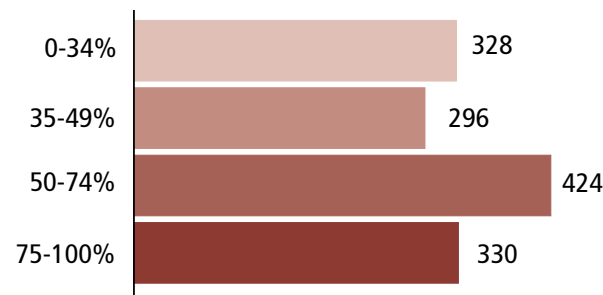
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	1%	1	1%	1
Asian/Pacific Islander	1	1	1	1
Black	36	36	36	36
Hispanic	*	2	*	2
White	62	60	62	60
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	12%	12%	11%	11%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	1%	1%	2%	2%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	*	*	1%	1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 3 schools did not report.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
More than 50 percent of students at or above 40th percentile on assessment (reading, language arts, math, science, social studies).

**Expected School Improvement on Assessment**  
Two percent gain per year for schools not attaining Proficient level (Academic Clear). Academic Alert schools required to improve 5 percent per year.

**Title I Adequate Yearly Progress (AYP) for Schools**  
Same as statewide goal.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	592	273	865
Schools meeting AYP goal	68%	32%	100%
Schools in need of improvement	538	272	810
	66%	34%	94%
	50	2	52
	96%	4%	6%

**Title I allocation** \$144,722,554  
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4		Grade 8	
	Proficient level and above	Basic level and above	Proficient level and above	Basic level and above
	23%	53	23%	65
Math, 2003	19%	65	16%	53



## Student Achievement 2001-02

**Assessment** Alabama High School Graduation Exam.

**State Definition of Proficient** Meets academic content standards.

### Elementary School \*\*

#### Grade

##### Students in:

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

#### Grade

##### Students in:

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

### Middle School \*\*

#### Grade

##### Students in:

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

#### Grade

##### Students in:

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

### High School

#### Grade 11

##### Reading

##### Students in:

	Fail	Pass
All Schools	14%	86%
Title I Schools		
Economically Disadvantaged Students		

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

#### Grade 11

##### Mathematics

##### Students in:

	Fail	Pass
All Schools	21%	79%
Title I Schools		
Economically Disadvantaged Students		

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	6%	4%

Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95	2000-01
	64%	58%

(NCES, High school graduates enrolled in college)

\*\*Due to a change in tests, elementary and middle school assessment results were not reported by proficiency levels in 2001-02.

KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$9,216

Number of districts (CCD, 2001-02) 53

Number of charter schools (CCD, 2001-02) 15

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	173	174
Middle	31	36
High	58	70
Combined	189	226
Total	451	506

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	3,067	3,415
Middle School	756	1,061
High School	1,479	1,792
Combined	1,150	1,531
Total	6,452	7,799

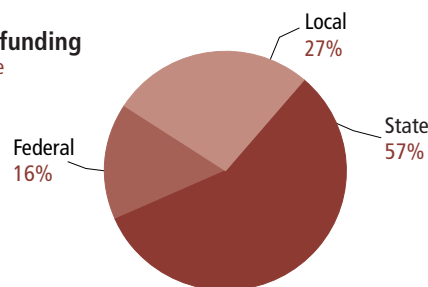
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	84%	64%
Math	50	57
Science	79	77
Social Studies	66	73

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	2,787	90,814	32,347	123,161
			39,461	133,105

Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	23%		25%	
Asian/Pacific Islander	4		6	
Black	5		5	
Hispanic	2		4	
White	65		60	
Other	—		—	

Students with disabilities (OSEP) 1993-94 12% 2001-02 12%

Migratory students (OME) 1993-94 14% 2001-02 10%

Students with limited English proficiency (ED/NCBE) 1993-94 22% 2000-01 15%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)

Data not available.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
None.

**Expected School Improvement on Assessment**  
None.

**Title I Adequate Yearly Progress (AYP) for Schools**  
More than 40 percent of students scoring Proficient on assessment every two years.

Title I 2001-02	Schoolwide Programs	Targeted Assistance	Total
Number of schools	110	182	292
Schools meeting AYP goal	38%	62%	100%
Schools in need of improvement	37%	63%	96%
	8	5	13
	62%	38%	4%

Title I allocation \$32,141,311

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4	Grade 8
Proficient level and above	28%	27%
Basic level and above	58	67
Math, 2003		
Proficient level and above	31%	30%
Basic level and above	76	70

## Student Achievement 2001-02

Assessment California Achievement Test, version 5.

State Definition of Proficient 50 percent or more questions answered correctly.

### Elementary School

#### Grade 3

##### Reading

Students in:	Below/ Not Proficient	Proficient ↕ Proficient/Above Proficient
All Schools	25%	75%
Title I Schools		
Economically Disadvantaged Students	40	60
Students with Limited English Proficiency		
Migratory Students	58	42
Students with Disabilities	54	46
Students with Disabilities	52	48

#### Grade 3

##### Mathematics

Students in:	Below/ Not Proficient	Proficient ↕ Proficient/Above Proficient
All Schools	29%	71%
Title I Schools		
Economically Disadvantaged Students	44	56
Students with Limited English Proficiency		
Migratory Students	58	42
Students with Disabilities	54	46
Students with Disabilities	53	47

### Middle School

#### Grade 8

##### Reading

Students in:	Below/ Not Proficient	Proficient ↕ Proficient/Above Proficient
All Schools	18%	82%
Title I Schools		
Economically Disadvantaged Students	37	63
Students with Limited English Proficiency		
Migratory Students	53	48
Students with Disabilities	43	57
Students with Disabilities	53	47

#### Grade 8

##### Mathematics

Students in:	Below/ Not Proficient	Proficient ↕ Proficient/Above Proficient
All Schools	60%	40%
Title I Schools		
Economically Disadvantaged Students	79	21
Students with Limited English Proficiency		
Migratory Students	88	12
Students with Disabilities	74	26
Students with Disabilities	92	8

### High School

#### Grade 10

##### Reading

Students in:	Below/ Not Proficient	Proficient ↕ Proficient/Above Proficient
All Schools	30%	70%
Title I Schools		
Economically Disadvantaged Students	58	42
Students with Limited English Proficiency		
Migratory Students	74	26
Students with Disabilities	52	48
Students with Disabilities	72	28

#### Grade 10

##### Mathematics

Students in:	Below/ Not Proficient	Proficient ↕ Proficient/Above Proficient
All Schools	36%	64%
Title I Schools		
Economically Disadvantaged Students	58	42
Students with Limited English Proficiency		
Migratory Students	72	28
Students with Disabilities	49	51
Students with Disabilities	76	24

### High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 8%
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Postsecondary enrollment	1994-95 37%	2000-01 44%
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(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$5,278
Number of districts <small>(CCD, 2001-02)</small>	333
Number of charter schools <small>(CCD, 2001-02)</small>	364

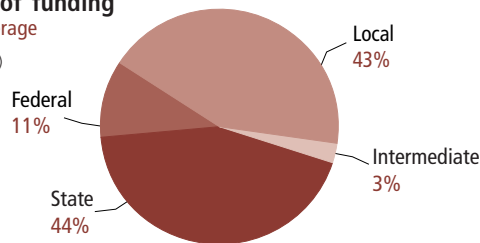
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	710	996
Middle	187	239
High	154	356
Combined	10	125
Total	1,061	1,716

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	20,011	25,834
Middle School	6,453	8,072
High School	8,633	11,299
Combined	75	354
Total	35,172	45,559

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

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	3,164	519,054	182,737	701,791
	6,624	657,325	249,920	907,245

Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	%	%	%
American Indian/Alaskan Natives	7%	7%	7%	7%
Asian/Pacific Islander	2	2	2	2
Black	4	5	4	5
Hispanic	28	35	28	35
White	60	51	60	51
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	%	%	%
	9%	9%	9%	9%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	%	%	%
	2%	3%	2%	3%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	%	%	%
	12%	15%	12%	15%

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program** (CCD, 2001-02)

Data Not Available

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Grade level meets one year academic growth (50th percentile).

### Expected School Improvement on Assessment

Grade level score greater than 40 percent of state schools in growth (three year average).

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: Gap-reduction toward 90 percent Proficient and no students Below Basic (reading, math).

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	568	409	977
Schools meeting AYP goal	52%	42%	100%
Schools in need of improvement	391	290	681
	57%	43%	70%
	277	126	403
	69%	31%	41%

### Title I allocation

\$153,016,312

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	23%	25%
Basic level and above	54	66

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	25%	21%
Basic level and above	70	62

## Student Achievement 2001-02

**Assessment** Arizona's Instrument to Measure Standards.

**State Definition of Proficient** Meets performance standard.

### Elementary School

#### Grade 3

##### Reading

Students in:	Falls Far Below	Appr. <sup>1</sup>	Proficient ⇄	
			Meets	Exceeds
All Schools				
Title I Schools	23%	27%	38%	12%
Economically Disadvantaged Students				
Students with Limited English Proficiency	24	32	36	8
Migratory Students	25	28	38	9
Students with Disabilities	33	24	33	10

#### Grade 3

##### Mathematics

Students in:	Falls Far Below	Appr. <sup>1</sup>	Proficient ⇄	
			Meets	Exceeds
All Schools				
Title I Schools	24%	37%	28%	12%
Economically Disadvantaged Students				
Students with Limited English Proficiency	25	39	27	9
Migratory Students	17	40	28	15
Students with Disabilities	34	34	22	10

#### <sup>1</sup>Approaching Proficient

KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Falls Far Below	Appr. <sup>1</sup>	Proficient ⇄	
			Meets	Exceeds
All Schools				
Title I Schools	44%	24%	26%	5%
Economically Disadvantaged Students				
Students with Limited English Proficiency	60	24	15	1
Migratory Students	53	24	20	3
Students with Disabilities	56	22	19	3

#### Grade 8

##### Mathematics

Students in:	Falls Far Below	Appr. <sup>1</sup>	Proficient ⇄	
			Meets	Exceeds
All Schools				
Title I Schools	63%	30%	5%	2%
Economically Disadvantaged Students				
Students with Limited English Proficiency	75	23	2	1
Migratory Students				
Students with Disabilities	75	21	4	1

### High School

#### Grade 10

##### Reading

Students in:	Falls Far Below	Appr. <sup>1</sup>	Proficient ⇄	
			Meets	Exceeds
All Schools				
Title I Schools	30%	33%	32%	5%
Economically Disadvantaged Students				
Students with Limited English Proficiency	40	39	20	2
Migratory Students	33	35	30	3
Students with Disabilities	44	34	20	2

#### Grade 10

##### Mathematics

Students in:	Falls Far Below	Appr. <sup>1</sup>	Proficient ⇄	
			Meets	Exceeds
All Schools				
Title I Schools	73%	14%	10%	2%
Economically Disadvantaged Students				
Students with Limited English Proficiency	79	12	8	1
Migratory Students	77	14	8	2
Students with Disabilities	86	9	4	1

### High School Indicators

High school dropout rate (CCD, event)	1993-94 14%	2000-01 11%
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Postsecondary enrollment	1994-95 44%	2000-01 50%
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(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$5,568
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Number of districts <small>(CCD, 2001-02)</small>	312
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Number of charter schools <small>(CCD, 2001-02)</small>	6
--	---

	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	563	576
Middle	161	191
High	324	324
Combined	6	11
Total	1,054	1,102

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	12,440	13,606
Middle School	5,050	6,726
High School	7,623	10,348
Combined	390	411
Total	25,503	31,091

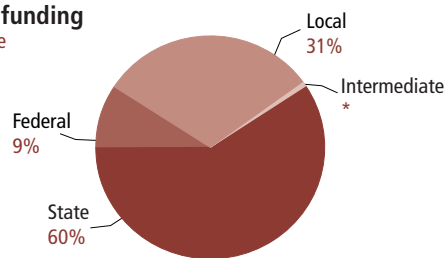
### Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	78%	82%
Math	70	79
Science	66	57
Social Studies	70	64

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	1,248	314,617	131,418	446,636
		125,801	131,418	
		440,418	446,636	

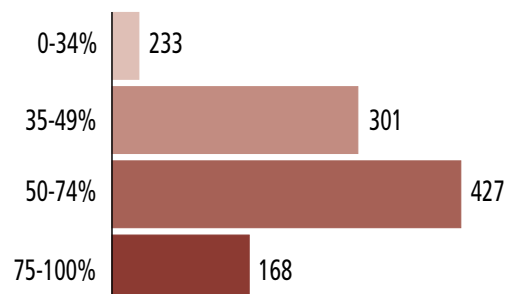
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	*	1%		1%
Asian/Pacific Islander	1%	1		1
Black	24	23		23
Hispanic	1	4		4
White	74	71		71
Other	—	—		—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	10%	10%	11%	11%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	3%	3%	4%	4%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	1%	1%	2%	2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

One hundred percent of students Proficient in 10 years.

### Expected School Improvement on Assessment

Yearly progress to meet 100 percent Proficient in 10 years.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2001-02	Schoolwide Programs	Targeted Assistance	Total
<small>(ED Consolidated Report, 2001-02)</small>			
Number of schools	400	365	765
Schools meeting AYP goal	52%	48%	100%
Schools in need of improvement	51%	49%	97%
	23	2	25
	92%	8%	3%

### Title I allocation

\$92,823,279

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4	Grade 8
Proficient level and above	28%	27%
Basic level and above	60	70
Math, 2003		
Proficient level and above	26%	18%
Basic level and above	71	57

## Student Achievement 2001-02

Assessment Arkansas Benchmark Exam.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 4

##### Literacy

Students in:	Below Basic/Basic	Proficient ⇄	
		Proficient	Advanced
All Schools			
Title I Schools			
Economically Disadvantaged Students	55%	43%	2%
Students with Limited English Proficiency	71	23	6
Migratory Students	59	40	1
Students with Disabilities	90	10	*

#### Grade 4

##### Mathematics

Students in:	Below Basic/Basic	Proficient ⇄	
		Proficient	Advanced
All Schools			
Title I Schools			
Economically Disadvantaged Students	65%	17%	18%
Students with Limited English Proficiency	67	22	11
Migratory Students	67	18	15
Students with Disabilities	88	7	5

### Middle School

#### Grade 8

##### Literacy

Students in:	Below Basic/Basic	Proficient ⇄	
		Proficient	Advanced
All Schools			
Title I Schools			
Economically Disadvantaged Students	81%	18%	1%
Students with Limited English Proficiency	93	7	*
Migratory Students	87	13	*
Students with Disabilities	98	2	*

#### Grade 8

##### Mathematics

Students in:	Below Basic/Basic	Proficient ⇄	
		Proficient	Advanced
All Schools			
Title I Schools			
Economically Disadvantaged Students	90%	9%	1%
Students with Limited English Proficiency	97	2	1
Migratory Students	95	5	*
Students with Disabilities	98	2	*

### High School

#### Grade 11

##### End of Course (EOC) Literacy

Students in:	Below Basic/Basic	Proficient ⇄	
		Proficient	Advanced
All Schools			
Title I Schools			
Economically Disadvantaged Students	80%	20%	*
Students with Limited English Proficiency	93	7	0
Migratory Students	81	19	0
Students with Disabilities	99	1	0

#### Grade 9-12

##### Geometry

Students in:	Below Basic/Basic	Proficient ⇄	
		Proficient	Advanced
All Schools			
Title I Schools			
Economically Disadvantaged Students	82%	16%	2%
Students with Limited English Proficiency	87	11	2
Migratory Students	76	23	1
Students with Disabilities	95	5	0

### High School Indicators

High school dropout rate (CCD, event)	1993-94 5%	2000-01 5%
---------------------------------------	---------------	---------------

Postsecondary enrollment	1994-95 48%	2000-01 53%
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(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,987
Number of districts <small>(CCD, 2001-02)</small>	988
Number of charter schools <small>(CCD, 2001-02)</small>	350

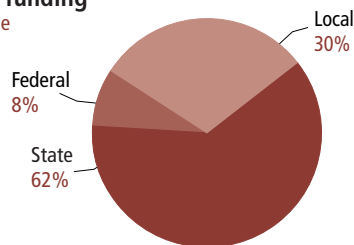
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	4,920	5,493
Middle	1,095	1,282
High	812	1,707
Combined	39	414
Total	6,866	8,896

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	113,638	159,344
Middle School	39,438	50,238
High School	51,211	73,332
Combined	1,713	9,621
Total	206,000	292,535

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	76%	68%
Math	50	57
Science	62	77
Social Studies	77	84

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	61,281	3,772,731	1,393,530	5,166,261
	—	4,329,008	1,745,295	6,074,303

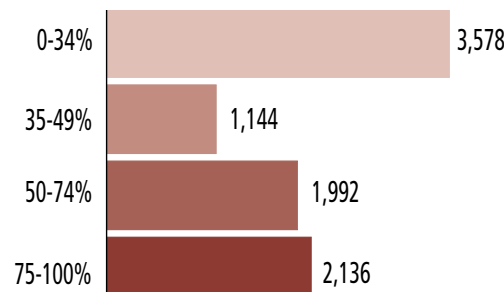
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	1%	11	1%	11
Asian/Pacific Islander	11	11	11	11
Black	9	9	8	8
Hispanic	37	37	44	44
White	42	42	35	35
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	#	%	#
	9%	9%	9%	9%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	#	%	#
	4%	4%	7%	7%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	#	%	#
	23%	23%	25%	25%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program<sup>†</sup> (CCD, 2001-02)



<sup>†</sup> 64 schools did not report.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
 Academic Performance Index (API) of 800 on a scale of 200 to 1,000.

**Expected School Improvement on Assessment**  
 Annual growth target of 5 percent of distance from base API to 800 with comparable improvement by ethnic and socioeconomically disadvantaged student subgroups.

**Title I Adequate Yearly Progress (AYP) for Schools**  
 Same as statewide goal.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	2,718	2,886	5,604
Schools meeting AYP goal	49%	51%	100%
Schools in need of improvement	56%	44%	41%
	718	291	1,009
	71%	29%	18%

**Title I allocation** \$1,340,360,020

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4	Grade 8	
	Proficient level and above	21%	22%
Basic level and above	49	61	
Math, 2003	Proficient level and above	25%	21%
	Basic level and above	67	55



## Student Achievement 2001-02

Assessment

California Standards Tests.

State Definition of Proficient

Proficient performance in relation to the academic content standards tested.

### Elementary School

#### Grade 4

##### English/Language Arts

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	11%	19%	35%	22%	14%
Title I Schools					
Economically Disadvantaged Students	16	26	38	15	4
Students with Limited English Proficiency	23	32	35	8	2
Migratory Students					
Students with Disabilities	27	29	28	11	5

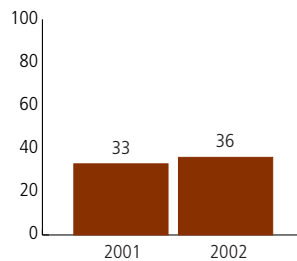
#### Grade 4

##### Mathematics

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	7%	26%	30%	24%	13%
Title I Schools					
Economically Disadvantaged Students	10	35	31	18	6
Students with Limited English Proficiency	12	40	30	14	4
Migratory Students					
Students with Disabilities	21	39	22	12	6

#### Student Achievement Trend

English/Language Arts 4th grade meets or exceeds Proficient



KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### English/Language Arts

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	14%	19%	34%	22%	10%
Title I Schools					
Economically Disadvantaged Students	23	27	36	12	2
Students with Limited English Proficiency	36	34	26	3	*
Migratory Students					
Students with Disabilities	49	28	17	4	1

#### Grade 8

##### Algebra I

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	13%	33%	34%	18%	2%
Title I Schools					
Economically Disadvantaged Students	18	34	29	16	4
Students with Limited English Proficiency	26	38	21	10	4
Migratory Students					
Students with Disabilities	33	39	15	10	3

### High School

#### Grade 10

##### English/Language Arts

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	16%	21%	30%	21%	12%
Title I Schools					
Economically Disadvantaged Students	25	30	29	11	3
Students with Limited English Proficiency	39	38	19	3	*
Migratory Students					
Students with Disabilities	53	30	13	3	1

#### Grade 10

##### Algebra I

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	19%	41%	31%	8%	1%
Title I Schools					
Economically Disadvantaged Students	22	44	27	6	*
Students with Limited English Proficiency	23	44	26	6	1
Migratory Students					
Students with Disabilities	33	46	18	3	*

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	n/a	n/a

Postsecondary enrollment	1994-95	2000-01
	61%	48%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,567
Number of districts <small>(CCD, 2001-02)</small>	180
Number of charter schools <small>(CCD, 2001-02)</small>	86

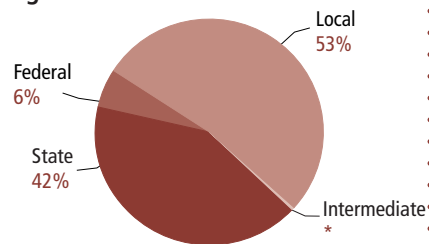
Number of public schools <small>(CCD)</small>	1993-94	2001-02
Elementary	817	942
Middle	246	286
High	244	316
Combined	13	70
Total	1,320	1,614

Number of FTE teachers <small>(CCD)</small>	1993-94	2001-02
Elementary	16,771	21,849
Middle School	7,267	9,047
High School	8,683	11,539
Combined	111	1,152
Total	32,832	43,587

Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	91%	80%
Math	65	68
Science	78	72
Social Studies	61	88

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>		1993-94	2001-02
Pre-K		7,249	19,334
K-8		451,469	509,563
9-12		164,260	212,786
Total (K-12)		615,729	722,349

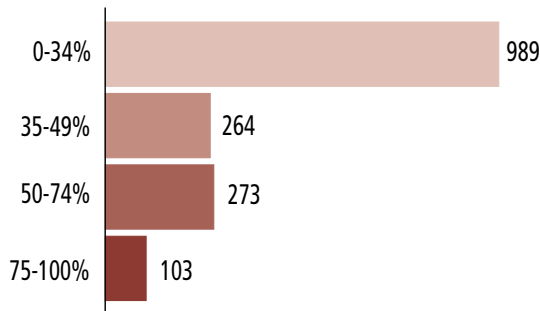
Race/ethnicity <small>(CCD)</small>	1993-94	2001-02
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	2	3
Black	5	6
Hispanic	17	23
White	74	67
Other	—	—

Students with disabilities <small>(OSEP)</small>	1993-94	2001-02
	9%	9%

Migratory students <small>(OME)</small>	1993-94	2001-02
	1%	4%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94	2000-01
	4%	8%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program<sup>†</sup> (CCD, 2001-02)



<sup>†</sup> 1 school did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Every child must gain a minimum of one academic year each year for math and reading.

### Expected School Improvement on Assessment

Not available.

### Title I Adequate Yearly Progress (AYP) for Schools

Reduce difference between base index and 100 by 7 percent annually (reading, math).

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	235	312	547
Schools meeting AYP goal	43%	57%	100%
Schools in need of improvement	38%	62%	85%
	59	25	84
	70%	30%	15%

### Title I allocation

\$89,132,150

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	37%	26%
Basic level and above	70	78

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	34%	35%
Basic level and above	77	74

## Student Achievement 2001-02

Assessment Colorado Student Assessment Program.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	1%	13%	24%	55%	6%
Title I Schools	2	24	33	39	2
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	6	42	34	17	0
Students with Disabilities	4	47	28	20	1

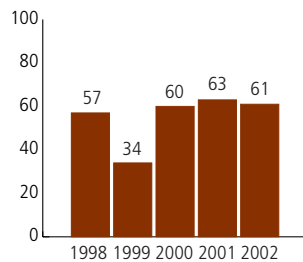
#### Grade 5

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	2%	12%	31%	35%	20%
Title I Schools	3	21	40	27	9
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	10	26	40	21	4
Students with Disabilities	10	35	35	14	3

##### Student Achievement Trend

Reading 4th grade meets or exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	4%	11%	20%	57%	8%
Title I Schools	7	25	35	32	1
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	20	42	26	12	0
Students with Disabilities	11	43	28	17	1

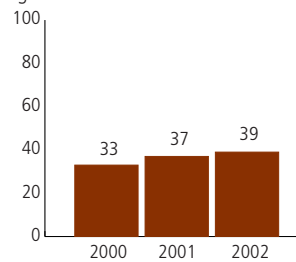
#### Grade 8

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	4%	26%	31%	26%	13%
Title I Schools	7	52	29	10	2
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	19	55	21	5	1
Students with Disabilities	10	64	18	6	1

##### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	4%	10%	21%	57%	8%
Title I Schools	9	21	32	36	2
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	26	28	30	15	1
Students with Disabilities	15	41	29	14	0

#### Grade 10

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	5%	31%	37%	24%	3%
Title I Schools	10	55	26	9	0
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	27	53	16	4	0
Students with Disabilities	14	67	15	3	0

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 n/a n/a

Postsecondary enrollment 1994-95 2000-01  
 52% 53%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$10,127

Number of districts (CCD, 2001-02) 166

Number of charter schools (CCD, 2001-02) 15

Number of public schools (CCD)		
	1993-94	2001-02
Elementary	624	661
Middle	177	194
High	135	178
Combined	11	39
Total	947	1,072

Number of FTE teachers (CCD)		
	1993-94	2001-02
Elementary	16,127	19,409
Middle School	7,409	9,706
High School	8,577	12,052
Combined	383	562
Total	32,496	41,729

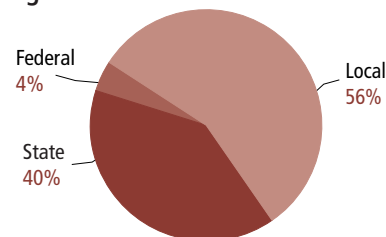
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	84%	71%
Math	84	62
Science	90	77
Social Studies	92	79

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)		
	1993-94	2001-02
Pre-K	6,216	11,050
K-8	352,360	398,967
9-12	127,655	160,211
Total (K-12)	480,015	559,178

Race/ethnicity (CCD)		
	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	3%
Black	13	14
Hispanic	11	14
White	73	69
Other	—	—

Students with disabilities (OSEP)		
	1993-94	2001-02
	12%	11%

Migratory students (OME)		
	1993-94	2001-02
	1%	1%

Students with limited English proficiency (ED/NCBE)		
	1993-94	2000-01
	4%	4%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)

Data Not Available.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
 Above 40 on 100 point performance index (three subjects) based on a two-year weighted average and two-year performance trend relative to the state average performance trend.

**Expected School Improvement on Assessment**  
 Sufficient progress (index above 40) within three years.

**Title I Adequate Yearly Progress (AYP) for Schools**  
 Same as statewide goal.

Title I 2001-02	Schoolwide Programs	Targeted Assistance	Total
(ED Consolidated Report, 2001-02)			
Number of schools	117	362	479
Schools meeting AYP goal	24%	76%	100%
Schools in need of improvement	n/a	n/a	n/a
	8*	n/a	n/a

Title I allocation \$92,252,956

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4	Grade 8
Proficient level and above	43%	37%
Basic level and above	74	77
<b>Math, 2003</b>		
Proficient level and above	41%	35%
Basic level and above	82	73

## Student Achievement 2001-02

Assessment

Connecticut Matery Test (Elementary and Middle School).  
Connecticut Academic Performance Test (High School).

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Below Basic		Proficient ↕		Goal
	Below Basic	Basic	Proficient	Goal	
All Schools	21%	10%	13%	56%	
Title I Schools	27	12	14	48	
Economically Disadvantaged Students	43	16	15	27	
Students with Limited English Proficiency	70	12	9	9	
Migratory Students	68	13	7	12	
Students with Disabilities	61	12	10	17	

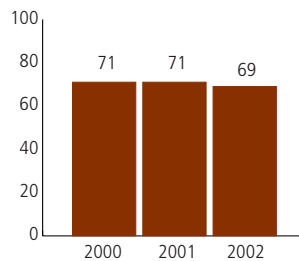
#### Grade 4

##### Mathematics

Students in:	Below Basic		Proficient ↕		Goal
	Below Basic	Basic	Proficient	Goal	
All Schools	10%	10%	20%	60%	
Title I Schools	12	12	23	54	
Economically Disadvantaged Students	21	18	27	34	
Students with Limited English Proficiency	34	21	22	23	
Migratory Students	39	17	25	20	
Students with Disabilities	34	19	22	25	

##### Student Achievement Trend

Reading 4th grade meets or exceeds Proficient



KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Below Basic		Proficient ↕		Goal
	Below Basic	Basic	Proficient	Goal	
All Schools	15%	7%	10%	68%	
Title I Schools	21	9	11	59	
Economically Disadvantaged Students	33	13	15	39	
Students with Limited English Proficiency	69	12	9	11	
Migratory Students	72	8	6	14	
Students with Disabilities	49	13	12	26	

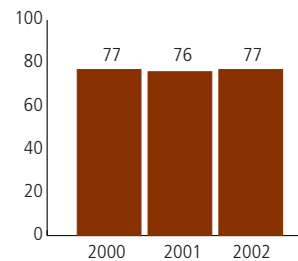
#### Grade 8

##### Mathematics

Students in:	Below Basic		Proficient ↕		Goal
	Below Basic	Basic	Proficient	Goal	
All Schools	11%	13%	21%	56%	
Title I Schools	14	16	22	48	
Economically Disadvantaged Students	25	24	25	26	
Students with Limited English Proficiency	48	22	16	14	
Migratory Students	54	21	14	11	
Students with Disabilities	41	22	20	16	

##### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Language Arts

Students in:	Below Basic		Proficient ↕		Goal
	Below Basic	Basic	Proficient	Goal	
All Schools	7%	14%	34%	45%	
Title I Schools	11	18	31	40	
Economically Disadvantaged Students	19	28	37	16	
Students with Limited English Proficiency	48	28	21	3	
Migratory Students	48	31	17	4	
Students with Disabilities	30	30	29	12	

#### Grade 10

##### Mathematics

Students in:	Below Basic		Proficient ↕		Goal
	Below Basic	Basic	Proficient	Goal	
All Schools	10%	13%	34%	44%	
Title I Schools	15	15	31	40	
Economically Disadvantaged Students	27	26	34	13	
Students with Limited English Proficiency	48	24	21	7	
Migratory Students	52	17	29	2	
Students with Disabilities	32	24	30	13	

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
5% 3%

Postsecondary enrollment 1994-95 2000-01  
59% 62%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$8,958

Number of districts (CCD, 2001-02) 19

Number of charter schools (CCD, 2001-02) 10

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	86	102
Middle	41	46
High	27	30
Combined	17	8
Total	171	186

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	2,429	3,133
Middle School	1,741	1,783
High School	1,452	2,153
Combined	280	62
Total	5,902	7,131

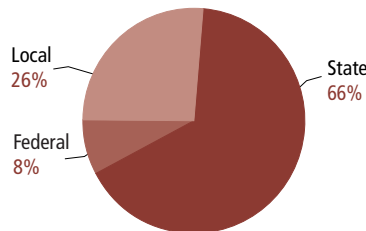
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	90%	61%
Math	#	74
Science	82	68
Social Studies	77	n/a

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	565	76,052	28,930	104,982
			34,229	114,903

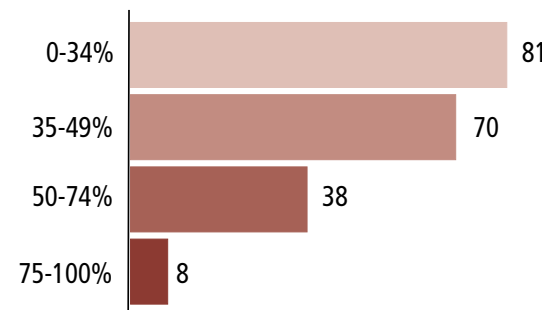
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	2%	2%		
Black	29	31		
Hispanic	3	7		
White	66	60		
Other	—	—		

Students with disabilities (OSEP)	1993-94		2001-02	
	11%	11%		

Migratory students (OME)	1993-94		2001-02	
	1%	1%		

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	1%	2%		

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Meet or exceed the Commendable rating (combines: absolute score, improvement score, and distributional or low achieving performance).

