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ABSTRACT

This report is designed to provide consistent reliable indicators to allow analysis of educational trends in each state over time and to provide high quality data to provide comparable information from state to state. The accessible indicator formats are designed for increased uses by a variety of audiences. The report contains two-page profiles that report the same indicators for each state. The state profiles focus on the status of each indicator as of the 1999-2000 school year, with a focus on Title I requirements under the 1994 legislation (The report was written before the passage of the No Child Left Behind Act.) The indicators in each state profile are organized into these categories: (1) school and teacher demographics; (2) student demographics; (3) statewide accountability information; (4) Title I schools; (5) National Assessment of Educational Progress results; and (5) student achievement. The report also tracks the progress of state Title I programs and the development and use of state standards in state accountability. Indicators are reported for each state, and District of Columbia, and the entire United States. Appendixes contain state proficiency level definitions, context indicators by state, and definitions and further information. (SLD)

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EDUCATION
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WITH A FOCUS
ON TITLE I
1999-2000

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STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I 1999-2000

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**U.S. Department of Education
Office of the Under Secretary**

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Report Objectives and Design

State Education Indicators with a Focus on Title I is designed to provide: 1) consistent, reliable indicators to allow analysis of trends for each state over time, 2) high data quality to provide comparability from state to state, and 3) accessible indicator formats for increased uses by a variety of audiences. The report is based on two-page profiles that report the same indicators for each state.

Guide to State Indicator Profiles

The state profiles that follow are key measures of the quality of K-12 public education in each state. The profiles in this report focus on the status of each indicator as of the 1999-2000 school year, and also include data for a baseline year to provide analysis of trends over time. The data sources section provides more detailed information and explanations for the indicators. It is important to note that the data was collected for this report *before* the No Child Left Behind Act of 2001 was enacted. As a result, the state data reflect Title I requirements under the 1994 legislation.

The indicators in each state profile are organized in five categories:

School and Teacher Demographics

The indicators in this category provide a statewide picture of characteristics of the public K-12 school system, including schools, teachers and finances. The statistics for each state on number of school districts, public schools by grade level, number of charter schools, number of teachers reported by FTEs (full-time equivalents), and public school enrollment are primarily based on data from the Common Core of Data surveys conducted by the National Center for Education Statistics (NCES) from the state departments of education.

Student Demographics

An important aspect of the assessment and evaluation for Title I is the disaggregation of student achievement results by student characteristics, particularly race/ethnicity, poverty, disabilities, English proficiency, and migrant status. This section of the profile provides readers a picture of the size of these student populations in each state. The bar graph showing counts of public schools by percent of students eligible for the free lunch program (i.e., students from families below the poverty level) is useful for reviewing the disaggregated student achievement results reported on the second page of each profile.

Statewide Accountability Information

The information on state accountability systems was compiled from several sources: annual updates collected by CCSSO with each state education agency, review of state internet web sites, and print reports (Winter 2002). The information provides comparable information on the status of state accountability systems and the relationship to Title I accountability (in cases where States had not yet developed a unitary accountability system, a requirement in the No Child Left Behind Act of 2001). Definitions of the five indicators on state accountability are:

- **Statewide Goal for Schools on Student Assessment:** As of 2002, 35 states have established a goal, such as percentage of students in a school that will attain the state-defined proficient level on state student assessments in specific subjects (see assessment name and state definition of "proficient" on second page of each profile).
- **Expected School Improvement on Assessment:** 30 states have set a target for amount of improvement in student achievement scores for the school by a certain time period (e.g., annually).

- **Indicators for School Accountability:** 50 states have defined one or more indicators that are used in the statewide accountability system or Title I system.
- **Title I AYP Target for Schools:** 50 states have measures of adequate yearly progress (AYP), as required under Title I. Schools that do not meet their AYP targets for 2 years are identified for improvement. In 18 states the AYP target for school improvement is based on the statewide accountability system, and the report lists "same" for this indicator. If it is different, the Title I target is described. (Statewide AYP measures were required under the 1994 Elementary and Secondary Education Act reauthorization.)

Title I Schools

To offer a focus on Title I, the report includes several specific indicators of Title I programs. These include the number of Title I schools (including schools offering "targeted assistance" to low-income children and schools with high rates of low-income children that use Title I funds to support "schoolwide programs"), the number and percent of Title I schools meeting AYP goals, and the number and percent of Title I schools identified for school improvement. In addition, the report includes the Title I funding allocation per state. States report the data on Title I programs in the State Consolidated Performance Report submitted on an annual basis to the U.S. Department of Education.

National Assessment of Educational Progress

State-level results on the National Assessment of Educational Progress (NAEP), which are comparable state by state, are reported in the lower right corner of the left page of each state's profile. NAEP proficiency definitions are available in Appendix C.

Student Achievement

The name of the state assessment and state definitions of proficient are included at the top of the right page of each state profile. State assessment aggregate scores were obtained from the Consolidated Performance Report (Section B) submitted by states to the U.S. Department of Education.

Each state determines its state test, how levels are set and defined, and the grade at which students are tested. Thus, student achievement scores are not directly comparable state to state. Student results for a state, e.g., percent meeting the state's "proficient" level, can be compared with the same state's performance in the prior year. Definitions of state proficiency levels, when not listed in the profile, are available in Appendix A.

States reported student achievement results for the 1999-2000 school year for mathematics and reading/language arts at three grade levels, as specified by Title I requirements prior to the program's reauthorization in 2002: Elementary—grade 3, 4 or 5; Middle—grade 6, 7, 8 or 9; and High—grade 10, 11, or 12. *State Education Indicators* provides disaggregated assessment results for states reporting by schools with Title I programs, school percent of students from low income families, limited English proficient students, and migrant students. The availability of results by other student characteristics are listed in the Student Achievement by Category table on page xii.

The "student achievement trend" at the bottom of the right page of each profile shows a histogram with the percent of students in different school categories that meet or exceed the state definition of "proficient." Histograms are displayed for four states with 1996-97 as their baseline year for analysis, and six states with 1995-96 as their baseline year. In order for a trend to

be reported for multiple years, a state must disaggregate by school poverty level, use the same assessment tool and keep the same definition of proficient. Changes in these assessment characteristics disqualify a state from having a trend analysis. In the bottom right corner of the right page are reported two measures of student outcomes from secondary schools—the high school dropout rate (based on annual percent of grade 9-12 students leaving school or "event rate") and the postsecondary enrollment rate (percent of high school graduates enrolled in any postsecondary education institution in the fall of the following school year).

Progress of State Standards and Assessments

This report tracks the progress of state Title I programs, and particularly the development and use of state standards and assessments in state accountability. A goal of the annual report is to chart the progress of states in developing state accountability systems based on state content standards and aligned state assessment programs.

Title I is the largest single grant program of the U.S. Department of Education. For over 30 years, it has earmarked funds for states to provide additional educational support for the neediest children in all 50 states and the outlying territories. Twenty-seven percent of schools with more than 75 percent of their students living in poverty receive some level of Title I funds. Schools with greater than 50 percent poverty were eligible (prior to the 2001 reauthorization) to become a "schoolwide" program which allows funds to be distributed throughout the entire school. Effective in 2002-2003, schools with greater than 40 percent poverty may operate schoolwide programs. Targeted

programs channel funds directly to the neediest students.

The 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) required states to monitor the progress of schools in improving the achievement of low-income students, and also required alignment of student achievement tests with state standards for learning that apply to all students. The No Child Left Behind Act, which reauthorized ESEA in 2001, strengthens these requirements and adds a requirement for testing of all students in grades 3-8 and one grade in the 10-12 grade span, by 2005-2006. The individual state profiles and trends in assessment results in the *State Education Indicators* report are useful for initial determinations of educational improvements that may be related to Title I programs. The 50-state matrix on pages x-xi displays key indicators of state progress in developing accountability systems for Title I.

1. *Content Standards*

As of Spring 2002, 49 states plus the District of Columbia and Puerto Rico had completed and implemented content standards for K-12 education in the core academic subjects of English/language arts and mathematics, and 46 states had completed and implemented standards for science and social studies/history. The No Child Left Behind Act requires that all states have content standards in mathematics and English/language arts and in science by the 2005-2006 school year.

2. *State Assessment Results reported by Proficiency Levels*

For the 1999-2000 school year, 42 states plus the District of Columbia and Puerto Rico reported state assessment results using three or more proficiency

levels that were defined by the state. The matrix on the Standards and Assessments page identifies the name of each assessment instrument and the year in which the proficiency levels were set by the state.

3. *State Achievement Results Disaggregated*

A key feature of the 1994 reauthorization was a provision that assessment results be disaggregated by characteristics of schools and students. This requirement is retained in the No Child Left Behind Act of 2001. The purpose of disaggregated results and reporting is to increase the possibility that educators and policymakers will analyze and improve the progress of learning through focusing on the students that are most in need of assistance. Under NCLB requirements, states are required by 2002-03 to disaggregate and report state assessment results by school and by students with families in poverty, student race/ethnicity, gender, and student status as disabled, limited-English proficient, and migratory. For the 1999-2000 school year, 40 states plus the District of Columbia and Puerto Rico reported assessment results using one or more disaggregated categories.

4. *Assessment Trends Analysis*

As of 1999-2000, 9 states had reported at least two years of assessment results using consistent assessments, levels, and grades; and 5 states reported three or more years of results that could be analyzed as trends.

Sample State Trends Analysis

The following is an example of trend analysis in student achievement using data from North Carolina's assessment program. This sample examines the extent of gains in language arts/reading and mathematics from 1997 to 2000 using consistent data from four years of assessment results, based on the same test with results reported by proficiency levels and disaggregated by school poverty level.

End of Grade Test—Grade 4

Reading Level 3 and higher

	1997	2000	Gain
All Students	68%	72%	4%
Students in High Poverty Schools	49%	54%	5%

Math Level 3 and higher

	1997	2000	Gain
All Students	75%	85%	10%
Students in High Poverty Schools	57%	73%	16%

Test—CRT; levels set in 1992

North Carolina Level 3: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

In both Reading and Mathematics, a disparity in achievement is evident between schools with few low-income students and schools with many low-income students. For example, the average school has 85 percent of students above Level 3 in mathematics, while high-poverty schools have 73 percent above this level. Mathematics results have improved significantly

since 1997 in high-poverty schools—a gain of 16 percentage points on Math Level 3 (i.e., proficient). Improvement in reading in high-poverty schools is also above the rate of improvement for all students.

Across all North Carolina elementary schools, nearly three-quarters of students are at or above the expected levels of performance in mathematics and reading. In schools with high concentrations of low-income children, over 70 percent of students are proficient in math and 54 percent of students are proficient in reading.

North Carolina's accountability system and levels have been in place since 1992. A small percentage of students were excluded from testing in grade 4 reading and math due to exemptions for disabilities and English proficiency.

The progress of North Carolina students in mathematics as measured on NAEP is consistent with the progress of students on the state assessment during the period 1996 to 2000. For example, the percentage of low-income fourth grade students at or above the basic mathematics level on NAEP improved 16 percentage points over four years from 1996 to 2000 (from The Nation's Report Card: State Mathematics 2000, Report for North Carolina, U.S. Department of Education, Office of Educational Research and Improvement, 2001). Mathematics gains in high poverty schools—those with at least 75% of students eligible for Title I assistance—on the state assessment

showed a similar 16 percentage points gain at Level 3 from 1997 to 2000.

Uses of State Indicators

This report comes at an important time for states, schools, and students. Standards and assessments are at the center of education reform in the states and are a central focus of the No Child Left Behind Act (NCLB). Schools are working with Title I programs to develop new approaches to education for low-income and at-risk students. An important goal of these efforts is to close the gap in educational opportunity and student learning between poor and wealthier students. For anyone tracking information about student achievement in the states, *State Education Indicators with a Focus on Title I* can be a useful tool on several fronts:

Policy Information: This is the only published report that summarizes state assessment results by state using a common format and a consistent method of reporting scores over time. As states have met the Federal Title I requirements for reporting on student achievement, and prepare to meet the NCLB requirements, this report provides a central resource for examining trends in improvement of scores and reviewing differences in progress by student characteristics, such as school poverty level. The report also allows state policymakers to see the status of key indicators for comparable states in size, budget, and region. National policymakers have a convenient source for state-by-state statistics, outcomes, programs, and demographics, as well as national totals for comparison.

Data: The report has provided five years of consistent, reliable data on a range of indicators at the state level. The outcome is a convenient and comprehensive data source for research and analysis of achievement and other outcomes not only in relation to state program characteristics, such as per pupil expenditures and student:teacher ratio, but also to state demographic context characteristics, such as poverty level and parents' education. The on-line version of this publication allows for even further analysis: CCSSO is developing an electronic database that will provide users with the opportunity to access data by state or by variable to construct graphs or tables using additional statistical measures and policy variables.

Monitoring Accountability Systems: As states developed statewide accountability systems that went beyond the requirements for Title I under the 1994 ESEA law, *State Education Indicators* has tracked key information on the differences in definitions of accountability, types of indicators reported, and school and district objectives for improvement. Now, the NCLB Act requires that all states have accountability reporting for each school and district. In this and subsequent editions, *State Education Indicators* will continue to provide a snapshot of the state's development of accountability systems, focusing on key system characteristics such as adequate yearly progress (AYP) starting points, performance levels, objectives for improvement, additional indicators, and percent of students assessed.

State Education Indicators with a Focus on Title I can serve to provide convenient snapshots for policymakers, educators, business leaders, parents, and anyone in a state working toward increasing the achievement of all students. In addition, when considered in context with other factors, it can be a barometer of the success of statewide efforts to meet the goal of federal and state legislation and policies, which work together with the aim of ensuring that all children receive a high quality education. As states work to meet the requirements of No Child Left Behind, later editions of *State Education Indicators* will be a useful tool in judging states' success.

The Council received valuable contributions from many organizations and individuals in preparing the 2000 State Education Indicators report. We consider the report a collaborative effort.

We received strong support from chief state school officers, state assessment directors, and state Title I directors for the idea of a 50-state report profiling key statewide education indicators and indicators of progress of Title I programs. States provided excellent cooperation in reporting not only the state assessment data required under Title I, but also further details about state assessment programs and student demographics that provide the context for analyzing assessment results. State education staff carefully reviewed the data in the state profiles and provided important suggestions for improving the report, and we thank them for their continued assistance which makes the profiles possible.

Funding support for the *State Education Indicators* report was provided under a task order from the U.S. Department of Education, Planning and Evaluation Service. We very much appreciate the guidance and assistance provided by staff in the Planning and Evaluation Service, including Daphne Hardcastle, Meredith Miller, and Elois Scott, as well as staff in the Office of Compensatory Education Programs, including Chuck Laster, Mary Moran, and Zollie Stephenson. The National Center for Education Statistics provided access to data files from the Common Core of Data, NAEP, and Schools and Staffing Survey, and we particularly thank John Sietsema for his assistance. The database for the state profiles was developed in collaboration with Westat, Inc., and we appreciate the efforts of Beth Sinclair, Nina Blecher, and Babette Gutmann in data collection and project support.

The design files were originally created by Anastasia Miller. The data were proofed by Doreen Langesen, Abigail Potts, and Andria Williams. The state assessment directors reviewed the profiles and proofed the state assessment data. The EIAC subcommittee on assessment, co-chaired by Sally Tiel (Idaho) and Louis Fabrizio (North Carolina), reviewed the design.

An expert advisory panel guided CCSSO in selecting the indicators as well as assisting in refining the report design. The panel members are: Wes Bruce (Indiana), Helmut Feifs (North Carolina), Steve Fleishman (Education Quality Institute), Ellen Forte-Fast (American Institutes for Research), Mike Garet (American Institutes for Research), Paula Girouard (Massachusetts), Christine Padilla (SR), Gerald Richardson (Florida), Beth Sinclair (Westat), Richard Wenning (New American Schools), Carole White (Delaware), and Phoebe Winter (CCSSO).

School and Teacher Demographics

Number of districts (CCD, 1999-00) 14,979

Number of public schools (CCD, 1999-00)

Elementary	Middle	High	Combined	Other
52,800	15,863	17,344	3,803	1,311

Number of charter schools (CCD, 1999-00) 1,575

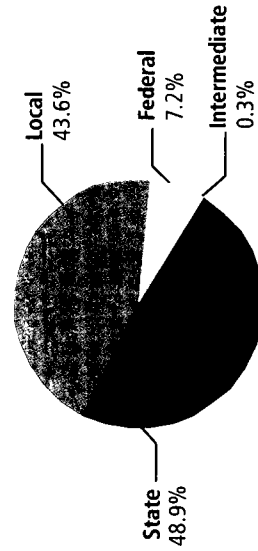
Number of FTE teachers in state (CCD, 1999-00)

Elementary	Middle	High	Combined	Other
1,303,256	535,971	718,484	72,690	27,920

Public school enrollment (CCD) (By state definition)

1999-00
K-8 32,770,397
9-12 13,390,582
Pre-K 612,771

Sources of funding District average (CCD, 1998-99)



Student Demographics

Race/ethnicity 1999-00

American Indian/Alaskan Natives	1.2%
Asian/Pacific Islander	4.0
Black	16.8
Hispanic	17.0
White	61.0

(CCD, K-12)

Students with disabilities 1999-00

(OSEP, K-12) 11.3%

Limited English proficient 1999-00

(ED/INCEB, K-12) 4,343,985

Migrant 1998-99

(OME, K-12) 783,867

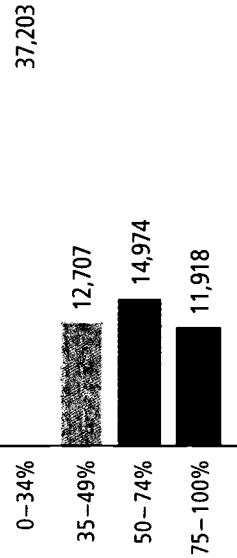
High school dropout rate 1998-99

(CCD, event) 4.8%

Postsecondary enrollment 1998-99

(IPEDS, High school grads enrolled in college) 73%

All schools by percent of students eligible to participate in the Free Lunch Program[†] (CCD, 1999-00)



[†]Interpret with caution, 16,281 schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment 35 States have established a goal

Expected School Improvement on Assessment 30 States have set a target

Indicators for School Accountability 50 States are using one or more indicators

Title I Adequate Yearly Progress (AYP) Target for Schools 18 States are using the same goal as the state

Number of Schools Meeting Title I AYP Goal 34,432 (76%)

Title I Schools

Title I enrollment 1999-00

K-6	10,884,937
7-12	3,524,690
Pre-K	310,995

(ED)

Race/ethnicity Targeted Assistance

American Indian/Alaskan Natives	Schoolwide	226,985	61,193
Asian/Pacific Islander	272,930	160,602	
Black	3,128,222	595,973	
Hispanic	2,928,157	1,136,166	
White	3,007,885	1,777,778	

(ED, K-12)

Title I allocation \$8,332,159,036

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-00)

NAEP National Results

Reading, 1998:

Grade 4	Grade 8	
Proficient level and above	29%	30%
Basic level and above	60%	71%

Math, 2000:

Grade 4	Grade 8	
Proficient level and above	24%	26%
Basic level and above	66%	64%

Table 1: State Progress toward Development of Accountability System

STATE	Content Standards	State Assessment Results	By Levels	Achievement Disaggregated*	Trends Analysis
	Complete 2000: Core subjects	Achievement reported for 1999-00	Proficiency levels/year set	By sch. % poverty, stud. LEP, Disability	Years of consistent data
Alabama	M, E/LA, SSt	Stanford 9	1999	Poverty, LEP, Dis.	
Alaska	M, S, E/LA	California Achievement Test	1998	Poverty, LEP, Dis.	2
Arizona	M, S, E/LA, SSt	AIMS	1999		
Arkansas	M, S, LA, H/SSt.	Arkansas Benchmark Exam	1999		
California	M, S, E/LA, H/SSt.	Stanford 9		LEP	
Colorado	M, S, H, LA, Geog.	Student Assessment Program	1997	Poverty, LEP, Dis.	
Connecticut	M, S, E/LA, SSt	CMT/CAPT	1994	Poverty, LEP, Dis.	6
Delaware	M, S, E/LA, SSt	Student Testing Program	1998	LEP, Dis.	
District of Columbia	M, E/LA	Stanford 9	1998	Poverty, LEP, Dis.	
Florida	M, S, LA, SSt	Comprehensive Achievement Test	1999	Poverty, LEP, Dis.	
Georgia	M, S, E/LA, SSt	GC-RCT, HS Graduation Test	1999	LEP	
Hawaii	M, S, E/LA, SSt	Stanford 9	1999	Poverty, LEP, Dis.	
Idaho	M, S, LA, SSt	ITBS and TAP		Poverty, LEP, Dis.	
Illinois	M, S, E/LA, SSt	Standards Achievement Test	1999	Poverty, LEP, Dis.	2
Indiana	M, E/LA, SSt	ISTEP+	1997	Poverty	2
Iowa		IBST	1997		
Kansas	M, S, E/LA, SSt	Math/Reading Assessment	1998	Poverty, LEP, Dis.	
Kentucky	M, S, SSt, Reading/Writing	Core Content Test	1999	Poverty, LEP, Dis.	
Louisiana	M, S, E/LA, SSt	LEAP/Graduation Exit Exam	1998	LEP, Dis.	
Maine	M, S, E/LA, SSt	Maine Educational Assessment	1999	Poverty, LEP, Dis.	2
Maryland	M, S, E/LA, SSt	MSPAP	1993	Poverty, LEP, Dis.	5
Massachusetts	M, S, E, H/SSt	MCAS	1998	LEP, Dis.	
Michigan	M, S, E/LA, SSt	MEAP Essential Skills	1996	Poverty, LEP, Dis.	5
Minnesota	M, S, LA, SSt	Comp. Assess./Basic Stand. Test	1998	Poverty, LEP	3
Mississippi	M, S, SSt, LA	CTBS-5		LEP, Dis.	
Missouri	M, S, LA, SSt	MAP/MMMAT	1999	LEP, Dis.	
Montana	M, S, E/LA	Multiple NRT's	1997	Poverty	
Nebraska	M, S, SSt, Reading/Writ.	Multiple Assessment Tools	1999	Poverty	
Nevada	M, S, E/LA, SSt	Terra Nova, Form A	1999	Poverty, LEP, Dis.	
New Hampshire	M, S, E/LA, SSt	Edu. Improvement & Assess.	1994	LEP	

KEY: M = Mathematics
 S = Science
 E/LA = English/Language Arts
 SSt = Social Studies

STATE	Content Standards	State Assessment Results	By Levels	Achievement Disaggregated*	Trends Analysis
	Complete 2000: Core subjects	Achievement reported for 1999-00	Proficiency levels/year set	By sch. % poverty, stud. LEP, Disability	Years of consistent data
New Jersey	M, S, LA, SSt	New Jersey Proficiency Test	1999	Poverty, LEP, Dis.	
New Mexico	M, S, LA, SSt	New Mexico Achievement Assess.	1998		
New York	M, S, E/LA, SSt	Preliminary Comp. Test/Regents Exam	1999	Poverty, LEP, Dis.	
North Carolina	M, S, E/LA	End of Grade/Course Test	1992	Poverty, LEP, Dis.	6
North Dakota	M, S, E/LA	CTBS-5		Poverty, LEP	
Ohio	M, S, LA, SSt	Ohio Proficiency Test	1999	Poverty, LEP	
Oklahoma	M, S, SSt	Core Content Test	1998		
Oregon	M, S, E	Oregon Statewide Assess., Rev.	1998		
Pennsylvania	M, E/LA	System of Student Assessment	1997	LEP, Dis.	
Puerto Rico	M, E/LA	PPCE	1997	Poverty, LEP, Dis.	
Rhode Island	M, S, E/LA	New Standards Reference Exam	1998		
South Carolina	M, S, E/LA, SSt	PACT	1999	LEP, Dis.	
South Dakota	M, S, LA, SSt	Stanford 9			
Tennessee	M, S, E, SSt	TCAP			
Texas	M, S, E/LA, SSt	TAAS	1995	Poverty, LEP, Dis.	5
Utah	M, S, E, SSt	Utah End of Level Test/Stanford-9	1995	Poverty, LEP, Dis.	
Vermont	M, S, LA, H/SSt	New Standards Reference Exam	1996	Poverty, LEP, Dis.	
Virginia	M, S, E, H/SSt	Standards of Learning	1998	LEP, Dis.	
Washington	M, S, SSt, LA	WASL	1999	Poverty, LEP, Dis.	
West Virginia	M, S, SSt	West Virginia Test			
Wisconsin	M, S, E/LA, SSt	Knowledge & Concept Exam		LEP, Dis.	
Wyoming	M, S, LA, SSt	WycAS	1999	Poverty, LEP, Dis.	
Nation (50 states plus DC and Puerto Rico)	51 M, E/LA		44	42 (1 or more indicators)	5 (3+ yrs.)

