

## 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

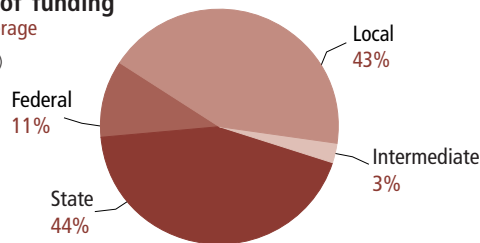
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	710	996
Middle	187	239
High	154	356
Combined	10	125
Total	1,061	1,716

	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%		
Asian/Pacific Islander	2	2		
Black	4	5		
Hispanic	28	35		
White	60	51		
Other	—	—		

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

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

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