### Expected School Improvement on Assessment

Schools meet or exceed their absolute, improvement, and distributional targets in the next measurement cycle.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	36	70	106
Schools meeting AYP goal	34%	66%	100%
Schools in need of improvement	32%	68%	88%
	9	12	21
	43%	57%	20%

### Title I allocation

\$24,525,970

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	33%	31%
Basic level and above	71	77

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	31%	25%
Basic level and above	81	68

## Student Achievement 2001-02

Assessment Delaware Student Testing Program.

State Definition of Proficient Meets the standard—very good performance.

### Elementary School

#### Grade 3

##### Reading

Students in:	Well		Proficient ⇄		Distinguished
	Below	Below	Meets	Exceeds	
All Schools	9%	12%	51%	15%	14%
Title I Schools	14	18	54	9	6
Economically Disadvantaged Students	16	18	53	8	4
Students with Limited English Proficiency	13	14	58	10	5
Migratory Students					
Students with Disabilities	40	18	37	4	2

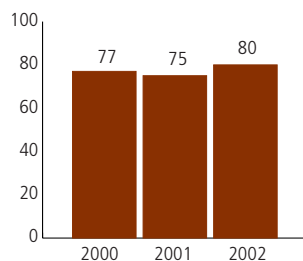
#### Grade 3

##### Mathematics

Students in:	Well		Proficient ⇄		Distinguished
	Below	Below	Meets	Exceeds	
All Schools	11%	17%	46%	19%	7%
Title I Schools	15	25	47	12	2
Economically Disadvantaged Students	19	24	45	10	2
Students with Limited English Proficiency	15	19	45	14	6
Migratory Students					
Students with Disabilities	38	25	31	6	1

##### Student Achievement Trend

Reading 3rd grade meets or exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Well		Proficient ⇄		Distinguished
	Below	Below	Meets	Exceeds	
All Schools	11%	17%	61%	7%	4%
Title I Schools	16	21	55	6	2
Economically Disadvantaged Students	21	25	50	3	1
Students with Limited English Proficiency	30	33	32	3	2
Migratory Students					
Students with Disabilities	49	29	22	0	0

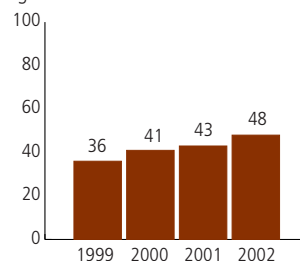
#### Grade 8

##### Mathematics

Students in:	Well		Proficient ⇄		Distinguished
	Below	Below	Meets	Exceeds	
All Schools	27%	25%	31%	8%	9%
Title I Schools	34	25	29	6	6
Economically Disadvantaged Students	44	29	22	3	2
Students with Limited English Proficiency	47	21	23	2	6
Migratory Students					
Students with Disabilities	73	19	7	1	0

##### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	Well		Proficient ⇄		Distinguished
	Below	Below	Meets	Exceeds	
All Schools	17%	17%	62%	3%	2%
Title I Schools	18	31	51	0	0
Economically Disadvantaged Students	33	23	43	1	0
Students with Limited English Proficiency	46	22	32	0	0
Migratory Students					
Students with Disabilities	69	18	14	0	0

#### Grade 10

##### Mathematics

Students in:	Well		Proficient ⇄		Distinguished
	Below	Below	Meets	Exceeds	
All Schools	30%	27%	26%	6%	11%
Title I Schools	34	42	22	2	1
Economically Disadvantaged Students	52	27	17	3	3
Students with Limited English Proficiency	54	19	17	1	9
Migratory Students					
Students with Disabilities	80	14	6	0	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 5% 4%

Postsecondary enrollment 1994-95 2000-01  
 65% 60%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$12,046

Number of districts (CCD, 2001-02) 1

Number of charter schools (CCD, 2001-02) 28

Number of public schools (CCD)		1993-94	2001-02
Elementary	111	116	
Middle	26	24	
High	18	29	
Combined	5	4	
Total	160	173	

Number of FTE teachers (CCD)		1993-94	2001-02
Elementary	2,297	3,083	
Middle School	905	690	
High School	977	930	
Combined	173	83	
Total	4,352	4,786	

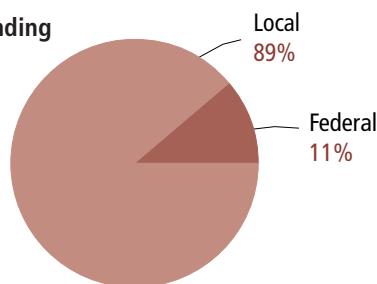
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	90%	68%
Math	82	87
Science	#	n/a
Social Studies	#	74

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94	2001-02
Pre-K	5,216	4,105
K-8	53,903	46,495
9-12	17,854	13,530
Total (K-12)	71,757	60,025

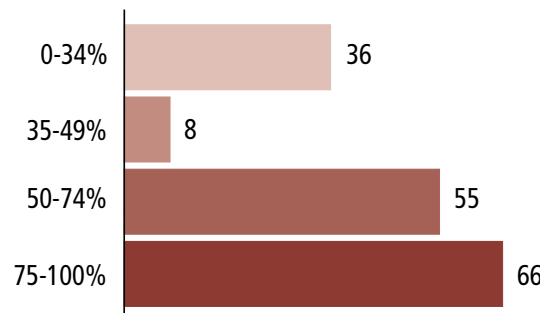
Race/ethnicity (CCD)	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	2%
Black	89	84
Hispanic	6	9
White	4	5
Other	—	—

Students with disabilities (OSEP)	1993-94	2001-02
	9%	15%

Migratory students (OME)	1993-94	2001-02
	*	2%

Students with limited English proficiency (ED/NCBE)	1993-94	2000-01
	6%	8%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 28 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Decrease by 2 percent students at Below Basic level; Increase by 2 percent students at Proficient level; Stable or increase performance at Advanced level.

### Expected School Improvement on Assessment

Move 10 percent from Below Basic, move 5 percent to Proficient, 5 percent to Advanced for reading and math (variations based on baseline data). Decrease secondary dropout rate by 10 percent. Achieve 93 percent attendance for elementary, 90 percent for middle and high schools.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as School Improvement Expectation.

Title I 2001-02	Schoolwide Programs	Targeted Assistance	Total
Number of schools	169	3	172
Schools meeting AYP goal	98%	2%	100%
Schools in need of improvement	134	0	134
	100%	—	78%
	14	0	14
	100%	—	8%

### Title I allocation

\$29,310,626

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	11%	10%
Basic level and above	32	47

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	7%	6%
Basic level and above	36	29



## Student Achievement 2001-02

Assessment Stanford Achievement Test, Version 9.

### State Definition of Proficient

Represents solid academic performance; students are prepared for this grade level.

### Elementary School

#### Grade 3-6\*\*

##### Reading

Students in:	Below/ Basic	Proficient ↕	Advanced
		Proficient	
All Schools	74%	20%	6%
Title I Schools	78	18	4
Economically Disadvantaged Students	78	18	4
Students with Limited English Proficiency	79	18	3
Migratory Students	83	16	1
Students with Disabilities	93	6	1

#### Grade 3-6\*\*

##### Mathematics

Students in:	Below/ Basic	Proficient ↕	Advanced
		Proficient	
All Schools	74%	19%	7%
Title I Schools	77	18	5
Economically Disadvantaged Students	77	18	5
Students with Limited English Proficiency	71	22	7
Migratory Students	81	17	2
Students with Disabilities	95	4	1

\*\*Data disaggregated by grade level not available.

KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 7-8\*\*

##### Reading

Students in:	Below/ Basic	Proficient ↕	Advanced
		Proficient	
All Schools	79%	19%	2%
Title I Schools	82	17	1
Economically Disadvantaged Students	82	17	1
Students with Limited English Proficiency	86	13	1
Migratory Students	66	31	3
Students with Disabilities	96	4	*

#### Grade 7-8\*\*

##### Mathematics

Students in:	Below/ Basic	Proficient ↕	Advanced
		Proficient	
All Schools	89%	9%	2%
Title I Schools	93	6	1
Economically Disadvantaged Students	93	6	1
Students with Limited English Proficiency	88	10	2
Migratory Students	85	11	4
Students with Disabilities	99	1	*

### High School

#### Grade 9-11\*\*

##### Reading

Students in:	Below/ Basic	Proficient ↕	Advanced
		Proficient	
All Schools	88%	10%	2%
Title I Schools	90	9	1
Economically Disadvantaged Students	90	9	1
Students with Limited English Proficiency	97	3	*
Migratory Students	88	10	2
Students with Disabilities	98	2	*

#### Grade 9-11\*\*

##### Mathematics

Students in:	Below/ Basic	Proficient ↕	Advanced
		Proficient	
All Schools	93%	6%	1%
Title I Schools	94	5	1
Economically Disadvantaged Students	94	5	1
Students with Limited English Proficiency	93	6	1
Migratory Students	95	5	0
Students with Disabilities	99	1	*

### High School Indicators

High school dropout rate (CCD, event)	1993-94 10%	2000-01 n/a
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Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 71%	2000-01 48%
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## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01)	\$6,170
Number of districts (CCD, 2001-02)	67
Number of charter schools (CCD, 2001-02)	187

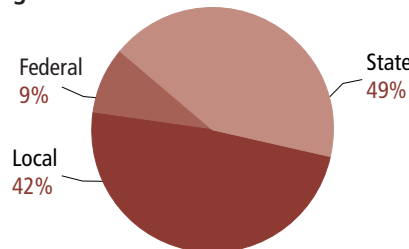
Number of public schools (CCD)	1993-94	2001-02
Elementary	1,472	1,773
Middle	384	491
High	264	409
Combined	218	632
Total	2,338	3,305

Number of FTE teachers (CCD)	1993-94	2001-02
Elementary	55,831	67,664
Middle School	19,248	26,159
High School	20,873	32,386
Combined	8,507	9,458
Total	104,459	135,667

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	83%	86%
Math	76	67
Science	52	69
Social Studies	86	96

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94	2001-02
Pre-K	34,793	57,038
K-8	1,480,401	1,740,376
9-12	525,569	703,064
Total (K-12)	2,005,970	2,443,440

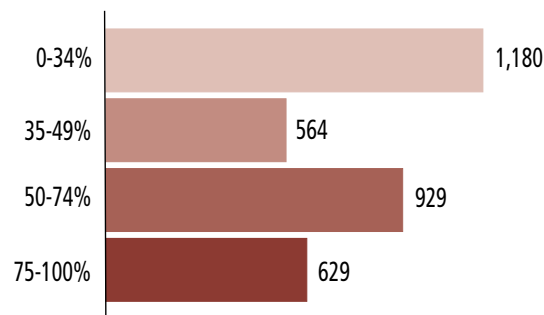
Race/ethnicity (CCD)	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	2%
Black	25	25
Hispanic	14	20
White	60	52
Other	—	—

Students with disabilities (OSEP)	1993-94	2001-02
	12%	13%

Migratory students (OME)	1993-94	2001-02
	2%	3%

Students with limited English proficiency (ED/NCBE)	1993-94	2000-01
	6%	11%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 12 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Under the A+ Plan: For C grade: 60 percent of students at Level 2 (FCAT reading, math); Writing: 50 percent at Level 3 for elementary, 67 percent for middle school, 75 percent for high school.

### Expected School Improvement on Assessment

Attain grade A/B: increase by 2 percent the number of students at Level 3 (FCAT).

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: High School: more than 85 percent pass language arts, 80 percent pass math, 67 percent pass writing. Middle School: more than 40 percent over 50th percentile. Elementary school: more than 33 percent over 50th percentile.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,110	110	1,220
Schools meeting AYP goal	91%	9%	100%
Schools in need of improvement	91%	9%	83%
	0	0	0

### Title I allocation

\$448,602,730

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	26%
Basic level and above	63	67

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	31%	23%
Basic level and above	76	61

## Student Achievement 2001-02

Assessment Florida Comprehensive Assessment Test.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	30%	15%	28%	21%	6%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

#### Grade 4

##### Mathematics

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	26%	24%	32%	15%	4%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	29%	26%	28%	14%	3%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

#### Grade 8

##### Mathematics

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	25%	22%	31%	14%	8%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

### High School

#### Grade 10

##### Reading

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	32%	33%	21%	8%	7%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

#### Grade 10

##### Mathematics

Students in:	Proficient ⇄				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	19%	21%	25%	27%	8%
Title I Schools					
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

### High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 4%
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Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 49%	2000-01 56%
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KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,929
Number of districts <small>(CCD, 2001-02)</small>	180
Number of charter schools <small>(CCD, 2001-02)</small>	40

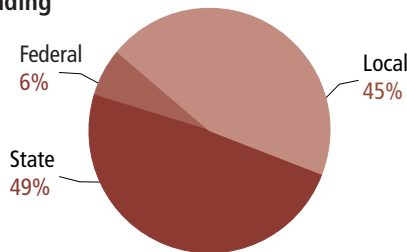
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,085	1,192
Middle	309	410
High	277	323
Combined	67	40
Total	1,738	1,965

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	38,541	44,971
Middle School	15,534	21,664
High School	17,770	22,646
Combined	8,842	1,526
Total	80,687	90,807

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	82%	64%
Math	82	69
Science	68	70
Social Studies	90	88

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	5,534	904,891	324,879	1,229,770
	33,310	1,041,885	395,439	1,437,324

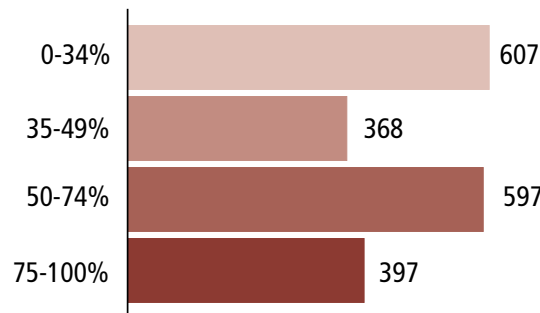
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	1%	2%		
Black	37	38		
Hispanic	2	5		
White	60	54		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	9%	10%		

Migratory students <small>(OME)</small>	1993-94		2001-02	
	1%	2%		

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	1%	5%		

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Use of letter grades A-F scale with test scores.

### Expected School Improvement on Assessment

Under development.

### Title I Adequate Yearly Progress (AYP) for Schools

Reduce by 5 percent the number of students Not Meeting Standard.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	766	295	1,061
Schools meeting AYP goal	72%	28%	100%
Schools in need of improvement	73%	27%	43%
	429	171	600
	72%	29%	57%

### Title I allocation

\$274,718,009

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	26%	27%
Basic level and above	58	70

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	26%	21%
Basic level and above	71	59

## Student Achievement 2001-02

### Assessment

Elementary, Middle School: Criterion-Referenced Competency Tests.  
High School: Georgia High School Graduation Tests.

### State Definition of Proficient

Grades 4 and 8: Scores at least 300. Grade 11: Score of at least 500.

### Elementary School

#### Grade 4

##### Reading

Students in:	Did Not Meet Standard	Proficient $\Rightarrow$ Met Standard	Exceeded Standard
All Schools	23%	62%	15%
Title I Schools	26	45	29
Economically Disadvantaged Students			
Students with Limited English Proficiency	44	40	15
Migratory Students	44	41	15
Students with Disabilities	51	34	15

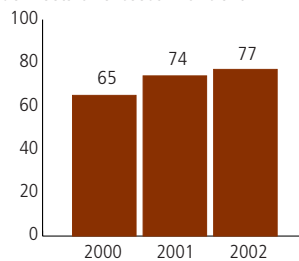
#### Grade 4

##### Mathematics

Students in:	Did Not Meet Standard	Proficient $\Rightarrow$ Met Standard	Exceeded Standard
All Schools	34%	53%	13%
Title I Schools	43	49	8
Economically Disadvantaged Students			
Students with Limited English Proficiency	53	40	7
Migratory Students	53	44	3
Students with Disabilities	65	30	5

#### Student Achievement Trend

Reading 4th grade meets or exceeds Proficient



KEY:	Meaning
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Did Not Meet Standard	Proficient $\Rightarrow$ Met Standard	Exceeded Standard
All Schools	20%	37%	43%
Title I Schools	26	42	32
Economically Disadvantaged Students			
Students with Limited English Proficiency	46	35	19
Migratory Students	52	33	15
Students with Disabilities	60	29	11

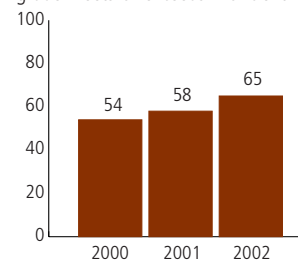
#### Grade 8

##### Mathematics

Students in:	Did Not Meet Standard	Proficient $\Rightarrow$ Met Standard	Exceeded Standard
All Schools	34%	50%	15%
Title I Schools	45	46	9
Economically Disadvantaged Students			
Students with Limited English Proficiency	55	36	9
Migratory Students	59	37	4
Students with Disabilities	77	20	3

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 11

##### English/Language Arts

Students in:	Fail	Proficient $\Rightarrow$ Pass	Pass Plus
All Schools	5%	38%	57%
Title I Schools			
Economically Disadvantaged Students			
Students with Limited English Proficiency	31	47	22
Migratory Students			
Students with Disabilities	26	53	21

#### Grade 11

##### Mathematics

Students in:	Fail	Proficient $\Rightarrow$ Pass	Pass Plus
All Schools	9%	40%	51%
Title I Schools			
Economically Disadvantaged Students			
Students with Limited English Proficiency	19	44	37
Migratory Students			
Students with Disabilities	41	44	16

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	9%	7%

Postsecondary enrollment	1994-95	2000-01
	59%	60%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01)	\$6,596
Number of districts (CCD, 2001-02)	1
Number of charter schools (CCD, 2001-02)	22

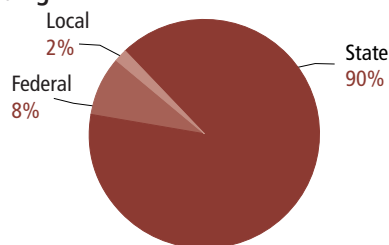
Number of public schools (CCD)	1993-94	2001-02
Elementary	168	180
Middle	28	37
High	32	42
Combined	10	17
Total	238	276

Number of FTE teachers (CCD)	1993-94	2001-02
Elementary	5,632	5,798
Middle School	1,322	1,770
High School	2,805	3,044
Combined	354	236
Total	10,113	10,848

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	81%	81%
Math	69	76
Science	74	87
Social Studies	86	62

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)		1993-94	2001-02
Pre-K		552	917
K-8		131,051	130,902
9-12		48,728	52,613
Total (K-12)		179,779	213,515

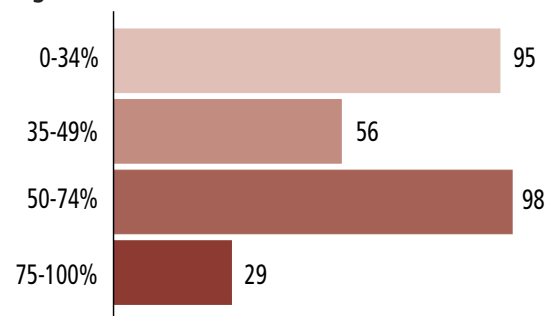
Race/ethnicity (CCD)	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	68%	72%
Black	3	2
Hispanic	5	5
White	24	20
Other	—	—

Students with disabilities (OSEP)	1993-94	2001-02
	7%	11%

Migratory students (OME)	1993-94	2001-02
	—	1%

Students with limited English proficiency (ED/NCBE)	1993-94	2000-01
	6%	7%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 1 school did not report.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
Under development.

**Expected School Improvement on Assessment**  
No information available.

### Title I Adequate Yearly Progress (AYP) for Schools

SAT-9 Reading and Math: 75 percent at stanine 5-9, or 2 percent gain; Attendance 95 percent or 2 percent gain.

Title I 2001-02 (ED Consolidated Report, 2001-02)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	124	3	127
Schools meeting AYP goal	98%	2%	100%
Schools in need of improvement	14	0	14
	100%	—	11%
	85	0	85
	100%	—	67%

**Title I allocation** \$28,502,388

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	21%	22%
Basic level and above	53	61

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	24%	16%
Basic level and above	69	55

## Student Achievement 2001-02

Assessment Hawaii Content and Performance Standards II.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 3

##### Reading

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools	20%	19%	39%	22%
Title I Schools	26	23	37	14
Economically Disadvantaged Students	28	24	36	12
Students with Limited English Proficiency Migratory Students	36	28	29	6
Students with Disabilities	59	18	17	6

#### Grade 3

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools	17%	17%	36%	29%
Title I Schools	24	20	34	21
Economically Disadvantaged Students	26	21	35	18
Students with Limited English Proficiency Migratory Students	34	25	28	13
Students with Disabilities	52	19	21	8

### Middle School

#### Grade 8

##### Reading

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools	26%	20%	32%	22%
Title I Schools	34	23	28	15
Economically Disadvantaged Students	38	23	27	12
Students with Limited English Proficiency Migratory Students	66	19	12	3
Students with Disabilities	68	19	9	3

#### Grade 8

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools	28%	19%	34%	18%
Title I Schools	35	21	31	13
Economically Disadvantaged Students	39	22	30	10
Students with Limited English Proficiency Migratory Students	56	18	19	7
Students with Disabilities	66	21	11	2

### High School

#### Grade 10

##### Reading

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools	33%	24%	37%	7%
Title I Schools	47	25	25	2
Economically Disadvantaged Students	47	25	26	3
Students with Limited English Proficiency Migratory Students	74	13	12	2
Students with Disabilities	76	11	13	0

#### Grade 10

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools	30%	22%	30%	19%
Title I Schools	42	27	26	6
Economically Disadvantaged Students	39	25	26	10
Students with Limited English Proficiency Migratory Students	54	18	17	11
Students with Disabilities	62	24	12	2

### High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 6%
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Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 62%	2000-01 60%
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KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$5,725

Number of districts (CCD, 2001-02) 115

Number of charter schools (CCD, 2001-02) 10

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	329	343
Middle	99	110
High	114	166
Combined	15	30
Total	557	649

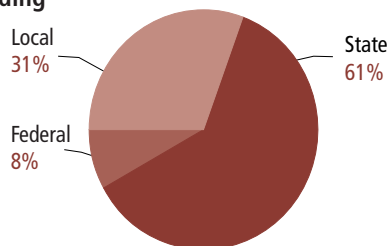
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	5,721	6,352
Middle School	2,659	2,950
High School	3,205	4,005
Combined	164	371
Total	11,750	13,678

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	69%	57%
Math	46	49
Science	77	75
Social Studies	73	66

### Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	1,389	164,828	69,287	234,115
			74,996	243,951

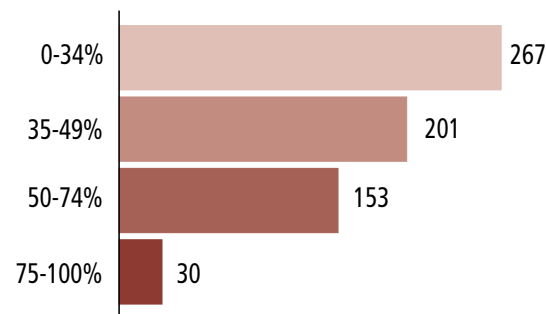
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	1%		1%	
Asian/Pacific Islander	1		1	
Black	*		1	
Hispanic	5		11	
White	93		85	
Other	—		—	

Students with disabilities (OSEP)	1993-94		2001-02	
	8%		10%	

Migratory students (OME)	1993-94		2001-02	
	5%		6%	

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	3%		9%	

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 3 schools did not report.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
None.

**Expected School Improvement on Assessment**  
None.

**Title I Adequate Yearly Progress (AYP) for Schools**  
Combined scores on assessments, performance tests (math, writing), local measures.

Title I 2001-02 (ED Consolidated Report, 2001-02)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	91	316	407
Schools meeting AYP goal	22%	78%	100%
Schools in need of improvement	81	247	328
	25%	75%	81%
	10	69	79
	13%	87%	19%

**Title I allocation** \$32,834,713

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4		Grade 8	
	Proficient level and above	Basic level and above	Proficient level and above	Basic level and above
	30%	64	32%	76
Math, 2003	Grade 4		Grade 8	
	Proficient level and above	Basic level and above	Proficient level and above	Basic level and above
	30%	79	28%	72



## Student Achievement 2001-02

Assessment Iowa Tests of Basic Skills, Tests of Achievement & Proficiency.

State Definition of Proficient Definiton not available for the 2001-02 school year.

### Elementary School

#### Grade 4

##### Reading

Students in:	Novice	Partially Proficient	Proficient	
			Proficient	Advanced Proficient
All Schools				
Title I Schools	6%	20%	38%	36%
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 4

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient	
			Proficient	Advanced Proficient
All Schools				
Title I Schools	4%	26%	41%	29%
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### Middle School

#### Grade 8

##### Reading

Students in:	Novice	Partially Proficient	Proficient	
			Proficient	Advanced Proficient
All Schools				
Title I Schools	5%	27%	41%	27%
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 8

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient	
			Proficient	Advanced Proficient
All Schools				
Title I Schools	4%	32%	41%	23%
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School

#### Grade 10

##### Reading

Students in:	Novice	Partially Proficient	Proficient	
			Proficient	Advanced Proficient
All Schools				
Title I Schools	13%	29%	33%	25%
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 10

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient	
			Proficient	Advanced Proficient
All Schools				
Title I Schools	11%	29%	35%	25%
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event)	1993-94 9%	2000-01 6%
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Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 48%	2000-01 45%
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KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$7,643

Number of districts (CCD, 2001-02) 895

Number of charter schools (CCD, 2001-02) 23

Number of public schools (CCD)	1993-94	2001-02
Elementary	2,616	2,634
Middle	707	729
High	641	756
Combined	27	135
Total	3,991	4,254

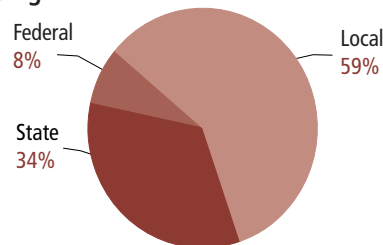
Number of FTE teachers (CCD)	1993-94	2001-02
Elementary	56,172	65,509
Middle School	17,322	21,600
High School	29,424	35,560
Combined	956	2,113
Total	103,874	124,782

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	89%	70%
Math	82	65
Science	77	93
Social Studies	80	90

## Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)		1993-94	2001-02
Pre-K		42,359	57,550
K-8		1,259,394	1,423,829
9-12		503,024	585,396
Total (K-12)		1,762,418	2,009,225

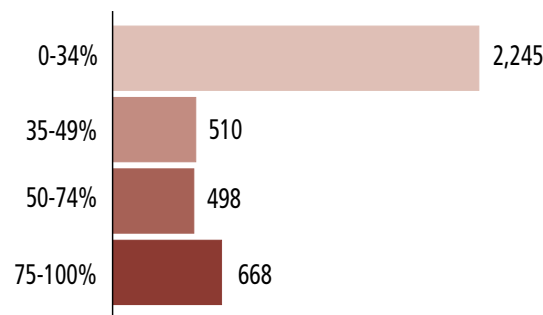
Race/ethnicity (CCD)	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	3%	3%
Black	21	21
Hispanic	11	16
White	65	59
Other	—	—

Students with disabilities (OSEP)	1993-94	2001-02
	11%	12%

Migratory students (OME)	1993-94	2001-02
	*	*

Students with limited English proficiency (ED/NCBE)	1993-94	2000-01
	5%	7%

## All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 371 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

All student scores above the 50th percentile level for a school composite score.