State Content Standards

Key: M=Math, S=Science, E=English, LA=Language Arts, SSt=Social Studies
 Source: Key State Education Policies on K-12 Education 2000, CCSSO, 2000.

State Assessment Results for 1999-00; By Levels

Source: State Departments of Education, reported in Title I Performance Report, Part 7, to U.S. Department of Education, 1998-1999, and CCSSO, Annual Survey of State Assessment Programs, 1999.

Achievement Disaggregated, Trends Analysis

Key: Poverty=School percent of students eligible to participate in the Free or Reduced Lunch Program under the National School Lunch Act; LEP=Limited English Proficient students, Dis.=Students with Disability

*Note: Results published in the state profiles may not reflect disaggregated data listed in this chart if only Title I students were disaggregated in the Consolidated Report or if results were not conducive to a single profile reporting method. Please contact author if you have questions or would like more information on disaggregated results, or visit the state's web site, available through www.ccsso.org/seamenu.html.

Source: State assessment results submitted in the Consolidated Report, Section B, 1999-00, and follow-up by CCSSO, State Education Assessment Center.

Table 2: Availability of Student Achievement Results by Disaggregated Category*, 1999–2000

State	Elementary Grade	Middle Grade	High School Grade	All Students	Title I	High Poverty Schools	Limited English Proficient	Migratory	Disabled	Race/Ethnicity	Gender
Alabama	4	6	9	X	X	X	X	X	X	X	X
Alaska	4			X	X	X	X	X	X	X	X
Arizona	3	8	10	X	X		X	X	X		
Arkansas	4	8		X							
California	4	7		X	X		X	X	X	X	
Colorado	4	7		X	X			X	X	X	X
Connecticut	4	8	10	X	X	X	X	X	X	X	X
Delaware	3	8	10	X	X		X		X	X	X
Dist. of Columbia	4	8	10	X	X	X		X		X	X
Florida	5	8	10	X	X	X	X	X	X	X	X
Georgia	4	8	11	X	X	X	X			X	X
Hawaii	3	8	10	X	X	X	X	X			
Idaho	4	8	10	X	X				X	X	X
Illinois	3	8	10	X	X	X				X	
Indiana	3	8	10	X	X	X					
Iowa	4	8	11	X			X	X		X	X
Kansas	4m/5r	7m/8r	10m/11r	X	X	X	X	X	X	X	X
Kentucky	4r/5m	7r/8m	10r/11m	X	X	X	X	X	X		
Louisiana	4	8	10	X							
Maine	4	8	11	X	X	X	X	X	X		
Maryland	3	8		X	X	X	X	X	X	X	X
Massachusetts	4	8	10	X			X		X		
Michigan	4	7		X	X	X	X	X	X		
Minnesota	3	8	10	X	X	X	X	X	X	X	X
Mississippi	4	8	10	X	X	X	X	X	X		
Missouri	3/4	7/8	10/11	X	X	X	X	X		X	X
Montana					X						
Nebraska	3-5	6-9	10-12		X						
Nevada	all grades			X	X	X	X	X	X		
New Hampshire	3	6	10	X	X	X	X	X	X	X	X
New Jersey	4	8	11	X	X	X	X	X	X	X	X
New Mexico	4	8	9		X	X	X	X	X		
New York	4	8	10	X		X	X	X	X	X	X

State	Elementary Grade	Middle Grade	High School Grade	All Students	Title I	High Poverty Schools	Limited English Proficient	Migratory	Disabled	Race/Ethnicity	Gender
North Carolina	4	8	EOC**	X	X	X	X	X	X	X	X
North Dakota	4	8	10	X	X	X	X	X	X	X	X
Ohio	4	6	12	X			X			X	X
Oklahoma	5	8		X	X	X	X	X	X	X	X
Oregon	3	8	10	X	X	X	X	X	X	X	X
Pennsylvania	5	8	11	X	X	X	X	X	X		
Puerto Rico	3	6	9,11	X	X	X	X	X	X		
Rhode Island	4	8	10	X			X	X		X	X
South Carolina	4	8		X	X		X		X	X	X
South Dakota	4	8	11	X	X		X	X		X	X
Tennessee	4	8		X							
Texas	4	8	10	X	X	X	X	X	X	X	X
Utah	4	6	11	X	X	X	X	X	X	X	X
Vermont	4	8	10	X							
Virginia	3	8		X	X		X		X	X	X
Washington	4	7	10	X	X	X	X	X	X		
West Virginia	4	8	10	X	X	X	X	X	X		
Wisconsin	4	8	10	X	X		X	X	X	X	X
Wyoming	3	7	11	X	X						
Nation	51	50	40	49	42	27	40	31	36	28	27

(50 states, DC, PR)

Source: U.S. Department of Education, Consolidated Performance Report, Section B, 1999-00, and initial results were collected from Consolidated Report with extensive phone, internet, and written follow-up with assessment directors from CCSSO.

*Note: Results published in the state profiles may not reflect disaggregated data listed in this chart if only Title I students were disaggregated in the Consolidated Report or if results were not conducive to a single profile reporting method. Please contact author if you have questions or would like more information on disaggregated results.

** EOC=End of Course Exam

Table 3: Summary by State of Students at Proficient Level or Higher, by State Definition

State	Elementary		Middle School		State Term for Proficient*
	Reading	Math	Reading	Math	
Alabama	64%	70%	64%	72%	Proficient
Alaska	79%	81%			Proficient
Arizona	71%	53%	52%	18%	Meets Standard
Arkansas	47%	41%	24%	16%	At or Above Proficient
California	47%	54%	50%	49%	At or Above 50th Percentile
Colorado	60%		62%	33%	Proficient
Connecticut	57%	60%	66%	55%	No levels defined (Band 4 reported)
Delaware	77%	72%	68%	41%	Meets Standard
District of Columbia	32%	33%	30%	15%	Proficient
Florida	58%	51%	46%	57%	Proficient
Georgia	65%	62%	65%	54%	Meets Standard
Hawaii	65%	64%	54%	61%	Proficient
Idaho	62%	45%	56%	49%	Level III
Illinois	62%	69%	72%	47%	Meets Standards
Indiana	65%	73%	78%	60%	Level II
Iowa	67%	71%	70%	74%	Intermediate
Kansas	62%	62%	66%	53%	Satisfactory
Kentucky	57%	31%	51%	25%	Proficient/Distinguished
Louisiana	16%	12%	15%	8%	Proficient
Maine	45%	23%	46%	21%	Meets Standard
Maryland	40%	41%	27%	53%	Satisfactory
Massachusetts	20%	40%	62%	34%	Proficient
Michigan	58%	75%	49%	63%	Satisfactory
Minnesota	45%	47%	80%	72%	Level 3/Passing
Mississippi	50%	48%	50%	46%	No levels defined (Mean NCE)
Missouri	32%	37%	32%	14%	Proficient
Montana ¹					No data available for 99-00
Nebraska	54%	58%	59%	64%	Proficient (Title I students only)
Nevada	47%	52%			Proficient
New Hampshire	38%	40%	29%	27%	Proficient

*Please see each state's profile for the state's definition of proficient and higher.

¹A variety of tests were used throughout the state, making consistent statewide student proficiency scores unavailable.

State	Elementary		Middle School		State Term for Proficient*
	Reading	Math	Reading	Math	
New Jersey	55%	66%	75%	60%	Proficient
New Mexico					Level III
New York	53%	65%	45%	41%	Level III
North Carolina	72%	85%	83%	80%	Level 3
North Dakota	78%	75%	73%	76%	Proficient
Ohio	58%	49%	53%	54%	Passing
Oklahoma	46%	78%	71%	65%	Level 3
Oregon	73%	65%	51%	48%	Meets Standard
Pennsylvania					Proficient not defined for 99-00
Rhode Island ¹					Achieve Standard
South Carolina	37%	24%	24%	20%	Proficient
South Dakota	65%	65%	65%	70%	Percentile
Tennessee	55%	58%	54%	58%	No levels defined for 99-00
Texas	91%	87%	90%	91%	Proficient
Utah	39%	35%	43%	48%	Mastery
Vermont ²					Achieve Standard
Virginia	61%	71%	70%	61%	Passed/Proficient
Washington	70%	41%	42%	28%	Level III
West Virginia	55%	65%	56%	58%	Level III
Wisconsin	78%	74%	73%	42%	Proficient
Wyoming	37%	27%	36%	32%	Proficient

* Please see each state's profile for the state's definition of proficient and higher.
¹Pennsylvania's assessment scores were placed in quartiles; proficiency was not defined for 1999-2000.
²Rhode Island Achieve Standard or higher: Reading Grade 4: Basic Understanding: 78%, Analysis: 64%; Math Grade 4: Skills: 59%, Concepts 26%, Problem Solving: 20%; Reading Grade 8: Basic Understanding: 50%, Analysis: 23%; Math Grade 8: Skills: 56%, Concepts: 19%, Problem Solving 26%
³Vermont Achieved Standard: Grade 4: Reading Basic Understanding: 83%, Reading Analysis: 64%; Math Skills: 69%, Concepts 38%, Problem Solving 35%; Grade 8: Reading Basic Understanding: 57%, Reading Analysis: 29%; Math Skills: 66%, Concepts 32%, Problem Solving 43%

Table 4: Sample Student Achievement Trends, 1996-2000 Elementary Reading/Language Arts, Middle Grades Mathematics

State	Grade	Test	Proficiency Level	1996 Score	1997 Score	1998 Score	1999 Score	2000 Score	Gain
Alaska	4	California Achievement Test Reading	50%+ answered correctly	-	-	-	77%	79%	+2%
							36%	38%	+2%
Connecticut	4	Connecticut Mastery Test Reading/Language Arts	Band 3	55%	55%	54%	56%	57%	+2%
				12%	12%	14%	20%	19%	+7%
	8	Connecticut Mastery Test Mathematics	Band 4	51%	53%	57%	59%	55%	+4%
				11%	11%	15%	25%	16%	+5%
Illinois	3	Illinois Standards Achievement Test Reading	Meets Standard	-	-	-	61%	62%	+1%
				-	-	-	29%	30%	+1%
	8	Illinois Standards Achievement Test Mathematics		-	-	-	43%	47%	+4%
				-	-	-	12%	14%	+2%
Indiana	3	ISTEP+ Reading	Meets/exceeds Level II	-	-	-	71%	65%	-6%
				-	-	-	46%	12%	-34%
	8	ISTEP+ Mathematics		-	-	-	60%	60%	0%
				-	-	-	58%	23%	-35%
Maine	4	Maine Educational Assessment Reading	Meets Standard	-	-	-	47%	45%	-2%
				-	-	-	43%	31%	-12%
	8	Maine Educational Assessment Mathematics		-	-	-	19%	21%	+2%
				-	-	-	0%	3%	+3%
Maryland	3	MSPAP Reading	Satisfactory	35%	37%	42%	41%	40%	+5%
				9%	10%	16%	16%	19%	+10%
	8	MSPAP Mathematics		43%	46%	47%	49%	53%	+10%
				7%	8%	11%	10%	16%	+9%
Michigan	4	MEAP Reading	Satisfactory	50%	49%	59%	60%	58%	+8%
				37%	35%	44%	38%	43%	+6%
	7	MEAP Mathematics		55%	51%	61%	63%	63%	+8%
				30%	29%	37%	31%	31%	+1%
North Carolina	4	NC End of Grade/Course Test Reading	Level 3	69%	68%	71%	71%	72%	+3%
				52%	49%	53%	54%	54%	+2%
	8	NC End of Grade/Course Test Mathematics		68%	69%	76%	78%	80%	+12%
				46%	46%	61%	68%	64%	+18%
Texas	4	TAAAS 70+ on Texas Learning Index		78%	79%	89%	89%	91%	+13%
				67%	68%	82%	81%	82%	+15%
	8	TAAAS Mathematics		68%	72%	83%	88%	91%	+23%
				50%	57%	72%	79%	84%	+34%

Enlighten people generally, and tyranny
and oppressions of body and mind will
vanish like evil spirits at the dawn of day.

Thomas Jefferson
☞

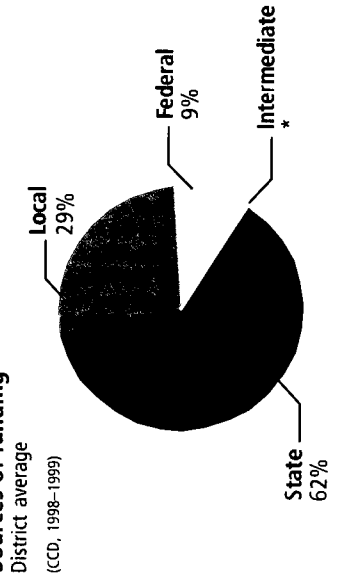
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STATE PROFILES
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School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,188		
Number of districts (CCD, 1999-2000)	128		
Number of public schools (CCD, 1999-2000)	Elementary	Middle	Total
	700 235 269 157 1,367	High	Combined
			157 1,367
Number of charter schools (CCD, 1999-2000)	0		

Number of FTE teachers (CCD, 1999-2000)	Elementary	Middle	High	Combined	Total
	21,904 7,695 11,505 5,641 46,929				
Public school enrollment (CCD)	K-8	527,373	528,003		
	9-12	198,651	201,985		
	Total	734,288	729,988		
(By state definition)	Pre-K	8,264	n/a		

Sources of funding

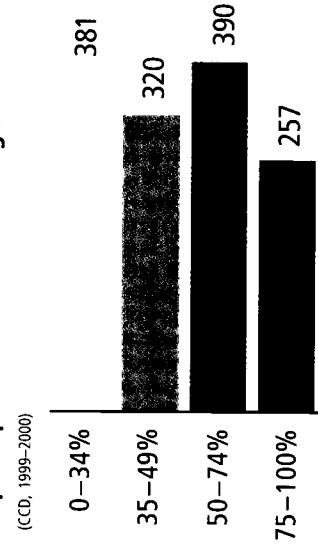


KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	5,906	5,141
Asiani/Pacific Islander	4,320	5,195
Black	259,700	265,300
Hispanic	2,781	7,994
White	453,268	445,852
Other	n/a	n/a
(CCD, K-12)		
Students with disabilities (OSEP)	85,369	87,165
Students with Limited English proficiency (ED /NCBE, K-12)	3,214	7,260
Migratory Students (OME, K-12)	6,822	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† 19 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 >50 percent of students at or above 40th percentile on NRT (Reading, Language Arts, Math, Science, Social Studies)

Expected School Improvement on Assessment
 Two percent gain per year for schools not attaining Proficient level (Academic Clear). Academic Alert schools required to improve 5 percent/year.

Indicators for School Accountability
 Test scores

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	571	244	815
Schools Meeting AYP Goal	70%	30%	100%
Schools Identified for Improvement	516	239	755
	90%	98%	92%
	55	5	60
	10%	2%	7%

(ED Consolidated Report, 1999-2000)

Title I allocation \$136,377,511

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	24%	21%
Basic level and above	56%	66%
Math, 2000:		
Proficient level and above	14%	16%
Basic level and above	57%	52%

Student Achievement 1999-2000

Assessment: Stanford Achievement Test, 9th Edition, used since 1996
 State Definition of Proficient: Meets academic content standards

Elementary School

Grade 4

Reading/Language Arts

Students in:	Proficient ⇩	
	Below Basic	Proficient Advanced
All Schools	18%	36%
Title I Schools	21	36
High Poverty Schools	32	33
Students with Limited English Proficiency	19	47
Migratory Students	47	22
Students with Disabilities	53	21

Mathematics

Students in:	Proficient ⇩	
	Below Basic	Proficient Advanced
All Schools	15%	38%
Title I Schools	17	39
High Poverty Schools	24	38
Students with Limited English Proficiency	8	45
Migratory Students	30	32
Students with Disabilities	48	18

Middle School

Grade 6

Reading/Language Arts

Students in:	Proficient ⇩	
	Below Basic	Proficient Advanced
All Schools	17%	39%
Title I Schools	20	39
High Poverty Schools	29	35
Students with Limited English Proficiency	23	44
Migratory Students	54	17
Students with Disabilities	54	19

Mathematics

Students in:	Proficient ⇩	
	Below Basic	Proficient Advanced
All Schools	14%	37%
Title I Schools	16	39
High Poverty Schools	23	41
Students with Limited English Proficiency	10	36
Migratory Students	30	36
Students with Disabilities	51	23

High School

Grade 9

Reading/Language Arts

Students in:	Proficient ⇩	
	Below Basic	Proficient Advanced
All Schools	25%	37%
Title I Schools	34	24
High Poverty Schools	48	27
Students with Limited English Proficiency	62	18
Migratory Students	77	17
Students with Disabilities	68	15

Mathematics

Students in:	Proficient ⇩	
	Below Basic	Proficient Advanced
All Schools	15%	39%
Title I Schools	19	24
High Poverty Schools	26	29
Students with Limited English Proficiency	31	26
Migratory Students	35	35
Students with Disabilities	46	28

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High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	6%	4%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	24,757	24,489
	72%	64%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$8,404

Number of districts (CCD, 1999-2000) 53

Number of public schools (CCD, 1999-2000)
 Elementary Middle High Combined Total
 183 | 33 | 74 | 211 | 501

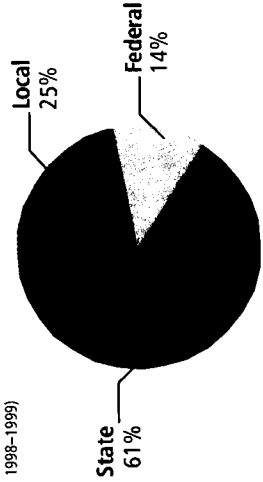
Number of charter schools (CCD, 1999-2000) 18

Number of FTE teachers (CCD, 1999-2000)
 Elementary Middle High Combined Total
 3,456 | 1,021 | 1,856 | 1,340 | 7,673

Public school enrollment (CCD) (By state definition)
 1993-1994 1999-2000
 K-8 90,814 94,257
 9-12 32,347 38,790
 Total 125,948 134,391
 Pre-K 2,787 1,344

Sources of funding

District average (CCD, 1998-1999)



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate

Student Demographics

Race/ethnicity (CCD, K-12)
 American Indian/Alaskan Natives 1993-1994 1999-2000
 29,455 33,461
 Asian/Pacific Islander 23% 25%
 5,144 7,027
 Black 4% 5%
 6,153 6,062
 Hispanic 5% 5%
 3,069 4,307
 White 2% 3%
 82,127 83,534
 Other 65% 62%
 n/a n/a

Students with disabilities (OSEP) 14,772 17,495
 12% 13%

Students with Limited English proficiency (ED / NCBE, K-12) 26,812 19,721
 22% 15%

Migratory Students (OME, K-12) 16,732 11,730
 14% 9%

All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1999-2000)

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 None

Expected School Improvement on Assessment
 None

Indicators for School Accountability
 NRT Scores

Title I Adequate Yearly Progress (AYP) for Schools
 >40 percent of students scoring proficient on CAT-5 every 2 years

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	80	201	281
Schools Meeting AYP Goal	28%	72%	100%
Schools Identified for Improvement	74	193	267
	93%	96%	95%
	6	8	14
	8%	4%	5%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$28,067,766
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:

Proficient level and above n/a
 Basic level and above n/a

Math, 2000:

Proficient level and above n/a
 Basic level and above n/a

Student Achievement 1999-2000

Assessment California Achievement Test, used since 1995
 State Definition of Proficient 50% or more questions answered correctly

Elementary School

Grade 4 Reading

Students in:	Proficient >	
	Below Proficient	Above Proficient
All Schools	22%	39%
Title I Schools	28	31
High Poverty Schools	62	8
Students with Limited English Proficiency	53	8
Migratory Students	47	15
Students with Disabilities	54	11

Mathematics

Students in:	Proficient >	
	Below Proficient	Above Proficient
All Schools	19%	39%
Title I Schools	24	32
High Poverty Schools	46	13
Students with Limited English Proficiency	38	16
Migratory Students	36	21
Students with Disabilities	48	13

Middle School

Reading/Language Arts

All Schools	
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

All Schools	
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School

Reading/Language Arts

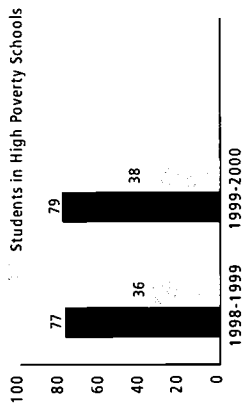
All Schools	
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

All Schools	
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Student achievement trend

Reading 4th grade meets or exceeds Proficient



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High School Indicators

High school dropout rate (CCD, event) 1993-94 1998-99
 n/a 5%

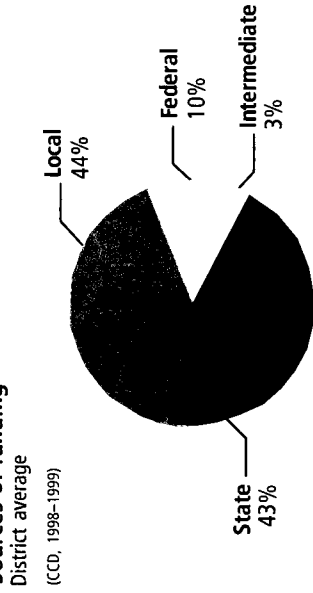
Postsecondary enrollment (IPEDS, High school grads enrolled in college) 1994-95 1998-99
 2,227 39% 6,462 38%

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$4,672
Number of districts (CCD, 1999-2000)	413
Number of public schools (CCD, 1999-2000)	245
Elementary	914
Middle	230
High	282
Combined	94
Total	1,552

Number of FTE teachers (CCD, 1999-2000)	24,315	7,770	10,488	301	43,077
Elementary	Middle	High	Combined	Total	
Public school enrollment (CCD)	519,054	618,250	182,737	227,919	1,547,960
9-12	709,453	851,294	3,164	1,772	
Total	Pre-K				

Sources of funding



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	49,133	56,849
Asian/Pacific Islander	11,373	16,566
Black	29,720	39,149
Hispanic	196,118	278,733
White	423,109	459,997
Other	n/a	n/a

Students with disabilities (OSEP) 53,065 9% 80,199 9%

Students with Limited English proficiency (ED/NCBE, K-12) 90,609 12% 125,311 15%

Migratory Students (OME, K-12) 18,658 2% n/a

All schools by percent of students eligible to participate in the Free Lunch Program (CCD, 1999-2000)

Statewide Accountability Information

(Collected from States, January 2002, for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Grade level meets 1 year academic growth (50th percentile)

Expected School Improvement on Assessment
 Grade level score >40% of state schools in growth (3 yr. avg.)

