

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	181	180
Number of public schools (CCD)		
Elementary	1,085	1,205
Middle	311	421
High	288	332
Combined	67	38
Other	4	7
Total	1,755	2,003
Number of charter schools (CCD)		46

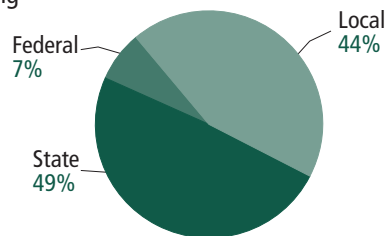
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$4,447,073	\$6,932,058
Noninstructional	444,003	558,162
Support	2,334,106	3,363,275
Total	7,225,182	10,853,495

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$5,849	\$7,380
---	---------	---------

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	\$313,331,096
---	---------------

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	5,534	34,745
K-8	904,891	1,053,816
9-12	324,879	407,451
Total (K-12)	1,229,770	1,461,267

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	2%
Black, non-Hispanic	37	38
Hispanic	2	6
White, non-Hispanic	60	53

Students with disabilities (OSEP)	9%	11%
-----------------------------------	----	-----

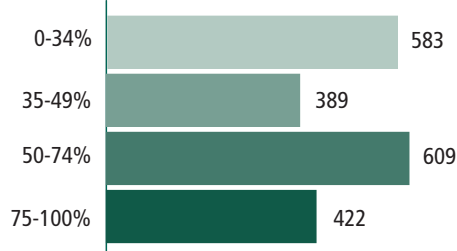
Students with limited English proficiency (NCELA)	1%	4%
---	----	----

Migrant students (OME)	1%	2%
------------------------	----	----

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	29%	27%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	674,800
--	---------

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



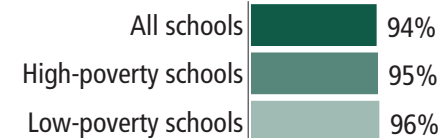
Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	38,541	46,045
Middle	15,534	22,531
High	17,770	23,720
Combined	2,784	1,427
Other	974	2,280
Total	75,602	96,004

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	20,043	23,792
Instructional coordinators	676	1,490
Administrators	5,743	6,885
Other	52,469	69,733
Total	78,931	101,900

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

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	9%	7%
Avg. freshman graduation rate (NCES)	68	59
College-going rate (IPEDS/NCES)	59	60

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	26%	26%
Basic level or above	52	58
Math, Grade 8		
Proficient level or above	16%	21%
Basic level or above	51	59

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

Statewide Accountability Information

See Appendix B for Georgia's definitions of proficient for Reading and mathematics for grades 4, 8, and 11.

See <http://reportcard.gaosa.org/yr2004/psc> for more details on the statewide accountability system.

State assessment for NCLB accountability: Criterion- Referenced Competency Tests (CRCT)

State student achievement levels: CRCT: Does Not Meet Standard, Meets Standard, Exceeds Standard; GHS GT: Failure, Pass, Pass Plus

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	60%	60%
	Mathematics	50	50
Grade 8	Reading	60	60
	Mathematics	50	50
Grade 11	Reading	88	88
	Mathematics	81	81

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	762 (68%)	1,274 (64%)	12 (7%)
Identified for improvement:			
Year 1	146 (13%)	146 (7%)	0
Year 2	90 (8%)	90 (5%)	0
Corrective action	176 (16%)	176 (9%)	0
Restructuring	121 (11%)	121 (6%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: LEA choice	—	—
Middle indicator: LEA choice	—	—
High school indicator: Graduation rate	Meeting 60% or progress toward goal.	Met.

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	2,547	*
Supplemental educational services:	25,451	4%

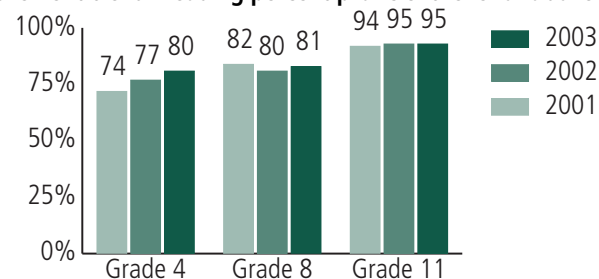
Student Achievement 2002-03

Criterion-Referenced Competency Tests, High School Graduation Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	80%	81%	95%
Economically disadvantaged students	71	71	90
Migrant students	58	51	84
Students with disabilities	51	43	74
Students with limited English proficiency	47	46	67
Black, non-Hispanic students	73	73	92
Hispanic students	65	65	84
White, non-Hispanic students	88	88	97

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	74%	67%	92%
Economically disadvantaged students	64	53	83
Migrant students	57	48	78
Students with disabilities	42	23	60
Students with limited English proficiency	50	44	75
Black, non-Hispanic students	62	52	84
Hispanic students	64	54	85
White, non-Hispanic students	83	77	96

Student achievement trend: Mathematics percent proficient level or above