### Expected School Improvement on Assessment

Gains to meet 50th percentile in five years; currently working on changing the definition to meet the AYP requirements of NCLB.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual gain to 90 percent proficient by 2007.

## Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	984	1,424	2,408
Schools meeting AYP goal	41%	59%	100%
Schools in need of improvement	20%	80%	66%
	484	22	506
	96%	4%	21%

## Title I allocation

\$380,502,220

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	31%	34%
Basic level and above	61	76

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	29%
Basic level and above	74	66

## Student Achievement 2001-02

Assessment Illinois Standards Achievement Test.

State Definition of Proficient Meets Standards.

### Elementary School

#### Grade 3

##### Reading

Students in:	Academic Warning	Below Standards	Proficient ⇄	
			Meets Standards	Exceeds Standards
All Schools	7%	31%	44%	19%
Title I Schools	8	35	42	15
Economically Disadvantaged Students	13	47	34	6
Students with Limited English Proficiency	16	47	32	6
Migratory Students	10	29	39	22
Students with Disabilities	21	47	26	6

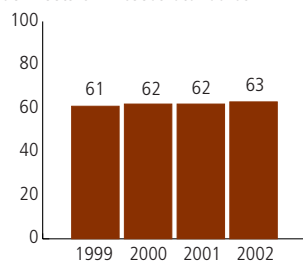
#### Grade 3

##### Mathematics

Students in:	Academic Warning	Below Standards	Proficient ⇄	
			Meets Standards	Exceeds Standards
All Schools	7%	19%	44%	30%
Title I Schools	9	22	44	25
Economically Disadvantaged Students	15	31	42	12
Students with Limited English Proficiency	12	28	45	15
Migratory Students	7	18	37	39
Students with Disabilities	19	29	39	13

##### Student Achievement Trend

Reading 3rd grade Meets or Exceeds Standards



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Academic Warning	Below Standards	Proficient ⇄	
			Meets Standards	Exceeds Standards
All Schools	1%	31%	58%	10%
Title I Schools	1	33	49	17
Economically Disadvantaged Students	2	48	47	3
Students with Limited English Proficiency	4	72	24	1
Migratory Students	0	57	36	7
Students with Disabilities	6	68	25	1

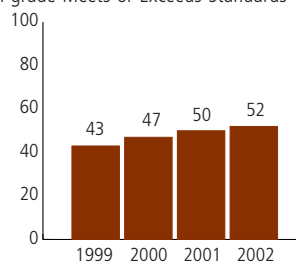
#### Grade 8

##### Mathematics

Students in:	Academic Warning	Below Standards	Proficient ⇄	
			Meets Standards	Exceeds Standards
All Schools	7%	40%	37%	15%
Title I Schools	5	47	41	7
Economically Disadvantaged Students	13	58	25	4
Students with Limited English Proficiency	19	62	15	4
Migratory Students	9	54	32	5
Students with Disabilities	32	54	12	2

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standards



### High School

#### Grade 11

##### Reading

Students in:	Academic Warning	Below Standards	Proficient ⇄	
			Meets Standards	Exceeds Standards
All Schools	8%	34%	45%	13%
Title I Schools	10	38	41	11
Economically Disadvantaged Students	17	51	30	3
Students with Limited English Proficiency	17	47	31	4
Migratory Students	33	43	21	3
Students with Disabilities	36	45	16	3

#### Grade 11

##### Mathematics

Students in:	Academic Warning	Below Standards	Proficient ⇄	
			Meets Standards	Exceeds Standards
All Schools	10%	36%	45%	8%
Title I Schools	14	40	39	7
Economically Disadvantaged Students	24	53	23	1
Students with Limited English Proficiency	17	47	31	4
Migratory Students	25	46	29	0
Students with Disabilities	42	43	14	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 7% 6%

Postsecondary enrollment 1994-95 2000-01  
 64% 60%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$7,630

Number of districts (CCD, 2001-02) 295

Number of charter schools (CCD, 2001-02) 0

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	1,178	1,160
Middle	291	326
High	340	343
Combined	28	59
Total	1,837	1,888

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	25,645	28,073
Middle School	9,848	11,347
High School	15,889	16,247
Combined	974	1,795
Total	52,356	57,462

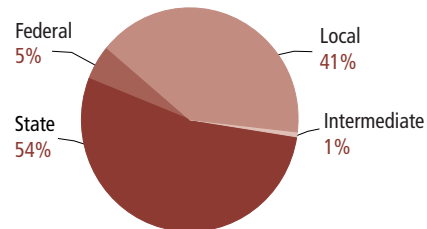
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	76%	87%
Math	81	72
Science	78	77
Social Studies	89	79

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	3,971	669,997	282,214	952,211
	6,170	702,563	282,529	985,092

Race/ethnicity (CCD)	1993-94		2001-02	
		%		%
American Indian/Alaskan Natives	*		*	
Asian/Pacific Islander	1%		1%	
Black	11		12	
Hispanic	2		4	
White	86		83	
Other	—		—	

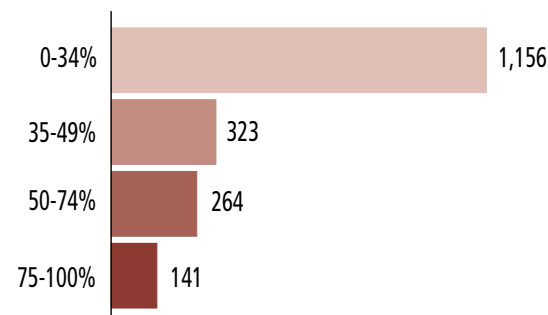
Students with disabilities (OSEP)	1993-94		2001-02	
	%		%	
	11%		13%	

Migratory students (OME)	1993-94		2001-02	
	%		%	
	1%		2%	

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	%		%	
	1%		2%	

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program†

(CCD, 2001-02)



† 7 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Sixty-six percent meet standard for math, language arts. Accreditation by state.

### Expected School Improvement on Assessment

Gain 5 percent of students meeting standard per year.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	168	640	808
Schools meeting AYP goal	21%	79%	100%
Schools in need of improvement	17%	83%	79%
	62	111	173
	36%	64%	21%

### Title I allocation

\$141,330,341

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	33%	33%
Basic level and above	66	77

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	35%	29%
Basic level and above	82	72

## Student Achievement 2001-02

**Assessment** Indiana Statewide Testing for Educational Progress Plus.

**State Definition of Proficient** Student demonstrates mastery of standards.

### Elementary School

#### Grade 3

##### Language Arts

Students in:	Did Not Pass	Pass
All Schools	34%	66%
Title I Schools	37	63
Economically Disadvantaged Students	49	51
Students with Limited English Proficiency	58	42
Migratory Students		
Students with Disabilities	68	33

#### Grade 3

##### Mathematics

Students in:	Did Not Pass	Pass
All Schools	30%	70%
Title I Schools	32	68
Economically Disadvantaged Students	42	58
Students with Limited English Proficiency	49	51
Migratory Students		
Students with Disabilities	58	42

### Middle School

#### Grade 8

##### Language Arts

Students in:	Did Not Pass	Pass
All Schools	32%	68%
Title I Schools	43	57
Economically Disadvantaged Students	51	49
Students with Limited English Proficiency	71	29
Migratory Students		
Students with Disabilities	82	18

#### Grade 8

##### Mathematics

Students in:	Did Not Pass	Pass
All Schools	34%	66%
Title I Schools	46	54
Economically Disadvantaged Students	55	45
Students with Limited English Proficiency	66	34
Migratory Students		
Students with Disabilities	78	22

### High School

#### Grade 10

##### Language Arts

Students in:	Did Not Pass	Pass
All Schools	32%	68%
Title I Schools	60	40
Economically Disadvantaged Students	55	46
Students with Limited English Proficiency	72	28
Migratory Students		
Students with Disabilities	81	19

#### Grade 10

##### Mathematics

Students in:	Did Not Pass	Pass
All Schools	35%	65%
Title I Schools	34	66
Economically Disadvantaged Students	55	42
Students with Limited English Proficiency	67	33
Migratory Students		
Students with Disabilities	76	24

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	n/a	n/a

Postsecondary enrollment	1994-95	2000-01
	55%	60%

(NCES, High school graduates enrolled in college)

KEY:	
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,930

Number of districts (CCD, 2001-02) 374

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	861	811
Middle	289	295
High	357	363
Combined	21	38
Total	1,528	1,507

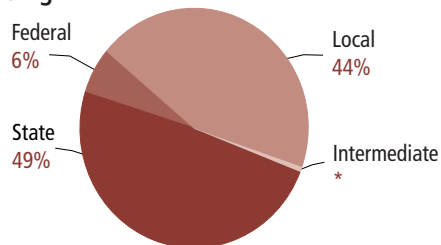
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	14,649	16,436
Middle School	6,521	7,349
High School	10,389	11,399
Combined	529	773
Total	32,088	35,957

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	80%	70%
Math	74	73
Science	86	89
Social Studies	81	80

## Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	5,430	333,743	142,601	476,344
			153,856	475,409

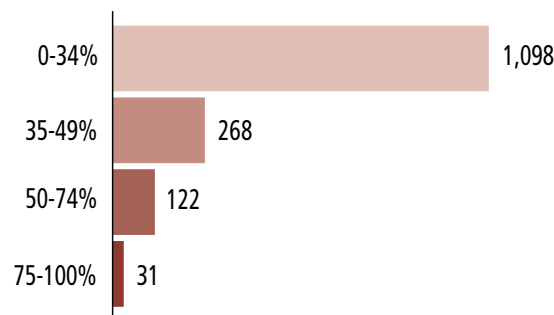
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*	1%		
Asian/Pacific Islander	2%	2		
Black	3	4		
Hispanic	2	4		
White	93	90		
Other	—	—		

Students with disabilities (OSEP)	1993-94		2001-02	
	11%	13%		

Migratory students (OME)	1993-94		2001-02	
	*	2%		

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	1%	2%		

## All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Goals established locally.

### Expected School Improvement on Assessment

Districts set targets.

### Title I Adequate Yearly Progress (AYP) for Schools

Same for all schools.

## Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	136	629	765
Schools meeting AYP goal	18%	82%	100%
Schools in need of improvement	17%	83%	97%
	12	14	26
	46%	54%	3%

## Title I allocation

\$59,828,475

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	35%	36%
Basic level and above	71	80

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	35%	33%
Basic level and above	83	76

## Student Achievement 2000-02

**Assessment** Iowa Tests of Basic Skills (Elementary, Middle School).  
Iowa Tests of Educational Development ((High School).  
See Appendix A.

### State Definition of Proficient

### Elementary School

#### Grade 4

##### Reading

Students in:	Partially Proficient	Proficient ⇨ Proficient/Advanced
	All Schools	31%
Title I Schools		
Economically Disadvantaged Students	48	52
Students with Limited English Proficiency		
Migratory Students	62	38
Students with Disabilities	68	32
High Poverty Schools	72	29

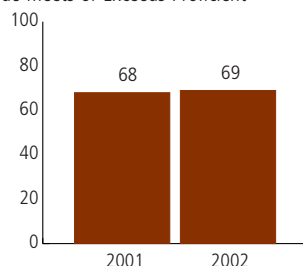
#### Grade 4

##### Mathematics

Students in:	Partially Proficient	Proficient ⇨ Proficient/Advanced
	All Schools	28%
Title I Schools		
Economically Disadvantaged Students	44	56
Students with Limited English Proficiency		
Migratory Students	54	46
Students with Disabilities	60	40
High Poverty Schools	63	37

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



**KEY:** \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Partially Proficient	Proficient ⇨ Proficient/Advanced
	All Schools	31%
Title I Schools		
Economically Disadvantaged Students	51	49
Students with Limited English Proficiency		
Migratory Students	62	38
Students with Disabilities	73	27
High Poverty Schools	75	25

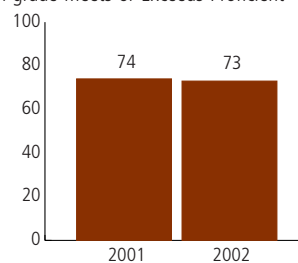
#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ⇨ Proficient/Advanced
	All Schools	27%
Title I Schools		
Economically Disadvantaged Students	48	52
Students with Limited English Proficiency		
Migratory Students	59	42
Students with Disabilities	67	33
High Poverty Schools	73	27

#### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 11

##### Reading

Students in:	Partially Proficient	Proficient ⇨ Proficient/Advanced
	All Schools	23%
Title I Schools		
Economically Disadvantaged Students	39	61
Students with Limited English Proficiency		
Migratory Students	67	33
Students with Disabilities	67	33
High Poverty Schools	72	28

#### Grade 11

##### Mathematics

Students in:	Partially Proficient	Proficient ⇨ Proficient/Advanced
	All Schools	19%
Title I Schools		
Economically Disadvantaged Students	34	66
Students with Limited English Proficiency		
Migratory Students	53	48
Students with Disabilities	56	45
High Poverty Schools	61	39

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
3% 3%

Postsecondary enrollment 1994-95 2000-01  
64% 65%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,925
Number of districts <small>(CCD, 2001-02)</small>	304
Number of charter schools <small>(CCD, 2001-02)</small>	10

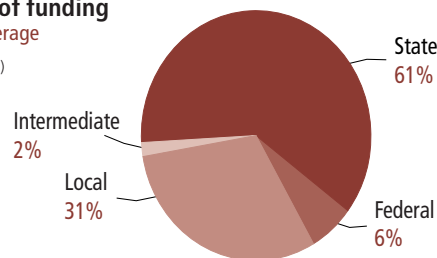
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	866	812
Middle	235	251
High	351	357
Combined	1	2
Total	1,453	1,422

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	14,842	15,717
Middle School	5,691	6,496
High School	9,146	10,500
Combined	23	68
Total	29,702	32,781

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	63%	66%
Math	63	58
Science	78	73
Social Studies	73	71

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	2,432	324,914	127,081	451,995
				452,050

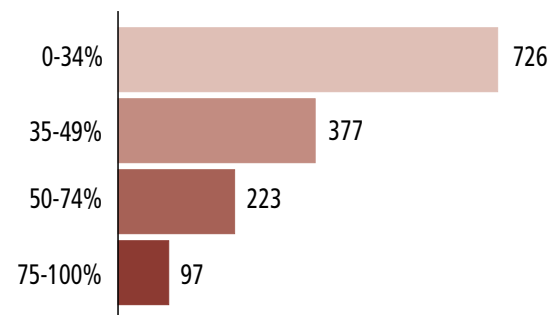
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	1%		1%	
Asian/Pacific Islander	2		2	
Black	8		9	
Hispanic	5		10	
White	84		78	
Other	—		—	

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	9%		11%	

Migratory students <small>(OME)</small>	1993-94		2001-02	
	3%		6%	

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	2%		3%	

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Reading: Greater than 87 percent students proficient;  
 Math: greater than 60 percent proficient; Science: grade 4 greater than 76 percent proficient; grade 7 greater than 68 percent proficient; grade 10 greater than 61 percent proficient; Social Studies: grade 6 greater than 64 percent proficient; grades 8, 11 greater than 67 percent proficient.

### Expected School Improvement on Assessment

Annual gain toward proficiency.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	214	456	670
Schools meeting AYP goal	32%	68%	100%
Schools in need of improvement	26%	74%	82%
	69	49	118
	58%	42%	18%

### Title I allocation

\$75,850,056

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	35%
Basic level and above	66	77

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	42%	34%
Basic level and above	86	76



## Student Achievement 2001-02

Assessment Kansas Math and Reading Assessment.

State Definition of Proficient

Reading: Grades 5, 8, 11: at least 87 percent.  
Math: Grades 4, 7, 10: at least 60 percent.

### Elementary School

#### Grade 5

##### Reading

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	13%	25%	23%	25%	15%
Title I Schools					
Economically Disadvantaged Students	22	31	22	17	7
Students with Limited English Proficiency					
Migratory Students	27	32	19	14	7
Students with Disabilities	29	37	18	12	4
Students with Disabilities	35	29	17	13	7

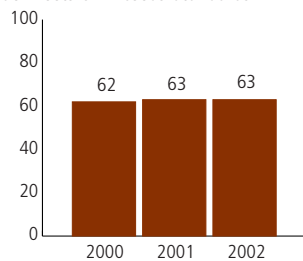
#### Grade 4

##### Mathematics

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	12%	22%	22%	27%	18%
Title I Schools					
Economically Disadvantaged Students	20	29	22	21	9
Students with Limited English Proficiency					
Migratory Students	27	33	21	14	6
Students with Disabilities	25	31	22	17	6
Students with Disabilities	23	30	21	18	9

##### Student Achievement Trend

Reading 5th grade Meets or Exceeds Standards



KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	12%	22%	29%	29%	9%
Title I Schools					
Economically Disadvantaged Students	21	30	29	18	4
Students with Limited English Proficiency					
Migratory Students	28	31	20	16	5
Students with Disabilities	27	34	25	12	2
Students with Disabilities	39	30	18	10	3

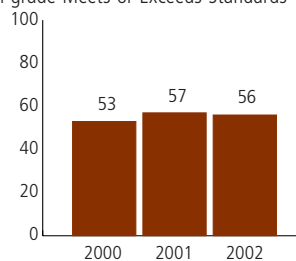
#### Grade 7

##### Mathematics

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	21%	23%	21%	21%	14%
Title I Schools					
Economically Disadvantaged Students	37	28	18	12	5
Students with Limited English Proficiency					
Migratory Students	57	24	10	6	3
Students with Disabilities	57	24	13	5	2
Students with Disabilities	46	25	15	9	5

##### Student Achievement Trend

Mathematics 7th grade Meets or Exceeds Standards



### High School

#### Grade 11

##### Reading

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	17%	27%	24%	21%	10%
Title I Schools					
Economically Disadvantaged Students	31	33	20	12	4
Students with Limited English Proficiency					
Migratory Students	45	25	12	12	5
Students with Disabilities	41	33	13	10	4
Students with Disabilities	54	27	10	6	3

#### Grade 10

##### Mathematics

Students in:	Proficient ⇨				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	28%	28%	19%	12%	13%
Title I Schools					
Economically Disadvantaged Students	46	30	14	6	5
Students with Limited English Proficiency					
Migratory Students	65	21	8	4	2
Students with Disabilities	63	28	7	3	0
Students with Disabilities	60	24	8	4	4

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
n/a 3%

Postsecondary enrollment 1994-95 2000-01  
57% 68%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,079

Number of districts (CCD, 2001-02) 176

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	814	776
Middle	222	230
High	251	291
Combined	11	75
Total	1,298	1,372

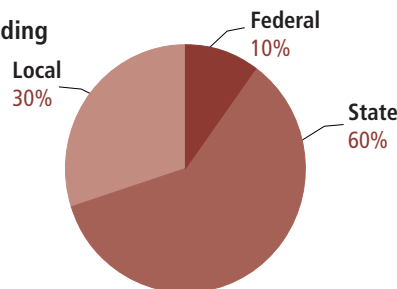
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	19,213	15,016
Middle School	7,580	7,727
High School	10,701	10,705
Combined	241	410
Total	37,735	33,858

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	63%	70%
Math	79	58
Science	55	65
Social Studies	80	70

### Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	15,732	442,834	184,356	627,190
	-	437,019	179,275	616,294

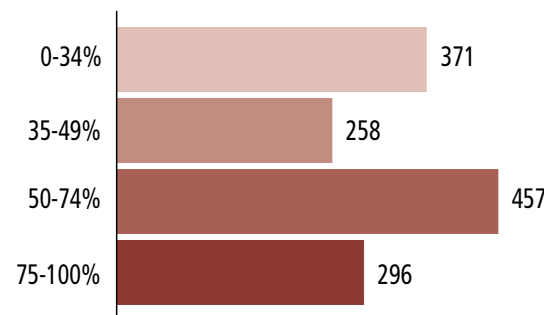
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	1%	1%		
Black	10	10		
Hispanic	*	1		
White	89	88		
Other	—	—		

Students with disabilities (OSEP)	1993-94		2001-02	
	10%	10%	12%	12%

Migratory students (OME)	1993-94		2001-02	
	3%	3%	3%	3%

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	*	*	1%	1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 5 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Score of 100 on 0-140 scale (seven content areas).

### Expected School Improvement on Assessment

Gain every two years toward 100 score by 2014.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	693	176	869
Schools meeting AYP goal	80%	20%	100%
Schools in need of improvement	78%	22%	88%
	97	9	106
	92%	8%	12%

### Title I allocation

\$147,129,251

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	31%	34%
Basic level and above	65	78

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	22%	24%
Basic level and above	77	66

## Student Achievement 2001-02

Assessment Kentucky Core Content Test.

State Definition of Proficient Score of 100 or above out of 140.

### Elementary School

#### Grade 4

##### Reading

Students in:	Novice	Apprentice	Proficient ⇨ Distinguished	
			Proficient	Distinguished
All Schools	15%	25%	54%	6%
Title I Schools	18	27	51	4
Economically Disadvantaged Students	22	30	45	3
Students with Limited English Proficiency	29	35	32	4
Migratory Students	22	32	44	1
Students with Disabilities	32	32	35	2

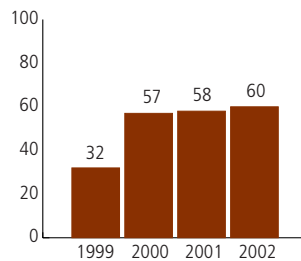
#### Grade 5

##### Mathematics

Students in:	Novice	Apprentice	Proficient ⇨ Distinguished	
			Proficient	Distinguished
All Schools	33%	31%	29%	7%
Title I Schools	38	32	25	5
Economically Disadvantaged Students	45	32	20	3
Students with Limited English Proficiency	43	30	24	3
Migratory Students	49	32	17	2
Students with Disabilities	63	23	12	2

##### Student Achievement Trend

Reading 4th grade Meets or Exceeds Standards



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### Reading

Students in:	Novice	Apprentice	Proficient ⇨ Distinguished	
			Proficient	Distinguished
All Schools	12%	32%	50%	6%
Title I Schools	15	35	45	5
Economically Disadvantaged Students	19	41	38	2
Students with Limited English Proficiency	31	41	26	2
Migratory Students	18	43	36	2
Students with Disabilities	42	42	15	0

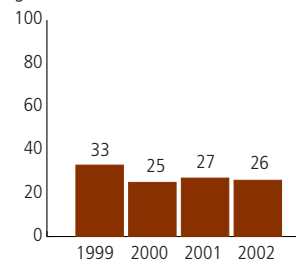
#### Grade 8

##### Mathematics

Students in:	Novice	Apprentice	Proficient ⇨ Distinguished	
			Proficient	Distinguished
All Schools	32%	42%	21%	5%
Title I Schools	38	42	16	4
Economically Disadvantaged Students	47	40	11	1
Students with Limited English Proficiency	59	26	10	4
Migratory Students	51	41	6	2
Students with Disabilities	75	21	3	0

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standards



### High School

#### Grade 10

##### Reading

Students in:	Novice	Apprentice	Proficient ⇨ Distinguished	
			Proficient	Distinguished
All Schools	19%	53%	22%	7%
Title I Schools	26	55	15	4
Economically Disadvantaged Students	30	55	13	2
Students with Limited English Proficiency	31	59	10	1
Migratory Students	29	59	10	2
Students with Disabilities	67	30	2	0

#### Grade 11

##### Mathematics

Students in:	Novice	Apprentice	Proficient ⇨ Distinguished	
			Proficient	Distinguished
All Schools	37%	33%	21%	9%
Title I Schools	51	32	12	4
Economically Disadvantaged Students	56	31	11	3
Students with Limited English Proficiency	59	26	6	9
Migratory Students	56	31	13	1
Students with Disabilities	87	10	2	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 n/a 2000-01 5%

Postsecondary enrollment 1994-95 49% 2000-01 59%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,037

Number of districts (CCD, 2001-02) 66

Number of charter schools (CCD, 2001-02) 20

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	764	801
Middle	273	284
High	221	249
Combined	104	150
Total	1,362	1,484

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	22,824	23,885
Middle School	9,323	9,569
High School	10,917	11,820
Combined	3,308	3,397
Total	46,372	48,671

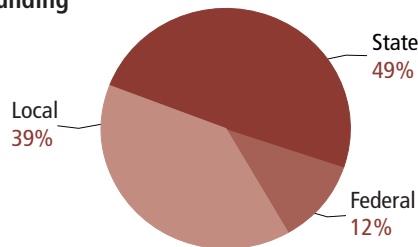
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	65%	60%
Math	63	58
Science	57	45
Social Studies	67	60

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	12,857	546,168	202,283	748,451
	16,834	517,455	193,516	710,971

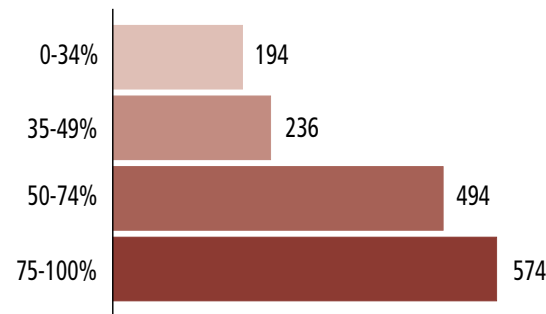
Race/ethnicity (CCD)	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	1%	1	1%	1
Asian/Pacific Islander	1	1	1	1
Black	45	45	48	48
Hispanic	1	1	2	2
White	52	52	49	49
Other	—	—	—	—

Students with disabilities (OSEP) 1993-94: 9%, 2001-02: 10%

Migratory students (OME) 1993-94: 1%, 2001-02: 1%

Students with limited English proficiency (ED/NCBE) 1993-94: 1%, 2000-01: 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 11 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Ten-year goal on Iowa Tests of Basic Skills (ITBS): 55th percentile, Louisiana Educational Assessment Program (LEAP): All students at Basic.

20-year goal on ITBS: 75th percentile, LEAP: All students at Proficient.

### Expected School Improvement on Assessment

Steady growth toward 10 year goal, with growth evaluation every two years.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	753	146	899
Schools meeting AYP goal	84%	16%	100%
Schools in need of improvement	17	0	17
	100%	—	2%

### Title I allocation

\$204,981,342

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	20%	22%
Basic level and above	49	64

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	22%	17%
Basic level and above	68	57

## Student Achievement 2001-02

### Assessment

Louisiana Educational Assessment Program (LEAP).

### State Definition of Proficient

A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

### Elementary School

#### Grade 4

##### English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	14%	29%	38%	16%	3%
Title I Schools					
Economically Disadvantaged Students	20	36	35	8	1
Students with Limited English Proficiency					
Migratory Students	13	32	40	13	2
Students with Disabilities	45	34	17	3	0

#### Grade 4

##### Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	25%	25%	38%	10%	2%
Title I Schools					
Economically Disadvantaged Students	33	29	32	5	1
Students with Limited English Proficiency					
Migratory Students	20	21	44	12	4
Students with Disabilities	56	23	19	2	0

### Middle School

#### Grade 8

##### English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	13%	39%	31%	15%	2%
Title I Schools					
Economically Disadvantaged Students	18	48	26	8	0
Students with Limited English Proficiency					
Migratory Students	24	41	22	12	1
Students with Disabilities	49	41	8	1	0

#### Grade 8

##### Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	30%	28%	37%	3%	1%
Title I Schools					
Economically Disadvantaged Students	41	32	25	1	0
Students with Limited English Proficiency					
Migratory Students	29	26	39	3	2
Students with Disabilities	68	22	10	0	0

### High School

#### Grade 10

##### English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	24%	23%	38%	13%	1%
Title I Schools					
Economically Disadvantaged Students	37	28	30	6	0
Students with Limited English Proficiency					
Migratory Students	54	24	18	4	0
Students with Disabilities	79	13	7	1	0

#### Grade 10

##### Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	38%	16%	30%	11%	6%
Title I Schools					
Economically Disadvantaged Students	52	18	24	5	2
Students with Limited English Proficiency					
Migratory Students	49	15	23	8	5
Students with Disabilities	83	8	7	1	0

### High School Indicators

High school dropout rate (CCD, event)	1993-94 5%	2000-01 8%
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Postsecondary enrollment	1994-95 53%	2000-01 59%
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(NCES, High school graduates enrolled in college)

KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$8,232

Number of districts (CCD, 2001-02) 282

Number of charter schools (CCD, 2001-02) 0

Number of public schools (CCD)	1993-94	2001-02
Elementary	456	427
Middle	125	127
High	106	111
Combined	14	15
Total	701	680

Number of FTE teachers (CCD)	1993-94	2001-02
Elementary	6,660	6,997
Middle School	2,835	3,424
High School	3,822	4,434
Combined	329	334
Total	13,646	15,189

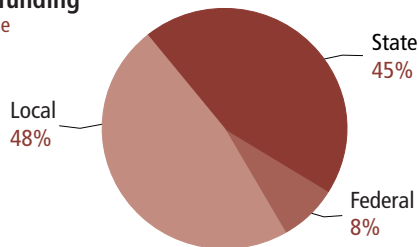
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	81%	71%
Math	68	64
Science	67	63
Social Studies	72	56

## Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94	2001-02
Pre-K	1,036	1,300
K-8	152,981	140,430
9-12	59,632	61,229
Total (K-12)	212,613	201,659

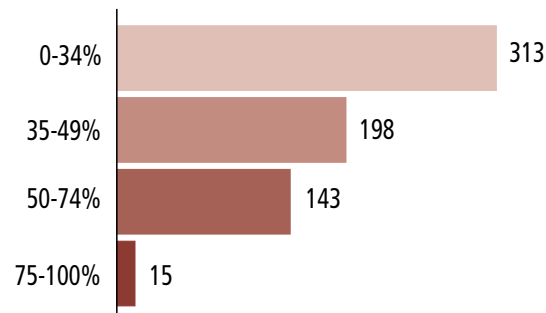
Race/ethnicity (CCD)	1993-94	2001-02
American Indian/Alaskan Natives	—	1%
Asian/Pacific Islander	—	1
Black	—	1
Hispanic	—	1
White	—	96
Other	—	—

Students with disabilities (OSEP)	1993-94	2001-02
	12%	15%

Migratory students (OME)	1993-94	2001-02
	4%	6%

Students with limited English proficiency (ED/NCBE)	1993-94	2000-01
	1%	1%

## All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 21 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Only performance reporting.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Improve percentage of students moving up at four levels, improve subgroup performance, scores on local reading test.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	51	395	446
Schools meeting AYP goal	11%	89%	100%
Schools in need of improvement	11%	89%	97%
	2	10	12
	17%	83%	3%

### Title I allocation

\$38,832,372

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	36%	36%
Basic level and above	71	79

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	34%	29%
Basic level and above	83	74

## Student Achievement 2001-02

Assessment Maine Educational Assessment.