Indicators for School Accountability
 NRT scores Standards-based

Title I Adequate Yearly Progress (AYP) for Schools
 Transition: Gap-reduction toward 90 percent proficient and No students (reading, math)

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	710	394	1,104
Schools Meeting AYP Goal	64%	36%	100%
Schools Identified for Improvement	384	252	636
	54%	64%	58%
	108	61	169
	15%	15%	15%

(ED Consolidated Report, 1999-2000)

Title I allocation \$133,084,517

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	22%	28%
Basic level and above	53%	73%
Math, 2000:		
Proficient level and above	17%	21%
Basic level and above	59%	62%

Student Achievement 1999-2000

Assessment Arizona's Instrument to Measure Standards
 State Definition of Proficient Meets Performance Standard

Elementary School

Grade 3

Reading/Language Arts

Students in:	Falls Far Below		App- roaches		Proficient ⇅	
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
All Schools	12%	21%	18%	46%	25%	14%
Title I Schoolwide	21	24	24	42	14	
High Poverty Schools						
Students with Limited English Proficiency	35	28	31	6		
Migratory Students	24	22	38	16		
Students with Disabilities	33	22	33	13		

Mathematics

Students in:	Falls Far Below		App- roaches		Proficient ⇅	
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
All Schools	19%	30%	28%	39%	14%	6%
Title I Schoolwide	30	34	34	30	6	
High Poverty Schools						
Students with Limited English Proficiency	43	35	20	3		
Migratory Students	34	32	28	6		
Students with Disabilities	40	29	25	6		

Middle School

Grade 8

Reading/Language Arts

Students in:	Falls Far Below		App- roaches		Proficient ⇅	
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
All Schools	30%	18%	38%	14%		
Title I Schoolwide	46	19	28	6		
High Poverty Schools						
Students with Limited English Proficiency	69	16	13	2		
Migratory Students	49	18	26	7		
Students with Disabilities	62	13	19	5		

Mathematics

Students in:	Falls Far Below		App- roaches		Proficient ⇅	
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
All Schools	44%	38%	13%	5%		
Title I Schoolwide	62	30	6	2		
High Poverty Schools						
Students with Limited English Proficiency	78	19	3	2		
Migratory Students	67	27	5	1		
Students with Disabilities	77	18	4	1		

High School

Grade 10

Reading/Language Arts

Students in:	Falls Far Below		App- roaches		Proficient ⇅	
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
All Schools	12%	20%	47%	21%		
Title I Schoolwide	23	29	38	10		
High Poverty Schools						
Students with Limited English Proficiency	55	29	14	2		
Migratory Students	29	27	36	9		
Students with Disabilities	62	26	12	*		

Mathematics

Students in:	Falls Far Below		App- roaches		Proficient ⇅	
	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
All Schools	72%	11%	16%	1%		
Title I Schoolwide	87	6	7	0		
High Poverty Schools						
Students with Limited English Proficiency	97	2	1	0		
Migratory Students	92	4	4	*		
Students with Disabilities	99	1	*	0		



High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	8%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	15,160	17,421
	48%	48%

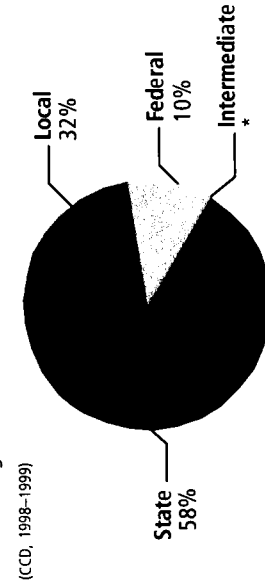
KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$4,956	
Number of districts (CCD, 1999-2000)	310	
Number of public schools (CCD, 1999-2000)	310	
Elementary	High	Combined
574 188 327	4	1,119
Number of charter schools (CCD, 1999-2000)	0	

Number of FTE teachers (CCD, 1999-2000)	High	Combined	Total
Elementary	13,386 6,519 10,098	125	131,381
Publicschool enrollment (CCD)	1993-1994	1999-2000	
K-8	314,617	315,269	
9-12	125,801	132,874	
Total	444,271	450,984	
(By state definition)	Pre-K	1,248	1,425

Sources of funding



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate

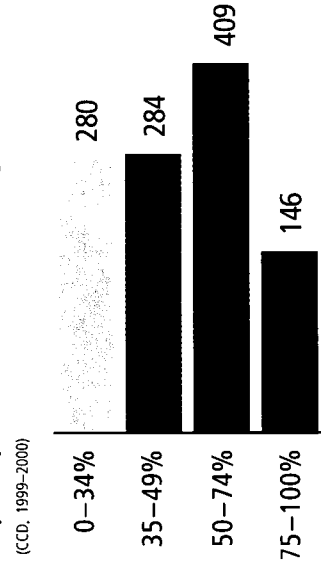
Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	1,432 *	2,099 *
Asian/Pacific Islander	2,957	3,834
Black	105,595	105,771
Hispanic	3,955	13,651
White	330,332	325,630
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP)	43,956	49,220
Students with Limited English proficiency (ED /NCBE, K-12)	4,002	10,599
Migratory Students (OME, K-12)	11,344	n/a

All schools by percent of students eligible to participate in the Free Lunch Program



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
100 percent students proficient in 10 years

Expected School Improvement on Assessment
Yearly progress to meet 100% in 10 years

Indicators for School Accountability
CRT scores

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide

Title I 1999-2000	Schoolwide Programs		Targeted Assistance	Total
	Number of Schools	Percentage		
Number of Schools	394	50%	389	783
Schools Meeting AYP Goal	127	32%	151	278
Schools Identified for Improvement	267	68%	238	505
			61%	64%

(ED Consolidated Report, 1999-2000)

Title I allocation \$86,475,611

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	23%	23%
Basic level and above	55%	68%
Math, 2000:		
Proficient level and above	14%	14%
Basic level and above	57%	52%

Student Achievement 1999-2000

Assessment Arkansas Benchmark Exam
 State Definition of Proficient None provided

Elementary School

Grade 4 Reading/Language Arts

Students in: At or Above Proficient 47%
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in: At or Above Proficient 41%
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Middle School

Grade 8 Reading/Language Arts

Students in: At or Above Proficient 24%
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in: At or Above Proficient 16%
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

High School

Reading/Language Arts

Students in: At or Above Proficient %
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in: At or Above Proficient %
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

High School Indicators

High school dropout rate (CCD, event) 1993-94 1998-99
 5% 6%

Postsecondary enrollment 1994-95 1998-99
 12,535 15,083
 50% 56%
 (IPEDS, High school grads enrolled in college)

28

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,801			
Number of districts (CCD, 1999-2000)	990			
Number of public schools (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
5,323	1,269	1,620	334	8,566

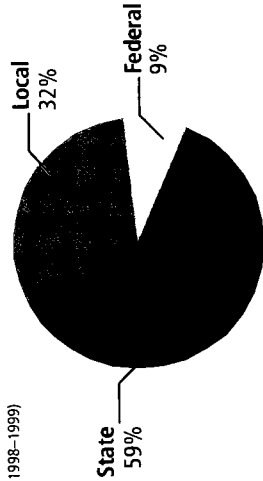
Number of charter schools (CCD, 1999-2000)	238
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Number of FTE teachers (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
153,999	47,380	68,733	8,984	279,525

Public school enrollment (CCD)	1993-1994	1999-2000
K-8	3,772,731	4,194,768
9-12	1,393,530	1,675,778
Total	5,327,231	5,952,598
Pre-K (By state definition)	59,954	n/a

Sources of funding

District average
(CCD, 1998-1999)



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	43,459	50,773
Asian/Pacific Islander	588,634	658,217
Black	455,954	509,756
Hispanic	1,951,578	2,513,769
White	2,227,652	2,196,129
Other	n/a	n/a

(CCD, K-12)

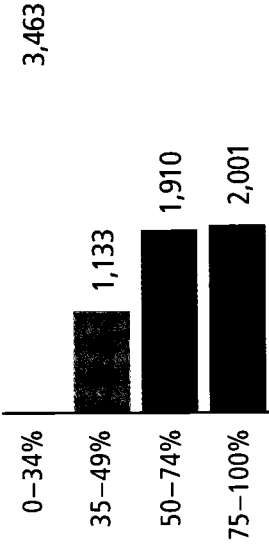
Students with disabilities (OSEP)	461,495	556,887
	9%	9%

Students with Limited English proficiency (ED INCE, K-12)	1,215,218	1,480,527
	23%	25%

Migratory Students (OME, K-12)	197,806	n/a
	4%	—

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999-2000)



† 59 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
Academic Performance Index (API) of 800 on a scale of 200 to 1000

Expected School Improvement on Assessment

Annual growth target of five percent of distance from base API to 800 with comparable improvement by ethnic and socioeconomically disadvantaged student subgroups

Indicators for School Accountability

API: NRT scores, standards tests scores (current); High School Exit Exam results, attendance rates, graduation rates (future)

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	2,324	2,564	4,888
Schools Meeting AYP Goal	48%	52%	100%
Schools Identified for Improvement	1,471	1,464	2,935
	63%	57%	60%
	314	451	765
	14%	18%	16%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$1,082,133,839
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:

Proficient level and above	20%	22%
Basic level and above	48%	64%

Math, 2000:

Proficient level and above	15%	18%
Basic level and above	53%	52%

Student Achievement 1999-2000

Assessment: Stanford Achievement Test, Version 9, used since 1997-98
 State Definition of Proficient: There is no definition of proficient

Elementary School

Grade 4 Reading/Language Arts

Students in: At or Above 50th Percentile 47%

All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in: At or Above 50th Percentile 54%

All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Middle School

Grade 8 Reading/Language Arts

Students in: At or Above 50th Percentile 50%

All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in: At or Above 50th Percentile 49%

All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

High School

Grade 10 Reading/Language Arts

Students in: At or Above 50th Percentile 34%

All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in: At or Above 50th Percentile 46%

All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

30

High School Indicators

High school dropout rate (CCD, event) 1993-94 1998-99
 4% n/a

Postsecondary enrollment (PEDS, High school grads enrolled in college) 1994-95 1998-99
 168,806 159,230
 67% 56%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$5,923

Number of districts (CCD, 1999-2000) 176

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
910	279	308	46	1,561

Number of charter schools (CCD, 1999-2000) 69

Number of FTE teachers (CCD, 1999-2000)

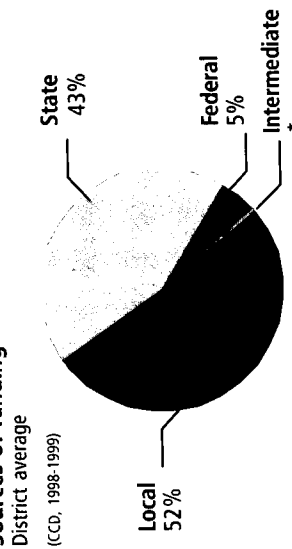
Elementary	Middle	High	Combined	Total
20,020	8,437	10,912	687	40,415

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	451,469	493,009
9-12	164,260	200,982
Total	625,062	708,109
Pre-K	7,249	12,857

(By state definition)

Sources of funding



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

Student Demographics

Race/ethnicity (CCD, K-12)

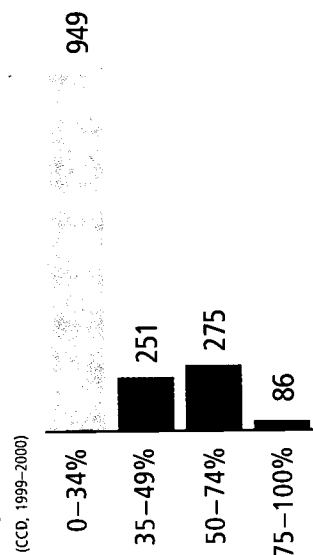
American Indian/Alaskan Natives	1993-1994	1999-2000
	6,237	8,258
Asian/Pacific Islander	15,243	19,792
Black	33,536	40,156
Hispanic	106,976	147,447
White	463,070	492,456
Other	n/a	n/a

Students with disabilities (OSEP) 56,842 (9%) 65,638 (9%)

Students with Limited English proficiency (ED /NCBE, K-12) 26,203 (4%) 60,031 (8%)

Migratory students (OME, K-12) 8,896 (1%) n/a

All schools by percent of students eligible to participate in the Free Lunch Program



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Every child must gain a minimum of one academic year each year for math and reading.

Expected School Improvement on Assessment
 n/a

Indicators for School Accountability
 Test scores, graduation, attendance, dropout, expelled, suspended, percent not tested

Title I Adequate Yearly Progress (AYP) for Schools
 Currently, reduce difference between base index and 100 by 7% annually (reading, math).

Title I 1999-2000	Schoolwide Programs		Targeted Assistance		Total
	Number of Schools	36%	343	64%	
Schools Meeting AYP Goal	98	36%	169	64%	267
Schools Identified for Improvement	99	50%	174	49%	273
	50%	50%	51%	51%	51%

(ED Consolidated Report, 1999-2000)

Title I allocation

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)
 \$79,745,048

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	30%
Basic level and above	69%	76%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Student Achievement 1999-2000

Assessment Colorado Student Assessment Program
State Definition of Proficient See Appendix A

Elementary School

Grade 4

Reading/Language Arts

Students in:	No Score		Unsatisfactory		Proficient		Advanced	
	#	%	#	%	#	%	#	%
All Schools	2	2%	29	13%	35	24%	30	7%
Title I Schools	3		29		35		30	
High Poverty Schools								
Students with Limited English Proficiency								
Migratory Students	7		32		32		27	
Students with Disabilities	11		47		26		15	

Mathematics

Students in:	No Score		Unsatisfactory		Proficient		Advanced	
	#	%	#	%	#	%	#	%
All Schools	3	3%	63	30%	22	33%	4	10%
Title I Schools	10		63		22		4	
High Poverty Schools								
Students with Limited English Proficiency								
Migratory Students	9		59		22		8	
Students with Disabilities	12		67		16		5	

Middle School

Grade 7

Reading/Language Arts

Students in:	No Score		Unsatisfactory		Proficient		Advanced	
	#	%	#	%	#	%	#	%
All Schools	4	4%	33	11%	39	23%	19	7%
Title I Schools	9		33		39		19	
High Poverty Schools								
Students with Limited English Proficiency								
Migratory Students	15		31		26		26	
Students with Disabilities	12		44		29		14	

Grade 8

Mathematics

Students in:	No Score		Unsatisfactory		Proficient		Advanced	
	#	%	#	%	#	%	#	%
All Schools	3	3%	63	30%	22	33%	4	10%
Title I Schools	10		63		22		4	
High Poverty Schools								
Students with Limited English Proficiency								
Migratory Students	9		59		22		8	
Students with Disabilities	12		67		16		5	

High School

Reading/Language Arts

Students in:	No Score		Unsatisfactory		Proficient		Advanced	
	#	%	#	%	#	%	#	%
All Schools	4	4%	33	11%	39	23%	19	7%
Title I Schools	9		33		39		19	
High Poverty Schools								
Students with Limited English Proficiency								
Migratory Students	15		31		26		26	
Students with Disabilities	12		44		29		14	

Mathematics

Students in:	No Score		Unsatisfactory		Proficient		Advanced	
	#	%	#	%	#	%	#	%
All Schools	3	3%	63	30%	22	33%	4	10%
Title I Schools	10		63		22		4	
High Poverty Schools								
Students with Limited English Proficiency								
Migratory Students	9		59		22		8	
Students with Disabilities	12		67		16		5	

32

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	17,432	21,091
	55%	59%

KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures \$9,318

(CCD, 1998-1999)

Number of districts 165

(CCD, 1999-2000)

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
661	189	178	39	1,073

Number of charter schools 69

(CCD, 1999-2000)

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
18,901	9,016	11,376	508	39,864

33

Public school enrollment

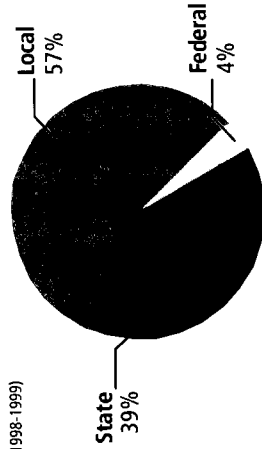
	1993-1994	1999-2000
K-8	352,360	393,395
9-12	127,655	150,080
Total	496,298	553,993
Pre-K	6,216	10,518

(By state definition)

Sources of funding

District average

(CCD, 1998-1999)



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000

American Indian/Alaskan Natives	1,194 *	1,493 *
Asian/Pacific Islander	11,767	14,871
Black	64,047	76,168
Hispanic	54,539	70,839
White	360,690	390,647
Other	n/a	n/a

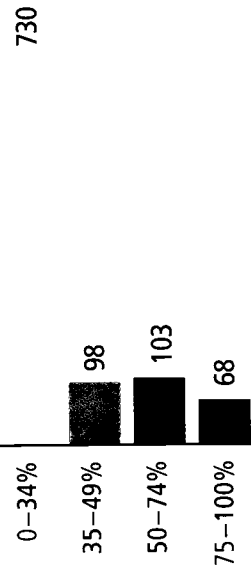
Students with disabilities (OSEP) 60,599 12% 63,934 11%

Students with Limited English proficiency (ED /NCBE, K-12) 21,020 4% 20,190 4%

Migratory students (OME, K-12) 3,882 1% n/a

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 74 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment

Above 40 on 100 point performance index (3 subjects) based on a 2-year weighted average and two-year performance trend relative to the state average performance trend.

Expected School Improvement on Assessment

Sufficient progress (index above 40) within three years.

Indicators for School Accountability

Grades 4, 6, and 8 CRT scores reading, writing and mathematics; grade 10 CRT scores mathematics, science, writing across the disciplines, and reading across the disciplines.

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide.

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	100	373	473
Schools Meeting AYP Goal	21%	79%	100%
Schools Identified for Improvement	n/a	n/a	n/a

(ED Consolidated Report, 1999-2000)

Title I allocation \$75,856,559

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 Grade 8

Reading, 1998:

Proficient level and above	46%	42%
Basic level and above	78%	82%

Math, 2000:

Proficient level and above	32%	34%
Basic level and above	77%	72%

Student Achievement 1999-2000

Assessment See Below
 State Definition of Proficient Connecticut did not have a definition of proficient for the 1999-2000 SY

Elementary School Connecticut Mastery Test

Grade 4

Reading/Language Arts

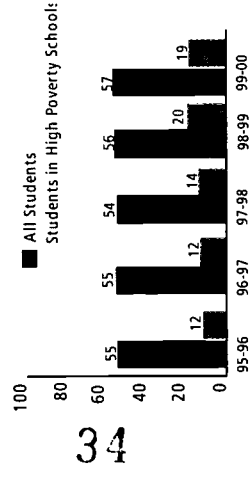
Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	20%	9%	14%	57%
Title I Schools	26	11	15	48
High Poverty Schools	51	15	16	19
Students with Limited English Proficiency	75	10	9	7
Migratory Students	70	12	8	10
Students with Disabilities	53	11	13	23

Mathematics

Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	8%	10%	22%	60%
Title I Schools	11	13	24	53
High Poverty Schools	24	22	29	25
Students with Limited English Proficiency	41	23	21	15
Migratory Students	27	30	21	22
Students with Disabilities	24	19	27	29

Student achievement trend

Reading/Language Arts 4th grade meets Band 4



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School Connecticut Mastery Test

Grade 8

Reading/Language Arts

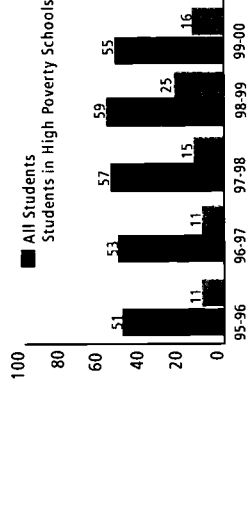
Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	15%	8%	11%	66%
Title I Schools	21	9	12	59
High Poverty Schools	46	14	14	26
Students with Limited English Proficiency	78	5	9	8
Migratory Students	61	18	8	12
Students with Disabilities	46	13	13	28

Mathematics

Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	11%	13%	22%	55%
Title I Schools	15	16	22	48
High Poverty Schools	36	27	22	16
Students with Limited English Proficiency	56	19	16	9
Migratory Students	41	31	25	4
Students with Disabilities	35	25	22	18

Student achievement trend

Math 8th grade meets Band 4



High School

Connecticut Academic Performance Test

Grade 10

Reading/Language Arts

Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	10%	18%	34%	38%
Title I Schools	9	19	35	37
High Poverty Schools	16	27	40	17
Students with Limited English Proficiency	26	37	20	16
Migratory Students	23	29	37	11
Students with Disabilities	34	28	27	11

Mathematics

Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	10%	13%	32%	45%
Title I Schools	15	15	28	42
High Poverty Schools	34	22	32	11
Students with Limited English Proficiency	45	20	19	16
Migratory Students	49	26	17	9
Students with Disabilities	28	24	31	17

High School Indicators

High school dropout rate (CCD, event) 1993-94 5% 1998-99 3%

Postsecondary enrollment (IPEDS, High school grads enrolled in college) 1994-95 19,343 73% 1998-99 21,399 77%

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$8,026

Number of districts (CCD, 1999-2000) 19

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
92	43	32	17	184

Number of charter schools (CCD, 1999-2000) 5

Number of FTE teachers (CCD, 1999-2000)

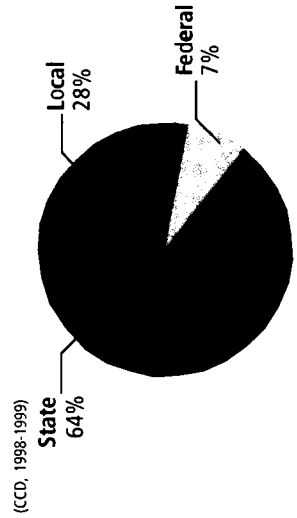
Elementary	Middle	High	Combined	Total
2,887	1,868	2,104	289	7,147

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	76,052	79,673
9-12	28,930	33,416
Total	105,547	113,598
Pre-K	565	509

(By state definition)

Sources of funding



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

Student Demographics

Race/ethnicity (CCD, 1999-2000)

American Indian/Alaskan Natives	1993-1994	1999-2000
	229 *	291 *

Asian/Pacific Islander (CCD, K-12)

	1,777	2,460
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Black (CCD, K-12)

	30,038	34,697
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Hispanic (CCD, K-12)

	3,598	6,149
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White (CCD, K-12)

	69,905	70,001
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Other (CCD, K-12)

	n/a	62%
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Students with disabilities (OSEP)

	12,604	14,106
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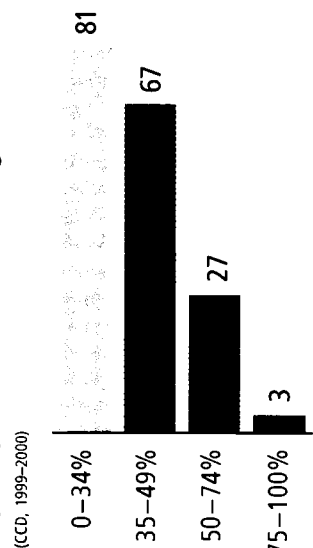
Students with Limited English proficiency (ED / INCB, K-12)

	1,470	2,284
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Migratory students (OME, K-12)

	740	n/a
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All schools by percent of students eligible to participate in the Free Lunch Program †



† 6 schools did not report.

Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Meet or exceed the Commendable rating (Combines: absolute score, improvement score, and distributional/low achieving performance).

