

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	149	152
Number of public schools (CCD)		
Elementary	446	443
Middle	168	181
High	173	184
Combined	78	64
Other	24	15
Total	889	887
Number of charter schools (CCD)		1

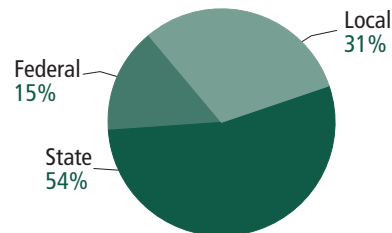
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,364,783	\$1,591,250
Noninstructional	176,634	171,997
Support	667,402	878,870
Total	2,208,819	2,642,117

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$4,365	\$5,354

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$130,431,212

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	2,197	1,975
K-8	357,016	349,795
9-12	131,112	126,932
Total (K-12)	488,128	476,727

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	*	1%
Black, non-Hispanic	51%	51
Hispanic	*	1
White, non-Hispanic	48	47

Students with disabilities (OSEP)	11%	11%
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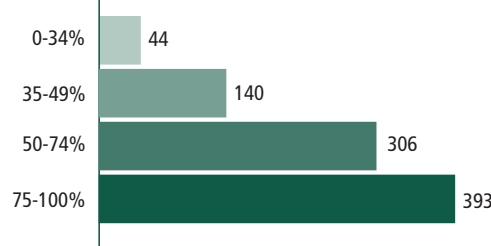
Students with limited English proficiency (NCELA)	*	1%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	18%	16%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	321,712
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]4 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	12,012	12,439
Middle	5,172	7,154
High	6,347	7,839
Combined	3,301	2,498
Other	1,545	1,669
Total	28,376	31,598

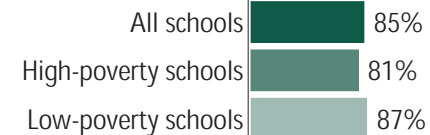
Number of FTE non-teacher staff (CCD)

Instructional aides	8,886	8,314
Instructional coordinators	399	619
Administrators	2,311	2,668
Other	19,881	22,934
Total	31,477	34,535

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

	1994	2000
English	66%	55%
Mathematics	72	60
Science	73	66
Social studies	83	72

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)	6%	5%
Avg. freshman graduation rate (NCES)	64	60
College-going rate (IPEDS/NCES)	69	63

NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	18%	18%
Basic level or above	45	48
Math, Grade 8		
Proficient level or above	7%	12%
Basic level or above	36	47

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 Mississippi's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.mde.k12.ms.us/Account/RC4B/RC4B.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Mississippi Curriculum Test

State student achievement levels: Minimal, Basic, Proficient, Advanced

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	66%	66%
	Mathematics	49	49
Grade 8	Reading	30	30
	Mathematics	23	23
High school	Reading	16	16
	Mathematics	5	5

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	0	650 (75%)	70 (46%)
Identified for improvement:			
Year 1	3 (*)	3 (*)	0
Year 2	1 (*)	1 (*)	0
Corrective action	3 (*)	3 (*)	0
Restructuring	0	0	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: Attendance rate	93%	Met
Middle indicator: Attendance rate	93%	Met
High school indicator: Graduation rate	72%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	7	*
Supplemental educational services:	200	*

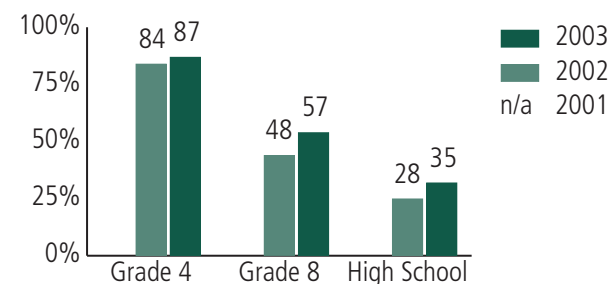
Student Achievement 2002-03

Mississippi Curriculum Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	87%	57%	35%
Economically disadvantaged students	82	43	20
Migrant students	76	40	38
Students with disabilities	83	42	13
Students with limited English proficiency	89	34	47
Black, non-Hispanic students	80	40	18
Hispanic students	91	56	35
White, non-Hispanic students	95	73	50

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	74%	48%	45%
Economically disadvantaged students	65	35	30
Migrant students	55	45	64
Students with disabilities	70	34	26
Students with limited English proficiency	66	33	36
Black, non-Hispanic students	61	31	27
Hispanic students	80	49	54
White, non-Hispanic students	88	65	60

Student achievement trend: Mathematics percent proficient level or above