State Definition of Proficient Score of 541 or above.

### Elementary School

#### Grade 4

##### Reading

Students in:	Does Not Meet	Partially Meets	Proficient ⇄	
			Proficient	Advanced
All Schools	10%	42%	48%	1%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

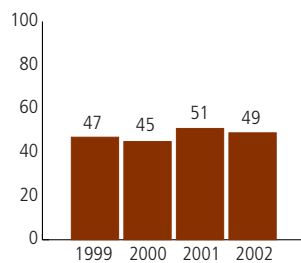
#### Grade 4

##### Mathematics

Students in:	Does Not Meet	Partially Meets	Proficient ⇄	
			Proficient	Advanced
All Schools	29%	49%	21%	2%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Standards



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Does Not Meet	Partially Meets	Proficient ⇄	
			Proficient	Advanced
All Schools	12%	44%	42%	1%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

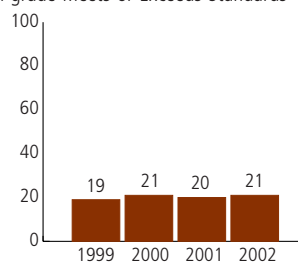
#### Grade 8

##### Mathematics

Students in:	Does Not Meet	Partially Meets	Proficient ⇄	
			Proficient	Advanced
All Schools	40%	39%	20%	1%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standards



### High School

#### Grade 11

##### Reading

Students in:	Does Not Meet	Partially Meets	Proficient ⇄	
			Proficient	Advanced
All Schools	8%	39%	51%	2%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 11

##### Mathematics

Students in:	Does Not Meet	Partially Meets	Proficient ⇄	
			Proficient	Advanced
All Schools	38%	43%	18%	1%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	3%	3%

Postsecondary enrollment	1994-95	2000-01
	50%	54%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$8,256

Number of districts (CCD, 2001-02) 24

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	832	868
Middle	210	240
High	162	202
Combined	11	20
Total	1,215	1,330

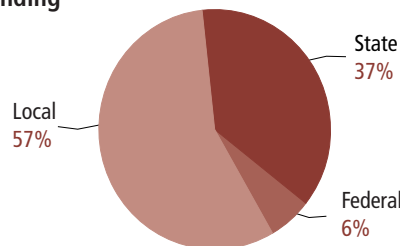
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	22,194	26,286
Middle School	9,525	11,953
High School	10,839	14,021
Combined	417	618
Total	42,975	52,878

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	86%	71%
Math	73	68
Science	86	84
Social Studies	92	91

### Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	17,984	544,839	197,072	741,911
	20,314	587,816	246,807	834,623

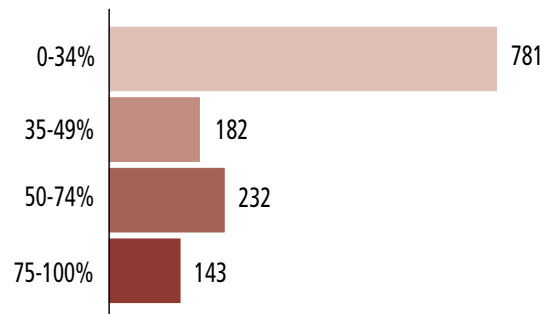
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	4%	5%		
Black	34	37		
Hispanic	3	5		
White	59	52		
Other	—	—		

Students with disabilities (OSEP)	1993-94		2001-02	
	10%	10%		

Migratory students (OME)	1993-94		2001-02	
	*	*		

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	2%	3%		

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 2 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Seventy percent of students at satisfactory level (six subjects), 90 percent pass four functional tests.

### Expected School Improvement on Assessment

Substantial and sustained progress in meeting performance standards annually (average for three years).

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	294	86	380
Schools meeting AYP goal	77%	23%	100%
Schools in need of improvement	190	72	262
	73%	27%	69%
	91	19	110
	83%	17%	29%

### Title I allocation

\$132,781,000

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	31%
Basic level and above	62	71

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	31%	30%
Basic level and above	72	67



## Student Achievement 2001-02

**Assessment** Maryland School Performance Assessment Program.

**State Definition of Proficient**

Proficient: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

### Elementary School

#### Grade 3

##### Reading

Students in:	Partially Proficient	Proficient ↕	Advanced
All Schools	68%	28%	4%
Title I Schools	78	20	2
Economically Disadvantaged Students	83	16	1
Students with Limited English Proficiency	81	17	2
Migratory Students	*	*	*
Students with Disabilities	77	21	2

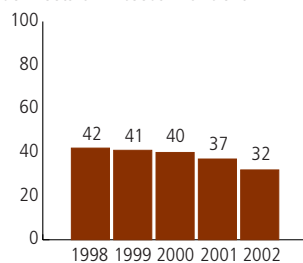
#### Grade 3

##### Mathematics

Students in:	Partially Proficient	Proficient ↕	Advanced
All Schools	71%	27%	2%
Title I Schools	80	19	1
Economically Disadvantaged Students	85	14	1
Students with Limited English Proficiency	85	14	1
Migratory Students	*	*	*
Students with Disabilities	81	18	1

**Student Achievement Trend**

Reading 3rd grade Meets or Exceeds Proficient



**KEY:** \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Partially Proficient	Proficient ↕	Advanced
All Schools	75%	22%	3%
Title I Schools	86	13	1
Economically Disadvantaged Students	87	12	1
Students with Limited English Proficiency	87	12	1
Migratory Students	*	*	*
Students with Disabilities	95	5	*

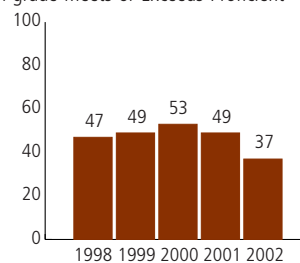
#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ↕	Advanced
All Schools	63%	28%	9%
Title I Schools	83	15	2
Economically Disadvantaged Students	82	16	2
Students with Limited English Proficiency	77	20	3
Migratory Students	*	*	*
Students with Disabilities	91	8	1

**Student Achievement Trend**

Mathematics 8th grade Meets or Exceeds Proficient



### High School\*\*

#### Grade

**Students in:**

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade

**Students in:**

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	4%

Postsecondary enrollment	1994-95	2000-01
	55%	55%

(NCES, High school graduates enrolled in college)

\*\*High school assessment results not available for 2001-02.

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$9,509
Number of districts <small>(CCD, 2001-02)</small>	350
Number of charter schools <small>(CCD, 2001-02)</small>	43

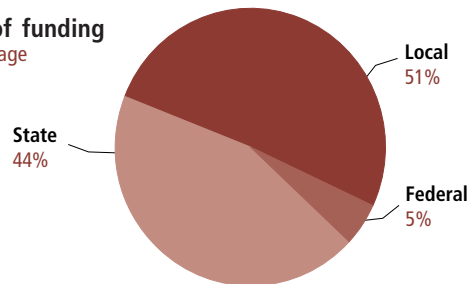
Number of public schools <small>(CCD)</small>	1993-94	2001-02
Elementary	1,170	1,202
Middle	290	299
High	226	288
Combined	27	95
Total	1,713	1,884

Number of FTE teachers <small>(CCD)</small>	1993-94	2001-02
Elementary	n/a	n/a
Middle School	n/a	n/a
High School	n/a	n/a
Combined	n/a	n/a
Total	n/a	n/a

Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	89%	83%
Math	76	73
Science	89	79
Social Studies	87	87

## Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94	2001-02
Pre-K	13,178	20,666
K-8	625,344	678,829
9-12	232,208	273,644
Total (K-12)	857,552	952,473

Race/ethnicity <small>(CCD)</small>	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	4%	5%
Black	8	9
Hispanic	9	11
White	79	76
Other	—	—

Students with disabilities <small>(OSEP)</small>	1993-94	2001-02
	15%	13%

Migratory students <small>(OME)</small>	1993-94	2001-02
	*	*

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94	2000-01
	5%	5%

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program** (CCD, 2001-02)

Data not available.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Two years' scores on Massachusetts Comprehensive Assessment System (MCAS): decrease percentage of students at failing level and increase percentage at Proficient or Advanced level.

### Expected School Improvement on Assessment

Depending on baseline performance, increase average scaled scores.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	428	661	1,089
Schools meeting AYP goal	39%	61%	100%
Schools in need of improvement	28%	72%	74%
	203	56	259
	78%	22%	24%

### Title I allocation

\$194,487,901

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	40%	43%
Basic level and above	73	81

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	41%	38%
Basic level and above	84	76

## Student Achievement 2001-02

Assessment Massachusetts Comprehensive Assessment System.

### State Definition of Proficient

Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

### Elementary School

#### Grade 4

##### English Language Arts

Students in:	Warning	Needs Improvement	Proficient	Advanced
All Schools	10%	37%	46%	8%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency	36	47	15	1
Migratory Students				
Students with Disabilities	31	50	18	1

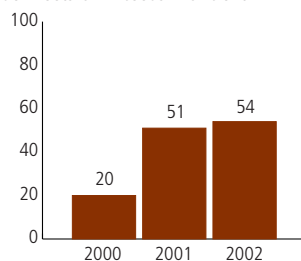
#### Grade 4

##### Mathematics

Students in:	Warning	Needs Improvement	Proficient	Advanced
All Schools	19%	42%	27%	12%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency	55	34	8	2
Migratory Students				
Students with Disabilities	42	42	13	3

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



KEY:	Meaning
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### English Language Arts

Students in:	Warning	Needs Improvement	Proficient	Advanced
All Schools	9%	28%	55%	9%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency	47	39	14	1
Migratory Students				
Students with Disabilities	30	47	22	1

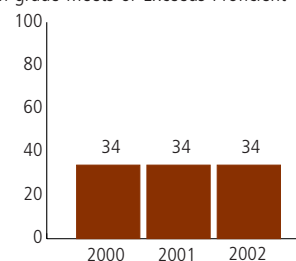
#### Grade 8

##### Mathematics

Students in:	Warning	Needs Improvement	Proficient	Advanced
All Schools	33%	33%	23%	11%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency	72	20	6	2
Migratory Students				
Students with Disabilities	71	22	5	1

#### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 10

##### English Language Arts

Students in:	Warning	Needs Improvement	Proficient	Advanced
All Schools	14%	27%	40%	19%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency	54	33	12	1
Migratory Students				
Students with Disabilities	45	35	16	2

#### Grade 10

##### Mathematics

Students in:	Warning	Needs Improvement	Proficient	Advanced
All Schools	25%	31%	24%	20%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency	60	25	12	6
Migratory Students				
Students with Disabilities	62	26	9	3

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	4%	3%

Postsecondary enrollment	1994-95	2000-01
	65%	n / a

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$8,278
Number of districts <small>(CCD, 2001-02)</small>	561
Number of charter schools <small>(CCD, 2001-02)</small>	202

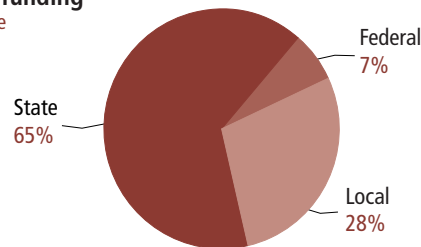
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,878	2,153
Middle	535	652
High	544	678
Combined	53	143
Total	3,010	3,626

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	35,271	44,910
Middle School	15,166	20,642
High School	20,569	25,578
Combined	1,058	2,793
Total	72,064	93,923

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	67%	64%
Math	61	68
Science	73	72
Social Studies	88	66

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	11,704	1,106,414	494,673	1,674,827
	1,106,414	423,081	1,529,495	

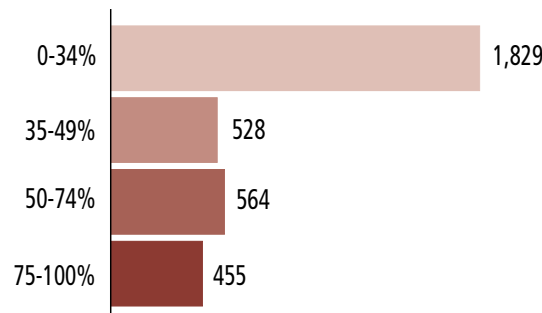
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	1%	1	1%	2
Asian/Pacific Islander	1	17	20	4
Black	17	78	73	—
Hispanic	2	—	—	—
White	78	—	—	—
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	#	%	#
	9%	9	11%	11

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	#	%	#
	1%	1	1%	1

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	#	%	#
	3%	3	3%	3

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program<sup>†</sup> (CCD, 2001-02)



<sup>†</sup> 406 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

All students will read independently and use math to solve problems at grade level; experience a year of growth for a year of instruction; have an educational plan leading them to being prepared for success.

### Expected School Improvement on Assessment

Each school is required to develop a school improvement plan including goals based on academic objectives for all students and strategies to accomplish these goals. In development: all schools will be assigned an improvement target.

### Title I Adequate Yearly Progress (AYP) for Schools

Close gap for each school 10 percent between high and low performers.

Title I 2001-02	Schoolwide Programs	Targeted Assistance	Total
Number of schools	848	1,295	2,143
Schools meeting AYP goal	40%	60%	100%
Schools in need of improvement	32%	68%	72%
	460	391	851
	54%	46%	40%

Title I allocation \$377,065,119

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	33%
Basic level and above	64	76

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	35%	28%
Basic level and above	78	68

## Student Achievement 2001-02

**Assessment** Michigan Educational Assessment Program of Essential Skills.

**State Definition of Proficient** Reading: Satisfactory: at least 300; Math: Met Standard: at least 520.

### Elementary School

#### Grade 4

##### Reading

Students in:	Low	Moderate	Proficient ⇄	
			Satisfactory	Exceeded
All Schools	20%	23%	57%	
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

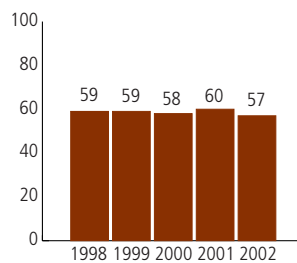
#### Grade 4

##### Mathematics

Students in:	Apprentice	Basic	Proficient ⇄	
			Met	Exceeded
All Schools	10%	25%	40%	25%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Satisfactory



**KEY:** \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### Reading

Students in:	Low	Moderate	Proficient ⇄	
			Satisfactory	Exceeded
All Schools	23%	27%	51%	
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 8

##### Mathematics

Students in:	Apprentice	Basic	Proficient ⇄	
			Met	Exceeded
All Schools	24%	23%	24%	29%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School

#### Grade 11

##### Reading

Students in:	Apprentice	Basic	Proficient ⇄	
			Met	Exceeded
All Schools	18%	11%	52%	19%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 11

##### Mathematics

Students in:	Apprentice	Basic	Proficient ⇄	
			Met	Exceeded
All Schools	19%	14%	46%	21%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 n/a n/a

Postsecondary enrollment 1994-95 2000-01  
 60% 55%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$7,645
Number of districts <small>(CCD, 2001-02)</small>	429
Number of charter schools <small>(CCD, 2001-02)</small>	73

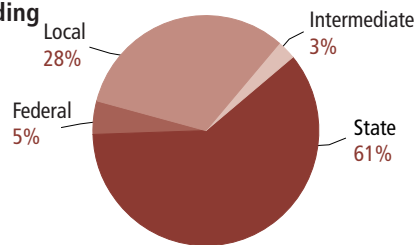
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	906	1,040
Middle	226	283
High	381	636
Combined	25	130
Total	1,538	2,089

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	21,817	24,442
Middle School	7,983	9,631
High School	12,809	16,007
Combined	495	1,301
Total	43,104	51,381

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	84%	92%
Math	94	90
Science	97	93
Social Studies	89	94

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	6,656	570,324	278,356	848,713
	233,253	803,577	278,356	841,713

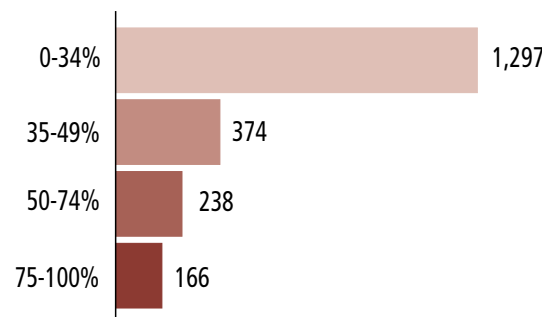
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	%	%	%
American Indian/Alaskan Natives	2%	2%	2%	2%
Asian/Pacific Islander	4	5	4	5
Black	4	7	4	7
Hispanic	2	4	2	4
White	89	82	89	82
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	%	%	%
	9%	11%	9%	11%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	%	%	%
	1%	1%	1%	1%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	%	%	%
	3%	5%	3%	5%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 44 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

For Title I schools: required score on Minnesota Comprehensive Assessments; see below for details.

### Expected School Improvement on Assessment

Growth towards required score within six years, beginning 1998-99.

### Title I Adequate Yearly Progress (AYP) for Schools

Schools must either have average scale scores of 1,420 in each subject or grade level or make sufficient growth to meet AYP. Schools not making AYP for two consecutive years are identified for Title I Program Improvement.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	232	745	977
Schools meeting AYP goal	24%	76%	100%
Schools in need of improvement	19%	81%	94%
	53	6	59
	90%	10%	6%

### Title I allocation

\$103,874,297

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	37%	37%
Basic level and above	69	78

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	42%	44%
Basic level and above	84	82

## Student Achievement 2001-02

Assessment Minnesota Comprehensive Assessment.

State Definition of Proficient Level III.

### Elementary School

#### Grade 3

##### Reading

Students in:	Proficient ⇄			
	Level I	Level II	Level III	Level IV
All Schools	16%	35%	33%	16%
Title I Schools				
Economically Disadvantaged Students	31	41	22	7
Students with Limited English Proficiency				
Migratory Students	55	34	10	1
Students with Disabilities	46	32	16	6

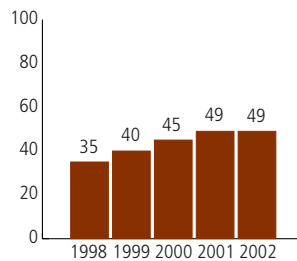
#### Grade 3

##### Mathematics

Students in:	Proficient ⇄			
	Level I	Level II	Level III	Level IV
All Schools	10%	42%	37%	11%
Title I Schools				
Economically Disadvantaged Students	20	51	24	5
Students with Limited English Proficiency				
Migratory Students	36	48	14	2
Students with Disabilities	30	42	19	5

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Standards



KEY:	Meaning
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School \*\*

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

### High School \*\*

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	4%

Postsecondary enrollment	1994-95	2000-01
	53%	64%

(NCES, High school graduates enrolled in college)

\*\*Middle and high school assessment results not available for 2001-02.

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$5,175
Number of districts <small>(CCD, 2001-02)</small>	152
Number of charter schools <small>(CCD, 2001-02)</small>	1

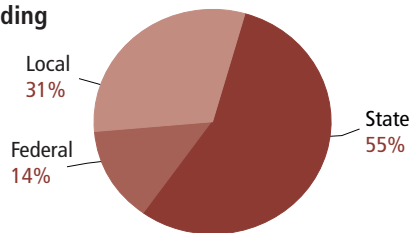
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	446	439
Middle	168	183
High	173	180
Combined	78	63
Total	865	865

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	12,012	13,473
Middle School	5,172	6,113
High School	6,347	7,611
Combined	3,300	2,523
Total	26,831	29,720

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	66%	55%
Math	72	60
Science	73	66
Social Studies	83	72

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	2,197	357,016	131,112	488,128
	1,805	351,145	126,361	477,506

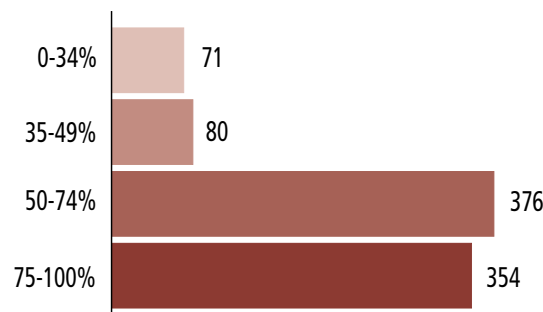
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	*	*	*	*
Asian/Pacific Islander	1%	1	1%	1
Black	51	51	51	51
Hispanic	*	1	*	1
White	48	47	47	47
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	#	%	#
	11%	11	10%	10

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	#	%	#
	1%	1	1%	1

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	#	%	#
	*	1	1%	1

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 5 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

District goal: Accredited (no performance criteria).  
 School performance criteria to be established for 2002-03.

### Expected School Improvement on Assessment

Not available.

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: Credit is given for growth toward proficiency goal for a decrease in the percentage of students scoring in lowest quarter on state assessments.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs Targeted Total Assistance		
	Number of schools	%	Count
Number of schools	603	80%	683
Schools meeting AYP goal	578	12%	100%
Schools in need of improvement	21	0%	21
	100%	—	3%

Title I allocation \$132,606,376

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	18%	21%
Basic level and above	48	66

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	17%	12%
Basic level and above	62	47



## Student Achievement 2001-02

**Assessment** Mississippi Curriculum Test, grades 4 and 8.  
Mississippi Subject Area Testing Program, high school.

**State Definition of Proficient** See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	9%	7%	62%	22%
Title I Schools				
Economically Disadvantaged Students	12	9	66	13
Students with Limited English Proficiency				
Migratory Students	11	11	67	11
Students with Disabilities	21	11	57	11

#### Grade 4

##### Mathematics

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	11%	17%	41%	31%
Title I Schools				
Economically Disadvantaged Students	15	21	44	20
Students with Limited English Proficiency				
Migratory Students	17	25	44	14
Students with Disabilities	19	23	40	18

### Middle School

#### Grade 8

##### Reading

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	25%	27%	36%	12%
Title I Schools				
Economically Disadvantaged Students	34	32	29	5
Students with Limited English Proficiency				
Migratory Students	28	33	35	4
Students with Disabilities	64	20	14	1

#### Grade 8

##### Mathematics

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	30%	24%	28%	17%
Title I Schools				
Economically Disadvantaged Students	42	27	23	8
Students with Limited English Proficiency				
Migratory Students	40	26	26	8
Students with Disabilities	63	23	13	1

### High School

#### Grade 9-12

##### English II

Students in:	Minimal	Basic	Proficient ↕	Adv.
All Schools	43%	29%	24%	4%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade\*\*

##### Students in:

All Schools				
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	6%	5%

Postsecondary enrollment	1994-95	2000-01
	69%	63%

(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

\*\*High school mathematics assessment results not available for 2001-02.

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 117

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,667
Number of districts <small>(CCD, 2001-02)</small>	524
Number of charter schools <small>(CCD, 2001-02)</small>	21

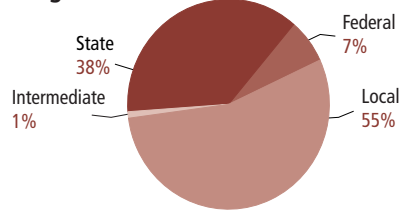
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,177	1,244
Middle	314	376
High	482	494
Combined	26	106
Total	1,999	2,220

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	26,009	30,916
Middle School	9,764	12,321
High School	14,939	17,394
Combined	375	2,470
Total	51,087	63,101

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	81%	64%
Math	89	52
Science	70	70
Social Studies	84	80

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>		1993-94	2001-02
		Pre-K	23,597
	K-8	601,691	620,200
	9-12	241,874	264,729
	Total (K-12)	843,565	884,929

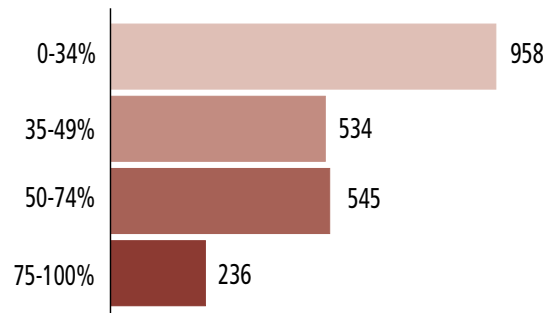
Race/ethnicity <small>(CCD)</small>	1993-94	2001-02
	American Indian/Alaskan Natives	*
Asian/Pacific Islander	1%	1%
Black	16	18
Hispanic	1	2
White	82	81
Other	—	—

Students with disabilities <small>(OSEP)</small>	1993-94	2001-02
		11%

Migratory students <small>(OME)</small>	1993-94	2001-02
		*

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94	2000-01
		1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program<sup>†</sup> (CCD, 2001-02)



<sup>†</sup> 1 school did not report.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
 Increase in top two achievement levels and decrease in bottom two achievement levels in all five of the Missouri Assessment Program subjects in the respective grades. Reduce the gap in the majority and minority student performances.

### Expected School Improvement on Assessment

Three percent increase in students scoring in top two achievement levels and 3 percent decrease in bottom two achievement levels OR a Missouri Assessment Program Index change reflecting improvement of students throughout the distribution.

### Title I Adequate Yearly Progress (AYP) for Schools

Five percent increase in students at highest level and 5 percent decrease in lowest level or 5 percent or less in lowest level.

Title I 2001-02	Schoolwide Programs	Targeted Assistance	Total
Number of schools	393	932	1,325
Schools meeting AYP goal	30%	70%	100%
Schools in need of improvement	28%	72%	97%
	26	11	37
	70%	30%	3%

Title I allocation \$150,588,984

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	34%	35%
Basic level and above	68	80

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	30%	28%
Basic level and above	79	71

## Student Achievement 2001-02

Assessment Missouri Assessment Program.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 3

##### Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	6%	20%	38%	34%	2%
Title I Schools	12	30	38	20	1
Economically Disadvantaged Students	11	28	39	21	1
Students with Limited English Proficiency	27	33	29	11	1
Migratory Students	21	35	29	15	1
Students with Disabilities	11	30	39	21	1

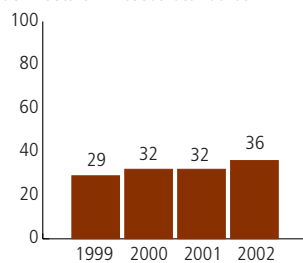
#### Grade 3

##### Mathematics

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	3%	18%	41%	30%	8%
Title I Schools	5	30	44	19	3
Economically Disadvantaged Students	5	28	44	20	3
Students with Limited English Proficiency	13	32	38	14	3
Migratory Students	6	29	49	15	1
Students with Disabilities	2	28	43	23	5

##### Student Achievement Trend

Reading 3rd grade Meets or Exceeds Standards



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	13%	22%	33%	30%	2%
Title I Schools	26	31	29	14	1
Economically Disadvantaged Students	23	30	31	16	1
Students with Limited English Proficiency	48	26	14	11	1
Migratory Students	35	30	29	6	0
Students with Disabilities	18	34	30	17	1

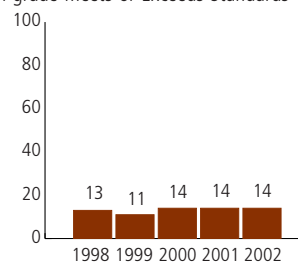
#### Grade 8

##### Mathematics

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	20%	34%	32%	13%	1%
Title I Schools	37	37	20	5	1
Economically Disadvantaged Students	35	38	21	5	1
Students with Limited English Proficiency	46	30	16	7	1
Migratory Students	31	44	19	5	2
Students with Disabilities	29	39	25	7	1

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standards



### High School

#### Grade 11

##### Communication Arts

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	17%	18%	42%	23%	1%
Title I Schools	35	22	33	10	1
Economically Disadvantaged Students	31	23	35	11	11
Students with Limited English Proficiency	63	18	17	2	0
Migratory Students	44	6	44	6	0
Students with Disabilities	25	19	38	18	1

#### Grade 10

##### Mathematics

Students in:	Step 1	Pro-gressing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	25%	34%	30%	10%	1%
Title I Schools	50	31	16	4	0
Economically Disadvantaged Students	44	35	18	3	0
Students with Limited English Proficiency	59	30	11	1	0
Migratory Students	36	25	36	3	0
Students with Disabilities	27	47	22	4	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 7% 4%

Postsecondary enrollment 1994-95 2000-01  
 51% 53%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,726

Number of districts (CCD, 2001-02) 453

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	487	453
Middle	236	239
High	173	176
Combined	1	-
Total	897	868

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	4,817	4,761
Middle School	2,083	2,169
High School	2,994	3,403
Combined	7	—
Total	9,901	10,333

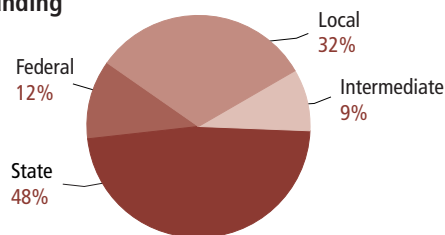
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	75%	71%
Math	77	68
Science	76	74
Social Studies	79	67

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	483	115,509	46,111	161,620
	497	101,612	49,151	150,763

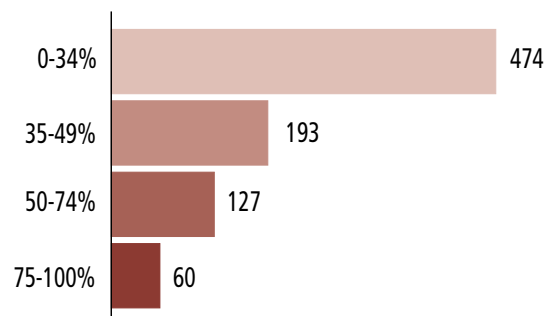
Race/ethnicity (CCD)	1993-94		2001-02	
	10%	11%	*	1
American Indian/Alaskan Natives	10%	11%	*	1
Asian/Pacific Islander	1	1	*	1
Black	*	1	*	1
Hispanic	1	2	*	2
White	88	86	*	86
Other	—	—	*	—

Students with disabilities (OSEP) 1993-94 10% 2001-02 11%

Migratory students (OME) 1993-94 1% 2001-02 2%

Students with limited English proficiency (ED/NCBE) 1993-94 5% 2000-01 5%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 16 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

School accreditation process; State assessment system participation.