Expected School Improvement on Assessment
 Schools meet or exceed their absolute, improvement, and distributional targets in the next measurement cycle.

Indicators for School Accountability
 Delaware Student Testing Program

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide.

Title I 1999-2000	Schoolwide Programs		Targeted Assistance	Total
	Number of Schools	Programs		
	23	74	74	97
	24%	76%	76%	100%
Schools Meeting AYP Goal	8	33	33	41
	35%	45%	45%	42%
Schools Identified for Improvement	3	29	29	32
	13%	39%	39%	33%

(ED Consolidated Report, 1999-2000)

Title I allocation \$22,625,340

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:

Proficient level and above	25%	Grade 4	25%
Basic level and above	57%	Grade 8	66%

Math, 2000:

Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1999 - 2000

Assessment Delaware Student Testing Program
 State Definition of Proficient Meets the standard-very good performance.

Elementary School

Grade 3 Reading/Language Arts

Students in:	Proficient			Dist- inguished
	Well Below Standard	Below Standard	Meets Standard	
All Schools	10%	13%	53%	12%
Title I Schools	24	23	49	2
High Poverty Schools				
Students with Limited English Proficiency	39	18	39	2
Migratory Students				
Students with Disabilities	44	23	30	1

Mathematics

Students in:	Proficient			Dist- inguished
	Well Below Standard	Below Standard	Meets Standard	
All Schools	11%	17%	52%	15%
Title I Schools	22	28	47	3
High Poverty Schools				
Students with Limited English Proficiency	22	28	40	10
Migratory Students				
Students with Disabilities	36	27	32	4

Middle School

Grade 8 Reading/Language Arts

Students in:	Proficient			Dist- inguished
	Well Below Standard	Below Standard	Meets Standard	
All Schools	16%	16%	59%	7%
Title I Schools	31	32	37	0
High Poverty Schools				
Students with Limited English Proficiency	51	23	21	5
Migratory Students				
Students with Disabilities	66	20	14	0

Mathematics

Students in:	Proficient			Dist- inguished
	Well Below Standard	Below Standard	Meets Standard	
All Schools	33%	26%	28%	6%
Title I Schools	66	26	7	1
High Poverty Schools				
Students with Limited English Proficiency	54	21	18	5
Migratory Students				
Students with Disabilities	86	10	4	0

High School

Grade 10 Reading/Language Arts

Students in:	Proficient			Dist- inguished
	Well Below Standard	Below Standard	Meets Standard	
All Schools	19%	20%	56%	3%
Title I Schools	33	35	31	1
High Poverty Schools				
Students with Limited English Proficiency	73	19	8	0
Migratory Students				
Students with Disabilities	76	13	10	0

Mathematics

Students in:	Proficient			Dist- inguished
	Well Below Standard	Below Standard	Meets Standard	
All Schools	39%	26%	22%	5%
Title I Schools	58	29	11	1
High Poverty Schools				
Students with Limited English Proficiency	68	19	8	0
Migratory Students				
Students with Disabilities	89	9	2	0

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	4%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	4,124	4,786
	79%	74%

30

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

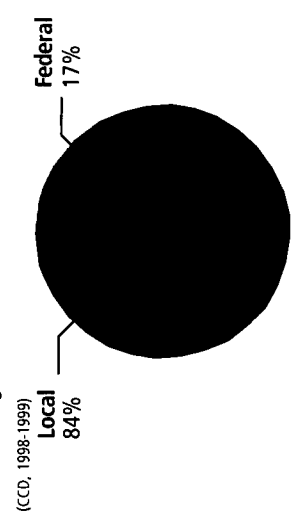
Per Pupil Expenditures (CCD, 1998-1999)	\$9,650		
Number of districts	1		
Number of public schools (CCD, 1999-2000)	1		
Elementary	Middle	High	Combined
106	20	17	3
Total			
146			

Number of charter schools (CCD, 1999-2000)	27		
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Number of FTE teachers (CCD, 1999-2000)	37		
Elementary	Middle	High	Combined
3,196	719	938	46
Total			
5,005			

Public school enrollment (CCD)	1993-1994	1999-2000
K-8	53,903	52,548
9-12	17,854	15,849
Total	80,678	77,194
(By state definition)	Pre-K	4,774

Sources of funding



KEY: * = Less than 0.5 percent
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Student Demographics

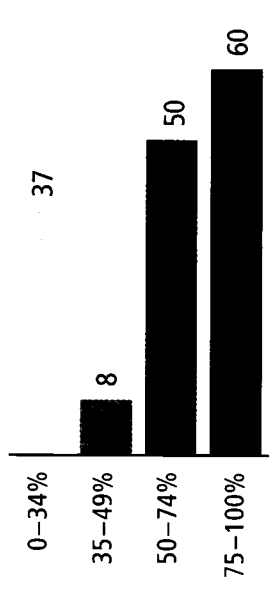
Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	14 *	30 *
Asian/Pacific Islander	1,069	1,123
Black	71,414	66,508
Hispanic	4,938	6,382
White	3,243	3,151
Other	n/a	n/a

Students with disabilities (OSEP)	5,865	7,995
	9%	13%

Students with Limited English proficiency (ED /NCBE, K-12)	4,449	5,177
	6%	7%

Migratory students (OME, K-12)	326 *	n/a
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All schools by percent of students eligible to participate in the Free Lunch Program †
(CCD, 1999-2000)



† 34 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Decrease by 2% students at Below Basic; Increase by 2% students at Proficient; Increase or stable performance at Advanced in reading and math.

Expected School Improvement on Assessment
 Move 10% from Below Basic, move 5% to Proficient, 5% to Adv. for reading & math (variations based on baseline data).
 Decrease secondary dropout rate by 10%. Achieve 93% attendance for Elem., 90% for middle and high schools.

Indicators for School Accountability
 Same as statewide.

Title I Adequate Yearly Progress (AYP) for Schools
 Same as School Improvement

Title I 1999-2000

Number of Schools	153	Schoolwide Programs	3	Targeted Assistance	156	Total
Schools Meeting AYP Goal	98%		2%		100%	
Schools Identified for Improvement	98		0		98	
	50%		—		50%	
	28		0		28	
	18%		—		18%	

(ED Consolidated Report, 1999-2000)

Title I allocation \$27,305,039

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Proficient level and above	10%	Grade 4	12%
	Basic level and above	28%	Grade 8	44%
Math, 2000:	Proficient level and above	6%		6%
	Basic level and above	25%		23%

Student Achievement 1999-2000

Assessment Stanford Achievement Test, Version 9

State Definition of Proficient Represents solid academic performance that students are prepared for this grade level

Elementary School

Middle School

High School

Grade 4

Grade 8

Grade 10

Reading/Language Arts

Reading/Language Arts

Reading/Language Arts

Students in:	Proficient ⇅			Proficient ⇅			Proficient ⇅		
	Below Basic	Basic	Advanced	Below Basic	Basic	Advanced	Below Basic	Basic	Advanced
All Schools	25%	43%	23%	19%	51%	27%	47%	37%	13%
Title I Schools	26	45	22	21	55	23	60	34	6
High Poverty Schools	26	45	22	21	55	23	60	34	6
Students with Limited English Proficiency									
Migratory Students	21	31	25	21	42	32	63	25	13
Students with Disabilities									

Mathematics

Mathematics

Mathematics

Students in:	Proficient ⇅			Proficient ⇅			Proficient ⇅		
	Below Basic	Basic	Advanced	Below Basic	Basic	Advanced	Below Basic	Basic	Advanced
All Schools	26%	41%	24%	54%	31%	13%	72%	19%	7%
Title I Schools	28	42	24	60	30	9	84	14	3
High Poverty Schools	28	42	24	60	30	9	84	14	3
Students with Limited English Proficiency									
Migratory Students	19	29	33	42	37	21	100	0	0
Students with Disabilities									

30

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	8%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	3,035	1,817
	95%	65%

KEY:
 * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

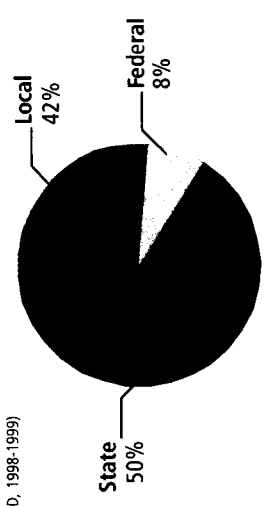
Per Pupil Expenditures (CCD, 1998-1999)	\$5,790			
Number of districts	67			
Number of public schools (CCD, 1998-2000)				
Elementary	Middle	High	Combined	Total
1,681	492	418	523	3,131
Number of charter schools	113			

Number of FTE teachers (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
65,796	25,512	31,134	6,637	129,381
Public school enrollment (CCD)	1993-1994	1999-2000		
K-8	1,480,401	1,671,791		
9-12	525,569	655,886		
Total	2,040,763	2,381,480		
Pre-K	34,793	53,803		

Number of districts	67			
Number of public schools (CCD, 1998-2000)				
Elementary	Middle	High	Combined	Total
1,681	492	418	523	3,131

Sources of funding

District average (CCD, 1998-1999)



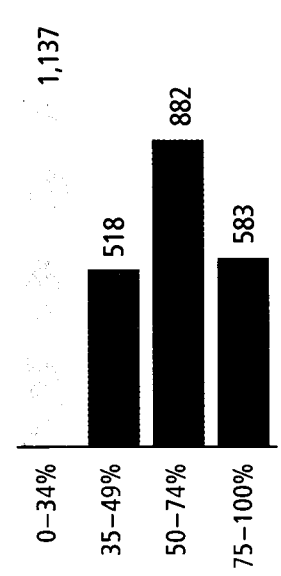
KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	3,738 *	6,213 *
Asian/Pacific Islander	34,331	43,905
Black	504,913	602,464
Hispanic	282,189	431,072
White	1,215,592	1,297,826
Other	n/a	n/a

Students with disabilities (OSEP)	248,217	312,174	13%
Students with Limited English proficiency (ED / NCBE, K-12)	144,731	235,181	10%
Migratory students (OME, K-12)	54,595	n/a	2%

All schools by percent of students eligible to participate in the Free Lunch Program †



† 11 schools did not report.

Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Under the A+ Plan: For C grade: 60% of students at level 2 (FCAT reading, math); Writing: 50% at level 3 for Elementary, 67% for Middle School, 75% for High School.
Expected School Improvement on Assessment
 To attain grade A/B— gain 2 percent students at level 3 (FCAT)

Indicators for School Accountability
 NRT scores, attendance, dropout, suspension rates
Title I Adequate Yearly Progress (AYP) for Schools
 Transition: High School: >85 percent pass Lang. Arts, >80 percent pass Math, >67 percent Writing. Middle School: >40 percent over 50th percentile NRT. Elementary school: >33 percent over 50th percentile NRT

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	1,028	107	1,135
Schools Meeting AYP Goal	91%	9%	100%
Schools Identified for Improvement	1,024	107	1,131
	100%	100%	100%
	4	0	4
	*	—	*

(ED Consolidated Report, 1999-2000)

Title I allocation \$398,211,329

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Proficient level and above	23%	23%
	Basic level and above	54%	65%
Math, 2000:	Proficient level and above	n/a	n/a
	Basic level and above	n/a	n/a

Assessment Florida Comprehensive Assessment Test
State Definition of Proficient Definition not provided for 1999-2000

Student Achievement 1999 – 2000

Elementary School

Grade 4 Reading/Language Arts

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	42%	53%	5%
Title I Schools	52	46	3
High Poverty Schools	63	35	1
Students with Limited English Proficiency	92	8	0
Migratory Students	73	27	0
Students with Disabilities	85	15	0

Grade 5 Mathematics

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	49%	46%	5%
Title I Schools	59	38	3
High Poverty Schools	67	31	2
Students with Limited English Proficiency	84	16	1
Migratory Students	74	25	1
Students with Disabilities	87	13	0

Middle School

Grade 8 Reading/Language Arts

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	54%	44%	2%
Title I Schools	70	30	1
High Poverty Schools	78	21	0
Students with Limited English Proficiency	95	5	0
Migratory Students	86	14	0
Students with Disabilities	91	9	0

Mathematics

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	42%	46%	11%
Title I Schools	59	35	6
High Poverty Schools	69	28	3
Students with Limited English Proficiency	81	17	2
Migratory Students	70	29	1
Students with Disabilities	86	13	1

High School

Grade 10 Reading/Language Arts

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	68%	28%	4%
Title I Schools	80	18	1
High Poverty Schools	92	8	1
Students with Limited English Proficiency	98	2	0
Migratory Students	91	9	0
Students with Disabilities	96	4	0

Mathematics

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	44%	49%	7%
Title I Schools	59	37	3
High Poverty Schools	76	24	1
Students with Limited English Proficiency	80	19	1
Migratory Students	72	28	0
Students with Disabilities	85	15	0

40

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	48,197	55,423
	55%	56%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$6,092

Number of districts (CCD, 1999-2000) 180

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
1,170	356	295	62	1,887

Number of charter schools (CCD, 1999-2000) 18

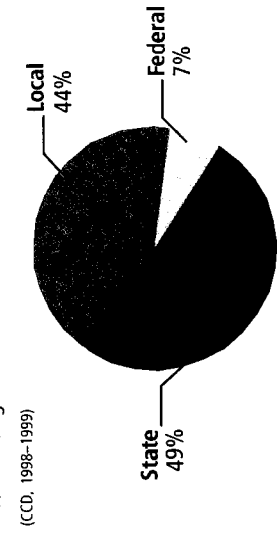
Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
45,759	18,993	20,704	2,936	88,578

Publicschool enrollment (CCD)

	1993-1994	1999-2000
K-8	904,891	1,012,780
9-12	324,879	378,799
Total	1,235,304	1,422,762
Pre-K (By state definition)	5,534	31,362

Sources of funding



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

Student Demographics

Race/ethnicity (CCD, K-12)

	1993-1994	1999-2000
American Indian/Alaskan Natives	1,882 *	2,182 *
Asian/Pacific Islander	17,431	30,033
Black	457,192	540,823
Hispanic	18,978	56,480
White	739,821	776,763
Other	n/a	n/a

Students with disabilities (OSEP)

	1993-1994	1999-2000
Students with disabilities	106,852	143,357
Students with Limited English proficiency (ED /NCBE, K-12)	11,731	50,961
Migratory students (OME, K-12)	13,373	n/a

Students with disabilities (OSEP)

	1993-1994	1999-2000
Students with disabilities	9%	11%

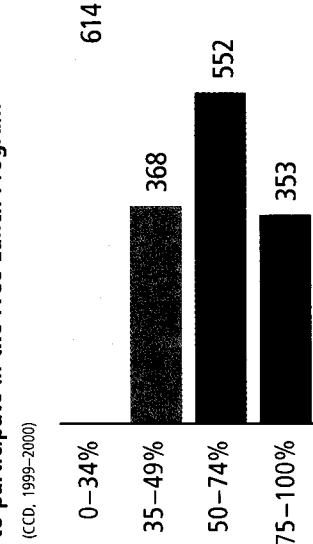
Students with Limited English proficiency (ED /NCBE, K-12)

	1993-1994	1999-2000
Students with Limited English proficiency	1%	4%

Migratory students (OME, K-12)

	1993-1994	1999-2000
Migratory students	1%	—

All schools by percent of students eligible to participate in the Free Lunch Program



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Use of letter grades A-F scale with test scores.

Expected School Improvement on Assessment
 Under development.

Indicators for School Accountability
 Performance on state-developed Criterion Reference Competency Test.

Title I Adequate Yearly Progress (AYP) for Schools
 Reduce by 5% the percent of students not meeting proficient.

Title I 1999-2000	Schoolwide Programs		Targeted Assistance	Total
	Number of Schools	Percentage		
Number of Schools	669	65%	363	1,032
Schools Meeting AYP Goal	379	57%	201	580
Schools Identified for Improvement	472	71%	186	658
			51%	64%

(ED Consolidated Report, 1999-2000)

Title I allocation \$222,465,639

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:
 Proficient level and above 25%
 Basic level and above 68%

Math, 2000:
 Proficient level and above 19%
 Basic level and above 58%

Student Achievement 1999-2000

Assessment See below

State Definition of Proficient Grades 4 and 8—Scores ≥ 300 , Grade 11—Score of ≥ 500

Elementary School

Georgia Criterion-Referenced Competency Test

Grade 4

Reading/Language Arts

Students in:	Proficient \diamond		
	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	35%	37%	28%
Title I Targeted Schools	57	34	9
High Poverty Schools			
Students with Limited English Proficiency	78	20	3
Migratory Students			
Students with Disabilities	71	22	7

Mathematics

Students in:	Proficient \diamond		
	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	38%	51%	11%
Title I Targeted Schools	61	37	2
High Poverty Schools			
Students with Limited English Proficiency	68	30	2
Migratory Students			
Students with Disabilities	74	24	3

Middle School

Georgia Criterion-Referenced Competency Test

Grade 8

Reading/Language Arts

Students in:	Proficient \diamond		
	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	25%	37%	38%
Title I Targeted Schools	39	40	22
High Poverty Schools			
Students with Limited English Proficiency	72	23	5
Migratory Students			
Students with Disabilities	68	24	8

Mathematics

Students in:	Proficient \diamond		
	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	46%	43%	11%
Title I Targeted Schools	68	27	5
High Poverty Schools			
Students with Limited English Proficiency	76	21	3
Migratory Students			
Students with Disabilities	87	12	1

High School

Georgia Graduation Test

Grade 11

Reading/Language Arts

Students in:	Proficient \diamond		
	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	7%	39%	54%
Title I Schools	8	47	45
High Poverty Schools	13	46	41
Students with Limited English Proficiency	50	51 (meet or exceed)	
Migratory Students			
Students with Disabilities	32	68 (meet or exceed)	

Mathematics

Students in:	Proficient \diamond		
	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	10%	43%	47%
Title I Schools	10	51	39
High Poverty Schools	20	45	36
Students with Limited English Proficiency	28	72 (meet or exceed)	
Migratory Students			
Students with Disabilities	44	56 (meet or exceed)	

42

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	9%	7%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	36,792	38,771
	65%	66%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$6,081

Number of districts (CCD, 1999-2000) 2

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
175	33	36	9	255

Number of charter schools (CCD, 1999-2000) 1

Number of FTE teachers (CCD, 1999-2000)

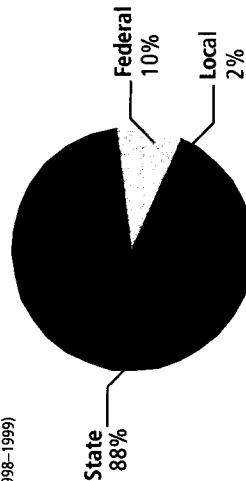
Elementary	Middle	High	Combined	Total
5,807	1,599	3,060	247	10,781

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	131,051	132,372
9-12	48,728	52,565
Total	180,410	185,860
Pre-K (By state definition)	532	824

Sources of funding

District average (CCD, 1998-1999)



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

Student Demographics

Race/ethnicity (CCD, 1999-2000)

	1993-1994	1999-2000
American Indian/Alaskan Natives	589 *	748 *

Asian/Pacific Islander (CCD, K-12)

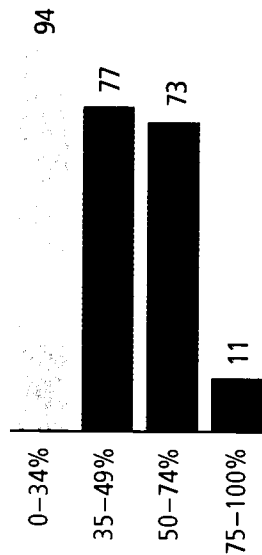
	1993-1994	1999-2000
Black	4,732	4,389
Hispanic	9,082	8,543
White	42,700	38,078
Other	n/a	n/a

Students with disabilities (OSEP) 12,920 (7%) 20,312 (11%)

Students with Limited English proficiency (ED/NCE, K-12) 11,621 (6%) 12,879 (7%)

Migratory students (OME, K-12) n/a n/a

All schools by percent of students eligible to participate in the Free Lunch Program (CCD, 1999-2000)



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
Under development.

Expected School Improvement on Assessment
n/a

Indicators for School Accountability
SAT-9 Reading, SAT-9 Math, attendance, school indicators

Title I Adequate Yearly Progress (AYP) for Schools
SAT-9 Reading and Math: 75% at stanine 5-9, or 2% gain R, M 2% gain; Attendance 95% or 2% gain; School indicators 2% gain.

