

## 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

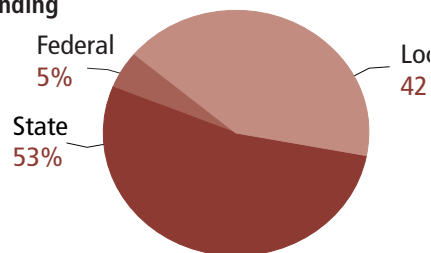
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	1,233	1,246
Middle	342	387
High	416	504
Combined	21	61
Total	2,012	2,198

	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

(ED Consolidated Report, 2001-02)

	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

	Grade 4	Grade 8
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	8	12	31	2
Students with Disabilities	48	20	19	35	3

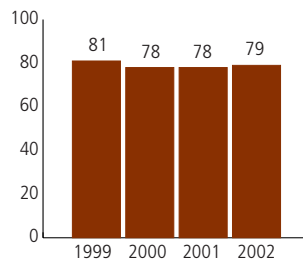
#### Grade 4

##### 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  
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 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

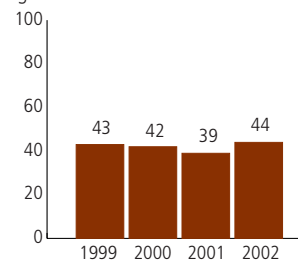
#### Grade 8

##### 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)