### Expected School Improvement on Assessment

Under development.

### Title I Adequate Yearly Progress (AYP) for Schools

Average score on reading and math above 41st percentile for two consecutive years.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	121	515	636
Schools meeting AYP goal	19%	81%	100%
Schools in need of improvement	16%	84%	93%
	28	15	43
	65%	35%	7%

### Title I allocation

\$30,980,926

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	35%	37%
Basic level and above	69	82

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	31%	35%
Basic level and above	81	79

## Student Achievement 2001-02

Assessment Iowa Tests of Basic Skills.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ⇄			
	Novice	Nearing	Proficient	Advanced
All Schools	11%	14%	55%	18%
Title I Schools				
Economically Disadvantaged Students	18	20	53	9
Students with Limited English Proficiency				
English Proficiency	45	28	26	*
Migratory Students	5	35	59	0
Students with Disabilities	44	25	27	3

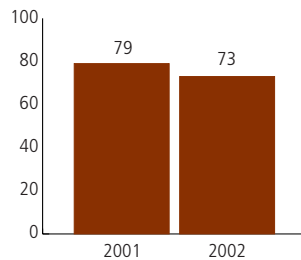
#### Grade 4

##### Mathematics

Students in:	Proficient ⇄			
	Novice	Nearing	Proficient	Advanced
All Schools	14%	15%	55%	14%
Title I Schools				
Economically Disadvantaged Students	22	19	51	7
Students with Limited English Proficiency				
English Proficiency	45	25	28	2
Migratory Students	28	17	56	0
Students with Disabilities	47	22	28	3

##### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ⇄			
	Novice	Nearing	Proficient	Advanced
All Schools	14%	14%	56%	15%
Title I Schools				
Economically Disadvantaged Students	25	20	48	7
Students with Limited English Proficiency				
English Proficiency	55	25	18	1
Migratory Students	33	17	33	17
Students with Disabilities	55	22	22	2

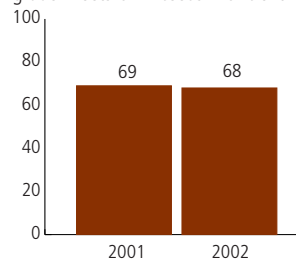
#### Grade 8

##### Mathematics

Students in:	Proficient ⇄			
	Novice	Nearing	Proficient	Advanced
All Schools	17%	15%	54%	14%
Title I Schools				
Economically Disadvantaged Students	30	20	43	7
Students with Limited English Proficiency				
English Proficiency	57	20	20	2
Migratory Students	17	17	56	11
Students with Disabilities	57	24	18	1

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 11

##### Reading

Students in:	Proficient ⇄			
	Novice	Nearing	Proficient	Advanced
All Schools	9%	13%	57%	21%
Title I Schools				
Economically Disadvantaged Students	21	18	49	12
Students with Limited English Proficiency				
English Proficiency	39	28	29	3
Migratory Students	20	25	45	10
Students with Disabilities	47	25	25	2

#### Grade 11

##### Mathematics

Students in:	Proficient ⇄			
	Novice	Nearing	Proficient	Advanced
All Schools	12%	13%	58%	17%
Title I Schools				
Economically Disadvantaged Students	23	18	50	8
Students with Limited English Proficiency				
English Proficiency	43	22	30	5
Migratory Students	23	5	50	20
Students with Disabilities	55	22	21	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 n/a 4%

Postsecondary enrollment 1994-95 2000-01  
 54% 54%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$7,223

Number of districts (CCD, 2001-02) 582

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	957	835
Middle	102	102
High	318	303
Combined	24	40
Total	1,401	1,280

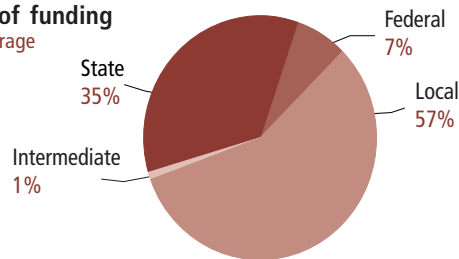
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	9,874	10,503
Middle School	2,796	3,165
High School	6,874	7,072
Combined	76	113
Total	19,620	20,853

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	83%	84%
Math	83	89
Science	79	80
Social Studies	90	81

### Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	3,577	199,849	81,671	281,520
			90,442	280,031

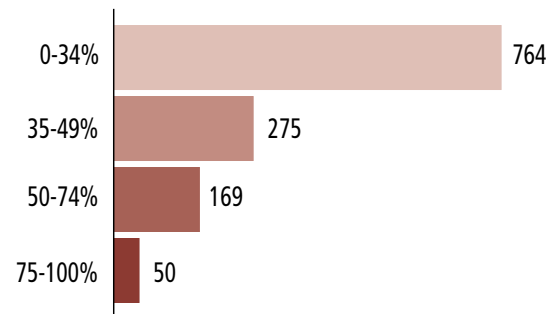
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	1%		2%	
Asian/Pacific Islander	1		2	
Black	6		7	
Hispanic	4		8	
White	88		83	
Other	—		—	

Students with disabilities (OSEP)	1993-94		2001-02	
	11%		12%	

Migratory students (OME)	1993-94		2001-02	
	2%		6%	

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	1%		4%	

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 22 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Public reporting, accreditation.

### Expected School Improvement on Assessment

Improvement over time.

### Title I Adequate Yearly Progress (AYP) for Schools

Meet annual progress goals for each school to attain 100 percent proficiency in 10 years.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	153	301	454
Schools meeting AYP goal	34%	66%	100%
Schools in need of improvement	33%	67%	96%
	10	9	19
	53%	47%	4%

### Title I allocation

\$40,110,331

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	35%
Basic level and above	66	77

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	32%
Basic level and above	79	74

## Student Achievement 2001-02

**Assessment** Multiple assessment tools; Normed Referenced Test only for Reading.

**State Definition of Proficient** District determined, in accordance with state standards.

### Elementary School

#### Grade 4

##### Reading

Students in:	Not Proficient	Proficient
All Schools	38%	62%
Title I Schools		
Economically Disadvantaged Students		
Students with Limited English Proficiency		
Migratory Students		
Students with Disabilities		

#### Grade 4

##### Mathematics

Students in:	Not Proficient	Proficient
All Schools	22%	78%
Title I Schools		
Economically Disadvantaged Students		
Students with Limited English Proficiency	42	58
Migratory Students		
Students with Disabilities	44	56

### Middle School

#### Grade 8

##### Reading

Students in:	Not Proficient	Proficient
All Schools	40%	60%
Title I Schools		
Economically Disadvantaged Students		
Students with Limited English Proficiency		
Migratory Students		
Students with Disabilities		

#### Grade 8

##### Mathematics

Students in:	Not Proficient	Proficient
All Schools	28%	72%
Title I Schools		
Economically Disadvantaged Students		
Students with Limited English Proficiency	57	43
Migratory Students		
Students with Disabilities	59	41

### High School

#### Grade 11

##### Reading

Students in:	Not Proficient	Proficient
All Schools	37%	63%
Title I Schools		
Economically Disadvantaged Students		
Students with Limited English Proficiency		
Migratory Students		
Students with Disabilities		

#### Grade 11

##### Mathematics

Students in:	Not Proficient	Proficient
All Schools	29%	71%
Title I Schools		
Economically Disadvantaged Students		
Students with Limited English Proficiency	58	42
Migratory Students		
Students with Disabilities	66	34

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	4%

Postsecondary enrollment	1994-95	2000-01
	60%	59%

(NCES, High school graduates enrolled in college)

KEY:	
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$5,807
Number of districts <small>(CCD, 2001-02)</small>	17
Number of charter schools <small>(CCD, 2001-02)</small>	10

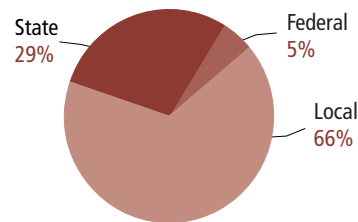
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	259	317
Middle	57	79
High	55	104
Combined	5	10
Total	376	510

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	6,968	10,181
Middle School	2,113	3,479
High School	2,584	4,239
Combined	84	107
Total	11,749	18,006

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	85%	70%
Math	74	38
Science	88	78
Social Studies	86	73

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	1,237	173,091	60,727	233,818
	2,142	260,142	94,258	354,400

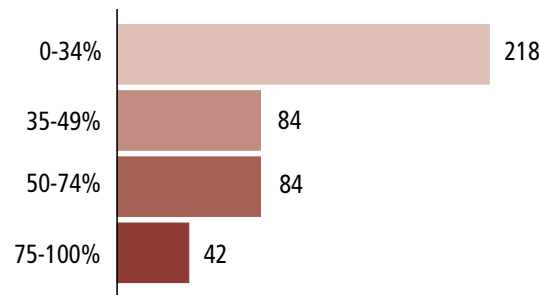
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	%	%	%
American Indian/Alaskan Natives	2%	2%		
Asian/Pacific Islander	4	6		
Black	9	10		
Hispanic	14	27		
White	70	55		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	%	%	%
	10%	10%		

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	%	%	%
	1%	*		

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	%	%	%
	6%	12%		

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



†89 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

More than 60 percent students above bottom quartile on assessment.

### Expected School Improvement on Assessment

Annual improvement in rating.

### Title I Adequate Yearly Progress (AYP) for Schools

Improvement on weighted percentages at four levels.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	85	27	112
Schools meeting AYP goal	76%	24%	100%
Schools in need of improvement	78%	22%	88%
	9	3	12
	75%	25%	11%

### Title I allocation

\$34,765,836

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	20%	20%
Basic level and above	52	63

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	23%	21%
Basic level and above	69	60



## Student Achievement 2001-02

**Assessment** Grade 3: Nevada Criterion-Referenced Exam.  
Grade 11: High School Proficiency Exam.

**State Definition of Proficient** Student consistently applies skills/strategies without need for remediation.

### Elementary School

#### Grade 3

##### Reading

Students in:	Emergent/ Developing	Approaches Standard	Proficient ↕	
			Meets Standard	Exceeds Standard
All Schools	12%	38%	29%	22%
Title I Schools				
Economically Disadvantaged Students	19	47	24	11
Students with Limited English Proficiency				
Migratory Students	27	50	17	6
Students with Disabilities	34	50	12	4
	46	39	10	5

#### Grade 3

##### Mathematics

Students in:	Emergent/ Developing	Approaches Standard	Proficient ↕	
			Meets Standard	Exceeds Standard
All Schools	14%	36%	27%	23%
Title I Schools				
Economically Disadvantaged Students	20	43	22	14
Students with Limited English Proficiency				
Migratory Students	26	45	18	10
Students with Disabilities	40	44	8	8
	47	38	11	5

### Middle School\*\*

#### Grade

##### Students in:

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade

##### Students in:

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

\*\*Middle school assessment results not available for 2001-02.

### High School

#### Grade 11

##### Reading

Students in:	Not Proficient	Proficient ↕	
		Not Proficient	Proficient
All Schools	45%	55%	
Title I Schools			
Economically Disadvantaged Students	61	39	
Students with Limited English Proficiency			
Migratory Students	72	28	
Students with Disabilities	#	#	
	78	22	

#### Grade 11

##### Mathematics

Students in:	Not Proficient	Proficient ↕	
		Not Proficient	Proficient
All Schools	61%	39%	
Title I Schools			
Economically Disadvantaged Students	72	28	
Students with Limited English Proficiency			
Migratory Students	80	20	
Students with Disabilities	#	#	
	89	11	

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	10%	5%

Postsecondary enrollment	1994-95	2000-01
	38%	40%

(NCES, High school graduates enrolled in college)

KEY:	*	= Less than 0.5 percent
	—	= Not applicable
	n/a	= Not available
	#	= Sample size too few to calculate
High Poverty Schools		= 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01)	\$7,286
Number of districts (CCD, 2001-02)	178
Number of charter schools (CCD, 2001-02)	0

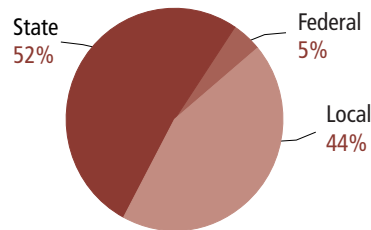
	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	293	299
Middle	91	95
High	77	77
Combined	—	—
Total	461	471

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	5,767	6,721
Middle School	2,711	3,534
High School	3,493	4,393
Combined	—	—
Total	11,971	14,648

	Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	
	1994	2000
English	90%	73%
Math	76	69
Science	91	90
Social Studies	90	88

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	1,292	134,367	49,098	183,465
			62,286	204,314

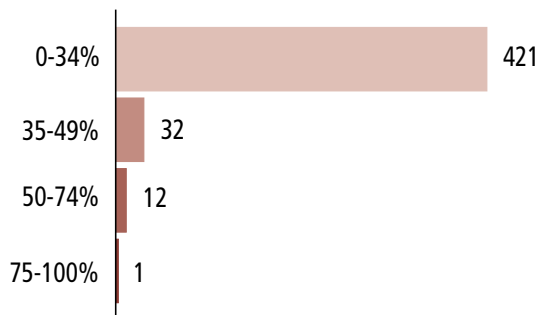
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	1%	1%		
Black	1	1		
Hispanic	1	2		
White	97	95		
Other	—	—		

Students with disabilities (OSEP)	1993-94		2001-02	
	11%	12%		

Migratory students (OME)	1993-94		2001-02	
	*	*		

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	1%	1%		

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 6 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

No state-established goals.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Improvement or stability on three-year weighted average of students at Basic, Proficient, Advanced levels (all subjects).

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	22	229	251
Schools meeting AYP goal	9%	91%	100%
Schools in need of improvement	7%	93%	96%
	5	5	10
	50%	50%	4%

### Title I allocation

\$23,555,296

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	40%	40%
Basic level and above	75	81

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	43%	35%
Basic level and above	88	79

## Student Achievement 2001-02

Assessment Educational Improvement and Assessment Program.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 3

##### English Language Arts

Students in:	Novice	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	24%	34%	33%	8%
Title I Schools	26	34	32	7
Economically Disadvantaged Students	44	34	19	2
Students with Limited English Proficiency				
Migratory Students	#	#	#	#
Students with Disabilities	70	22	6	2

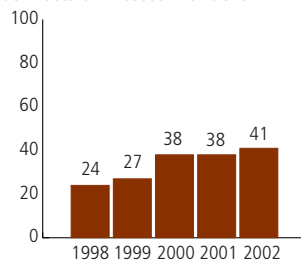
#### Grade 3

##### Mathematics

Students in:	Novice	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	20%	41%	29%	10%
Title I Schools	21	41	28	10
Economically Disadvantaged Students	35	43	18	4
Students with Limited English Proficiency				
Migratory Students	#	#	#	#
Students with Disabilities	51	36	11	2

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 6

##### English Language Arts

Students in:	Novice	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	31%	41%	23%	5%
Title I Schools	30	41	23	5
Economically Disadvantaged Students	54	34	9	1
Students with Limited English Proficiency				
Migratory Students	#	#	#	#
Students with Disabilities	76	20	3	0

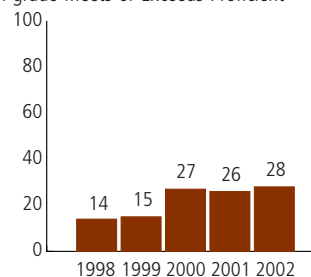
#### Grade 6

##### Mathematics

Students in:	Novice	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	28%	44%	22%	6%
Title I Schools	27	45	21	6
Economically Disadvantaged Students	47	39	11	1
Students with Limited English Proficiency				
Migratory Students	#	#	#	#
Students with Disabilities	67	28	5	1

#### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 10

##### English Language Arts

Students in:	Novice	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	24%	38%	31%	6%
Title I Schools	20	40	33	8
Economically Disadvantaged Students	44	36	17	2
Students with Limited English Proficiency				
Migratory Students	#	#	#	#
Students with Disabilities	68	28	4	0

#### Grade 10

##### Mathematics

Students in:	Novice	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	40%	34%	19%	7%
Title I Schools	34	36	21	9
Economically Disadvantaged Students	62	26	9	2
Students with Limited English Proficiency				
Migratory Students	#	#	#	#
Students with Disabilities	81	16	3	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 n/a 2000-01 5%

Postsecondary enrollment 1994-95 56% 2000-01 59%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$11,248  
(CCD, 2000-01)

Number of districts 604  
(CCD, 2001-02)

Number of charter schools 49  
(CCD, 2001-02)

Number of public schools (CCD)

	1993-94	2001-02
Elementary	1,457	1,518
Middle	393	427
High	310	358
Combined	3	11
Total	2,163	2,314

Number of FTE teachers (CCD)

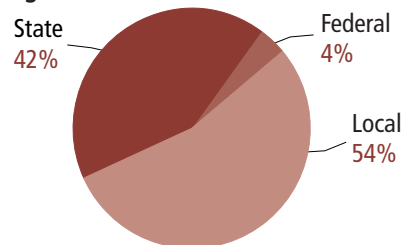
	1993-94	2001-02
Elementary	37,465	48,485
Middle School	15,473	20,678
High School	23,434	28,770
Combined	141	315
Total	76,513	98,248

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	87%	74%
Math	69	90
Science	82	93
Social Studies	93	93

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)

	1993-94	2001-02
Pre-K	9,225	19,751
K-8	775,959	893,889
9-12	288,263	349,407
Total (K-12)	1,064,222	1,243,296

Race/ethnicity (CCD)

	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	5%	7%
Black	19	18
Hispanic	13	16
White	63	59
Other	—	—

Students with disabilities (OSEP)

	1993-94	2001-02
	14%	14%

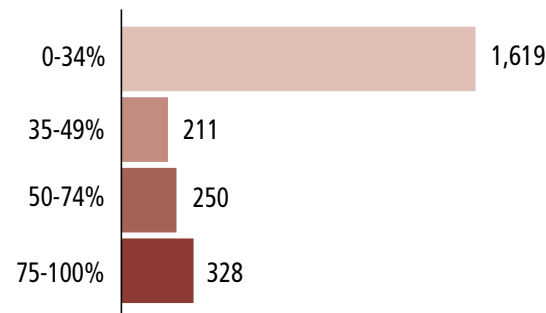
Migratory students (OME)

	1993-94	2001-02
	*	1%

Students with limited English proficiency (ED/NCBE)

	1993-94	2000-01
	4%	4%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 2 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

All districts: 75 percent of students at Proficient level.

### Expected School Improvement on Assessment

Gains in percent passing rate, based on five bands.

### Title I Adequate Yearly Progress (AYP) for Schools

Increase in percent passing reading or language arts, math, writing towards 75 percent target.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	244	1,135	1,379
Schools meeting AYP goal	18%	82%	100%
Schools in need of improvement	7%	93%	82%
	180	70	250
	72%	28%	18%

### Title I allocation

\$224,658,868

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	39%	36%
Basic level and above	70	78

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	39%	33%
Basic level and above	81	71

## Student Achievement 2001-02

**Assessment** New Jersey Elementary School Proficiency Assessment.  
New Jersey Proficiency Test.

**State Definition of Proficient** Score of 200 or above on assessment.

### Elementary School

#### Grade 4

##### Language Arts Literacy

Students in:	Partially Proficient	Proficient ↻	Advanced Proficient
All Schools	21%	73%	6%
Title I Schools	40	59	1
Economically Disadvantaged Students	38	61	1
Students with Limited English Proficiency	55	45	*
Migratory Students	38	62	0
Students with Disabilities	57	42	1

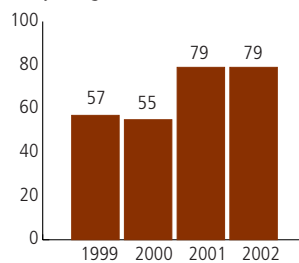
#### Grade 4

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	Advanced Proficient
All Schools	34%	41%	25%
Title I Schools	61	32	7
Economically Disadvantaged Students	55	36	9
Students with Limited English Proficiency	64	30	6
Migratory Students	56	34	9
Students with Disabilities	60	31	10

##### Student Achievement Trend

Language Arts Literacy 4th grade Meets or Exceeds Proficient



**KEY:** \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Language Arts Literacy

Students in:	Partially Proficient	Proficient ↻	Advanced Proficient
All Schools	27%	65%	8%
Title I Schools	54	45	1
Economically Disadvantaged Students	53	46	1
Students with Limited English Proficiency	79	20	*
Migratory Students	64	36	0
Students with Disabilities	74	26	*

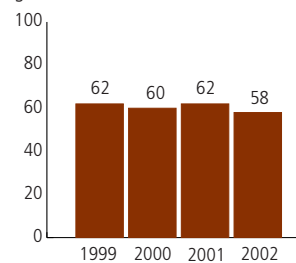
#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	Advanced Proficient
All Schools	37%	42%	16%
Title I Schools	79	24	3
Economically Disadvantaged Students	70	26	4
Students with Limited English Proficiency	73	22	6
Migratory Students	73	23	3
Students with Disabilities	85	14	2

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 11

##### Language Arts Literacy

Students in:	Partially Proficient	Proficient ↻	Advanced Proficient
All Schools	19%	66%	15%
Title I Schools	36	61	3
Economically Disadvantaged Students	41	56	3
Students with Limited English Proficiency	75	21	4
Migratory Students	39	56	6
Students with Disabilities	62	36	1

#### Grade 11

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	Advanced Proficient
All Schools	31%	50%	19%
Title I Schools	61	37	2
Economically Disadvantaged Students	60	36	4
Students with Limited English Proficiency	95	2	3
Migratory Students	54	40	6
Students with Disabilities	74	23	2

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
4% 3%

Postsecondary enrollment 1994-95 2000-01  
64% 64%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,313

Number of districts (CCD, 2001-02) 89

Number of charter schools (CCD, 2001-02) 20

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	419	437
Middle	139	158
High	113	156
Combined	4	35
Total	675	786

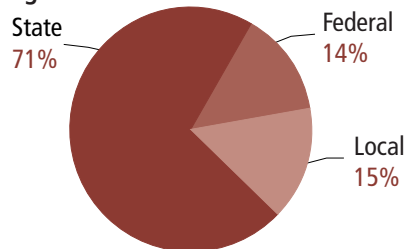
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	9,080	10,269
Middle School	4,073	4,734
High School	4,340	5,632
Combined	123	267
Total	17,616	20,902

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	76%	65%
Math	69	52
Science	71	55
Social Studies	60	39

### Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	1,933	224,354	87,768	312,122
			95,224	316,761

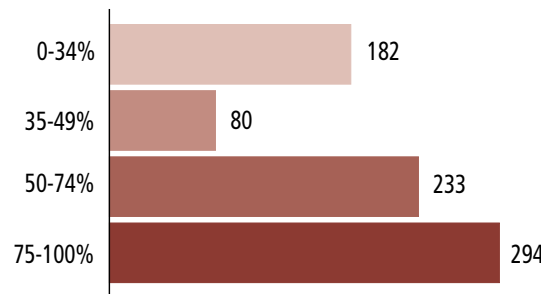
Race/ethnicity (CCD)	1993-94		2001-02	
	10%	11%	1	1
American Indian/Alaskan Natives			2	2
Asian/Pacific Islander			46	51
Black			41	34
Hispanic			—	—
White				
Other				

Students with disabilities (OSEP) 1993-94 12% 2001-02 13%

Migratory students (OME) 1993-94 1% 2001-02 1%

Students with limited English proficiency (ED/NCBE) 1993-94 25% 2000-01 20%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 3 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Increase number of students at Proficient or Advanced levels of performance.

### Expected School Improvement on Assessment

Growth in test scores.

### Title I Adequate Yearly Progress (AYP) for Schools

Increase number of students at Proficient or Advanced levels of performance.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	315	198	513
Schools meeting AYP goal	61%	39%	100%
Schools in need of improvement	227	175	402
	56%	44%	78%
	88	23	111
	79%	21%	22%

### Title I allocation

\$73,331,554

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	19%	19%
Basic level and above	48	62

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	17%	15%
Basic level and above	63	52

## Student Achievement 2001-02 \*\*

**Assessment** New Mexico Achievement Assessment.

**State Definition of Proficient** Data not available for 2001-02.

### Elementary School

**Students in:**

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

**Students in:**

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

### Middle School

**Students in:**

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

**Students in:**

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

### High School

**Students in:**

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

**Students in:**

All Schools  
Title I Schools  
Economically Disadvantaged Students

Students with Limited English Proficiency  
Migratory Students  
Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94 8%	2000-01 5%
---------------------------------------	---------------	---------------

Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 54%	2000-01 59%
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\*\*Assessment results not available for 2001-02.

**KEY:** \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$10,716

Number of districts (CCD, 2001-02) 703

Number of charter schools (CCD, 2001-02) 0

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	2,422	2,484
Middle	666	745
High	661	788
Combined	131	138
Total	3,880	4,155

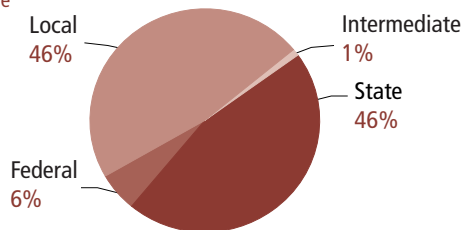
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	82,375	92,161
Middle School	32,788	38,934
High School	42,234	51,025
Combined	5,046	5,687
Total	162,443	187,807

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	89%	81%
Math	84	79
Science	85	86
Social Studies	87	95

### Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	31,687	1,813,727	743,933	2,557,660
	40,184	1,907,043	789,906	2,696,949

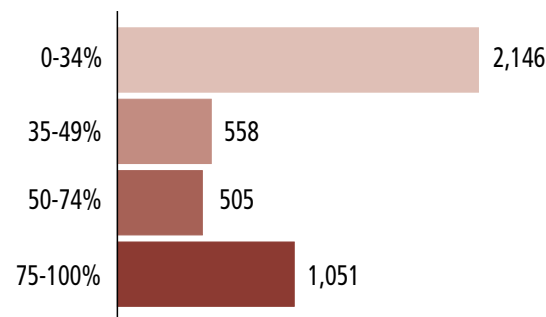
Race/ethnicity (CCD)	1993-94		2001-02	
		%		%
American Indian/Alaskan Natives	*		*	
Asian/Pacific Islander	5%		6%	
Black	20		20	
Hispanic	17		19	
White	58		55	
Other	—		—	

Students with disabilities (OSEP) 1993-94 10% 2001-02 12%

Migratory students (OME) 1993-94 \* 2001-02 1%

Students with limited English proficiency (ED/NCBE) 1993-94 7% 2000-01 8%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 38 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Ninety percent of students at or above Level 2 on English or language arts and math at grades 4,8; 90 percent meet graduation test requirements.

### Expected School Improvement on Assessment

Improve percentage of students moving from Level 1 to 2 and Level 2 to 3, reduce specified percent gap toward 90 percent target, based on two years' test scores.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2001-02 (ED Consolidated Report, 2001-02)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,050	1,648	2,698
Schools meeting AYP goal	39%	67%	100%
Schools in need of improvement	20%	80%	59%
	278	156	434
	64%	36%	16%

Title I allocation \$879,083,463

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	34%	35%
Basic level and above	67	75

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	32%
Basic level and above	79	71



## Student Achievement 2001-02

**Assessment** Grades 4, 8: English Language Arts and Mathematics.  
High School: Regents exam.

**State Definition of Proficient** Score at levels of at least 3.

### Elementary School

#### Grade 4

##### English Language Arts

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	9%	30%	41%	20%
Title I Schools	9	33	40	18
Economically Disadvantaged Students	14	42	34	10
Students with Limited English Proficiency	44	42	12	2
Migratory Students	14	47	33	6
Students with Disabilities	28	41	27	4

#### Grade 4

##### Mathematics

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	8%	25%	45%	22%
Title I Schools	8	27	45	20
Economically Disadvantaged Students	14	36	40	10
Students with Limited English Proficiency	28	43	24	5
Migratory Students	14	46	31	9
Students with Disabilities	27	36	32	5

### Middle School

#### Grade 8

##### English Language Arts

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	8%	48%	34%	10%
Title I Schools	8	51	32	9
Economically Disadvantaged Students	14	62	21	3
Students with Limited English Proficiency	40	56	4	*
Migratory Students	9	75	16	0
Students with Disabilities	27	60	12	1

#### Grade 8

##### Mathematics

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	20%	33%	37%	10%
Title I Schools	22	34	35	9
Economically Disadvantaged Students	34	39	23	4
Students with Limited English Proficiency	54	31	13	2
Migratory Students	36	40	22	2
Students with Disabilities	50	33	16	1

### High School

#### Grade (Multiple)

##### English Language Arts

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	3%	12%	58%	27%
Title I Schools	5	15	58	22
Economically Disadvantaged Students	6	20	62	12
Students with Limited English Proficiency	26	33	39	2
Migratory Students	18	29	53	0
Students with Disabilities	16	35	45	4

#### Grade (Multiple)

##### Mathematics

Students in:	Proficient ⇄			
	Level 1	Level 2	Level 3	Level 4
All Schools	7%	12%	39%	42%
Title I Schools	10	15	40	35
Economically Disadvantaged Students	12	21	44	23
Students with Limited English Proficiency	24	21	35	20
Migratory Students	17	24	47	12
Students with Disabilities	17	40	32	11

### High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 4%
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Postsecondary enrollment	1994-95 70%	2000-01 64%
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(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,346
Number of districts <small>(CCD, 2001-02)</small>	121
Number of charter schools <small>(CCD, 2001-02)</small>	93

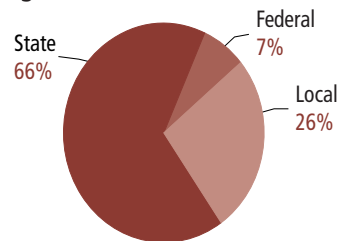
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,165	1,314
Middle	401	456
High	304	342
Combined	24	75
Total	1,894	2,187

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	34,008	42,379
Middle School	15,990	20,157
High School	18,645	22,790
Combined	963	1,592
Total	69,606	86,918

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	87%	81%
Math	79	64
Science	73	75
Social Studies	88	93

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	8,469	798,816	305,060	1,103,876
			359,398	1,306,043

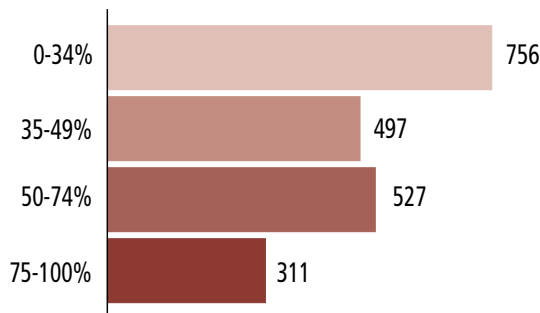
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	%	%	%
American Indian/Alaskan Natives	2%	1%		
Asian/Pacific Islander	1	2		
Black	30	31		
Hispanic	1	5		
White	66	60		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	%	%	%
	11%	12%		

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	%	%	%
	1%	2%		

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	%	%	%
	1%	4%		

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 132 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Sixty percent of students at or above grade level in reading, writing and math (grades 3-8); and 60 percent in reading, writing, math, science and social studies (grades 9-12).