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	127	20	147
Schools Meeting AYP Goal	86%	14%	100%
Schools Identified for Improvement	40	7	47
	31%	35%	32%
	96	1	97
	76%	5%	66%

(ED Consolidated Report, 1999-2000)

Title I allocation \$21,452,027

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:

Grade	Proficient level and above	Basic level and above
Grade 4	17%	45%
Grade 8	19%	60%

Math, 2000:

Grade	Proficient level and above	Basic level and above
Grade 4	14%	55%
Grade 8	16%	52%

Student Achievement 1999-2000

Elementary School

Grade 3 Reading/Language Arts

Students in:	Novice/Part Proficient		Proficient	
	Novice/Part Proficient	Proficient	Advanced	Proficient
All Schools	35%	43%	22%	
Title I Schools	40	42	18	
High Poverty Schools	54	36	10	
Students with Limited English Proficiency	63	30	7	
Migratory Students	n/a	n/a	n/a	
Students with Disabilities	64	25	11	

Mathematics

Students in:	Novice/Part Proficient		Proficient	
	Novice/Part Proficient	Proficient	Advanced	Proficient
All Schools	36%	37%	27%	
Title I Schools	42	35	23	
High Poverty Schools	59	30	11	
Students with Limited English Proficiency	66	25	9	
Migratory Students	n/a	n/a	n/a	
Students with Disabilities	62	25	13	

Middle School

Grade 8 Reading/Language Arts

Students in:	Novice/Part Proficient		Proficient	
	Novice/Part Proficient	Proficient	Advanced	Proficient
All Schools	46%	32%	22%	
Title I Schools	55	29	16	
High Poverty Schools	60	26	14	
Students with Limited English Proficiency	88	11	1	
Migratory Students	n/a	n/a	n/a	
Students with Disabilities	84	12	4	

Mathematics

Students in:	Novice/Part Proficient		Proficient	
	Novice/Part Proficient	Proficient	Advanced	Proficient
All Schools	39%	42%	19%	
Title I Schools	47	40	13	
High Poverty Schools	45	39	16	
Students with Limited English Proficiency	72	23	5	
Migratory Students	n/a	n/a	n/a	
Students with Disabilities	79	18	3	

High School

Grade 10 Reading/Language Arts

Students in:	Novice/Part Proficient		Proficient	
	Novice/Part Proficient	Proficient	Advanced	Proficient
All Schools	46%	31%	23%	
Title I Schools	59	27	14	
High Poverty Schools	—	—	—	
Students with Limited English Proficiency	93	6	1	
Migratory Students	n/a	n/a	n/a	
Students with Disabilities	87	9	4	

Mathematics

Students in:	Novice/Part Proficient		Proficient	
	Novice/Part Proficient	Proficient	Advanced	Proficient
All Schools	47%	30%	23%	
Title I Schools	63	26	11	
High Poverty Schools	—	—	—	
Students with Limited English Proficiency	79	14	7	
Migratory Students	n/a	n/a	n/a	
Students with Disabilities	87	10	3	

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	6,943	7,327
	74%	76%

KEY:
* = Less than 0.5 percent
— = Not applicable
n/a = Not available
= Sample size too few to calculate
High Poverty Schools = 75-100% students receiving free/reduced lunch



School and Teacher Demographics

Per Pupil Expenditures \$5,066

(CCD, 1998-1999)

Number of districts 114

(CCD, 1999-2000)

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
341	112	170	30	658

Number of charter schools 8

(CCD, 1999-2000)

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
6,282	2,947	4,005	269	13,640

45

Public school enrollment

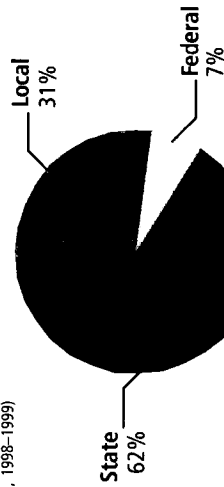
	1993-1994	1999-2000
K-8	164,828	166,473
9-12	69,287	76,369
Total	236,774	245,016
Pre-K	1,389	2,158

(By state definition)

Sources of funding

District average

(CCD, 1998-1999)



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000

American Indian/Alaskan Natives	3,007	3,283
Asian/Pacific Islander	2,628	3,038
Black	1,278	1,862
Hispanic	17,663	24,478
White	212,198	212,368
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP) 19,156 24,501

8% 10%

Students with Limited English proficiency

(ED / NCE, K-12) 6,848 17,732

3% 7%

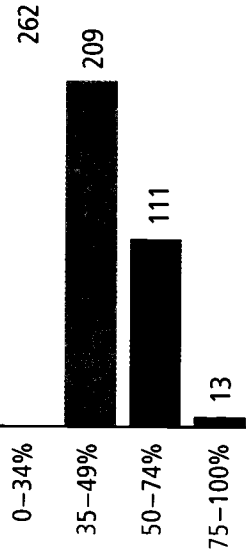
Migratory students

(OME, K-12) 11,632 7,507

5% 3%

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 63 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment

None

Expected School Improvement on Assessment

None

Indicators for School Accountability

Attendance, dropout rates, test scores

Title I Adequate Yearly Progress (AYP) for Schools

Combined scores on NRT, performance tests (Math, Writing), local measures

Title I 1999-2000

Number of Schools	82	Schoolwide Programs	82	Targeted Assistance	315	Total	397
Schools Meeting AYP Goal	63		21%	79%	79%	100%	336
Schools Identified for Improvement	19		77%	87%	42	85%	61
			23%	13%		15%	

(ED Consolidated Report, 1999-2000)

Title I allocation

\$29,005,853

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:

Proficient level and above	n/a	Grade 4	n/a	Grade 8	n/a
Basic level and above	n/a		n/a		n/a

Math, 2000:

Proficient level and above	21%	27%
Basic level and above	70%	71%

Assessment Iowa Test of Basic Skills, Tests of Achievement & Proficiency
 State Definition of Proficient Please see Appendix A

Student Achievement 1999-2000

Elementary School

Grade 4

Reading/Language Arts

Students in:	Proficient			
	Level I	Level II	Level III	Level IV
All Schools	11%	27%	47%	15%
Title I Schools	13	40	37	11
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient			
	Level I	Level II	Level III	Level IV
All Schools	12%	43%	32%	13%
Title I Schools	13	40	37	11
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Middle School

Grade 8

Reading/Language Arts

Students in:	Proficient			
	Level I	Level II	Level III	Level IV
All Schools	11%	34%	35%	21%
Title I Schools	24	39	31	6
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient			
	Level I	Level II	Level III	Level IV
All Schools	11%	40%	40%	9%
Title I Schools	26	42	28	4
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School

Grade 10

Reading/Language Arts

Students in:	Proficient			
	Level I	Level II	Level III	Level IV
All Schools	14%	26%	34%	26%
Title I Schools	23	32	35	11
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient			
	Level I	Level II	Level III	Level IV
All Schools	33%	33%	29%	5%
Title I Schools	33%	33%	29%	5%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

46

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	7%
Postsecondary enrollment	1994-95	1998-99
	6,545	7,549
	49%	49%

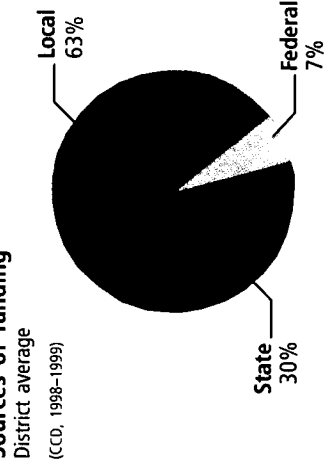
(IPEDS, High school grads enrolled in college)

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$6,762		
Number of districts (CCD, 1999-2000)	898		
Number of public schools (CCD, 1999-2000)	Total		
Elementary	High	Combined	Total
2,638	730	764	121 4,290
Number of charter schools (CCD, 1999-2000)	17		
Number of FTE teachers (CCD, 1999-2000)	Total		
Elementary	Middle	High	Combined
64,803	20,350	33,842	1,948 121,487
Public school enrollment (CCD)	1993-1994	1999-2000	
K-8	1,259,394	1,401,322	
9-12	503,024	563,940	
Total	1,893,078	2,027,600	
(By state definition)	Pre-K	42,359	58,604

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000	
American Indian/Alaskan Natives	2,807 *	3,112 *	
Asian/Pacific Islander	55,137	65,963	
Black	400,188	432,686	
Hispanic	211,113	295,896	
(CCD, K-12)	White	1,223,832	1,229,943
	Other	n/a	n/a
Students with disabilities (OSEP)	217,170	251,592	
Students with Limited English proficiency (ED /NCLB, K-12)	99,637	143,855	
Migratory students (OME, K-12)	3,619 *	n/a	

All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1999-2000)

Source: www.isbe.state.il.us

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 All student scores above the 50% level for a school composite score

Expected School Improvement on Assessment
 Gains to meet 50 percent in 5 years; currently working on changing the definition to meet the new AYP requirements of NCLB.

Indicators for School Accountability Achievement

Title I Adequate Yearly Progress (AYP) for Schools
 Annual gain to 90% proficient by 2007

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	856	1,308	2,164
Schools Meeting AYP Goal	40%	60%	100%
Schools Identified for Improvement	516	1,270	1,786
	60%	97%	83%
	340	38	378
	40%	3%	17%

(ED Consolidated Report, 1999-2000)

Title I allocation

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

\$343,392,438

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	22%	27%
Basic level and above	66%	68%

Student Achievement 1999-2000

Assessment Illinois Standards Achievement Test
State Definition of Proficient Meets standards

Elementary School

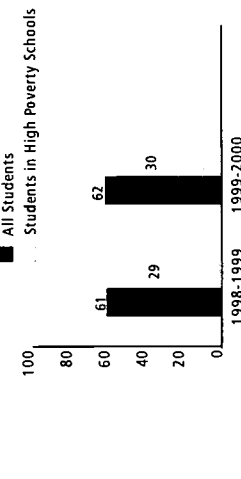
Grade 3 Reading/Language Arts

Students in:	Proficient		
	Below Standards	Meets Standards	Exceeds Standards
All Schools	32%	41%	21%
Title I Schools	37	38	17
High Poverty Schools	53	26	4
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	16	26	7

Mathematics

Students in:	Proficient		
	Below Standards	Meets Standards	Exceeds Standards
All Schools	10%	46%	23%
Title I Schools	14	44	17
High Poverty Schools	28	31	4
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	21	31	10

Student achievement trend



KEY: * = Less than 0.5 percent
— = Not applicable
n/a = Not available
= Sample size too few to calculate
High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

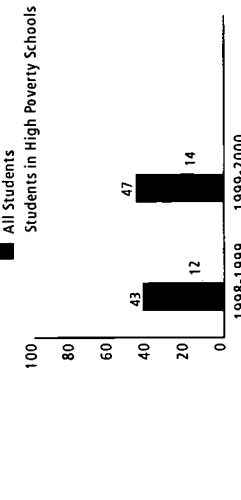
Grade 8 Reading/Language Arts

Students in:	Proficient		
	Below Standards	Meets Standards	Exceeds Standards
All Schools	28%	56%	16%
Title I Schools	35	53	11
High Poverty Schools	48	47	5
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	2	28	2

Mathematics

Students in:	Proficient		
	Below Standards	Meets Standards	Exceeds Standards
All Schools	46%	35%	12%
Title I Schools	54	28	7
High Poverty Schools	67	13	1
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	32	57	9

Student achievement trend



High School

Grade 10 Reading/Language Arts

Students in:	Proficient		
	Below Standards	Meets Standards	Exceeds Standards
All Schools	27%	57%	10%
Title I Schools	26	59	10
High Poverty Schools	49	36	1
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	27	47	25

Mathematics

Students in:	Proficient		
	Below Standards	Meets Standards	Exceeds Standards
All Schools	40%	47%	5%
Title I Schools	39	50	5
High Poverty Schools	59	17	0
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	28	60	11

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	7%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	74,366	81,379
	73%	71%



School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$6,772			
Number of districts (CCD, 1999-2000)	295			
Number of public schools (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
1,153	327	352	39	1,874
Number of charter schools (CCD, 1999-2000)	0			

Number of FTE teachers (CCD, 1999-2000)

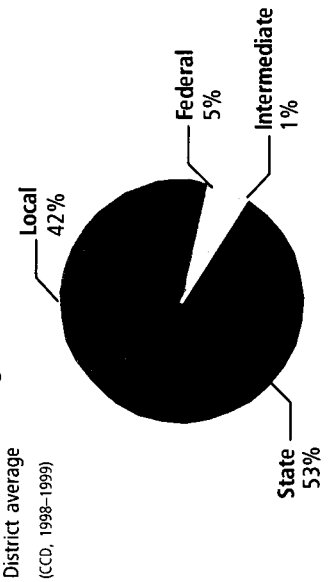
Elementary	Middle	High	Combined	Total
27,642	11,047	16,899	834	56,491

49

Public school enrollment

	1993-1994	1999-2000
K-8	670,102	691,256
9-12	282,219	287,282
Total	955,633	988,289
Pre-K (By state definition)	3,960	4,982

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	1,481 *	1,967 *
Asian/Pacific Islander	7,380	9,001
Black	107,181	114,286
Hispanic	19,876	30,265
White	829,715	832,770
Other	n/a	n/a
(CCD, K-12)	86%	84%

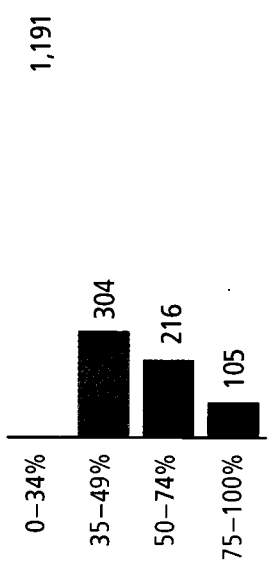
Students with disabilities (OSEP)	108,824	130,656
	11%	13%

Students with Limited English proficiency (ED /NCEB, K-12)	5,342	13,079
	1%	1%

Migratory students (OME, K-12)	5,491	n/a
	1%	—

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 58 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Sixty-six percent meet standard for Math, Lang. Arts. Accreditation

Expected School Improvement on Assessment
 Gain 5 percent of students meeting standard per year.

Indicators for School Accountability
 Attendance rate, CRT, NRT (ISTEP) scores

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	154	668	822
Schools Meeting AYP Goal	19%	81%	100%
Schools Identified for Improvement	91	537	628
	59%	80%	76%
	62	111	173
	40%	17%	21%

(ED Consolidated Report, 1999-2000)

Title I allocation \$125,259,918
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	31%	31%
Basic level and above	79%	76%

Student Achievement 1999-2000

Elementary School

Grade 3 Reading/Language Arts

Students in:	Proficient ⇅		
	Level I	Level II	Level III
All Schools	35%	42%	23%
Title I Schools	55	38	7
High Poverty Schools	88	12	0

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

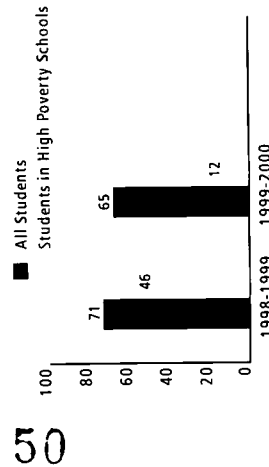
Mathematics

Students in:	Proficient ⇅		
	Level I	Level II	Level III
All Schools	27%	40%	33%
Title I Schools	36	45	20
High Poverty Schools	69	30	1

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Student achievement trend

Reading 3rd grade meets or exceeds Level II



KEY:
 * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 8 Reading/Language Arts

Students in:	Proficient ⇅		
	Level I	Level II	Level III
All Schools	23%	53%	25%
Title I Schools	38	45	17
High Poverty Schools	77	15	8

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

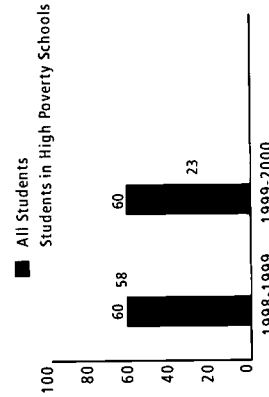
Mathematics

Students in:	Proficient ⇅		
	Level I	Level II	Level III
All Schools	40%	48%	12%
Title I Schools	47	45	8
High Poverty Schools	77	15	8

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Student achievement trend

Math 8th grade meets or exceeds Level II



High School

Grade 10 Reading/Language Arts

Students in:	Proficient ⇅		
	Level I	Level II	Level III
All Schools	23%	59%	18%
Title I Schools	63	13	25

High Poverty Schools
 Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in:	Proficient ⇅		
	Level I	Level II	Level III
All Schools	47%	45%	8%
Title I Schools	50	50	

High Poverty Schools
 Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

High School Indicators

High school dropout rate (CCD, event)
 1993-94 n/a 1998-99 n/a

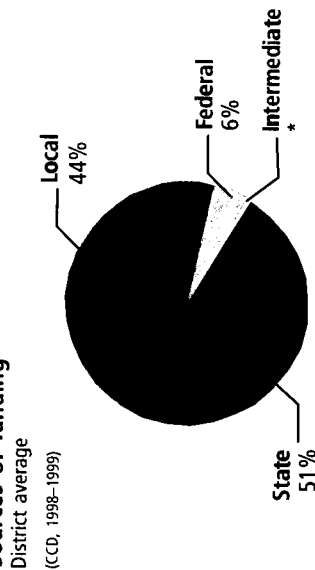
Postsecondary enrollment (IPEDS, High school grads enrolled in college)
 1994-95 1998-99
 32,312 38,482
 59% 65%

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$6,243			
Number of districts (CCD, 1999-2000)	375			
Number of public schools (CCD, 1999-2000)				
Elementary	High	Combined	Total	
820	298	371	34	1,531
Number of charter schools (CCD, 1999-2000)	0			

Number of FTE teachers (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
15,186	7,028	11,306	774	34,442
Public school enrollment (CCD)	1993-1994	1999-2000		
K-8	333,743	324,566		
9-12	142,601	155,506		
Total	498,519	494,962		
Pre-K (By state definition)	5,430	5,497		

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	1,956 *	2,490
Asian/Pacific Islander	7,617	8,435
Black	15,651	19,092
Hispanic	8,026	15,836
White	465,269	451,448
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP)	53,644	62,720
	11%	13%

Students with Limited English proficiency (ED/INCBE, K-12)	5,184	10,120
	1%	2%

Migratory students (OME, K-12)	1,330 *	n/a
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All schools by percent of students eligible to participate in the Free Lunch Program †



† One school did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
Goals established locally

Expected School Improvement on Assessment
Districts set targets.

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
Same for all schools.

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	117	687	804
Schools Meeting AYP Goal	15%	85%	100%
Schools Identified for Improvement	n/a	n/a	n/a
	—	—	—
	9%	3%	33
			4%

(ED Consolidated Report, 1999-2000)

Title I allocation \$56,812,940

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 **Grade 8**

Reading, 1998:

Proficient level and above	n/a
Basic level and above	n/a

Math, 2000:

Proficient level and above	28%
Basic level and above	78%

Student Achievement 1998-2000*

* Grades are averaged over two years

Assessment Iowa Basic Skills Test
 State Definition of Proficient Intermediate: Definitions are grade-specific and available in Appendix A

Elementary School

Grade 4 Reading/Language Arts

Students in:	Proficient ⇨			
	Low	Intermediate	High	
All Schools	32%	53%	14%	
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient ⇨			
	Low	Intermediate	High	
All Schools	29%	56%	15%	
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Middle School

Grade 8 Reading/Language Arts

Students in:	Proficient ⇨			
	Low	Intermediate	High	
All Schools	30%	56%	14%	
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient ⇨			
	Low	Intermediate	High	
All Schools	26%	57%	17%	
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School

Grade 11 Reading/Language Arts

Students in:	Proficient ⇨			
	Low	Intermediate	High	
All Schools	25%	57%	18%	
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient ⇨			
	Low	Intermediate	High	
All Schools	20%	54%	26%	
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

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High School Indicators

High school dropout rate (CCD, event)
 1993-94 1998-99
 3% 3%

Postsecondary enrollment
 (PEDS, High school grads enrolled in college)
 1994-95 1998-99
 20,980 23,257
 69% 68%

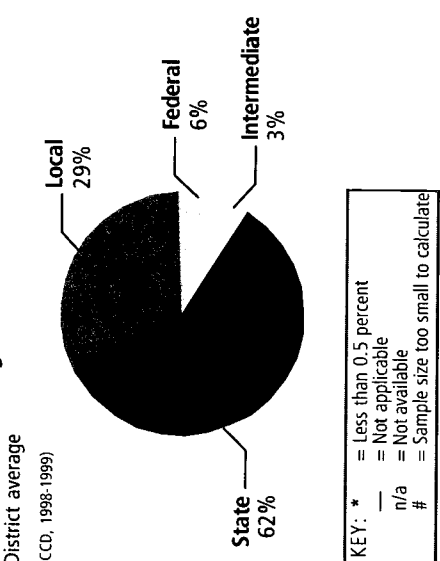
KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures	\$6,015	
(CCD, 1998-1999)		
Number of districts	304	
(CCD, 1999-2000)		
Number of public schools (CCD, 1999-2000)		
Elementary	Middle	Total
825	250	4
High	358	4
Combined	4	1,440
Number of charter schools	0	
(CCD, 1999-2000)		

Number of FTE teachers (CCD, 1999-2000)		
Elementary	Middle	Total
15,760	5,431	10,777
High	10,777	116
Combined	116	33,084
Public school enrollment		
(CCD)	1993-1994	1999-2000
K-8	324,914	314,363
9-12	127,081	142,362
Total	457,614	465,223
Pre-K	2,432	4,691

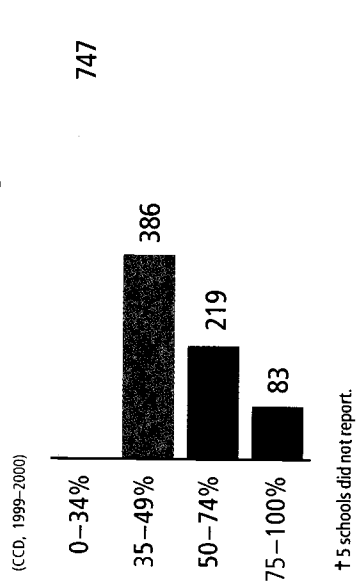
Sources of funding



Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	4,597	5,747
Asian/Pacific Islander	8,325	9,768
Black	38,169	40,609
Hispanic	24,129	37,918
White	382,394	371,176
Other	n/a	n/a
(CCD, K-12)		
Students with disabilities	42,093	50,079
(OSEP)	9%	10%
Students with Limited English proficiency	6,900	18,672
(ED /NCBE, K-12)	2%	4%
Migratory students	14,482	n/a
(OME, K-12)	3%	—

All schools by percent of students eligible to participate in the Free Lunch Program †



Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Reading: above 87% students at Proficient level, Math: >60%, Science: grade 4 >76%; grade 7 >68%; grade 10 >61%; Social Studies: grade 6 >64% or greater; grades 8, 11 >67%.

Expected School Improvement on Assessment
 Annual gain toward goal

Indicators for School Accountability
 Test scores

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	188	489	677
Schools Meeting AYP Goal	28%	72%	100%
Schools Identified for Improvement	113	421	534
	60%	86%	79%
	75	68	143
	40%	14%	21%

(ED Consolidated Report, 1999-2000)

Title I allocation \$68,291,624
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	34%	35%
Basic level and above	71%	81%
Math, 2000:		
Proficient level and above	30%	34%
Basic level and above	76%	77%

Student Achievement 1999 – 2000

Assessment Kansas Math/Reading Assessment
 State Definition of Proficient Reading: Grades 5,8,11: >62%
 Math: Grade 4 >60%; Grades 7,10: >50%

Elementary School

Grade 5 Reading/Language Arts

Students in:	Proficient ⇅			
	Unsatisfactory	Basic	Satisfactory	Advanced
All Schools	14%	24%	22%	25%
Title I Schools	17	27	22	22
High Poverty Schools	32	34	17	13
Students with Limited English Proficiency	46	35	14	5
Migratory Students	33	36	19	10
Students with Disabilities	44	30	14	9

Grade 4 Mathematics

Students in:	Proficient ⇅			
	Unsatisfactory	Basic	Satisfactory	Advanced
All Schools	14%	24%	23%	25%
Title I Schools	17	26	23	23
High Poverty Schools	34	33	18	11
Students with Limited English Proficiency	39	34	16	8
Migratory Students	30	37	18	13
Students with Disabilities	35	30	18	13

Middle School

Grade 8 Reading/Language Arts

Students in:	Proficient ⇅			
	Unsatisfactory	Basic	Satisfactory	Advanced
All Schools	12%	22%	29%	29%
Title I Schools	14	23	29	28
High Poverty Schools	35	35	20	9
Students with Limited English Proficiency	48	36	13	3
Migratory Students	30	42	19	9
Students with Disabilities	47	32	15	6

Grade 7 Mathematics

Students in:	Proficient ⇅			
	Unsatisfactory	Basic	Satisfactory	Advanced
All Schools	24%	24%	21%	19%
Title I Schools	27	24	21	18
High Poverty Schools	62	24	9	4
Students with Limited English Proficiency	66	23	8	3
Migratory Students	49	31	13	7
Students with Disabilities	61	23	9	4

High School

Grade 11 Reading/Language Arts

Students in:	Proficient ⇅			
	Unsatisfactory	Basic	Satisfactory	Advanced
All Schools	15%	27%	25%	22%
Title I Schools	12	32	24	23
High Poverty Schools				
Students with Limited English Proficiency	52	31	12	5
Migratory Students	31	36	20	10
Students with Disabilities	60	27	8	4

Grade 10 Mathematics

Students in:	Proficient ⇅			
	Unsatisfactory	Basic	Satisfactory	Advanced
All Schools	30%	29%	18%	11%
Title I Schools	33	28	18	11
High Poverty Schools				
Students with Limited English Proficiency	66	24	7	*
Migratory Students	56	24	13	4
Students with Disabilities	71	21	4	2

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High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	15,427	18,242
	61%	65%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$5,560

Number of districts (CCD, 1999-2000) 176

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
782	230	292	43	1,364

Number of charter schools (CCD, 1999-2000) 0

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
14,205	7,994	11,224	318	33,881

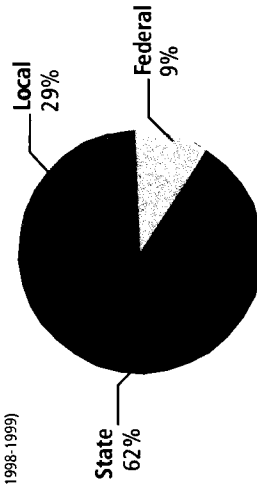
Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	442,834	434,379
9-12	184,356	184,477
Total	655,265	629,193
Pre-K	15,732	n/a

(By state definition)

Sources of funding

District average (CCD, 1998-1999)



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

Student Demographics

Race/ethnicity (CCD, K-12)

	1993-1994	1999-2000
American Indian/Alaskan Natives	363 *	647 *
Asian/Pacific Islander	3,377	2,990
Black	61,798	64,339
Hispanic	1,812	4,889
White	560,549	550,267
Other	n/a	n/a

Students with disabilities (OSEP)

	1993-1994	1999-2000
Students with disabilities	63,634	72,352
Students with Limited English proficiency (ED /NCBE, K-12)	2,108 *	4,847
Migratory students (OME, K-12)	17,262	n/a
	3%	—

Students with disabilities (OSEP)

	1993-1994	1999-2000
Students with disabilities	63,634	72,352
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	3%	—

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	3%	—

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	3%	—

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	3%	—

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	3%	—

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Migratory students (OME, K-12)	17,262	n/a
	3%	—

Students with disabilities (OSEP)

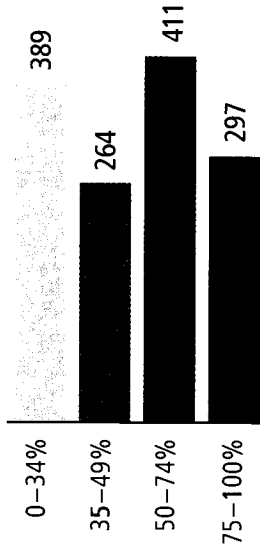
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Migratory students (OME, K-12)	17,262	n/a
	3%	—

Students with disabilities (OSEP)

	1993-1994	1999-2000
Students with disabilities	63,634	72,352
Students with Limited English proficiency (ED /NCBE, K-12)	2,108 *	4,847
Migratory students (OME, K-12)	17,262	n/a
	3%	—

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 3 schools did not report.

Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Score of 100 on 0-140 scale (7 content areas)

Expected School Improvement on Assessment
 Gain every 2 years toward 100 score by 2014

Indicators for School Accountability

CRT scores (open response & mult. Choice), Attendance, retention, dropout rates, transition from school, NRT

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	679	193	872
Schools Meeting AYP Goal	78%	22%	100%
Schools Identified for Improvement	575	183	758
	85%	95%	87%
	104	10	114
	15%	5%	13%

(ED Consolidated Report, 1999-2000)

Title I allocation \$143,559,911

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:

Grade	Proficient level and above	Basic level and above
Grade 4	29%	63%
Grade 8	29%	74%

Math, 2000:

Grade	Proficient level and above	Basic level and above
Grade 4	17%	60%
Grade 8	21%	63%



Student Achievement 1999-2000

Assessment Kentucky Core Content Test
 State Definition of Proficient Score of 100 or above

Elementary School

Grade 4 Reading/Language Arts

Students in:	Proficient ⇅	
	Novice	Proficient/ Distinguished
All Schools	17%	57%
Title I Schools	21	50
High Poverty Schools	25	44
Students with Limited English Proficiency	35	32
Migratory Students	22	45
Students with Disabilities	37	31

Grade 5 Mathematics

Students in:	Proficient ⇅	
	Novice	Proficient/ Distinguished
All Schools	39%	31%
Title I Schools	45	24
High Poverty Schools	53	18
Students with Limited English Proficiency	64	22
Migratory Students	54	16
Students with Disabilities	71	10

Middle School

Grade 7 Reading/Language Arts

Students in:	Proficient ⇅	
	Novice	Proficient/ Distinguished
All Schools	15%	51%
Title I Schools	19	44
High Poverty Schools	24	35
Students with Limited English Proficiency	40	43
Migratory Students	24	35
Students with Disabilities	54	36

Grade 8 Mathematics

Students in:	Proficient ⇅	
	Novice	Proficient/ Distinguished
All Schools	35%	25%
Title I Schools	41	19
High Poverty Schools	51	12
Students with Limited English Proficiency	59	29
Migratory Students	50	38
Students with Disabilities	81	16

High School

Grade 10 Reading/Language Arts

Students in:	Proficient ⇅	
	Novice	Proficient/ Distinguished
All Schools	18%	27%
Title I Schools	25	19
High Poverty Schools	28	14
Students with Limited English Proficiency	44	48
Migratory Students	27	62
Students with Disabilities	68	30

Grade 11 Mathematics

Students in:	Proficient ⇅	
	Novice	Proficient/ Distinguished
All Schools	42%	26%
Title I Schools	55	16
High Poverty Schools	28	14
Students with Limited English Proficiency	44	48
Migratory Students	27	62
Students with Disabilities	68	30

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High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	20,454	22,345
	53%	60%

KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

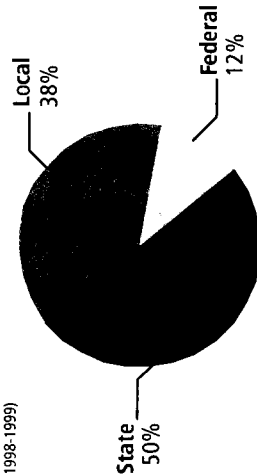
School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,548		
Number of districts (CCD, 1999-2000)	82		
Number of public schools (CCD, 1999-2000)			
Elementary	High	Combined	Total
800 294 251 131 1,513			
Number of charter schools (CCD, 1999-2000)	16		

Number of FTE teachers (CCD, 1999-2000)			
Elementary	High	Combined	Total
24,032 9,653 12,061 3,290 49,442			
Public school enrollment (CCD)	1993-1994	1999-2000	
K-8	546,168	522,889	
9-12	202,283	205,262	
Total	800,560	756,044	
(By state definition)	Pre-K	12,857	
		16,385	

Sources of funding

District average
(CCD, 1998-1999)



KEY: * = Less than 0.5 percent
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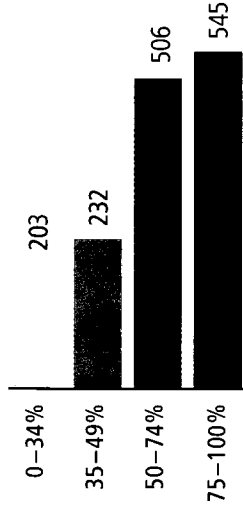
Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	3,830 *	4,532
Asian/Pacific Islander	10,054	9,613
Black	363,473	359,732
Hispanic	9,151	10,039
White	414,052	372,128
Other	n/a	n/a
(CCD, K-12)		

Students with disabilities (OSEP)	71,606	81,881
Students with Limited English proficiency (ED /NCBE, K-12)	6,239	6,906
Migratory students (OME, K-12)	4,759	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 27 schools did not report.

Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 10 year goal on ITBS=55th percentile, LEAP=All students at Basic; 20 year goal on ITBS=75th percentile, LEAP=All students at Proficient

Expected School Improvement on Assessment
 Steady growth toward 10 year goal, with growth evaluation every two years

Indicators for School Accountability
 CRT, NRT scores, attendance, dropout

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	734	147	879
Schools Meeting AYP Goal	83%	17%	100%
Schools Identified for Improvement	673	147	820
	92%	100%	93%
	61	0	61
	8%	—	8%

(ED Consolidated Report, 1999-2000)

Title I allocation \$202,012,411

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	19%	18%
Basic level and above	48%	64%
Math, 2000:		
Proficient level and above	14%	12%
Basic level and above	57%	48%

Student Achievement 1999-2000

Assessment State Definition of Proficient

See below
A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling

Elementary School Louisiana Educational Assessment Program Grade 4

Middle School Louisiana Educational Assessment Program Grade 8

High School Graduation Exit Exam Results Grade 10

Reading/Language Arts

Reading/Language Arts

Reading/Language Arts

Students in:	Unsatisfactory		Approaching Basic		Basic		Proficient		Advanced
	%	#	%	#	%	#	%	#	
All Schools	20%	25%	39%	14%	2%	14%	2%	39%	1%
Title I Schools									
High Poverty Schools									
Students with Limited English Proficiency	31	27	34	8	1	8	1	33	0
Migratory Students	60	24	14	2	0	2	0	10	0
Students with Disabilities									

Students in:	Unsatisfactory		Approaching Basic		Basic		Proficient		Advanced
	%	#	%	#	%	#	%	#	
All Schools	13%	33%	39%	14%	1%	14%	1%	39%	1%
Title I Schools									
High Poverty Schools									
Students with Limited English Proficiency	18	42	33	7	0	7	0	33	0
Migratory Students	53	36	10	1	0	1	0	10	0
Students with Disabilities									

Students in:	Percent Passing
All Schools	81%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Mathematics

Mathematics

Students in:	Unsatisfactory		Approaching Basic		Basic		Proficient		Advanced
	%	#	%	#	%	#	%	#	
All Schools	28%	23%	37%	10%	2%	10%	2%	37%	3%
Title I Schools									
High Poverty Schools									
Students with Limited English Proficiency	37	22	32	8	1	8	1	22	1
Migratory Students	64	19	15	1	0	1	0	15	0
Students with Disabilities									

Students in:	Unsatisfactory		Approaching Basic		Basic		Proficient		Advanced
	%	#	%	#	%	#	%	#	
All Schools	32%	21%	39%	5%	3%	5%	3%	39%	3%
Title I Schools									
High Poverty Schools									
Students with Limited English Proficiency	42	22	33	2	1	2	1	22	1
Migratory Students	74	15	11	0	0	0	0	15	0
Students with Disabilities									

Students in:	Percent Passing
All Schools	74%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

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High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	10%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	22,766	28,945
	65%	76%

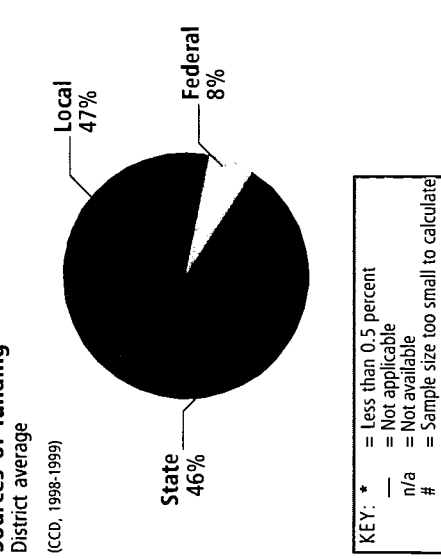
KEY: * = Less than 0.5 percent
 — = Not applicable
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 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$7,155			
Number of districts (CCD, 1999-2000)	283			
Number of public schools (CCD, 1999-2000)	n/a			
Elementary	Middle	High	Combined	Total
440	125	108	17	691
Number of charter schools (CCD, 1999-2000)	n/a			

Number of FTE teachers (CCD, 1999-2000)	1993-1994	1999-2000		
Elementary	Middle	High	Combined	Total
6,971	3,208	4,225	366	14,775
Public school enrollment (CCD)	1993-1994	1999-2000		
K-8	152,981	145,555		
9-12	59,632	60,061		
Total	216,995	209,091		
Pre-K (By state definition)	1,036	1,066		

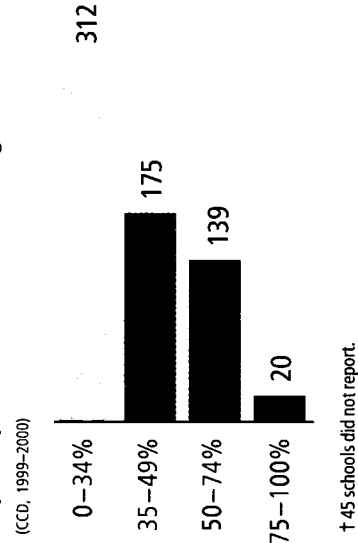
Sources of funding



Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	n/a	998*
Asian/Pacific Islander	n/a	2,072
Black	n/a	2,115
Hispanic	n/a	1,118
White	n/a	202,788
Other	n/a	n/a
Students with disabilities (OSEP)	25,215 12%	29,558 14%
Students with Limited English proficiency (ED /NCBE, K-12)	1,763 1%	2,748 1%
Migratory students (OME, K-12)	7,582 4%	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
Only performance reporting

Expected School Improvement on Assessment
None

Indicators for School Accountability
Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
Improve % of students moving up at 4 levels, improve sub-groups performance, scores on local reading test

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	53	352	405
Schools Meeting AYP Goal	13%	87%	100%
Schools Identified for Improvement	52	341	393
	98%	97%	97%
	1	11	12
	2%	3%	3%

(ED Consolidated Report, 1999-2000)

Title I allocation n/a

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	36%	42%
Basic level and above	73%	84%
Math, 2000:		
Proficient level and above	24%	32%
Basic level and above	74%	76%

Student Achievement 1999-2000

Assessment Maine Educational Assessment
State Definition of Proficient Meets standards (score of 541 or above)

Elementary School

Grade 4

Reading/Language Arts

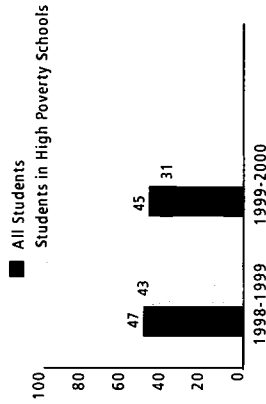
Students in:	Proficient ⇩		
	Does Not Meet	Partially Meets	Meets Exceeds Standard
All Schools	8%	47%	44% 1%
Title I Schools	16	64	20 0
High Poverty Schools	13	56	30 1
Students with Limited English Proficiency	18	58	24 0
Migratory Students	18	55	28 0
Students with Disabilities	32	54	14 0

Mathematics

Students in:	Proficient ⇩		
	Does Not Meet	Partially Meets	Meets Exceeds Standard
All Schools	29%	48%	21% 2%
Title I Schools	51	42	7 0
High Poverty Schools	41	46	13 0
Students with Limited English Proficiency	36	39	23 2
Migratory Students	42	47	12 0
Students with Disabilities	54	39	7 0

Student achievement trend

Reading 4th grade meets or exceeds standard



KEY: * = Less than 0.5 percent
— = Not applicable
n/a = Not available
= Sample size too few to calculate
High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 8

Reading/Language Arts

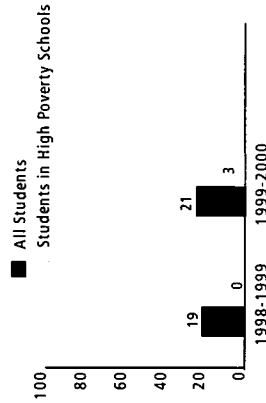
Students in:	Proficient ⇩		
	Does Not Meet	Partially Meets	Meets Exceeds Standard
All Schools	8%	46%	44% 2%
Title I Schools	7	72	11 0
High Poverty Schools	12	61	27 0
Students with Limited English Proficiency	13	66	21 0
Migratory Students	17	57	27 0
Students with Disabilities	38	55	7 0

Mathematics

Students in:	Proficient ⇩		
	Does Not Meet	Partially Meets	Meets Exceeds Standard
All Schools	40%	39%	20% 1%
Title I Schools	72	22	6 0
High Poverty Schools	60	37	3 0
Students with Limited English Proficiency	59	28	13 0
Migratory Students	61	30	10 0
Students with Disabilities	82	16	2 0

Student achievement trend

Math 8th grade meets or exceeds standard



High School

Grade 11

Reading/Language Arts

Students in:	Proficient ⇩		
	Does Not Meet	Partially Meets	Meets Exceeds Standard
All Schools	7%	46%	44% 3%
Title I Schools	48	52	10 0
High Poverty Schools			
Students with Limited English Proficiency	27	56	17 0
Migratory Students	24	52	25 0
Students with Disabilities	39	53	9 0

Mathematics

Students in:	Proficient ⇩		
	Does Not Meet	Partially Meets	Meets Exceeds Standard
All Schools	39%	40%	19% 1%
Title I Schools	69	22	7 0
High Poverty Schools			
Students with Limited English Proficiency	67	25	8 0
Migratory Students	66	30	4 1
Students with Disabilities	82	16	3 0

High School Indicators

High school dropout rate (CCD, event) 1993-94 1998-99
3% 3%

Postsecondary enrollment 1994-95 1998-99
6,872 7,691
60% 63%

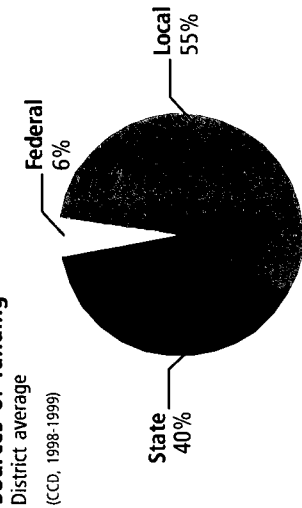
(IPEDS, High school grads enrolled in college)

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$7,326
Number of districts (CCD, 1999-2000)	24
Number of public schools (CCD, 1999-2000)	
Elementary	863
Middle	238
High	200
Combined	28
Total	1,337
Number of charter schools (CCD, 1999-2000)	0

Number of FTE teachers (CCD, 1999-2000)			
Elementary	Middle	High	Combined
24,910	11,212	13,271	711
Total	50,255		
Public school enrollment (CCD)			
	1993-1994	1999-2000	
K-8	544,839	584,831	
9-12	197,072	236,400	
Total	772,638	846,582	
Pre-K (By state definition)	17,984	19,285	

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	2,230 *	2,845 *
Asian/Pacific Islander	28,734	35,596
Black	264,444	311,529
Hispanic	22,479	36,954
White	454,751	459,658
Other	n/a	n/a
(CCD, K-12)		

Students with disabilities (OSEP)	82,213	97,873
Students with Limited English proficiency (ED, INCE, K-12)	13,951	20,855
Migratory students (OME, K-12)	576 *	n/a
	10%	11%

All schools by percent of students eligible to participate in the Free Lunch Program †



† 28 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Seventy percent of students at Satisfactory level (6 subjects), 90% pass 4 functional tests

Expected School Improvement on Assessment
 Substantial and sustained progress in meeting performance standards annually (average for 3 years)

Indicators for School Accountability
 CRT (MSPAP) and MD Functional scores, attendance, dropouts

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	241	70	311
Schools Meeting AYP Goal	77%	23%	100%
Schools Identified for Improvement	129	52	181
	54%	74%	58%
	99	14	113
	41%	20%	36%

(ED Consolidated Report, 1999-2000)

Title I allocation \$107,934,631
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	29%	31%
Basic level and above	61%	72%
Math, 2000:		
Proficient level and above	22%	28%
Basic level and above	61%	64%

Student Achievement 1999-2000

Assessment Maryland School Performance Assessment Program
State Definition of Proficient Satisfactory: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

Elementary School

Grade 3

Reading/Language Arts

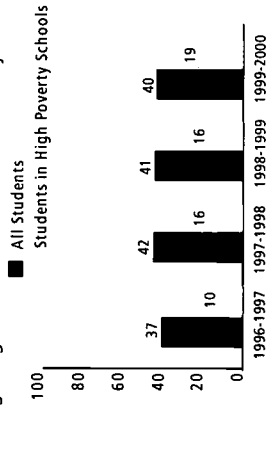
Students in:	Proficient ⇄		
	Not Satisfactory	Satisfactory	Excellent
All Schools	61%	33%	7%
Title I Schools	71	25	4
High Poverty Schools	81	17	2
Students with Limited English Proficiency	71	26	3
Migratory Students	70	25	5
Students with Disabilities			

Mathematics

Students in:	Proficient ⇄		
	Not Satisfactory	Satisfactory	Excellent
All Schools	59%	35%	6%
Title I Schools	84	15	1
High Poverty Schools			
Students with Limited English Proficiency	72	25	2
Migratory Students	66	29	5
Students with Disabilities			

Student achievement trend

Reading 3rd grade meets or exceeds satisfactory



KEY:
 * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 8

Reading/Language Arts

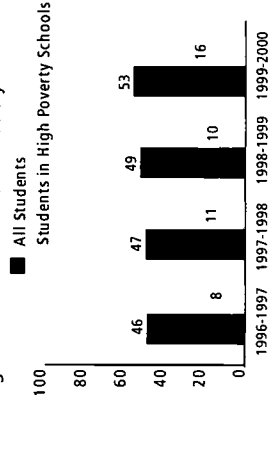
Students in:	Proficient ⇄		
	Not Satisfactory	Satisfactory	Excellent
All Schools	73%	25%	2%
Title I Schools	89	11	1
High Poverty Schools	91	9	*
Students with Limited English Proficiency	81	18	2
Migratory Students			
Students with Disabilities	94	6	*

Mathematics

Students in:	Proficient ⇄		
	Not Satisfactory	Satisfactory	Excellent
All Schools	47%	37%	16%
Title I Schools	79	18	3
High Poverty Schools	84	15	1
Students with Limited English Proficiency	61	28	12
Migratory Students			
Students with Disabilities	79	18	3

Student achievement trend

Math 8th grade meets or exceeds satisfactory



High School

Grade

Reading/Language Arts

Students in:	Proficient ⇄		
	Not Satisfactory	Satisfactory	Excellent
All Schools	73%	25%	2%
Title I Schools	89	11	1
High Poverty Schools	91	9	*
Students with Limited English Proficiency	81	18	2
Migratory Students			
Students with Disabilities	94	6	*

Mathematics

Students in:	Proficient ⇄		
	Not Satisfactory	Satisfactory	Excellent
All Schools	47%	37%	16%
Title I Schools	79	18	3
High Poverty Schools	84	15	1
Students with Limited English Proficiency	61	28	12
Migratory Students			
Students with Disabilities	79	18	3

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	4%
Postsecondary enrollment (IPEDS, high school grads enrolled in college)	1994-95	1998-99
	24,670	29,323
	63%	66%

School and Teacher Demographics

Per Pupil Expenditures \$8,260

(CCD, 1998-1999)

Number of districts 50

(CCD, 1999-2000)

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
1,225	324	303	33	1,898

Number of charter schools 351

(CCD, 1999-2000)

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
24,192	n/a	39,454	n/a	177,600

33

Public school enrollment

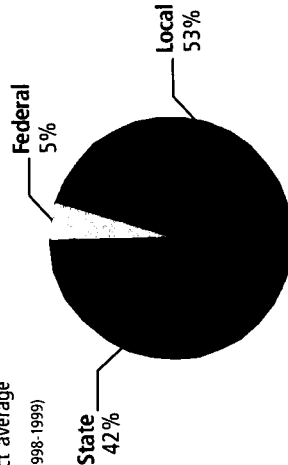
	1993-1994	1999-2000
K-8	625,344	682,623
9-12	232,208	265,174
Total	877,726	971,425
Pre-K	13,178	19,539

(By state definition)

Sources of funding

District average

(CCD, 1998-1999)



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000

American Indian/Alaskan Natives	1,523 *	2,405 *
Asian/Pacific Islander	32,478	40,615
Black	71,023	81,783
Hispanic	77,015	96,173
White	695,687	726,821
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP) 131,414 141,912

15% 14%

Students with Limited English proficiency 43,685 44,829

(ED/INCBE, K-12)

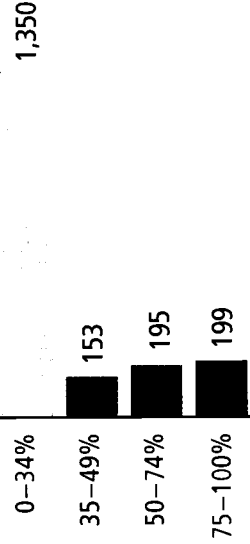
5% 5%

Migratory students (OME, K-12) 2,485 *

1,427 *

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† One school did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment

Two years' scores on MCAS, decrease percentage of students at Failing level and increase percentage at Proficient or Advanced level.

