

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

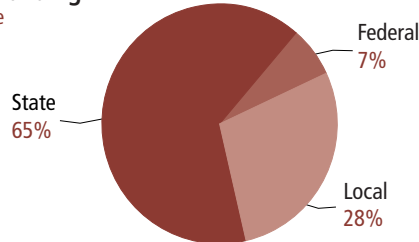
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,878	2,153
Middle	535	652
High	544	678
Combined	53	143
Total	3,010	3,626

	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	1,180,154	1,674,827
	423,081	1,529,495	494,673	

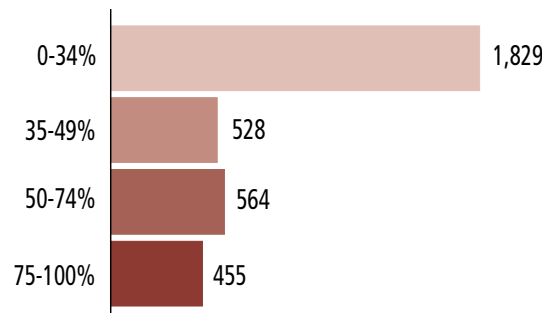
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	1%	1	1%	2
Asian/Pacific Islander	1	17	20	4
Black	17	78	73	—
Hispanic	2	—	—	—
White	78	—	—	—
Other	—	—	—	—

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[†] (CCD, 2001-02)



[†] 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
<small>(ED Consolidated Report, 2001-02)</small>			
Number of schools	848	1,295	2,143
Schools meeting AYP goal	40%	60%	100%
Schools in need of improvement	501	1,041	1,542
	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				

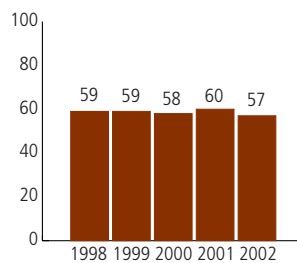
Grade 4

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



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 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)