### Expected School Improvement on Assessment

Annual growth/gain over a baseline set for each school.

### Title I Adequate Yearly Progress (AYP) for Schools

Meet growth expectations and 50 percent students at grade level, or above 60 percent at grade level without growth.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	749	320	1,069
Schools meeting AYP goal	70%	30%	100%
Schools in need of improvement	69%	31%	94%
	12	4	16
	75%	25%	1%

### Title I allocation

\$188,921,237

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	28%
Basic level and above	65	72

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	41%	32%
Basic level and above	85	71

## Student Achievement 2001-02

Assessment

North Carolina End of Grade or End of Course Test.

State Definition of Proficient

Level III—mastery of grade level subject matter and skills and are prepared for next grade level.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	23%	45%	32%
Title I Schools	30	47	23
Economically Disadvantaged Students	35	49	16
Students with Limited English Proficiency	49	44	7
Migratory Students	40	46	14
Students with Disabilities	51	39	10

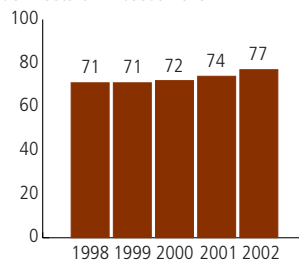
#### Grade 4

##### Mathematics

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	11%	46%	43%
Title I Schools	16	52	32
Economically Disadvantaged Students	18	57	25
Students with Limited English Proficiency	21	58	21
Migratory Students	18	55	27
Students with Disabilities	27	53	20

##### Student Achievement Trend

Reading 4th grade Meets or Exceeds Level III



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	15%	45%	40%
Title I Schools	22	51	27
Economically Disadvantaged Students	28	53	19
Students with Limited English Proficiency	54	39	7
Migratory Students	45	45	10
Students with Disabilities	46	42	12

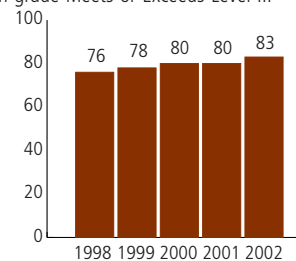
#### Grade 8

##### Mathematics

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	17%	36%	47%
Title I Schools	25	42	33
Economically Disadvantaged Students	31	43	26
Students with Limited English Proficiency	43	38	19
Migratory Students	32	45	23
Students with Disabilities	49	36	15

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Level III



### High School

#### Grade 9

##### English I

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	31%	40%	29%
Title I Schools	62	31	7
Economically Disadvantaged Students			
Students with Limited English Proficiency	73	23	4
Migratory Students	66	28	6
Students with Disabilities	72	23	5

#### Grade 9

##### Algebra I

Students in:	Proficient ⇄		
	Level I/II	Level III	Level IV
All Schools	21%	41%	38%
Title I Schools	26	37	37
Economically Disadvantaged Students			
Students with Limited English Proficiency	36	44	20
Migratory Students	21	50	29
Students with Disabilities	49	38	13

### High School Indicators

High school dropout rate (CCD, event) 1993-94 n/a 2000-01 6%

Postsecondary enrollment 1994-95 51% 2000-01 65%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,125

Number of districts (CCD, 2001-02) 234

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	352	309
Middle	34	36
High	204	181
Combined	9	1
Total	599	527

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	3,974	3,887
Middle School	848	972
High School	2,715	2,789
Combined	94	38
Total	7,631	7,686

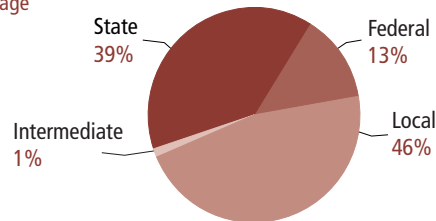
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	80%	66%
Math	87	83
Science	85	85
Social Studies	77	74

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	615	83,512	69,733	118,512
	—	35,000	35,593	105,326

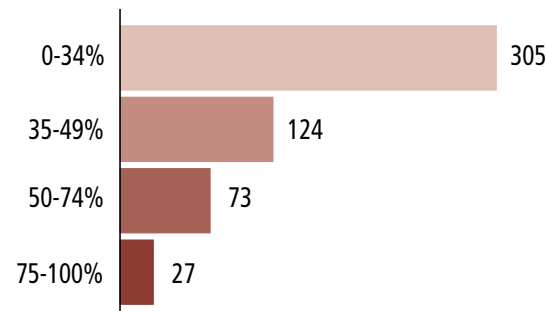
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	6%	8%		
Asian/Pacific Islander	1	1		
Black	1	1		
Hispanic	1	1		
White	90	89		
Other	—	—		

Students with disabilities (OSEP) 1993-94 9% 2001-02 11%

Migratory students (OME) 1993-94 1% 2001-02 1%

Students with limited English proficiency (ED/NCBE) 1993-94 7% 2000-01 8%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Fifty percent of students at Proficient level or higher.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Gain two points on composite assessment score.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	36	233	269
Schools meeting AYP goal	13%	87%	100%
Schools in need of improvement	24	217	241
	10%	90%	90%
	24	5	29
	83%	17%	11%

### Title I allocation

\$23,097,242

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	39%
Basic level and above	69	82

### Math, 2003

Proficient level and above	34%	36%
Basic level and above	83	81

## Student Achievement 2001-02

Assessment North Dakota State Assessment.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Novice	Partially Proficient	Proficient	Advanced Proficient
All Schools	8%	18%	53%	21%
Title I Schools	8	18	53	20
Economically Disadvantaged Students	14	24	49	13
Students with Limited English Proficiency	22	30	39	8
Migratory Students	#	#	#	#
Students with Disabilities	28	31	35	6

#### Grade 4

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced Proficient
All Schools	14%	30%	38%	19%
Title I Schools	14	31	37	18
Economically Disadvantaged Students	23	35	31	11
Students with Limited English Proficiency	30	38	23	9
Migratory Students	#	#	#	#
Students with Disabilities	36	38	20	6

### Middle School

#### Grade 8

##### Reading

Students in:	Novice	Partially Proficient	Proficient	Advanced Proficient
All Schools	13%	21%	51%	16%
Title I Schools	13	21	51	16
Economically Disadvantaged Students	22	27	43	8
Students with Limited English Proficiency	53	22	21	4
Migratory Students	#	#	#	#
Students with Disabilities	47	34	18	1

#### Grade 8

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced Proficient
All Schools	12%	46%	32%	10%
Title I Schools	12	46	32	10
Economically Disadvantaged Students	22	51	22	4
Students with Limited English Proficiency	44	48	7	1
Migratory Students	#	#	#	#
Students with Disabilities	47	47	6	*

### High School

#### Grade 12

##### Reading

Students in:	Novice	Partially Proficient	Proficient	Advanced Proficient
All Schools	22%	27%	30%	19%
Title I Schools	22	27	32	18
Economically Disadvantaged Students	34	28	26	12
Students with Limited English Proficiency	53	27	18	1
Migratory Students	#	#	#	#
Students with Disabilities	67	23	7	3

#### Grade 12

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced Proficient
All Schools	25%	41%	20%	14%
Title I Schools	25	41	21	13
Economically Disadvantaged Students	40	39	14	7
Students with Limited English Proficiency	59	24	9	8
Migratory Students	#	#	#	#
Students with Disabilities	74	19	5	2

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	3%	2%

Postsecondary enrollment	1994-95	2000-01
	68%	69%

(NCES, High school graduates enrolled in college)

KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$7,571
Number of districts <small>(CCD, 2001-02)</small>	662
Number of charter schools <small>(CCD, 2001-02)</small>	63

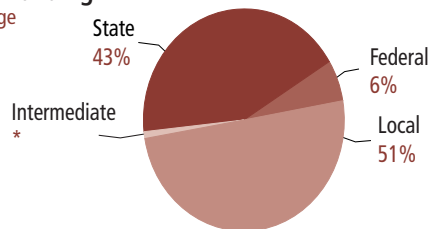
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	2,203	2,173
Middle	663	730
High	669	755
Combined	103	122
Total	3,638	3,780

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	45,530	49,396
Middle School	19,776	24,367
High School	28,382	34,987
Combined	3,615	2,790
Total	97,303	111,540

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	74%	54%
Math	64	77
Science	75	69
Social Studies	79	70

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	17,210	1,268,464	517,122	1,785,586
	22,321	1,238,888	592,116	1,831,004

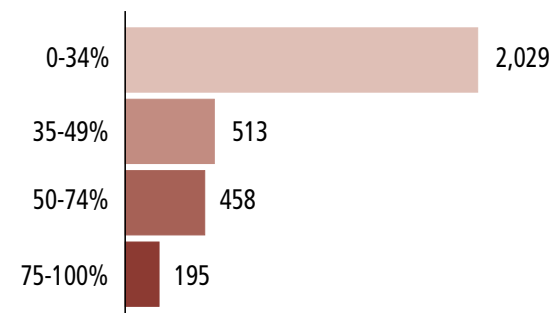
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	1%	1%		
Black	15	16		
Hispanic	1	2		
White	83	81		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	10%	10%		

Migratory students <small>(OME)</small>	1993-94		2001-02	
	*	*	1%	1%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	1%	1%		

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 402 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Grades 4, 6: 75 percent or above of students proficient; grade 9: 75 percent or above of students proficient; grade 10: 85 percent or above of students proficient.

### Expected School Improvement on Assessment

Schools must gain 2.5 percentage points on two-thirds of performance indicators not met the previous year; progress toward higher level.

### Title I Adequate Yearly Progress (AYP) for Schools

Schools must gain 2.5 percent point gain from previous year on grades 4 and 6 test, reading and mathematics, or 75 percent Proficient.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,010	1,084	2,094
Schools meeting AYP goal	48%	52%	100%
Schools in need of improvement	40%	60%	79%
	151	10	161
	94%	6%	8%

Title I allocation \$323,923,863

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4	Grade 8	
	Proficient level and above	34%	34%
Basic level and above	68	78	
Math, 2003	Proficient level and above	36%	30%
	Basic level and above	81	73

## Student Achievement 2001-02

Assessment Ohio Proficiency Test.

### State Definition of Proficient

Reading: Grade 4: at least 217; Grade 6: at least 222.  
Math: Grade 4: at least 218; Grade 6: at least 200.

### Elementary School

#### Grade 4

##### Reading

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	34%	61%	5%
Title I Schools	35	59	6
Economically Disadvantaged Students	*	*	*
Students with Limited English Proficiency	57	40	3
Migratory Students	64	34	2
Students with Disabilities	52	45	3

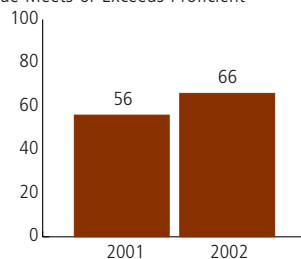
#### Grade 4

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	38%	47%	15%
Title I Schools	41	45	14
Economically Disadvantaged Students	*	*	*
Students with Limited English Proficiency	49	38	13
Migratory Students	54	38	8
Students with Disabilities	54	37	9

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 6

##### Reading

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	44%	35%	21%
Title I Schools	50	32	18
Economically Disadvantaged Students	*	*	*
Students with Limited English Proficiency	69	22	9
Migratory Students	66	21	13
Students with Disabilities	68	24	8

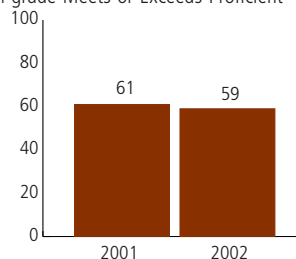
#### Grade 6

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	41%	50%	9%
Title I Schools	47	46	7
Economically Disadvantaged Students	*	*	*
Students with Limited English Proficiency	50	40	10
Migratory Students	58	34	8
Students with Disabilities	64	33	3

#### Student Achievement Trend

Mathematics 6th grade Meets or Exceeds Proficient



### High School\*\*

#### Grade

##### Students in:

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade

##### Students in:

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	4%

Postsecondary enrollment	1994-95	2000-01
	51%	56%

(NCES, High school graduates enrolled in college)

\*\*High school assessment results not available for 2001-02.

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,019
Number of districts <small>(CCD, 2001-02)</small>	544
Number of charter schools <small>(CCD, 2001-02)</small>	10

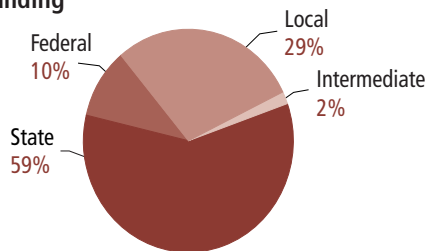
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	993	984
Middle	341	345
High	458	463
Combined	-	1
Total	1,792	1,793

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	19,946	20,577
Middle School	7,706	8,392
High School	9,703	11,125
Combined	-	22
Total	37,355	40,116

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	78%	57%
Math	74	70
Science	62	67
Social Studies	71	53

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	5,456	434,412	175,124	592,923
	25,707	479,824	175,124	592,923

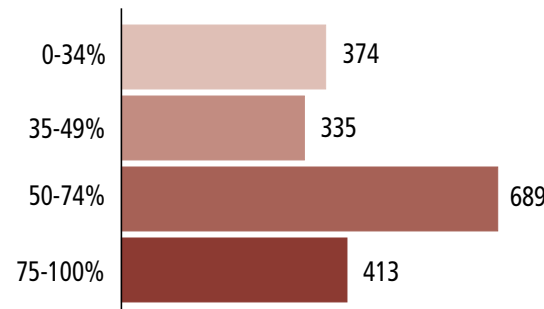
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	1993-94	2001-02	1993-94	2001-02
American Indian/Alaskan Natives	14%	17%	14%	17%
Asian/Pacific Islander	1	1	1	1
Black	10	11	10	11
Hispanic	3	6	3	6
White	72	64	72	64
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	1993-94	2001-02	1993-94	2001-02
	11%	13%	11%	13%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	1993-94	2001-02	1993-94	2001-02
	1%	1%	1%	1%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	1993-94	2000-01	1993-94	2000-01
	4%	7%	4%	7%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 3 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Seventy percent of students score Satisfactory on index for reading and math for 2001-02, baseline year.

### Expected School Improvement on Assessment

Annual improvement toward Satisfactory rating.

### Title I Adequate Yearly Progress (AYP) for Schools

Five percent gain in Satisfactory scores in schools with less than 50 percent Satisfactory in reading or math for 2001-02 baseline year. Meeting or exceeding statewide performance targets in math and reading.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	787	402	1,189
Schools meeting AYP goal	66%	34%	100%
Schools in need of improvement	25	3	28
	89%	11%	2%

### Title I allocation

\$109,173,930

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	26%	30%
Basic level and above	60	74

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	22%	20%
Basic level and above	73	64



## Student Achievement 2001-02

Assessment Oklahoma Core Curriculum Tests.

State Definition of Proficient Satisfactory.

### Elementary School

#### Grade 5

##### Reading

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	15%	21%	56%	7%
Title I Schools				
Economically Disadvantaged Students	9	16	57	4
Students with Limited English Proficiency				
Migratory Students	17	39	41	3
Students with Disabilities	22	40	39	3
Students with Disabilities	56	26	18	1

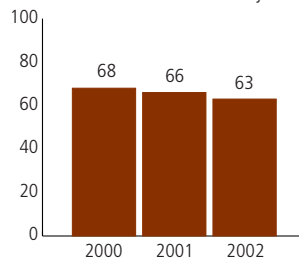
#### Grade 5

##### Mathematics

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	11%	26%	47%	16%
Title I Schools				
Economically Disadvantaged Students	6	20	50	10
Students with Limited English Proficiency				
Migratory Students	14	29	48	9
Students with Disabilities	17	34	46	10
Students with Disabilities	43	37	18	3

##### Student Achievement Trend

Reading 5th grade Meets or Exceeds Satisfactory



KEY:	Meaning
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	10%	20%	62%	8%
Title I Schools				
Economically Disadvantaged Students	6	16	61	5
Students with Limited English Proficiency				
Migratory Students	19	30	48	3
Students with Disabilities	17	32	54	27
Students with Disabilities	47	31	22	1

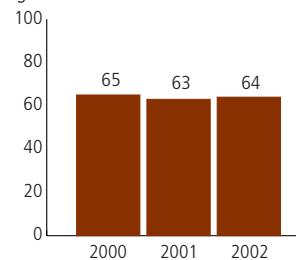
#### Grade 8

##### Mathematics

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	12%	26%	51%	13%
Title I Schools				
Economically Disadvantaged Students	7	21	50	7
Students with Limited English Proficiency				
Migratory Students	18	36	38	7
Students with Disabilities	16	29	52	7
Students with Disabilities	43	41	16	1

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Satisfactory



### High School

#### Grade 10

##### English II

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	17%	22%	55%	7%
Title I Schools				
Economically Disadvantaged Students	27	27	50	3
Students with Limited English Proficiency				
Migratory Students	40	35	25	1
Students with Disabilities	47	24	33	0
Students with Disabilities	65	24	13	1

#### Grade\*\*

##### Students in:

All Schools	
Title I Schools	
Economically Disadvantaged Students	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	5%

Postsecondary enrollment	1994-95	2000-01
	49%	50%

(NCES, High school graduates enrolled in college)

\*\*High school mathematics assessment results not available for 2001-02.

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 117

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$7,528

Number of districts (CCD, 2001-02) 198

Number of charter schools (CCD, 2001-02) 16

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	748	759
Middle	198	222
High	191	239
Combined	36	47
Total	1,173	1,267

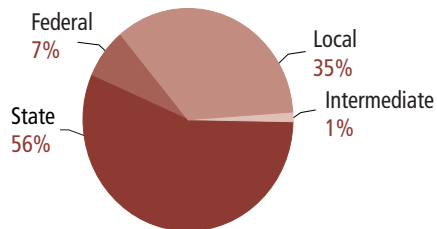
	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	12,656	12,989
Middle School	5,246	6,003
High School	7,273	8,090
Combined	529	508
Total	25,704	27,590

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	61%	68%
Math	61	60
Science	93	74
Social Studies	79	57

### Sources of funding

District average (CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	837	365,488	147,819	513,307
		378,511	167,042	545,553

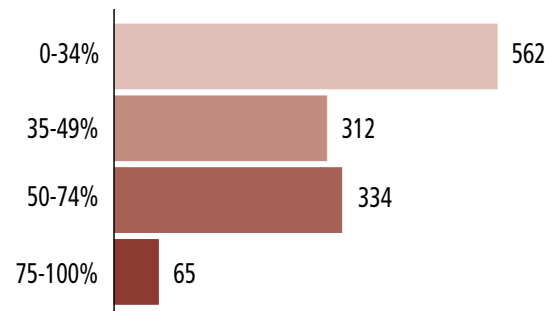
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	2%		2%	
Asian/Pacific Islander	3		5	
Black	2		3	
Hispanic	6		12	
White	87		79	
Other	—		—	

Students with disabilities (OSEP) 1993-94 10% 2001-02 11%

Migratory students (OME) 1993-94 5% 2001-02 7%

Students with limited English proficiency (ED/NCBE) 1993-94 4% 2000-01 9%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

School performance over 60 on 125 point index (tests, attendance, dropout rates).

### Expected School Improvement on Assessment

Improvement by 3.3 points on index over three years.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual increase in percent students meeting standards in language arts, math.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	270	296	566
Schools meeting AYP goal	48%	52%	100%
Schools in need of improvement	229	293	522
	44%	56%	92%
	8	0	8
	100%	—	1%

### Title I allocation

\$95,200,001

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	31%	33%
Basic level and above	64	74

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	32%
Basic level and above	79	70

## Student Achievement 2001-02

Assessment Oregon Statewide Assessment System.

State Definition of Proficient Meets or exceeds standard.

### Elementary School

#### Grade 3

##### Reading

Students in:	Proficient ↕		
	Did Not Meet	Meets	Exceeds
All Schools	15%	36%	49%
Title I Schools	17	39	43
Economically Disadvantaged Students	13	33	53
Students with Limited English Proficiency	35	46	19
Migratory Students	37	45	18
Students with Disabilities	39	38	23

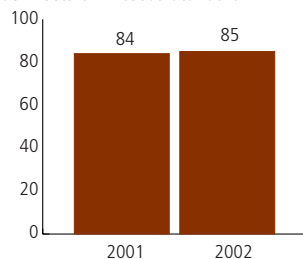
#### Grade 3

##### Mathematics

Students in:	Proficient ↕		
	Did Not Meet	Meets	Exceeds
All Schools	23%	43%	34%
Title I Schools	29	45	26
Economically Disadvantaged Students	20	41	39
Students with Limited English Proficiency	46	40	14
Migratory Students	51	40	9
Students with Disabilities	47	38	15

#### Student Achievement Trend

Reading 3rd grade Meets or Exceeds Standard



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ↕		
	Did Not Meet	Meets	Exceeds
All Schools	36%	30%	34%
Title I Schools	43	31	26
Economically Disadvantaged Students	31	31	38
Students with Limited English Proficiency	74	19	7
Migratory Students	66	24	10
Students with Disabilities	76	17	7

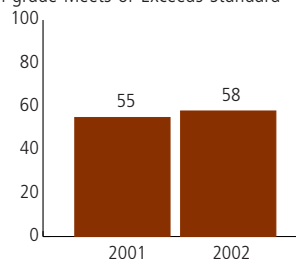
#### Grade 8

##### Mathematics

Students in:	Proficient ↕		
	Did Not Meet	Meets	Exceeds
All Schools	44%	24%	34%
Title I Schools	55	23	22
Economically Disadvantaged Students	38	25	37
Students with Limited English Proficiency	72	18	10
Migratory Students	73	19	8
Students with Disabilities	82	11	7

#### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standard



### High School

#### Grade 10

##### Reading

Students in:	Proficient ↕		
	Did Not Meet	Meets	Exceeds
All Schools	47%	35%	18%
Title I Schools	59	30	11
Economically Disadvantaged Students	42	37	20
Students with Limited English Proficiency	85	13	2
Migratory Students	82	17	1
Students with Disabilities	87	12	1

#### Grade 10

##### Mathematics

Students in:	Proficient ↕		
	Did Not Meet	Meets	Exceeds
All Schools	55%	27%	18%
Title I Schools	72	20	8
Economically Disadvantaged Students	50	29	21
Students with Limited English Proficiency	85	11	4
Migratory Students	85	11	4
Students with Disabilities	90	8	2

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 7% 5%

Postsecondary enrollment 1994-95 2000-01  
 57% 51%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$8,210
Number of districts <small>(CCD, 2001-02)</small>	501
Number of charter schools <small>(CCD, 2001-02)</small>	77

	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,969	1,929
Middle	515	568
High	576	610
Combined	18	48
Total	3,078	3,155

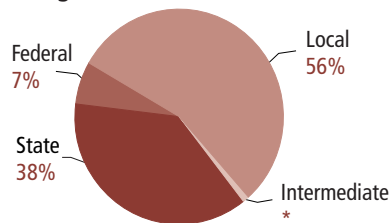
	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	42,793	49,380
Middle School	19,111	24,109
High School	29,511	34,754
Combined	676	1,259
Total	92,091	109,502

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	74%	67%
Math	98	81
Science	85	79
Social Studies	74	73

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	4,181	1,211,095	496,382	1,707,477
	2,537	1,248,569	563,698	1,812,267

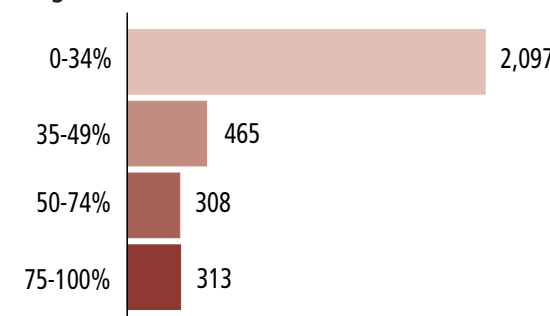
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	2%	2%		
Black	14	15		
Hispanic	3	5		
White	81	78		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	9%	9%	11%	11%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	*	*	2%	2%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	—	—	2%	2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



† 2 schools did not report.

## Statewide Accountability Information

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

**Statewide Goal for Schools on State Assessment**  
None.

### Expected School Improvement on Assessment

To qualify for rewards: Increase 50 points on Pennsylvania System of School Assessments.

### Title I Adequate Yearly Progress (AYP) for Schools

Move 5 percent of students up one proficiency level in reading and math.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	523	1,331	1,854
	28%	72%	100%
Schools meeting AYP goal	335	1,321	1,656
	20%	80%	89%
Schools in need of improvement	188	10	198
	95%	5%	11%

### Title I allocation

\$375,216,339

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	33%	32%
Basic level and above	65	76

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	36%	30%
Basic level and above	78	69

## Student Achievement 2001-02

Assessment Pennsylvania System of School Assessments.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 5

##### Reading

Students in:	Below Basic	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	20%	23%	39%	18%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

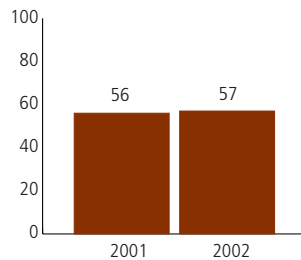
#### Grade 5

##### Mathematics

Students in:	Below Basic	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	25%	22%	27%	26%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

##### Student Achievement Trend

Reading 5th grade Meets or Exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Below Basic	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	21%	21%	38%	20%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

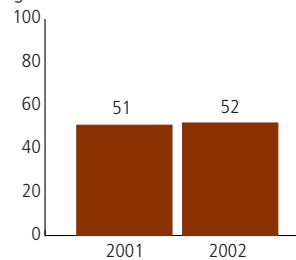
#### Grade 8

##### Mathematics

Students in:	Below Basic	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	27%	21%	34%	18%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 11

##### Reading

Students in:	Below Basic	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	20%	21%	43%	16%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 11

##### Mathematics

Students in:	Below Basic	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	29%	21%	27%	23%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	4%	4%

Postsecondary enrollment	1994-95	2000-01
	57%	62%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$3,685
Number of districts <small>(CCD, 2001-02)</small>	1
Number of charter schools <small>(CCD, 2001-02)</small>	83

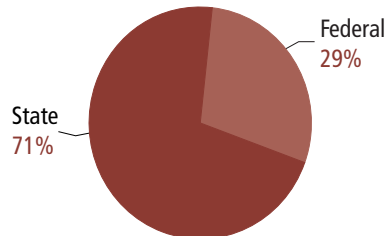
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	962	888
Middle	216	225
High	151	183
Combined	189	185
Total	1,518	1,481

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	19,125	20,734
Middle School	6,697	7,112
High School	5,717	7,420
Combined	6,634	6,713
Total	38,173	41,979

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	n/a	n/a
Math	n/a	n/a
Science	n/a	n/a
Social Studies	n/a	n/a

## Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	281	455,072	159,891	583,491
	617,443			

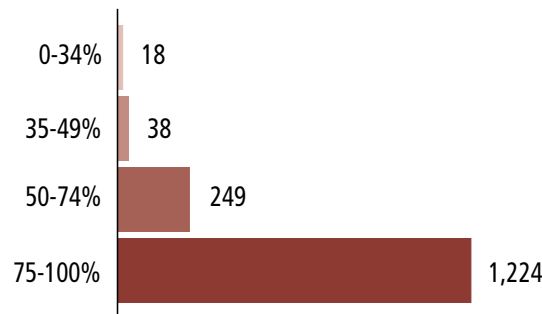
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	—	—	—	—
Asian/Pacific Islander	—	—	—	—
Black	—	—	—	—
Hispanic	100%	100%	100%	100%
White	—	—	—	—
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	—	—	—	—

Migratory students <small>(OME)</small>	1993-94		2001-02	
	3%	3%	3%	3%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	—	—	—	—

## All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program<sup>†</sup> (CCD, 2001-02)



<sup>†</sup> 1 school did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Not available.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Not available.

## Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,396	69	1,465
Schools meeting AYP goal	95%	5%	100%
Schools in need of improvement	n/a	n/a	n/a
	226	8	234
	97%	3%	16%

## Title I allocation

\$286,090,584

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

Proficient level and above  
Basic level and above

Grade 4    Grade 8

### Math, 2003

Proficient level and above  
Basic level and above

## Student Achievement 2001-02

**Assessment** Prueba Puertorriqueña Competencias.

**State Definition of Proficient** Meets or exceeds state's criteria for academic progress.

### Elementary School\*\*

#### Grade 3, 6, 9, 11

##### Reading/Language

Students in:	Partially Proficient	Proficient ⇄	
		Proficient	Advanced
All Schools	59%	23%	18%
Title I Schools	59	23	18
Economically Disadvantaged Students	62	23	16
Students with Limited English Proficiency	44	25	31
Migratory Students	58	25	17
Students with Disabilities	75	18	8

#### Grade 3, 6, 9, 11

##### Mathematics

Students in:	Partially Proficient	Proficient ⇄	
		Proficient	Advanced
All Schools	40%	36%	25%
Title I Schools	38	36	26
Economically Disadvantaged Students	40	36	24
Students with Limited English Proficiency	43	34	23
Migratory Students	50	31	19
Students with Disabilities	46	34	20

\*\*Data disaggregated by grade level not available.

KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School\*\*

#### Grade

Students in:
All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade

Students in:
All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

### High School\*\*

#### Grade

Students in:
All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade

Students in:
All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 n/a
---------------------------------------	----------------	----------------

Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 n/a	2000-01 n/a
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## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$9,315

Number of districts (CCD, 2001-02) 36

Number of charter schools (CCD, 2001-02) 6

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	211	217
Middle	51	56
High	39	47
Combined	2	4
Total	303	324

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	4,672	4,950
Middle School	2,239	2,743
High School	2,821	3,323
Combined	62	74
Total	9,794	11,090

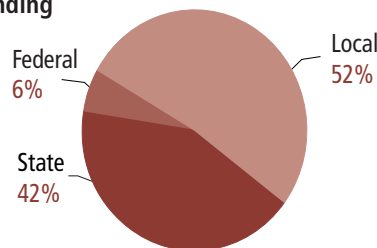
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	94%	74%
Math	81	82
Science	94	81
Social Studies	93	80

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	465	103,603	38,470	142,073
			45,263	156,817

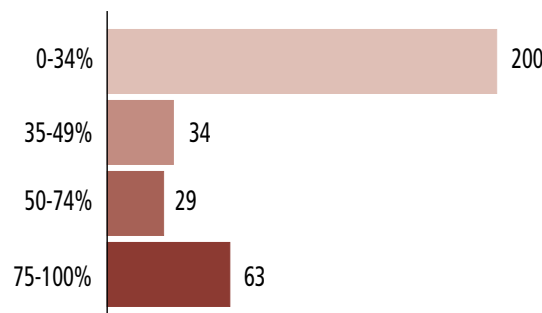
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*		*	1%
Asian/Pacific Islander	3%		3	
Black	7		8	
Hispanic	9		15	
White	81		73	
Other	—		—	

Students with disabilities (OSEP) 1993-94 13% 2001-02 17%

Migratory students (OME) 1993-94 \* 2001-02 \*

Students with limited English proficiency (ED/NCBE) 1993-94 5% 2000-01 7%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Ninety percent of students proficient by 2003.

### Expected School Improvement on Assessment

Three percent growth of students at or above Standard, and 3 percent decrease in lowest levels of performance.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	55	85	140
Schools meeting AYP goal	39%	61%	100%
Schools in need of improvement	41	80	121
	34%	66%	86%
	14	5	19
	74%	26%	14%

### Title I allocation

\$29,475,927

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	30%	30%
Basic level and above	63	71

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	28%	24%
Basic level and above	71	63



## Student Achievement 2001-02

**Assessment** New Standards Reference Exams. (Scores may not total 100 percent due to students not tested.)

**State Definition of Proficient** See Appendix A.

### Elementary School

#### Grade 4

##### English & Language Arts--All Students

	Little Evidence	Below the Standard	Nearly at Standard	Proficient ⇄	
				Achiev. Standard	Ach. w/ Honors
Reading Analysis & Interpretation	1%	12%	25%	54%	6%
Reading Basic Understanding	*	11	14	57	17
Writing Effectiveness	1	21	18	49	10
Writing Conventions	*	18	21	54	5

#### Grade 4

##### Mathematics--All Students

	Little Evidence	Below the Standard	Nearly at Standard	Proficient ⇄	
				Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	1	25%	33%	34%	6%
Mathematical Problem Solving	12	41	18	19	9
Mathematical Skills	1	12	21	43	23

### Middle School

#### Grade 8

##### English & Language Arts--All Students

	Little Evidence	Below the Standard	Nearly at Standard	Proficient ⇄	
				Achiev. Standard	Ach. w/ Honors
Reading Analysis & Interpretation	1%	29%	40%	24%	2%
Reading Basic Understanding	*	17	28	49	1
Writing Effectiveness	1	6	34	53	2
Writing Conventions	2	11	40	43	2

#### Grade 8

##### Mathematics--All Students

	Little Evidence	Below the Standard	Nearly at Standard	Proficient ⇄	
				Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	27%	29%	15%	16%	7%
Mathematical Problem Solving	26	33	8	22	5
Mathematical Skills	3	17	24	27	24

### High School

#### Grade 10

##### English & Language Arts--All Students

	Little Evidence	Below the Standard	Nearly at Standard	Proficient ⇄	
				Achiev. Standard	Ach. w/ Honors
Reading Analysis & Interpretation	1%	21%	35%	36%	*
Reading Basic Understanding	2	11	37	41	2
Writing Effectiveness	2	11	45	32	4
Writing Conventions	*	5	23	51	15

#### Grade 10

##### Mathematics--All Students

	Little Evidence	Below the Standard	Nearly at Standard	Proficient ⇄	
				Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	8%	33%	24%	18%	7%
Mathematical Problem Solving	25	33	11	18	4
Mathematical Skills	7	27	10	26	21

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	5%

Postsecondary enrollment	1994-95	2000-01
	65%	66%

(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,631

Number of districts (CCD, 2001-02) 91

Number of charter schools (CCD, 2001-02) 5

Number of public schools (CCD)	1993-94	2001-02
Elementary	588	601
Middle	238	251
High	191	188
Combined	10	12
Total	1,027	1,052

Number of FTE teachers (CCD)	1993-94	2001-02
Elementary	18,008	22,257
Middle School	9,475	10,523
High School	10,036	11,745
Combined	162	384
Total	37,681	44,909

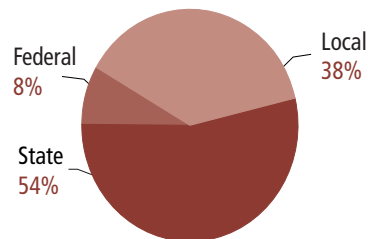
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	78%	68%
Math	72	79
Science	74	75
Social Studies	72	83

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94	2001-02
Pre-K	7,407	18,397
K-8	459,707	467,715
9-12	176,745	186,967
Total (K-12)	636,452	654,682

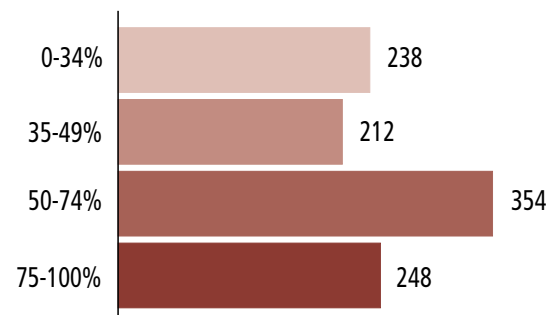
Race/ethnicity (CCD)	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	41	42
Hispanic	1	2
White	57	55
Other	—	—

Students with disabilities (OSEP) 1993-94 11% 2001-02 14%

Migratory students (OME) 1993-94 \* 2001-02 1%

Students with limited English proficiency (ED/NCBE) 1993-94 \* 2000-01 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 1 school did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Rating based on percent of students meeting standard (five levels).

### Expected School Improvement on Assessment

Rewards for high improvement of students using matched longitudinal data.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual improvement toward 75 percent at or above Basic level in English or language arts and 70 percent at or above Basic level in math.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	454	59	513
Schools meeting AYP goal	88%	12%	100%
Schools in need of improvement	87%	13%	83%
	27	0	27
	100%	—	5%

### Title I allocation

\$119,751,946

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	25%	24%
Basic level and above	59	69

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	32%	26%
Basic level and above	79	67

## Student Achievement 2001-02

**Assessment** Palmetto Achievement Challenge Test.

**State Definition of Proficient**

Meets expectations for performance based on curriculum standards approved by the State Board of Education.

### Elementary School

#### Grade 4

##### English Language Arts

Students in:	Below Basic	Basic	Proficient ⇨	
			Proficient	Advanced
All Schools	19%	47%	31%	3%
Title I Schools	49	25	25	1
Economically Disadvantaged Students	28	53	18	1
Students with Limited English Proficiency	45	42	13	0
Migratory Students	32	55	14	0
Students with Disabilities	44	44	11	1

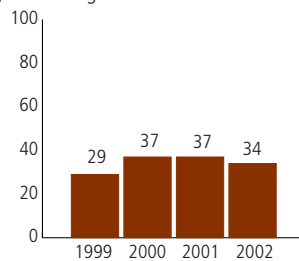
#### Grade 4

##### Mathematics

Students in:	Below Basic	Basic	Proficient ⇨	
			Proficient	Advanced
All Schools	25%	39%	21%	15%
Title I Schools	40	31	18	11
Economically Disadvantaged Students	36	43	15	6
Students with Limited English Proficiency	45	37	11	7
Migratory Students	35	39	14	12
Students with Disabilities	47	36	11	6

##### Student Achievement Trend

English Language Arts 4th grade Meets or Exceeds Proficient



**KEY:** \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### English Language Arts

Students in:	Below Basic	Basic	Proficient ⇨	
			Proficient	Advanced
All Schools	30%	43%	22%	5%
Title I Schools	42	42	14	2
Economically Disadvantaged Students	45	43	11	1
Students with Limited English Proficiency	65	31	4	0
Migratory Students	60	20	13	7
Students with Disabilities	71	26	3	0

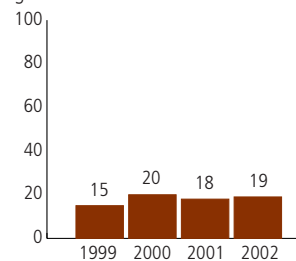
#### Grade 8

##### Mathematics

Students in:	Below Basic	Basic	Proficient ⇨	
			Proficient	Advanced
All Schools	38%	43%	13%	6%
Title I Schools	40	49	8	3
Economically Disadvantaged Students	54	39	5	2
Students with Limited English Proficiency	59	31	7	3
Migratory Students	69	25	0	6
Students with Disabilities	72	25	2	1

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School\*\*

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

#### Grade

##### Students in:

- All Schools
- Title I Schools
- Economically Disadvantaged Students
- Students with Limited English Proficiency
- Migratory Students
- Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	n/a	3%

Postsecondary enrollment	1994-95	2000-01
	58%	66%

(NCES, High school graduates enrolled in college)

\*\*High school assessment results not available for 2001-02.

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,191

Number of districts (CCD, 2001-02) 176

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	373	373
Middle	190	177
High	181	176
Combined	—	12
Total	744	738

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	4,627	4,441
Middle School	2,067	1,947
High School	2,768	2,768
Combined	—	75
Total	9,462	9,231

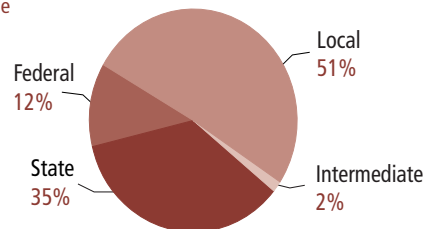
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	73%	74%
Math	67	76
Science	72	72
Social Studies	61	68

## Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	612	100,054	39,971	140,025
		85,589	40,479	126,068

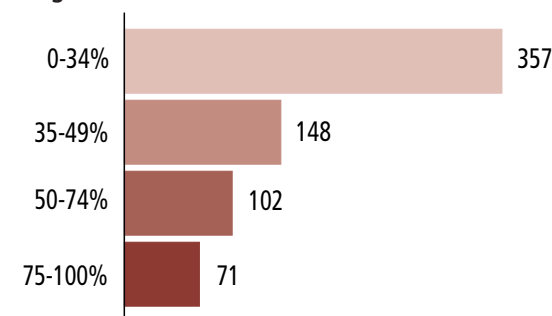
Race/ethnicity (CCD)	1993-94		2001-02	
	1993-94	2001-02	1993-94	2001-02
American Indian/Alaskan Natives	13%	10%		
Asian/Pacific Islander	1	1		
Black	1	1		
Hispanic	1	1		
White	85	86		
Other	—	—		

Students with disabilities (OSEP) 1993-94 9% 2001-02 10%

Migratory students (OME) 1993-94 1% 2001-02 2%

Students with limited English proficiency (ED/NCBE) 1993-94 3% 2000-01 5%

## All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 71 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

School accreditation.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Five percent gain from Below Basic to Basic or from Basic to Proficient.

## Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	107	254	361
Schools meeting AYP goal	30%	70%	100%
Schools in need of improvement	29	117	146
	20%	80%	40%
	8	5	13
	62%	38%	4%

## Title I allocation

\$23,961,449

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	33%	39%
Basic level and above	68	82

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	34%	35%
Basic level and above	82	78

## Student Achievement 2001-02

Assessment Stanford Achievement Test, Version 9.

State Definition of Proficient Demonstrated solid academic performance.

### Elementary School

#### Grade 4

##### Reading

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	11%	27%	44%	18%
Title I Schools	12	28	43	17
Economically Disadvantaged Students	18	36	36	10
Students with Limited English Proficiency	38	39	20	3
Migratory Students	17	46	29	8
Students with Disabilities	28	38	27	7

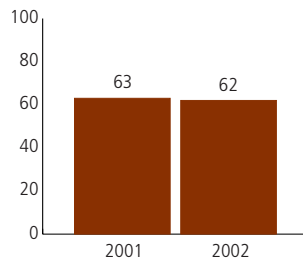
#### Grade 4

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	8%	27%	43%	21%
Title I Schools	9	29	44	19
Economically Disadvantaged Students	14	36	36	13
Students with Limited English Proficiency	32	42	24	2
Migratory Students	12	48	33	8
Students with Disabilities	23	37	30	10

##### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	7%	25%	48%	20%
Title I Schools	10	30	44	15
Economically Disadvantaged Students	13	39	41	11
Students with Limited English Proficiency	26	47	20	7
Migratory Students	14	35	38	14
Students with Disabilities	34	60	5	*

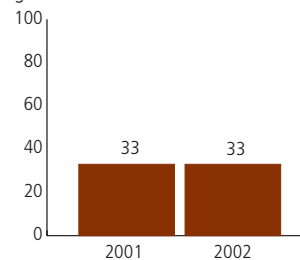
#### Grade 8

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	24%	43%	29%	4%
Title I Schools	9	29	44	19
Economically Disadvantaged Students	39	42	18	1
Students with Limited English Proficiency	65	29	6	0
Migratory Students	43	35	22	0
Students with Disabilities	67	28	5	0

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 11

##### Reading

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	12%	48%	27%	3%
Title I Schools	30	47	21	2
Economically Disadvantaged Students	33	47	18	2
Students with Limited English Proficiency	56	32	13	0
Migratory Students	50	25	17	8
Students with Disabilities	71	24	4	*

#### Grade 11

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	29%	51%	17%	2%
Title I Schools	36	48	14	1
Economically Disadvantaged Students	42	46	11	1
Students with Limited English Proficiency	61	26	13	0
Migratory Students	50	33	17	0
Students with Disabilities	83	13	4	*

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	4%

Postsecondary enrollment	1994-95	2000-01
	50%	64%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01)	\$5,687
Number of districts (CCD, 2001-02)	138
Number of charter schools (CCD, 2001-02)	—

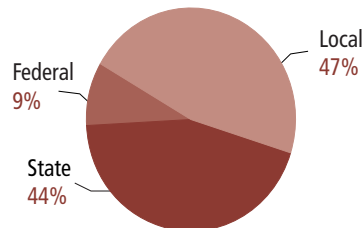
	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	942	969
Middle	237	282
High	246	283
Combined	49	67
Total	1,474	1,601

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	25,506	n/a
Middle School	8,256	n/a
High School	12,754	n/a
Combined	1,549	n/a
Total	48,065	n/a

	Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	
	1994	2000
English	73%	73%
Math	59	51
Science	52	53
Social Studies	81	69

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	9,976	603,041	236,542	839,583
	-	639,837	241,844	881,681

Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*	n/a		
Asian/Pacific Islander	1%	n/a		
Black	23	n/a		
Hispanic	1	n/a		
White	76	n/a		
Other	—	n/a		

Students with disabilities (OSEP)	1993-94		2001-02	
	12%		12%	

Migratory students (OME)	1993-94		2001-02	
	*		1%	

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	*		1%	

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program** (CCD, 2001-02)

Data not available.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Above 50th percentile in reading and math on assessment.

### Expected School Improvement on Assessment

Attain value-added score of 100, over three years improvement on test scores.

### Title I Adequate Yearly Progress (AYP) for Schools

Improve mean performance level across grades by average of .05.

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	561	249	810
Schools meeting AYP goal	69%	31%	100%
Schools in need of improvement	67%	33%	92%
	109	4	113
	96%	4%	14%

### Title I allocation

\$145,324,689

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	26%	26%
Basic level and above	57	69

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	23%	21%
Basic level and above	69	59

## Student Achievement 2001-02

**Assessment** Tennessee Comprehensive Achievement Program, grades 3-8.  
Tennessee's Gateway test, high school.  
**State Definition of Proficient** Proficient or above.

### Elementary School\*\*

#### Grade 3-8\*\*

##### Reading

Students in:	Step 1	Progressing	Nearing Proficiency	Proficient ⇄	
				Proficient	Adv.
All Schools					
Title I Schools	20%	27%	31%	16%	6%
Economically Disadvantaged Students	25	31	29	12	4
Students with Limited English Proficiency	44	33	17	5	1
Migratory Students	39	30	22	9	1
Students with Disabilities	58	25	12	4	1

#### Grade 3-8\*\*

##### Mathematics

Students in:	Step 1	Progressing	Nearing Proficiency	Proficient ⇄	
				Proficient	Adv.
All Schools					
Title I Schools	26%	31%	29%	11%	4%
Economically Disadvantaged Students	32	32	25	8	2
Students with Limited English Proficiency	43	31	18	5	2
Migratory Students	35	39	20	4	1
Students with Disabilities	60	24	11	3	1

KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School \*\*

#### Grade

Students in:
All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade

Students in:
All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

\*\*Data disaggregated by grade level not available.

\*\*High school reading assessment results not available for 2001-02.

### High School

#### Grade\*\*

Students in:
All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade 9-12

##### Mathematics

Students in:	Below Proficient	Proficient
All Schools	23%	77%
Title I Schools		
Economically Disadvantaged Students	40	60
Students with Limited English Proficiency	46	54
Migratory Students	29	71
Students with Disabilities	47	53

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	4%

Postsecondary enrollment	1994-95	2000-01
	54%	62%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,539
Number of districts <small>(CCD, 2001-02)</small>	1,040
Number of charter schools <small>(CCD, 2001-02)</small>	241

Number of public schools <small>(CCD)</small>	1993-94	2001-02
Elementary	3,366	3,870
Middle	1,293	1,533
High	1,056	1,384
Combined	348	813
Total	6,063	7,600

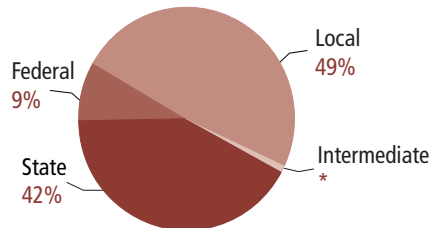
Number of FTE teachers <small>(CCD)</small>	1993-94	2001-02
Elementary	108,043	131,750
Middle School	50,827	64,643
High School	55,763	73,754
Combined	6,806	8,195
Total	221,439	278,342

Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	71%	64%
Math	65	57
Science	70	57
Social Studies	67	60

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	Pre-K	1993-94	2001-02
	K-8	2,560,607	2,846,113
	9-12	927,209	1,147,233
	Total (K-12)	3,487,816	3,993,346

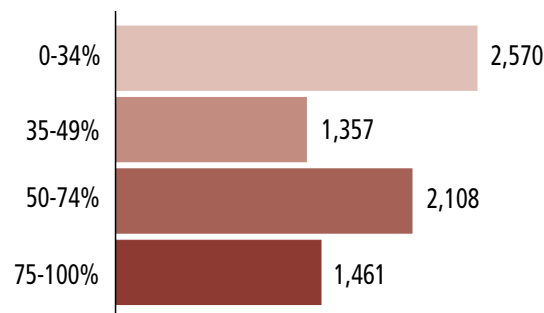
Race/ethnicity <small>(CCD)</small>	1993-94	2001-02
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	3%
Black	14	14
Hispanic	36	42
White	48	41
Other	—	—

Students with disabilities <small>(OSEP)</small>	1993-94	2001-02
	11%	11%

Migratory students <small>(OME)</small>	1993-94	2001-02
	3%	5%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94	2000-01
	12%	14%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program<sup>†</sup> (CCD, 2001-02)



<sup>†</sup> 150 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Above 50 percent passing on assessment for all racial and ethnic groups and low-income students. (Pass=70 percent correct in reading and math).

### Expected School Improvement on Assessment

Pass rate increases 5 percent per year for each group.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2001-02	Schoolwide Programs	Targeted Assistance	Total
Number of schools	3,970	589	4,559
Schools meeting AYP goal	87%	13%	100%
Schools in need of improvement	88%	12%	93%
	62	10	72
	86%	14%	2%

Title I allocation \$786,011,631

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	27%	26%
Basic level and above	60	71

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	25%
Basic level and above	82	69



## Student Achievement 2001-02

Assessment Texas Assessment of Academic Skills.

State Definition of Proficient Score of 70 or above on Texas Learning Index.

### Elementary School

#### Grade 4

##### Reading

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	9%	54%	37%
Title I Schools	11	58	31
Economically Disadvantaged Students	14	64	22
Students with Limited English Proficiency	21	66	13
Migratory Students	18	66	16
Students with Disabilities	13	61	27

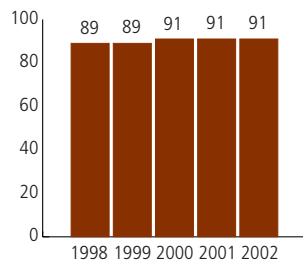
#### Grade 4

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	6%	84%	10%
Title I Schools	8	85	8
Economically Disadvantaged Students	10	85	5
Students with Limited English Proficiency	13	83	3
Migratory Students	10	86	4
Students with Disabilities	10	84	6

##### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	6%	64%	30%
Title I Schools	8	68	24
Economically Disadvantaged Students	11	73	16
Students with Limited English Proficiency	36	62	2
Migratory Students	15	73	13
Students with Disabilities	16	75	9

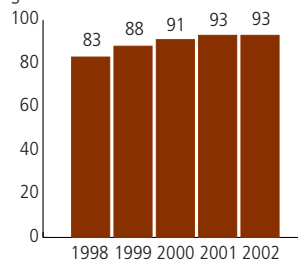
#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	8%	79%	14%
Title I Schools	10	80	10
Economically Disadvantaged Students	13	81	7
Students with Limited English Proficiency	29	68	2
Migratory Students	14	80	6
Students with Disabilities	19	78	3

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	6%	72%	22%
Title I Schools	8	76	16
Economically Disadvantaged Students	11	79	10
Students with Limited English Proficiency	34	65	1
Migratory Students	15	79	7
Students with Disabilities	20	75	5

#### Grade 10

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	8%	82%	10%
Title I Schools	10	83	6
Economically Disadvantaged Students	14	82	4
Students with Limited English Proficiency	29	69	2
Migratory Students	14	83	4
Students with Disabilities	28	71	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 n/a 2000-01 4%

Postsecondary enrollment 1994-95 50% 2000-01 53%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01)	\$4,674
Number of districts (CCD, 2001-02)	40
Number of charter schools (CCD, 2001-02)	9

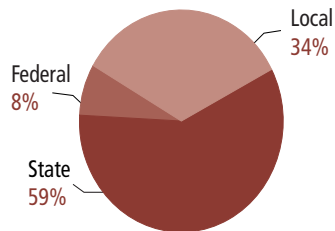
	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	431	467
Middle	114	128
High	101	150
Combined	7	15
Total	653	760

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	9,826	11,269
Middle School	4,279	4,570
High School	4,621	5,322
Combined	29	157
Total	18,755	21,318

	Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	
	1994	2000
English	73%	63%
Math	55	63
Science	66	83
Social Studies	61	72

## Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	2,690	321,280	142,028	466,672
	137,235	458,515		

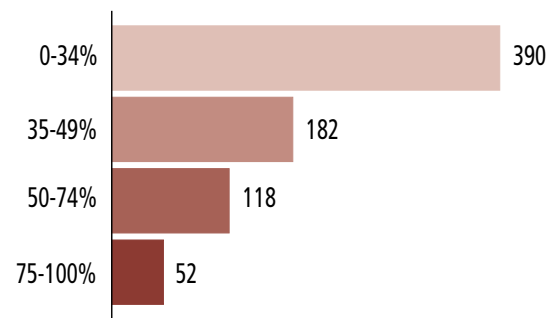
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	1%	2%		
Asian/Pacific Islander	2	3		
Black	1	1		
Hispanic	5	10		
White	92	85		
Other	—	—		

Students with disabilities (OSEP)	1993-94		2001-02	
	10%	10%		

Migratory students (OME)	1993-94		2001-02	
		*		2%

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
		5%		9%

## All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 49 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

School accreditation process, district accountability reporting.

### Expected School Improvement on Assessment

No expectations at state level.

### Title I Adequate Yearly Progress (AYP) for Schools

Meet state average at basic or higher level or increase 3 percent per year at basic level or higher on assessments.

Title I 2001-02 (ED Consolidated Report, 2001-02)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	132	89	221
Schools meeting AYP goal	60%	40%	100%
Schools in need of improvement	58%	42%	90%
	16	6	22
	73%	27%	10%

### Title I allocation

\$41,595,575

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	32%	32%
Basic level and above	66	76

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	31%	31%
Basic level and above	79	72

## Student Achievement 2001-02

Assessment Utah Criterion Reference Test.

### State Definition of Proficient

Student's performance indicates sufficient understanding and application of key curriculum concepts.

### Elementary School

#### Grade 4

##### Language Arts

Students in:	Minimal Mastery	Partial Mastery	Proficient ⇨	
			Near Mastery	Mastery
All Schools	1%	20%	39%	41%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 3

##### Mathematics

Students in:	Minimal Mastery	Partial Mastery	Proficient ⇨	
			Near Mastery	Mastery
All Schools	2%	24%	34%	40%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### Middle School

#### Grade 7

##### Language Arts

Students in:	Minimal Mastery	Partial Mastery	Proficient ⇨	
			Near Mastery	Mastery
All Schools	8%	14%	30%	48%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 7

##### Mathematics

Students in:	Minimal Mastery	Partial Mastery	Proficient ⇨	
			Near Mastery	Mastery
All Schools	7%	54%	21%	19%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School

#### Grade 11

##### Language Arts

Students in:	Minimal Mastery	Partial Mastery	Proficient ⇨	
			Near Mastery	Mastery
All Schools	15%	14%	36%	35%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### End-of-Course

##### Geometry

Students in:	Minimal Mastery	Partial Mastery	Proficient ⇨	
			Near Mastery	Mastery
All Schools	6%	39%	35%	19%
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	3%	4%

Postsecondary enrollment	1994-95	2000-01
	56%	38%

(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$9,153
Number of districts <small>(CCD, 2001-02)</small>	292
Number of charter schools <small>(CCD, 2001-02)</small>	—

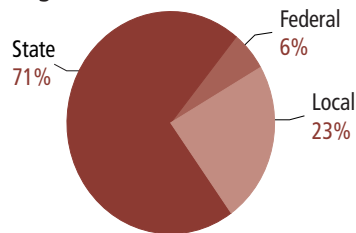
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	279	257
Middle	29	23
High	48	47
Combined	18	31
Total	374	358

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	4,204	4,517
Middle School	846	739
High School	2,379	2,728
Combined	603	736
Total	8,032	8,720

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	87%	n/a
Math	75	55%
Science	81	77
Social Studies	81	78

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	2,024	72,804	27,377	100,181
	2,567	66,732	31,787	98,519

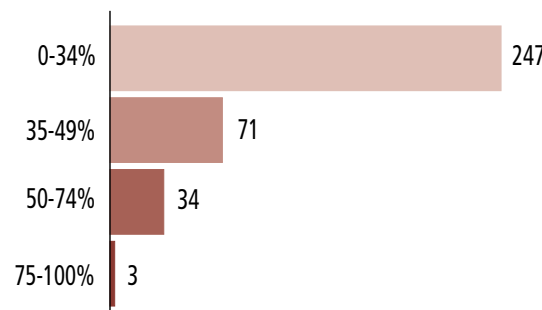
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	American Indian/Alaskan Natives	1%	1%	1%
Asian/Pacific Islander	1	2	1	1
Black	1	1	1	1
Hispanic	*	1	1	1
White	98	96	96	96
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
		9%	12%	9%

Migratory students <small>(OME)</small>	1993-94		2001-02	
		1%	1%	1%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
		1%	1%	1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



† 4 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Sixty percent of students meet standard for Basic skills target, and 50 percent meet standard for Analytical skills target.

### Expected School Improvement on Assessment

No information available.

### Title I Adequate Yearly Progress (AYP) for Schools

Fifty percent of students meet targets for Basic skills and Analytical skills at least one of two years.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	84	132	216
Schools meeting AYP goal	39%	61%	100%
Schools in need of improvement	39%	61%	97%
	3	3	6
	50%	50%	3%

### Title I allocation

\$20,470,889

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4		Grade 8	
	Proficient level and above	Basic level and above	Proficient level and above	Basic level and above
	37%	74	39%	82
Math, 2003				
	41%	84	35%	77

## Student Achievement 2001-02

Assessment New Standards Referenced Exam.

### State Definition of Proficient

Please note scores are by content area. Vermont sets levels in conjunction with publisher.

### Elementary School

#### Grade 4

##### English & Language Arts--All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0%	8%	24%	62%	5%
Basic Understanding	0	6	13	63	17

#### Grade 4

##### Mathematics--All Students

	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	0	19%	36%	38%	7%
Mathematical Problem Solving	8	40	19	22	11
Mathematical Skills	0	8	21	47	24

### Middle School

#### Grade 8

##### English & Language Arts--All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0%	18%	42%	36%	5%
Basic Understanding	0	10	25	63	2

#### Grade 8

##### Mathematics--All Students

	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	15	27%	19%	24%	14%
Mathematical Problem Solving	15	32	10	31	11
Mathematical Skills	1	10	21	33	36

### High School

#### Grade 10

##### English & Language Arts--All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0%	18%	34%	47%	1%
Basic Understanding	1	10	36	51	2

#### Grade 10

##### Mathematics--All Students

	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	5%	30%	26%	26%	13%
Mathematical Problem Solving	17	34	14	27	8
Mathematical Skills	4	23	10	31	32

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	5%

Postsecondary enrollment	1994-95	2000-01
	51%	45%

(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$7,281
Number of districts <small>(CCD, 2001-02)</small>	137
Number of charter schools <small>(CCD, 2001-02)</small>	7

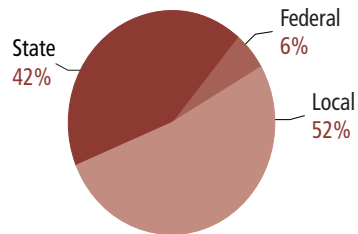
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,093	1,160
Middle	306	334
High	274	312
Combined	11	26
Total	1,684	1,832

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	28,540	41,213
Middle School	12,137	18,792
High School	27,535	24,789
Combined	575	625
Total	68,787	85,419

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	93%	63%
Math	69	59
Science	67	74
Social Studies	84	77

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	3,186	734,673	278,009	1,012,682
			336,897	1,146,691

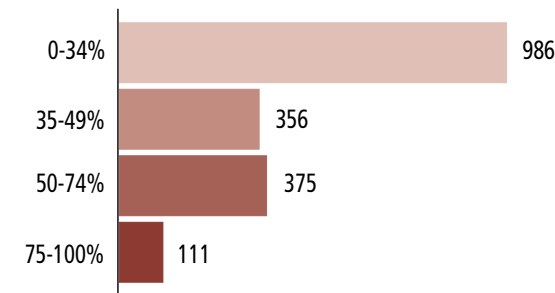
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	3%	4%		
Black	26	27		
Hispanic	3	5		
White	68	63		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	11%		12%	

Migratory students <small>(OME)</small>	1993-94		2001-02	
	*	*		

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	—		3%	

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



† 11 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Above 70 percent of students pass standards-based tests (four subjects) to be fully accredited.

### Expected School Improvement on Assessment

Improve percent of students passing to 70 percent.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as Statewide goal (provisional accreditation is granted if scores improved over the prior year's scores).

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	265	495	760
	35%	65%	100%
Schools meeting AYP goal	n/a	n/a	n/a
Schools in need of improvement	32	2	34
	94%	6%	4%

### Title I allocation

\$147,360,912

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	35%	35%
Basic level and above	69	78

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	36%	31%
Basic level and above	83	72

## Student Achievement 2001-02

Assessment Virginia Standards of Learning Test.

State Definition of Proficient

Student has demonstrated a satisfactory level of achievement on test.

### Elementary School

#### Grade 3

##### English

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	28%	55%	16%
Title I Schools	37	53	10
Economically Disadvantaged Students	46	49	5
Students with Limited English Proficiency	45	50	5
Migratory Students	*	*	*
Students with Disabilities	52	43	5

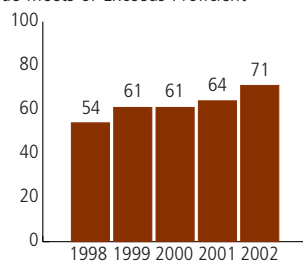
#### Grade 3

##### Mathematics

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	20%	40%	40%
Title I Schools	27	44	29
Economically Disadvantaged Students	36	45	19
Students with Limited English Proficiency	30	45	25
Migratory Students	*	*	*
Students with Disabilities	42	38	19

#### Student Achievement Trend

Reading 3rd grade Meets or Exceeds Proficient



KEY:	Meaning
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### English

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	31%	51%	19%
Title I Schools	38	49	13
Economically Disadvantaged Students	51	43	6
Students with Limited English Proficiency	60	35	5
Migratory Students	*	*	*
Students with Disabilities	69	28	4

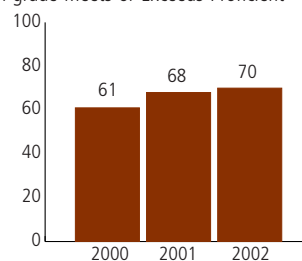
#### Grade 8

##### Mathematics

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	29%	52%	18%
Title I Schools	40	50	10
Economically Disadvantaged Students	51	43	6
Students with Limited English Proficiency	41	44	14
Migratory Students	*	*	*
Students with Disabilities	70	26	4

#### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School\*\*

#### Grade

##### Students in:

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

#### Grade

##### Students in:

All Schools
Title I Schools
Economically Disadvantaged Students
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	5%	4%

Postsecondary enrollment	1994-95	2000-01
	53%	53%

(NCES, High school graduates enrolled in college)

\*\*High school assessment results not available for 2001-02.

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,750
Number of districts <small>(CCD, 2001-02)</small>	296
Number of charter schools <small>(CCD, 2001-02)</small>	—

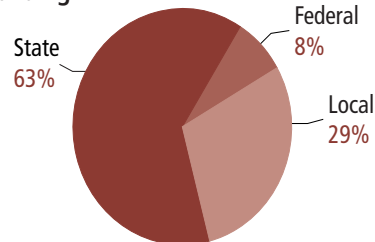
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,077	1,177
Middle	293	351
High	301	454
Combined	78	155
Total	1,749	2,137

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	22,683	25,689
Middle School	8,655	10,286
High School	10,757	13,382
Combined	1,086	1,159
Total	43,181	50,516

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	64%	65%
Math	49	55
Science	83	79
Social Studies	75	77

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	5,087	655,337	255,528	910,865
	8,102	688,155	312,943	1,001,098

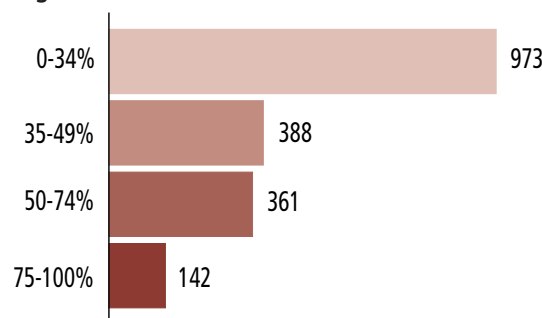
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	%	%	%
American Indian/Alaskan Natives	3%	3%	3%	3%
Asian/Pacific Islander	6	8	6	8
Black	4	5	4	5
Hispanic	7	11	7	11
White	80	74	80	74
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	%	%	%
	9%	9%	10%	10%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	%	%	%
	3%	3%	5%	5%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	%	%	%
	3%	3%	6%	6%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)



† 306 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Long term goal: more than 80 percent of students will be at or above Meets Standards on assessment.

### Expected School Improvement on Assessment

Increase performance to meet three-year goals and ten-year goals of students meeting standard.

### Title I Adequate Yearly Progress (AYP) for Schools

Increase percent of students meeting standard (grades 4, 7 in reading, math) level 3, decrease percent at level 1.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	410	573	983
Schools meeting AYP goal	42%	58%	100%
Schools in need of improvement	n/a	n/a	n/a
	38	12	50
	76%	24%	5%

Title I allocation \$140,050,821

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	33%	33%
Basic level and above	67	76

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	36%	32%
Basic level and above	81	72



## Student Achievement 2001-02

Assessment Washington Assessment of Student Learning.

State Definition of Proficient Meets or exceeds Standards.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	6%	28%	39%	27%
Title I Schools	9	40	35	16
Economically Disadvantaged Students				
Students with Limited English Proficiency	27	52	20	5
Migratory Students	21	50	23	6
Students with Disabilities	23	46	23	8

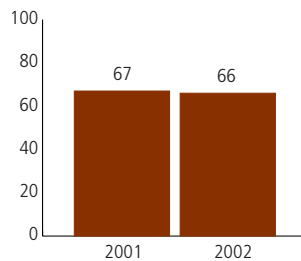
#### Grade 4

##### Mathematics

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	21%	27%	27%	25%
Title I Schools	33	30	22	15
Economically Disadvantaged Students				
Students with Limited English Proficiency	54	28	13	6
Migratory Students	49	30	16	6
Students with Disabilities	51	26	15	8

##### Student Achievement Trend

Reading 4th grade Meets or Exceeds Standard



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### Reading

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	16%	40%	30%	14%
Title I Schools	28	46	20	6
Economically Disadvantaged Students				
Students with Limited English Proficiency	60	34	6	1
Migratory Students	48	41	9	2
Students with Disabilities	53	39	7	1

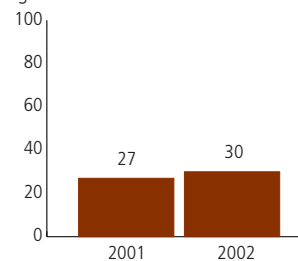
#### Grade 7

##### Mathematics

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	53%	17%	17%	13%
Title I Schools	71	14	10	6
Economically Disadvantaged Students				
Students with Limited English Proficiency	87	7	4	3
Migratory Students	85	10	4	1
Students with Disabilities	91	5	3	1

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standard



### High School

#### Grade 10

##### Reading

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	21%	20%	15%	44%
Title I Schools	37	24	14	25
Economically Disadvantaged Students				
Students with Limited English Proficiency	61	26	8	5
Migratory Students	51	28	11	10
Students with Disabilities	63	24	7	6

#### Grade 10

##### Mathematics

Students in:	Proficient ⇨			
	Well Below Standard	Below Standard	Meets Standard	Above Standard
All Schools	40%	23%	22%	16%
Title I Schools	62	19	13	6
Economically Disadvantaged Students				
Students with Limited English Proficiency	80	12	6	3
Migratory Students	79	14	5	2
Students with Disabilities	87	9	3	1

### High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	n/a	—

Postsecondary enrollment	1994-95	2000-01
	57%	45%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$7,534

Number of districts (CCD, 2001-02) 55

Number of charter schools (CCD, 2001-02) —

	Number of public schools (CCD)	
	1993-94	2001-02
Elementary	555	492
Middle	137	136
High	132	130
Combined	23	17
Total	847	775

	Number of FTE teachers (CCD)	
	1993-94	2001-02
Elementary	9,628	9,552
Middle School	4,118	4,123
High School	5,278	5,043
Combined	751	521
Total	19,775	19,239

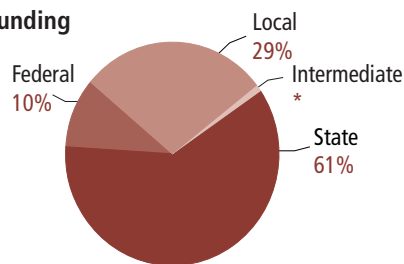
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	74%	72%
Math	80	79
Science	76	69
Social Studies	83	80

### Sources of funding

District average

(CCD, 2000-01)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	3,981	209,090	96,264	305,354
	6,770	192,751	82,847	275,598

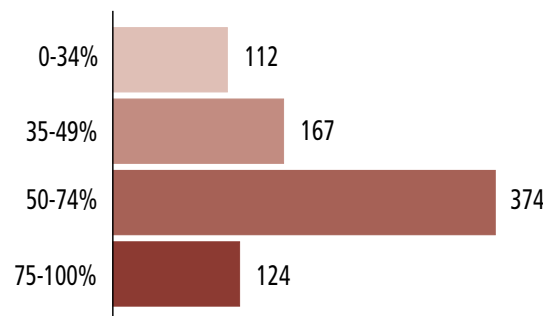
Race/ethnicity (CCD)	1993-94		2001-02	
American Indian/Alaskan Natives	*	*		
Asian/Pacific Islander	*	1%		
Black	4%	4		
Hispanic	*	*		
White	95	95		
Other	—	—		

Students with disabilities (OSEP)	1993-94		2001-02	
	12%	16%		

Migratory students (OME)	1993-94		2001-02	
	*	*		

Students with limited English proficiency (ED/NCBE)	1993-94		2000-01	
	n/a	*		

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program † (CCD, 2001-02)



† 7 schools did not report.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Above 50 percent of students at or above third quartile, fewer than 15 percent in first quartile or decrease in first quartile in two of last three years.

### Expected School Improvement on Assessment

Achieve goals for school by the target year.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2001-02 (ED Consolidated Report, 2001-02)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	394	83	477
Schools meeting AYP goal	83%	17%	100%
Schools in need of improvement	395	77	472
	84%	16%	99%
	8	0	8
	100%	—	2%

Title I allocation \$78,005,030

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	29%	25%
Basic level and above	65	72

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	24%	20%
Basic level and above	75	63

## Student Achievement 2001-02

**Assessment** Stanford Achievement Test, Version 9.

**State Definition of Proficient** Assessment results not reported by proficiency levels this year.\*\*

### Elementary School\*\*

#### Grade

**Students in:**

All Schools  
Title I Schools  
Economically  
Disadvantaged Students

Students with Limited  
English Proficiency  
Migratory Students  
Students with Disabilities

#### Grade

**Students in:**

All Schools  
Title I Schools  
Economically  
Disadvantaged Students

Students with Limited  
English Proficiency  
Migratory Students  
Students with Disabilities

### Middle School\*\*

#### Grade

**Students in:**

All Schools  
Title I Schools  
Economically  
Disadvantaged Students

Students with Limited  
English Proficiency  
Migratory Students  
Students with Disabilities

#### Grade

**Students in:**

All Schools  
Title I Schools  
Economically  
Disadvantaged Students

Students with Limited  
English Proficiency  
Migratory Students  
Students with Disabilities

### High School\*\*

#### Grade

**Students in:**

All Schools  
Title I Schools  
Economically  
Disadvantaged Students

Students with Limited  
English Proficiency  
Migratory Students  
Students with Disabilities

#### Grade

**Students in:**

All Schools  
Title I Schools  
Economically  
Disadvantaged Students

Students with Limited  
English Proficiency  
Migratory Students  
Students with Disabilities

### High School Indicators

High school dropout rate (CCD, event)	1993-94 4%	2000-01 4%
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Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 50%	2000-01 52%
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\*\*West Virginia reported results in percentile ranks until the first administration of the WESTEST in 2003-04, as per their federal agreement.

KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$8,243
Number of districts <small>(CCD, 2001-02)</small>	433
Number of charter schools <small>(CCD, 2001-02)</small>	107

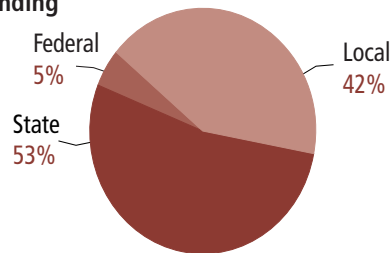
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,233	1,246
Middle	342	387
High	416	504
Combined	21	61
Total	2,012	2,198

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	24,646	27,965
Middle School	10,303	12,006
High School	15,763	18,055
Combined	530	1,234
Total	51,242	59,260

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	75%	81%
Math	76	75
Science	68	82
Social Studies	85	85

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	17,270	578,447	248,284	826,731
			287,380	854,490

Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
American Indian/Alaskan Natives	1%		1%	
Asian/Pacific Islander	2		3	
Black	9		10	
Hispanic	3		5	
White	84		80	
Other	—		—	

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	9%		11%	

Migratory students <small>(OME)</small>	1993-94		2001-02	
	*		*	

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	2%		4%	

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program** (CCD, 2001-02)

Data not available.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

Percent Proficient exceeds standard for five subjects (reading, language arts, math, science, social studies) and three grades (from 30-65 percent of students).

### Expected School Improvement on Assessment

Calculated growth indicator each year (gain in percent Proficient).

### Title I Adequate Yearly Progress (AYP) for Schools

Calculated growth indicator for each school.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	263	887	1,150
Schools meeting AYP goal	23%	77%	100%
Schools in need of improvement	15%	85%	84%
	9	61	70
	13%	87%	6%

Title I allocation \$137,742,313

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4	Grade 8
Proficient level and above	33%	37%
Basic level and above	68	78
Math, 2003		
Proficient level and above	35%	35%
Basic level and above	79	75

## Student Achievement 2001-02

**Assessment** Wisconsin Knowledge and Concepts Examination.

### State Definition of Proficient

Totals may not equal 100 due to students not tested. Demonstrates competency in the academic knowledge and skills tested.

### Elementary School

#### Grade 4

##### Reading

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	4%	5%	11%	61%	18%
Title I Schools					
Economically Disadvantaged Students	7	10	18	56	7
Students with Limited English Proficiency					
Migratory Students	44	4	13	36	2
Students with Disabilities	48	20	19	35	3

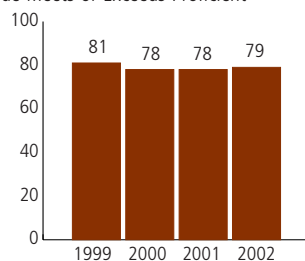
#### Grade 4

##### Mathematics

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	3%	4%	23%	44%	25%
Title I Schools					
Economically Disadvantaged Students	7	8	35	38	11
Students with Limited English Proficiency					
Migratory Students	38	0	25	25	8
Students with Disabilities	13	12	36	28	7

#### Student Achievement Trend

Reading 4th grade Meets or Exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	2%	11%	12%	56%	18%
Title I Schools					
Economically Disadvantaged Students	4	23	19	46	5
Students with Limited English Proficiency					
Migratory Students	37	21	18	22	1
Students with Disabilities	43	10	17	27	0
Students with Disabilities	8	39	21	25	2

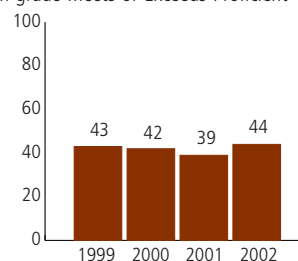
#### Grade 8

##### Mathematics

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	2%	17%	35%	28%	16%
Title I Schools					
Economically Disadvantaged Students	4	35	37	15	5
Students with Limited English Proficiency					
Migratory Students	37	27	27	6	1
Students with Disabilities	43	13	27	7	7
Students with Disabilities	8	47	31	7	1

#### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	2%	10%	23%	38%	23%
Title I Schools					
Economically Disadvantaged Students	5	19	30	27	10
Students with Limited English Proficiency					
Migratory Students	37	13	17	10	13
Students with Disabilities	7	36	30	13	3

#### Grade 10

##### Mathematics

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	2%	29%	22%	27%	16%
Title I Schools					
Economically Disadvantaged Students	5	46	20	15	6
Students with Limited English Proficiency					
Migratory Students	37	27	7	10	10
Students with Disabilities	7	63	12	6	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 3% 2%

Postsecondary enrollment 1994-95 2000-01  
 60% 57%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$7,835
Number of districts <small>(CCD, 2001-02)</small>	48
Number of charter schools <small>(CCD, 2001-02)</small>	0

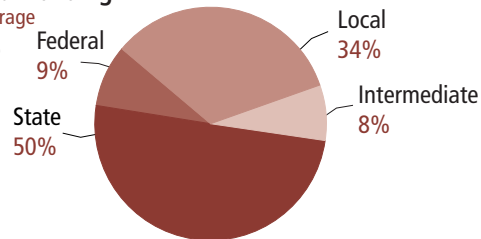
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	239	219
Middle	86	77
High	69	77
Combined	—	9
Total	394	382

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	3,115	3,085
Middle School	1,408	1,525
High School	1,818	1,873
Combined	—	99
Total	6,341	6,582

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	75%	79%
Math	78	79
Science	80	78
Social Studies	81	70

### Sources of funding

District average  
(CCD, 2000-01)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	n/a	—	—
	K-8	71,402	59,095	
	9-12	29,497	29,035	
	Total (K-12)	100,899	88,130	

Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	American Indian/Alaskan Natives	3%	3%	
Asian/Pacific Islander	1	1		
Black	1	1		
Hispanic	6	7		
White	89	87		
Other	—	—		

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
		10%	12%	

Migratory students <small>(OME)</small>	1993-94		2001-02	
		*	1%	

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
		2%	3%	

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program** (CCD, 2001-02)

Data not available.

## Statewide Accountability Information

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

### Statewide Goal for Schools on State Assessment

District accreditation: districts set performance standards.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual growth to close gap to 100 percent Proficient in 10 years, total and for each subgroup.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	51	114	165
Schools meeting AYP goal	31% 23%	69% 77%	100% 82%
Schools in need of improvement	0	0	0

### Title I allocation

\$21,369,386

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4		Grade 8	
	Proficient level and above	33%	34%	
	Basic level and above	68	79	
Math, 2003	Grade 4		Grade 8	
	Proficient level and above	39%	32%	
	Basic level and above	87	76	

## Student Achievement 2001-02

Assessment Wyoming Comprehensive Assessment System.

### State Definition of Proficient

Students at the proficient level use concepts and skills to acquire, analyze, and communicate information and ideas.

### Elementary School

#### Grade 4

##### Reading

Students in:	Novice/		Advanced
	Partially Proficient	Proficient	
All Schools	56%	30%	14%
Title I Schools	60	28	12
Economically Disadvantaged Students	68	24	8
Students with Limited English Proficiency	85	12	3
Migratory Students	100	0	0
Students with Disabilities	89	9	2

#### Grade 4

##### Mathematics

Students in:	Novice/		Advanced
	Partially Proficient	Proficient	
All Schools	57%	26%	17%
Title I Schools	69	25	6
Economically Disadvantaged Students	75	20	5
Students with Limited English Proficiency	88	11	1
Migratory Students	87	13	0
Students with Disabilities	89	10	1

### Middle School

#### Grade 8

##### Reading

Students in:	Novice/		Advanced
	Partially Proficient	Proficient	
All Schools	62%	31%	7%
Title I Schools	71	25	4
Economically Disadvantaged Students	77	20	3
Students with Limited English Proficiency	85	13	2
Migratory Students	64	36	0
Students with Disabilities	96	4	0

#### Grade 8

##### Mathematics

Students in:	Novice/		Advanced
	Partially Proficient	Proficient	
All Schools	67%	23%	10%
Title I Schools	76	18	6
Economically Disadvantaged Students	83	13	4
Students with Limited English Proficiency	93	6	1
Migratory Students	93	7	0
Students with Disabilities	98	2	*

### High School

#### Grade 11

##### Reading

Students in:	Novice/		Advanced
	Partially Proficient	Proficient	
All Schools	53%	34%	13%
Title I Schools	56	31	13
Economically Disadvantaged Students	70	25	5
Students with Limited English Proficiency	72	23	5
Migratory Students	33	61	6
Students with Disabilities	95	4	1

#### Grade 11

##### Mathematics

Students in:	Novice/		Advanced
	Partially Proficient	Proficient	
All Schools	59%	27%	14%
Title I Schools	62	28	10
Economically Disadvantaged Students	73	20	7
Students with Limited English Proficiency	78	20	2
Migratory Students	72	28	0
Students with Disabilities	93	6	1

### High School Indicators

High school dropout rate (CCD, event)	1993-94 7%	2000-01 6%
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Postsecondary enrollment	1994-95 53%	2000-01 52%
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(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies





# 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 2000-01*. Available: <http://nces.ed.gov/pubs2003/2003362.pdf>.

**Notes:** 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, 2001-02.

**Notes:** Common Core of Data is referred to as CCD throughout report. This database includes all regular local school districts that 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, Common Core of Data, 2001-02.

**Notes:** This reflects all charter schools with a student membership (enrollment) greater than zero. These numbers may not match the number of charter schools listed on state websites due to differences in data collection.

### Number of public schools

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2001-02.

**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 2001-02.

**Notes:** FTE teacher counts are based on NCES definitions in the 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 on the CCD public school universe file, and exclude teachers assigned to grades 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, Common Core of Data, 2000-01.

**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. Intermediate revenues come from sources that are not local or state education agencies, but operate at an intermediate level between local and state education agencies, and possess independent fund-raising capability, for example, county or municipal agencies.

## Student Demographics

### Public school enrollment

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2001-02.

**Notes:** These numbers do not include ungraded students.

### Race/ethnicity

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2001-02.

### Students with disabilities

**Source:** U.S. Department of Education, Office of Special Education Programs, 2001-02 school year. Available: [http://www.ideadata.org/tables25th/ar\\_aa10.htm](http://www.ideadata.org/tables25th/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.

### Migratory students

**Source:** U.S. Department of Education, Office of Migrant Education, 1993-94, 2001-02.

**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.

#### 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. With passage of the No Child Left Behind Act of 2001, NCBE became the National Clearinghouse for English Language Acquisition (NCELA). Data reflects the number of LEP students enrolled in public schools. For 2000-01, only K-12 data is reported 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.)

#### 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, 2001-02.

**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 in January 2002. Rolf Blank et al. For more information, visit the states’ Web page or contact the author at: rolfb@ccsso.org.

### Title I 2001–02

**Source:** Sinclair, B. *State ESEA Title 1 Participation Information for 2001-2002: 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. *In press*.

U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2001-02.

### NAEP State Results

**Source:** *The Nation’s Report Card: Mathematics Highlights 2003*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004451.pdf>.

*The Nation’s Report Card: Reading Highlights 2003*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004452.pdf>.

**Notes:** The National Assessment of 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. Puerto Rico did not participate in these assessments. See Appendix C for further information and definitions of proficient and basic.

### Student Achievement 2001-02

#### Student achievement

**Source:** U.S. Department of Education, *Consolidated State Performance Report for State Formula Grant Programs under the Elementary and Secondary Education Act and Goals 2000: Educate America Act* (For reporting on School Years 2000-01 and 2001-02, OMB No. 1810-0614), Section B - Accountability for Student Achievement. Washington, D.C., 2002. Assessment results for 2001-02 school year, with edits by states.

**Notes:** Trend results for 1995-96 through 2001-02 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 Universe 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\*

### Arkansas

**Proficient:** Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading and writing or mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

**Advanced:** Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading and writing or mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

### Colorado

**Proficient:** Students understand directions, recognize author's point of view, explain reactions, define problems or solutions, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimulus, identify character's reactions or motives, identify sequences, support opinions, classify familiar vocabulary, and interpret poetry in a concrete manner.

### Connecticut

**Reading: Proficient:** Students who score at this level can comprehend most grade-level or below-grade-level textbooks and other materials. They can generally determine the main idea, have an adequate understanding of the author's purpose and are able to make some judgments about a test's quality and themes.

**Mathematics: Proficient:** Students who score at this level demonstrate adequately developed conceptual understanding and computational skills, and adequately developed problem-solving skills.

### Florida

**Level 4:** Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

**Level 5:** Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

### Iowa

**Grade 4 Reading: Intermediate:** Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of the characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

**Grade 4 Mathematics: Intermediate:** Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

**Grade 8 Reading: Intermediate:** Understands some factual information; sometimes can draw conclusions; makes inferences about the motives and feelings of characters; and applies what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

**Grade 8 Mathematics: Intermediate:** Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

**Grade 11 Reading: Intermediate:** Understands some factual information; sometimes can make inferences about the characters; identify the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusion.

**Grade 11 Mathematics: Intermediate:** Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about qualitative information, and solve a variety of novel, quantitative reasoning problems.

### Missouri

**Communication Arts: Proficient:** In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences and conclusions; determine word meaning; identify synonyms and antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

**Grade 4 Mathematics: Proficient:** Students communicate math processes; add and subtract common fractions and decimals (money only); use standard units of measurement; identify attributes of planes and solid figures; create and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multi-step and logic problems.

**Grade 8 Mathematics: Proficient:** Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

**Grade 10 Mathematics: Proficient:** Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify

\*Please note, these definitions are taken from the state Consolidated Performance Reports for 2001-02, with edits by states.

various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

### **Montana**

Proficient: A student demonstrates competency including subject matter knowledge, the application of subject knowledge to real world situations, and the analytical skills appropriate to this subject.

### **New Hampshire**

Grade 3 Reading/Language Arts: Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Grade 3 Mathematics: Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add three-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to: Demonstrate and understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Grade 6 Reading/Language Arts: Proficient: Students at this level demonstrate an overall understanding of literacy, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read,

hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

Grade 6 Mathematics: Proficient: Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

Grade 10 Reading/Language Arts: Proficient: Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgments, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the mechanics of language including spelling, capitalization, grammar, and punctuation.

Grade 10 Mathematics: Proficient: Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measurement, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

### **New York**

Grades 4, 8: Score at levels of at least 3. High school: percentage of graduating cohort scoring at least 65 percent on exams.

### **Pennsylvania**

Satisfactory academic performance indicates a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards.

### **Rhode Island**

Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

### **Wyoming**

Students at the proficient level use concepts and skills to acquire, analyze, and communicate information and ideas.

# Appendix B

## 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.

### 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.

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