Expected School Improvement on Assessment

Increase average scaled scores, dependent on baseline performance

Indicators for School Accountability

Results of CRT (MCAS) tests

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal (progress on math, reading tests)

Title I 1999-2000

Number of Schools	Schoolwide Programs	Targeted Assistance	Total
424	40%	623	1,047
194	46%	573	767
226	53%	50	276

(ED Consolidated Report, 1999-2000)

Title I allocation

\$159,027,055

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	37%	36%
Basic level and above	73%	80%
Math, 2000:		
Proficient level and above	33%	33%
Basic level and above	78%	76%

Student Achievement 1999-2000

Assessment Massachusetts Comprehensive Assessment System
State Definition of Proficient Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Elementary School

Grade 4

Reading/Language Arts

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient
All Schools	0%	12%	67%	19%
Title I Schools				1%
High Poverty Schools				
Students with Limited English Proficiency	1	43	53	3
Migratory Students				0
Students with Disabilities	0	39	58	3

Mathematics

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient
All Schools	0%	18%	42%	28%
Title I Schools				12%
High Poverty Schools				
Students with Limited English Proficiency	0	54	35	8
Migratory Students				2
Students with Disabilities	0	39	45	13

64

Middle School

Grade 8

Reading/Language Arts

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient
All Schools	1%	11%	27%	57%
Title I Schools				5%
High Poverty Schools				
Students with Limited English Proficiency	1	49	32	17
Migratory Students				0
Students with Disabilities	2	38	40	20

Mathematics

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient
All Schools	1%	39%	27%	24%
Title I Schools				10%
High Poverty Schools				
Students with Limited English Proficiency	1	76	14	7
Migratory Students				1
Students with Disabilities	1	76	16	6

High School

Grade 10

Reading/Language Arts

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient
All Schools	3%	31%	30%	29%
Title I Schools				7%
High Poverty Schools				
Students with Limited English Proficiency	3	72	19	5
Migratory Students				1
Students with Disabilities	5	70	19	6

Mathematics

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient
All Schools	3%	42%	22%	18%
Title I Schools				15%
High Poverty Schools				
Students with Limited English Proficiency	4	72	14	6
Migratory Students				4
Students with Disabilities	5	78	11	4

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	4%	4%
Postsecondary enrollment (PEDS, High school grads enrolled in college)	1994-95	1998-99
	37,994	42,478
	80%	84%

KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$7,432

Number of districts (CCD, 1999-2000) 746

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
2,101	633	659	122	3,606

Number of charter schools (CCD, 1999-2000) 193

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
43,597	19,931	25,310	2,079	91,794

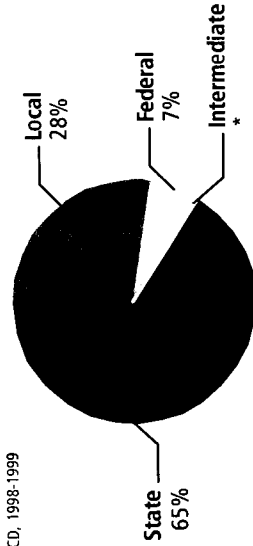
Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	1,106,414	1,179,530
9-12	423,081	479,654
Total	1,599,377	1,685,952

(By state definition) Pre-K 11,704 11,402

Sources of funding

District average (CCD, 1998-1999)



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000

American Indian/Alaskan Natives 15,560 17,084

Asian/Pacific Islander 21,441 29,468

Black 266,717 310,029

Hispanic 36,457 52,732

White 1,204,118 1,249,871

Other n/a n/a

(CCD, K-12)

Students with disabilities (OSEP) 152,295 183,790

Students with Limited English proficiency (ED/INCBE, K-12) 45,163 44,471

Migratory students (OME, K-12) 20,018 15,339

Students with disabilities 9% 10%

Students with Limited English proficiency 3% 3%

Migratory students 1% 1%

All schools by percent of students eligible to participate in the Free Lunch Program[†]

(CCD, 1999-2000)



[†] 4 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 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.

Indicators for School Accountability

Family involvement, continuous improvement, performance management systems, professional development, extended learning opportunities, arts, advanced coursework.

Title I Adequate Yearly Progress (AYP) for Schools

Close gap for school 10 percent between high and low gain per year in level.

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	681	1,548	2,229
Schools Meeting AYP Goal	31%	69%	100%
Schools Identified for Improvement	511	1,249	1,760
	75%	81%	79%
	554	1,158	1,712
	81%	75%	77%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$351,204,136

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:

Proficient level and above 28%
 Basic level and above 63%

Math, 2000:

Proficient level and above 29%
 Basic level and above 72%

Grade 4 Grade 8

Student Achievement 1999 - 2000

Elementary School

Grade 4 Reading/Language Arts

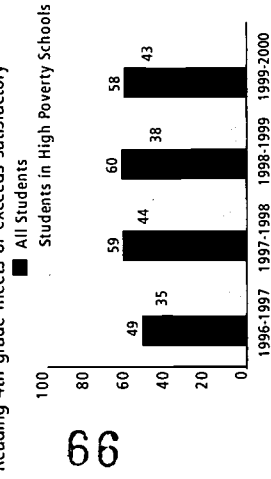
Students in:	Low	Moderate	Satisfactory	Proficient
All Schools	18%	24%	58%	
Title I Schools	20	25	55	
High Poverty Schools	32	25	43	
Students with Limited English Proficiency	42	26	33	
Migratory Students	35	29	37	
Students with Disabilities	38	33	29	

Mathematics

Students in:	Low	Moderate	Satisfactory	Proficient
All Schools	9%	16%	75%	
Title I Schools	10	18	73	
High Poverty Schools	20	23	57	
Students with Limited English Proficiency	15	27	59	
Migratory Students	9	36	56	
Students with Disabilities	32	28	40	

Student achievement trend

Reading 4th grade meets or exceeds satisfactory



KEY:
 * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 7 Reading/Language Arts

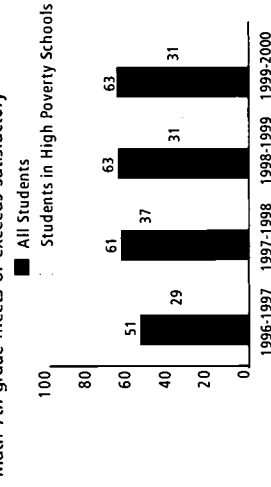
Students in:	Low	Moderate	Satisfactory	Proficient
All Schools	21%	30%	49%	
Title I Schools	26	31	43	
High Poverty Schools	37	31	32	
Students with Limited English Proficiency	47	28	25	
Migratory Students	47	32	21	
Students with Disabilities	49	32	19	

Mathematics

Students in:	Low	Moderate	Satisfactory	Proficient
All Schools	14%	23%	63%	
Title I Schools	19	27	55	
High Poverty Schools	37	32	31	
Students with Limited English Proficiency	34	29	37	
Migratory Students	39	29	32	
Students with Disabilities	44	31	25	

Student achievement trend

Math 7th grade meets or exceeds satisfactory



High School

Grade Reading/Language Arts

Students in:	Low	Moderate	Satisfactory	Proficient
All Schools	21%	30%	49%	
Title I Schools	26	31	43	
High Poverty Schools	37	31	32	
Students with Limited English Proficiency	47	28	25	
Migratory Students	47	32	21	
Students with Disabilities	49	32	19	

Mathematics

Students in:	Low	Moderate	Satisfactory	Proficient
All Schools	14%	23%	63%	
Title I Schools	19	27	55	
High Poverty Schools	37	32	31	
Students with Limited English Proficiency	34	29	37	
Migratory Students	39	29	32	
Students with Disabilities	44	31	25	

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	55,230	58,865
	66%	63%

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$6,791

Number of districts (CCD, 1999-2000) 62

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
1,027	302	592	123	2,072

Number of charter schools (CCD, 1999-2000) 413

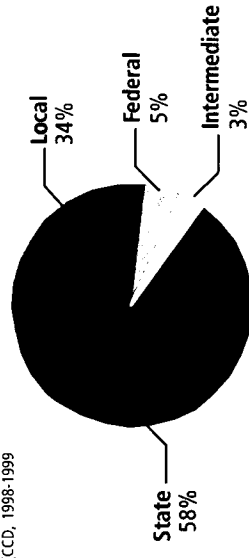
Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
25,882	10,272	16,231	880	53,584

Public school enrollment (CCD)

1993-1994	1999-2000	
K-8	570,324	571,751
9-12	233,253	273,447
Total	810,233	854,308
Pre-K	6,656	9,110

Sources of funding
District average (CCD, 1998-1999)



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

Student Demographics

Race/ethnicity (CCD, K-12)

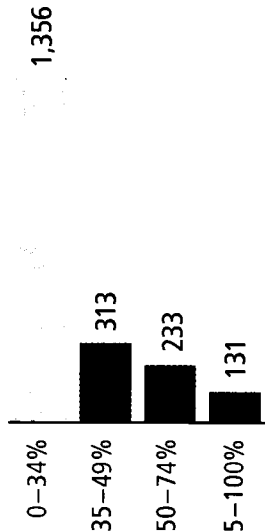
1993-1994	1999-2000
American Indian/Alaskan Natives	17,054
Asian/Pacific Islander	41,834
Black	53,098
Hispanic	25,118
White	717,204
Other	n/a

Students with disabilities (OSEP) 74,732 9% 92,174 10%

Students with Limited English proficiency (ED /NCBE, K-12) 20,108 3% 45,640 5%

Migratory students (OME, K-12) 6,245 1% n/a

All schools by percent of students eligible to participate in the Free Lunch Program†
(CCD, 1999-2000)



† 39 schools did not report.

Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Title I -- required score on Minnesota Comprehensive Assessments (MCA)

Expected School Improvement on Assessment
 Growth towards required score

Indicators for School Accountability
 MCA, Profiles of Learning

Title I Adequate Yearly Progress (AYP) for Schools
 Transition: Increase by 2 NCE annually and 60% of students meet dist. achiev. level (80 score on MCA reading, math)

Title I 1999-2000

Number of Schools	Schoolwide Programs	Targeted Assistance	Total
193	20%	768	961
Schools Meeting AYP Goal	156	744	900
Schools Identified for Improvement	37	19	56
	19%	2%	6%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$94,601,278
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	36%	37%
Basic level and above	69%	81%
Math, 2000:		
Proficient level and above	34%	40%
Basic level and above	78%	80%

Student Achievement 1999 - 2000

Assessment see below
 State Definition of Proficient Grade 3: Level 3

Elementary School

Minnesota Comprehensive Assessment

Grade 3

Reading/Language Arts

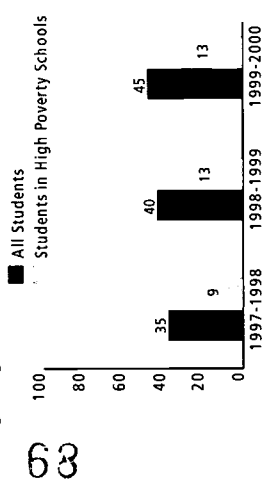
Students in:	Proficient ⇅			
	Level 1	Level 2	Level 3	Level 4
All Schools	18%	38%	33%	12%
Title I Schools	20	39	31	10
High Poverty Schools	51	37	11	2
Students with Limited English Proficiency	57	37	6	1
Migratory Students				
Students with Disabilities	50	32	14	3

Mathematics

Students in:	Proficient ⇅			
	Level 1	Level 2	Level 3	Level 4
All Schools	10%	43%	38%	9%
Title I Schools	12	45	35	8
High Poverty Schools	32	50	17	2
Students with Limited English Proficiency	34	54	12	1
Migratory Students				
Students with Disabilities	32	46	18	4

Student achievement trend

Reading 3rd grade meets or exceeds Level 3



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Minnesota Basic Standards Test

Grade 8

Reading/Language Arts

Students in:	Percent Passing	
	All Schools	80%
Title I Schools		
High Poverty Schools		
Students with Limited English Proficiency	31	
Migratory Students		
Students with Disabilities	39	

Mathematics

Students in:	Percent Passing	
	All Schools	72%
Title I Schools		
High Poverty Schools		
Students with Limited English Proficiency	31	
Migratory Students		
Students with Disabilities	29	

High School

Grade 10

Reading/Language Arts

Students in:	Percent Passing	
	All Schools	53%
Title I Schools		
High Poverty Schools		
Students with Limited English Proficiency		
Migratory Students		
Students with Disabilities		

Mathematics

Students in:	Percent Passing	
	All Schools	33%
Title I Schools		
High Poverty Schools		
Students with Limited English Proficiency		
Migratory Students		
Students with Disabilities		

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	26,790	34,612
	56%	63%

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$4,565

Number of districts (CCD, 1999-2000) 152

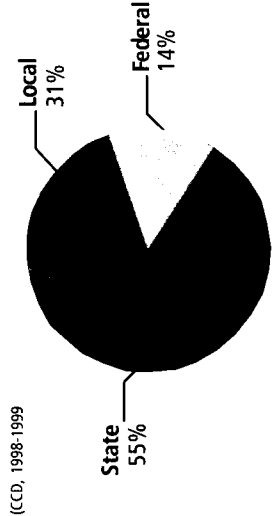
Number of public schools (CCD, 1999-2000)
 Elementary Middle High Combined Total
 436 | 172 | 182 | 62 | 875

Number of charter schools (CCD, 1999-2000) 1

Number of FTE teachers (CCD, 1999-2000)
 Elementary Middle High Combined Total
 13,036 | 5,813 | 7,623 | 2,735 | 29,625

Public school enrollment (CCD)
 K-8 1993-1994 1999-2000
 357,016 354,431
 9-12 131,112 129,342
 Total 505,907 500,716
 Pre-K (By state definition) 2,197 1,549

Sources of funding



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000
 American Indian/Alaskan Natives 2,102 * 742 *
 Asian/Pacific Islander 2,612 * 3,135 *
 Black 257,372 255,729 1%
 Hispanic 1,561 2,950 51%
 White 242,260 238,160 48%
 Other n/a n/a
 (CCD, K-12)

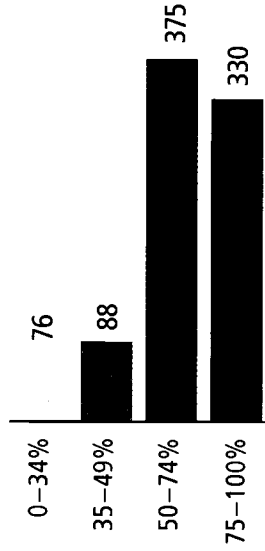
Students with disabilities (OSEP) 55,360 11% 52,759 10%

Students with Limited English proficiency (ED /NCBE, K-12) 1,910 * 1,799 *

Migratory students (OME, K-12) 4,021 1% n/a

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999-2000)



† 6 schools did not report.

Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 District goal: Accredited (no performance criteria).
 School performance criteria to be established for 2003-04.

Expected School Improvement on Assessment
 n/a

Indicators for School Accountability

Currently: state process standards. The Mississippi Curriculum Test and Subject Area Tests will be the primary assessment measures for school performance in 2003-04.

Title I Adequate Yearly Progress (AYP) for Schools
 Transition: Decrease percentage of students scoring in lowest quarter on state assessments.

Title I 1999-2000

Number of Schools	Schoolwide Programs	Targeted Assistance	Total
577	85%	104	681
453	79%	103	556
124	21%	1	125
			18%

(ED Consolidated Report, 1999-2000)

Title I allocation \$130,728,596

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 Grade 8

Reading, 1998:
 Proficient level and above 18% 19%
 Basic level and above 48% 61%

Math, 2000:
 Proficient level and above 9% 8%
 Basic level and above 45% 41%



Assessment Comprehensive Test of Basic Skills, Version 5
State Definition of Proficient There is no definition of proficient for 1999-2000

Student Achievement 1999-2000

Elementary School

Grade 4 Reading/Language Arts

Students in:	Mean NCE Score
All Schools	50%
Title I Reading Schools	48
High Poverty Schools	
Students with Limited English Proficiency	47
Migratory Students	47
Students with Disabilities	42

Mathematics

Students in:	Mean NCE Score
All Schools	48%
Title I Mathematics Schools	46
High Poverty Schools	
Students with Limited English Proficiency	44
Migratory Students	46
Students with Disabilities	41

Middle School

Grade 8 Reading/Language Arts

Students in:	Mean NCE Score
All Schools	50%
Title I Reading Schools	46
High Poverty Schools	
Students with Limited English Proficiency	48
Migratory Students	42
Students with Disabilities	34

Mathematics

Students in:	Mean NCE Score
All Schools	46%
Title I Mathematics Schools	42
High Poverty Schools	
Students with Limited English Proficiency	44
Migratory Students	43
Students with Disabilities	31

High School

Grade 10 Reading/Language Arts

Students in:	Proficient
All Schools	
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Proficient
All Schools	
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

20

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	6%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	18,711	16,858
	80%	69%

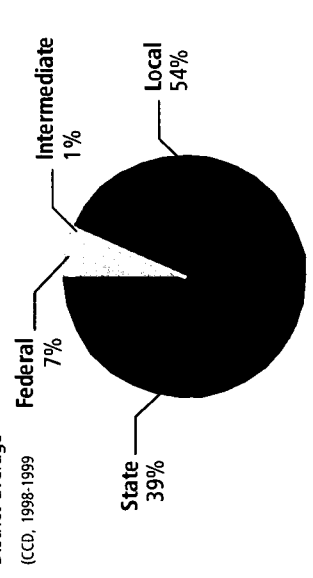
KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,855			
Number of districts (CCD, 1999-2000)	525			
Number of public schools (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
1,234	371	502	89	2,258
Number of charter schools (CCD, 1999-2000)	15			

Number of FTE teachers (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
30,425	11,893	17,643	907	61,785
Public school enrollment (CCD)	1993-1994	1999-2000		
K-8	601,718	623,951		
9-12	241,874	263,007		
Total	866,378	913,966		
Pre-K (By state definition)	13,950	16,512		

Sources of funding

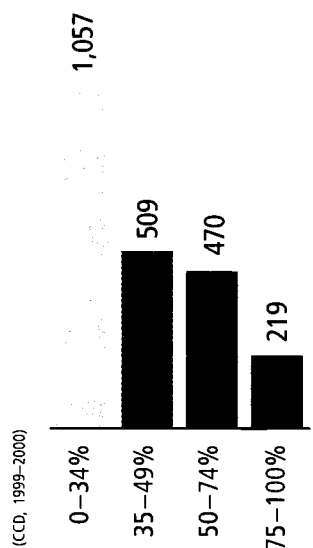


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Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	1,747 *	2,990 *
Asian/Pacific Islander	7,985	10,105
Black	136,352	158,619
Hispanic	16%	17%
White	712,924	728,000
Other	n/a	n/a
Students with disabilities (OSEP)	99,807	118,040
Students with Limited English proficiency (ED /NCBE, K-12)	4,382	10,238
Migratory students (OME, K-12)	2,413 *	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† 3 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Increase in top two achievement levels and decrease in bottom two achievement levels in all 5 of the MAP subjects in the respective grades. Reduce the gap in the majority and minority student performances.

Expected School Improvement on Assessment
 Three percent increase in students scoring in top 2 Achievement levels and 3 percent decrease in bottom 2 achievement levels OR a MAP Index change reflecting improvement of students throughout the distribution.

Indicators for School Accountability
 CRT (Missouri Assessment Program) scores on performance-based tests, graduation, dropouts, ACT performance

Title I Adequate Yearly Progress (AYP) for Schools
 Five percent increase in students at highest level and 5 percent decrease in lowest level or 5 percent in lowest level

Title I 1999-2000

Number of Schools	Schoolwide Programs	Targeted Assistance	Total
n/a*	n/a*	n/a*	n/a*
Schools Meeting AYP Goal	n/a*	n/a*	n/a*
Schools Identified for Improvement	n/a*	n/a*	n/a*

* Missouri was unable to provide information for schools by TAS and SWP.

Title I allocation \$141,056,701

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	29%
Basic level and above	63%	76%
Math, 2000:		
Proficient level and above	24%	21%
Basic level and above	73%	66%

Student Achievement 1999-2000

Assessment Missouri Mastery Achievement Test - Communication Arts
Missouri Assessment Program-Mathematics

State Definition of Proficient Meets or exceeds Proficient

Elementary School

Grade 3 Communication Arts

Students in:	Proficient ⇅			
	Step 1	Pro- gressing	Nearing	Proficient
All Schools	9%	21%	38%	30%
Title I Schools				2%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Grade 4 Mathematics

Students in:	Proficient ⇅			
	Step 1	Pro- gressing	Nearing	Proficient
All Schools	3%	19%	41%	29%
Title I Schools				8%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Middle School

Grade 7 Communication Arts

Students in:	Proficient ⇅			
	Step 1	Pro- gressing	Nearing	Proficient
All Schools	16%	22%	30%	29%
Title I Schools				3%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Grade 8 Mathematics

Students in:	Proficient ⇅			
	Step 1	Pro- gressing	Nearing	Proficient
All Schools	23%	34%	29%	13%
Title I Schools				1%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School

Grade 11 Communication Arts

Students in:	Proficient ⇅			
	Step 1	Pro- gressing	Nearing	Proficient
All Schools	19%	20%	38%	22%
Title I Schools				1%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Grade 10 Mathematics

Students in:	Proficient ⇅			
	Step 1	Pro- gressing	Nearing	Proficient
All Schools	26%	34%	30%	10%
Title I Schools				*
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	7%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	26,645	31,832
	57%	61%

72

KEY: * = Less than 0.5 percent
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 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

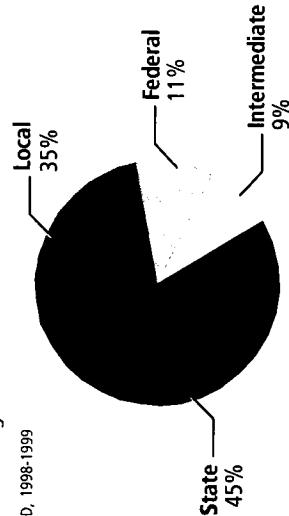
School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,974	
Number of districts (CCD, 1999-2000)	459	
Number of public schools (CCD, 1999-2000)	Elementary	Total
	Middle	High
	220	177
	119	882
Number of charter schools (CCD, 1999-2000)	0	

Number of FTE teachers (CCD, 1999-2000)	Elementary	Middle	High	Combined	Total
	4,827	1,985	3,305	240	10,358
Public school enrollment (CCD)	K-8	116,156	106,899		
	9-12	46,370	50,159		
	Total	163,020	157,556		
(By state definition)	Pre-K	494			498

Sources of funding

District average
(CCD, 1998-1999)



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 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	15,613 10%	16,377 10%
Asian/Pacific Islander	1,281 1%	1,383 1%
Black	791 *	883 1%
Hispanic	2,255 1%	2,658 2%
White	143,080 88%	136,255 86%
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP)	15,554 10%	16,601 10%
Students with Limited English proficiency (ED /NCBE, K-12)	7,950 5%	4,016 3%
Migratory students (OME, K-12)	1,381 1%	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 120 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 School accreditation process; State assessment system participation

Expected School Improvement on Assessment
 Under development

Indicators for School Accountability
 Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
 Average score on reading and math above 41st percentile for two consecutive years

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	114	519	633
Schools Meeting AYP Goal	18%	82%	100%
Schools Identified for Improvement	76	495	571
	67%	95%	90%
	37	23	60
	32%	4%	9%

(ED Consolidated Report, 1999-2000)

Title I allocation \$28,039,831

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	37%	38%
Basic level and above	73%	83%
Math, 2000:		
Proficient level and above	25%	36%
Basic level and above	73%	81%

Assessment Multiple NRTs from approved list
 State Definition of Proficient n/a

Student Achievement 1999-2000

Information not available for reporting for this school year.*

Elementary School

Reading/Language Arts

Students in:
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in:
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Middle School

Reading/Language Arts

Students in:
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in:
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

High School

Reading/Language Arts

Students in:
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Students in:
 All Schools
 Title I Schools
 High Poverty Schools

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

High School Indicators

High school dropout rate (CCD, event)
 1993-94 n/a
 1998-99 5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)
 1994-95 56%
 1998-99 60%

74

* A variety of tests were used throughout the state, making consistent statewide student proficiency scores unavailable.

KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$6,256

Number of districts (CCD, 1999-2000) 607

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
889	106	303	12	1,312

Number of charter schools (CCD, 1999-2000) 0

Number of FTE teachers (CCD, 1999-2000)

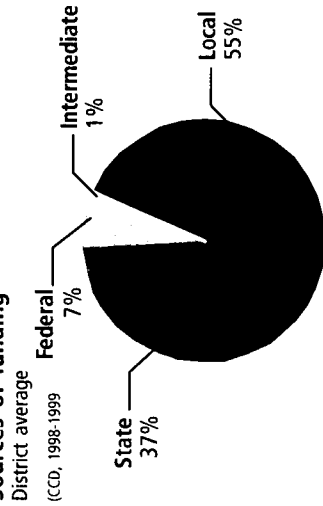
Elementary	Middle	High	Combined	Total
10,428	3,062	6,990	80	20,614

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	199,849	192,383
9-12	81,671	91,247
Total	285,097	288,261
Pre-K	3,577	4,631

(By state definition)

Sources of funding



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

Student Demographics

Race/ethnicity

American Indian/Alaskan Natives	1993-1994	1999-2000
	3,610	4,311
Asian/Pacific Islander	1%	1%
Black	3,355	4,275
Hispanic	1%	1%
	16,253	18,754
	6%	7%
White	10,129	18,674
	4%	6%
Other	251,750	242,247
	88%	84%
	n/a	n/a

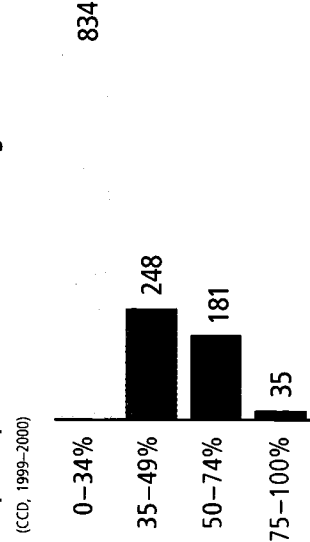
(CCD, K-12)

Students with disabilities (OSEP) 31,891 11% 36,943 12%

Students with Limited English proficiency (ED /INCBE, K-12) 3,543 1% 9,144 3%

Migratory students (OME, K-12) 6,806 2% n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† 14 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
Public reporting, Accreditation

Expected School Improvement on Assessment
Improvement over time

Indicators for School Accountability
Quality of assessment system, student performance over time

Title I Adequate Yearly Progress (AYP) for Schools
Meet annual progress goals for each school to attain 100% proficient in 10 years

Title I 1999-2000

Number of Schools	Schoolwide Programs	Targeted Assistance	Total
422	101	321	422
100%	24%	76%	100%
396	54	342	396
94%	53%	107%	94%
126	47	79	126
30%	47%	25%	30%

(ED Consolidated Report, 1999-2000)

Title I allocation \$38,422,586

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	24%	31%
Basic level and above	67%	74%

Student Achievement 1999-2000

Assessment Multiple Assessment Tools
 State Definition of Proficient District determined, in accordance with state standards

Elementary School

Grades 3-5

Reading/Language Arts

Students in:	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	18%	27%	28%	26%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	16%	26%	27%	31%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Middle School

Grades 6-9

Reading/Language Arts

Students in:	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	15%	27%	31%	28%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	13%	23%	30%	34%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School

Grades 10-12

Reading/Language Arts

Students in:	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	12%	26%	32%	31%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	9%	22%	31%	38%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	4%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	11,464	13,231
	67%	67%

76

KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$5,587

Number of districts (CCD, 1999-2000) 17

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
298	72	93	10	484

Number of charter schools (CCD, 1999-2000) 5

Number of FTE teachers (CCD, 1999-2000)

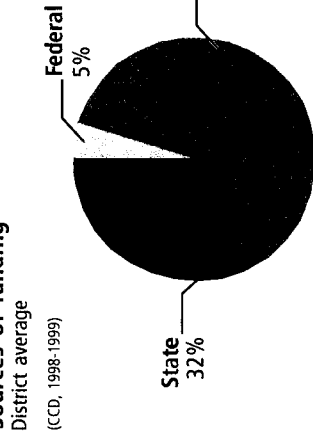
Elementary	Middle	High	Combined	Total
9,604	3,234	3,612	61	17,010

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	173,091	236,841
9-12	60,727	85,966
Total	235,800	325,610
Pre-K	1,237	2,043

(By state definition)

Sources of funding



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000

American Indian/Alaskan Natives	4,652	5,866
Asian/Pacific Islander	9,490	17,433
Black	21,702	32,762
Hispanic	33,755	77,844
White	166,201	191,700
Other	n/a	n/a

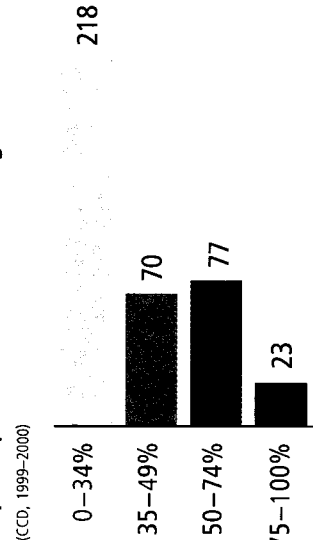
(CCD, K-12)

Students with disabilities (OSEP) 21,243 30,905

Students with Limited English proficiency (ED/NCBE, K-12) 14,296 40,469

Migratory students (OME, K-12) 1,404 n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† 96 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 More than 60 percent students above bottom quartile on NRT (Adequate level)

Expected School Improvement on Assessment
 Annual improvement in rating

Indicators for School Accountability
 NRT (Terra Nova) scores, attendance, percent taking tests

Title I Adequate Yearly Progress (AYP) for Schools
 Improvement on weighted percentages at 4 levels

Title I 1999-2000

Number of Schools	71	29	100
Schools Meeting AYP Goal	55	22	77
Schools Identified for Improvement	6	2	8
	8%	7%	8%

(ED Consolidated Report, 1999-2000)

Title I allocation \$24,400,434

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 Grade 8

Reading, 1998:
 Proficient level and above 21% 24%
 Basic level and above 53% 69%

Math, 2000:
 Proficient level and above 16% 19%
 Basic level and above 60% 58%

Assessment TerraNova Form A/B
 State Definition of Proficient >60 percent above bottom quartile on NRT

Student Achievement 1999-2000

All Grades Reading/Language Arts

Students in:	Novice	Basic	Proficient ⇨	
			Proficient	Advanced
All Schools	28%	26%	27%	20%
Title I Schools	44	29	19	9
High Poverty Schools				
Students with Limited English Proficiency	73	21	4	2
Migratory Students	53	39	4	4
Students with Disabilities	77	17	5	1

Reading/Language Arts

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Reading/Language Arts

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Mathematics

Students in:	Novice	Basic	Proficient ⇨	
			Proficient	Advanced
All Schools	25%	24%	27%	25%
Title I Schools	38	26	22	13
High Poverty Schools				
Students with Limited English Proficiency	51	31	12	5
Migratory Students	28	29	37	6
Students with Disabilities	74	15	8	3

Mathematics

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Mathematics

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

78

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	10%	8%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	3,806	13,052
	40%	38%

KEY:
 * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$6,433

Number of districts (CCD, 1999-2000) 179

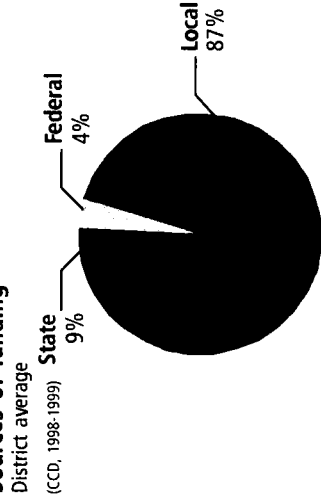
Number of public schools (CCD, 1999-2000)
 Elementary Middle High Combined Total
 349 | 94 | 78 | n/a | 521

Number of charter schools (CCD, 1999-2000) 0

Number of FTE teachers (CCD, 1999-2000)
 Elementary Middle High Combined Total
 6,350 | 3,472 | 4,208 | n/a | 14,030

Public school enrollment (CCD)
 1993-1994 1999-2000
 K-8 134,367 144,575
 9-12 49,098 59,868
 Total 185,360 206,783
 Pre-K 1,292 1,711
 (By state definition)

Sources of funding



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

Student Demographics

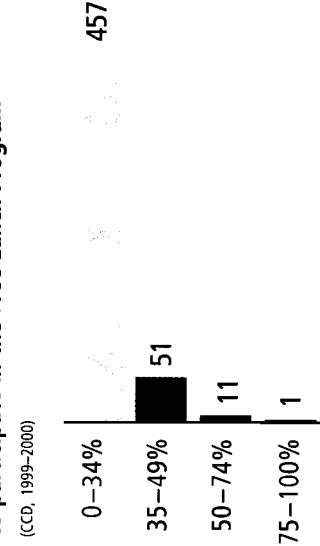
Race/ethnicity (CCD, K-12)
 American Indian/Alaskan Natives 1993-1994 1999-2000
 439 * 451 *
 Asian/Pacific Islander 1,847 2,502
 Black 1,549 2,201
 Hispanic 1,927 3,297
 White 179,598 198,332
 Other n/a n/a

Students with disabilities (OSEP) 19,594 24,932
 11% 12%

Students with Limited English proficiency (ED /NCE, K-12) 1,070 2,471
 1% 1%

Migratory students (OME, K-12) 177 * n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† One school did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 No state-established goals

Expected School Improvement on Assessment
 None

Indicators for School Accountability
 Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
 Improvement or stable on 3-year weighted average of students at Basic, Proficient, Advanced levels (all subjects)

Title I 1999-2000	Schoolwide Programs		Targeted Assistance		Total
	Number of Schools	Percentage	Number of Schools	Percentage	
Number of Schools	15	6%	229	94%	244
Schools Meeting AYP Goal	12	80%	191	83%	203
Schools Identified for Improvement	1	7%	3	1%	4

(ED Consolidated Report, 1999-2000)

Title I allocation \$20,904,156

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:
 Proficient level and above 38% n/a
 Basic level and above 75% n/a

Math, 2000:
 Proficient level and above n/a n/a
 Basic level and above n/a n/a

Student Achievement 1999-2000

Assessment Educational Improvement and Assessment Program
 State Definition of Proficient see Appendix A

Elementary School Grade 3 English/Language Arts

Students in:	No			Proficient		
	Score	Novice	Basic	Proficient	Advanced	
All Schools	3%	22%	37%	29%	9%	
Title I Schools	4	23	37	28	8	
High Poverty Schools	20	39	34	8	0	
Students with Limited English Proficiency	28	37	23	9	3	
Migratory Students	16	57	20	7	0	
Students with Disabilities	23	53	20	4	0	

Mathematics

Students in:	No			Proficient		
	Score	Novice	Basic	Proficient	Advanced	
All Schools	2%	22%	36%	31%	9%	
Title I Schools	2	24	37	29	8	
High Poverty Schools	16	39	28	15	2	
Students with Limited English Proficiency	25	37	21	17	1	
Migratory Students	13	47	27	10	3	
Students with Disabilities	12	46	31	9	2	

Middle School Grade 6 English/Language Arts

Students in:	No			Proficient		
	Score	Novice	Basic	Proficient	Advanced	
All Schools	2%	30%	39%	23%	6%	
Title I Schools	2	31	39	22	6	
High Poverty Schools	—	—	—	—	—	
Students with Limited English Proficiency	31	46	14	6	3	
Migratory Students	0	45	40	15	0	
Students with Disabilities	12	70	16	2	0	

Mathematics

Students in:	No			Proficient		
	Score	Novice	Basic	Proficient	Advanced	
All Schools	2%	32%	39%	23%	4%	
Title I Schools	2	33	39	22	3	
High Poverty Schools	—	—	—	—	—	
Students with Limited English Proficiency	29	42	18	9	2	
Migratory Students	0	60	30	10	0	
Students with Disabilities	8	66	22	4	0	

High School Grade 10 English/Language Arts

Students in:	No			Proficient		
	Score	Novice	Basic	Proficient	Advanced	
All Schools	4%	24%	37%	27%	7%	
Title I Schools	3	21	36	31	9	
High Poverty Schools	—	—	—	—	—	
Students with Limited English Proficiency	43	33	20	4	0	
Migratory Students	#	#	#	#	#	
Students with Disabilities	16	63	19	2	0	

Mathematics

Students in:	No			Proficient		
	Score	Novice	Basic	Proficient	Advanced	
All Schools	4%	33%	36%	20%	7%	
Title I Schools	2	29	36	24	9	
High Poverty Schools	—	—	—	—	—	
Students with Limited English Proficiency	25	37	21	17	1	
Migratory Students	#	#	#	#	#	
Students with Disabilities	13	69	16	2	0	



High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (PEDS, High school grads enrolled in college)	1994-95	1998-99
	6,509	7,583
	66%	70%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$10,145

Number of districts (CCD, 1999-2000) 592

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
1,494	428	314	9	2,383

Number of charter schools (CCD, 1999-2000) 46

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
43,949	18,726	25,145	472	91,777

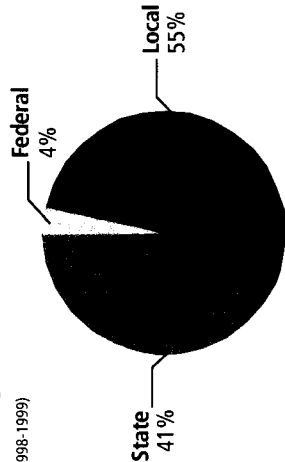
Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	775,959	868,728
9-12	288,263	312,631
Total	1,151,307	1,289,256
Pre-K	9,225	14,194

(By state definition)

Sources of funding

District average (CCD, 1998-1999)



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

Student Demographics

Race/ethnicity (CCD, K-12)

American Indian/Alaskan Natives	1993-1994	1999-2000
	1,561 *	2,603 *

Asian/Pacific Islander

	58,410	78,012
Black	213,963	233,406
Hispanic	147,561	191,689
White	729,812	783,685
Other	n/a	n/a

Students with disabilities (OSSEP)

	163,667	188,375
	14%	14%

Students with Limited English proficiency (ED/INCEB, K-12)

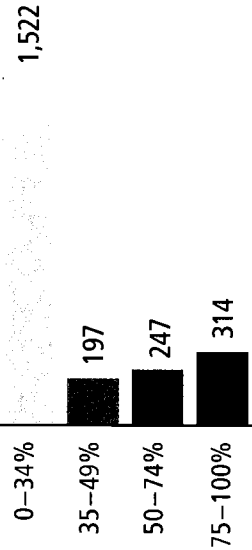
	49,670	49,847
	4%	4%

Migratory students (OME, K-12)

	1,799 *	n/a
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All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 114 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 All districts: 75% students at Proficient level

Expected School Improvement on Assessment
 Gains in percent passing rate, based on 5 bands

Indicators for School Accountability

Scores on CRT (Elementary School Proficiency Assessment, Grade Eight Proficiency Assessment, High School Proficiency Assessment)

Title I Adequate Yearly Progress (AYP) for Schools
 Increase in percent passing Reading/Language Arts, Math, Writing to 75% target

Title I 1999-2000

Number of Schools	Schoolwide Programs		Targeted Assistance	Total
	1999-2000	2000-2001		
Number of Schools	211	984	1,195	100%
Schools Meeting AYP Goal	18%	82%	n/a	n/a
Schools Identified for Improvement	n/a	n/a	n/a	n/a

(ED Consolidated Report, 1999-2000)

Title I allocation \$186,176,129

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 Grade 8

Reading, 1998:

Proficient level and above n/a n/a
 Basic level and above n/a n/a

Math, 2000:

Proficient level and above n/a n/a
 Basic level and above n/a n/a

Student Achievement 1999-2000

Assessment New Jersey Proficiency Test
 State Definition of Proficient Score of 200 or above

Elementary School

Grade 4 Language Arts

Students in:	Proficient ⇅		
	Partially Proficient	Proficient	Advanced
All Schools	45%	52%	3%
Title I Schools	75	25	*
High Poverty Schools	73	26	1
Students with Limited English Proficiency	82	18	*
Migratory Students	76	24	0
Students with Disabilities	78	22	1

Mathematics

Students in:	Proficient ⇅		
	Partially Proficient	Proficient	Advanced
All Schools	34%	47%	19%
Title I Schools	70	26	3
High Poverty Schools	67	29	4
Students with Limited English Proficiency	72	25	4
Migratory Students	68	28	4
Students with Disabilities	64	30	6

Middle School

Grade 8 Language Arts

Students in:	Proficient ⇅		
	Partially Proficient	Proficient	Advanced
All Schools	25%	69%	6%
Title I Schools	56	43	1
High Poverty Schools	53	46	1
Students with Limited English Proficiency	83	17	*
Migratory Students	59	41	0
Students with Disabilities	73	27	*

Mathematics

Students in:	Proficient ⇅		
	Partially Proficient	Proficient	Advanced
All Schools	40%	43%	17%
Title I Schools	78	21	2
High Poverty Schools	72	25	3
Students with Limited English Proficiency	80	17	4
Migratory Students	79	21	0
Students with Disabilities	83	15	2

High School

Grade 11 Reading/Language Arts

Students in:	Pass		
	All Schools	84%	
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	34		

Mathematics

Students in:	Pass		
	All Schools	88%	
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities	36		



High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	3%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	49,881	52,940
	75%	81%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$5,440

Number of districts (CCD, 1999-2000) 89

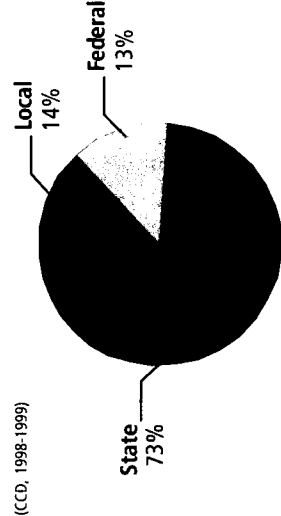
Number of public schools (CCD, 1999-2000)
Elementary Middle High Combined Total
436 | 157 | 143 | 12 | 755

Number of charter schools (CCD, 1999-2000) 1

Number of FTE teachers (CCD, 1999-2000)
Elementary Middle High Combined Total
10,065 | 4,780 | 5,392 | 151 | 20,657

Public school enrollment (CCD)
K-8 1993-1994 1999-2000
224,354 225,465
9-12 87,768 95,903
Total 322,292 324,495
Pre-K (By state definition) 1,933 3,127

Sources of funding



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

Student Demographics

Race/ethnicity 1993-1994 1999-2000
American Indian/Alaskan Natives 32,855 35,678
Asian/Pacific Islander 3,048 3,417
Black 7,487 7,588
Hispanic 147,824 160,345
White 129,949 117,461
Other n/a n/a
(CCD, K-12)

Students with disabilities (OSEP) 38,233 44,888
12% 13%

Students with Limited English proficiency (ED/INCBE, K-12) 79,829 76,661
25% 24%

Migratory students (OME, K-12) 3,842 n/a
1% —

All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1999-2000)

data not available

Statewide Accountability Information

(collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
Increase number of students at proficient or advanced levels of performance

Expected School Improvement on Assessment
Growth in CRT scores

Indicators for School Accountability
Dropout, attendance, achievement, safety, and parent and community involvement

Title I Adequate Yearly Progress (AYP) for Schools
Increase number of students at proficient level or advanced levels of performance

Title I 1999-2000	Schoolwide Programs		Targeted Assistance		Total
	Number of Schools	48%	224	240	
Schools Meeting AYP Goal	180	80%	223	240	444
Schools Identified for Improvement	45	20%	17	7%	62
					14%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$69,288,779
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	24%
Basic level and above	52%	70%
Math, 2000:		
Proficient level and above	12%	13%
Basic level and above	51%	49%

Student Achievement 1999 - 2000

Assessment New Mexico Achievement Assessment
 State Definition of Proficient Scoring as "competent readers" and between a 40 and 59 on Math

Elementary School

Grade 4 Reading/Language Arts

	Proficient			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	16%	43%	30%	11%
Students with Limited English Proficiency	24	51	21	5
Migratory Students				
Students with Disabilities	23	43	23	11

Mathematics

	Proficient			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	28%	52%	14%	6%
Students with Limited English Proficiency	38	50	9	3
Migratory Students				
Students with Disabilities	37	43	13	7

∞ 4

Middle School

Grade 8 Reading/Language Arts

	Proficient			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	35%	44%	17%	4%
Students with Limited English Proficiency	55	38	6	1
Migratory Students				
Students with Disabilities	57	30	9	4

Mathematics

	Proficient			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	67%	22%	9%	2%
Students with Limited English Proficiency	81	14	4	0
Migratory Students				
Students with Disabilities	77	14	7	3

High School

Grade 9 Reading/Language Arts

	Proficient			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	35%	50%	11%	3%
Students with Limited English Proficiency	54	41	4	1
Migratory Students				
Students with Disabilities	67	28	3	2

Mathematics

	Proficient			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	81%	11%	7%	1%
Students with Limited English Proficiency	91	6	3	0
Migratory Students				
Students with Disabilities	91	6	3	1

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99	7%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99	69%
	8,191	11,344	
	55%		

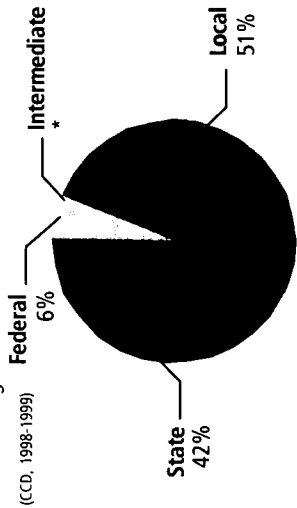
KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$9,344		
Number of districts (CCD, 1999-2000)	707		
Number of public schools (CCD, 1999-2000)			
Elementary	High	Combined	Total
2,475 728 775 141	775	141	4,273
Number of charter schools	5		

Number of FTE teachers (CCD, 1999-2000)			
Elementary	High	Combined	Total
93,275 36,852 48,928 5,810	48,928	5,810	193,079
Public school enrollment (CCD)	1993-1994	1999-2000	
K-8	1,813,727	1,915,754	
9-12	743,933	780,321	
Total	2,733,813	2,886,153	
Pre-K (By state definition)	31,687	37,594	

Sources of funding



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

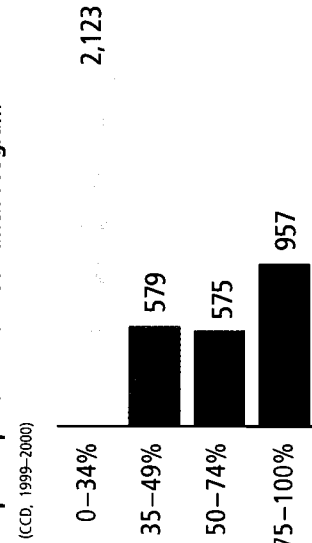
Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	9,809	12,754
Asian/Pacific Islander	130,014	166,878
Black	550,455	585,886
Hispanic	452,091	526,485
White	1,591,444	1,592,548
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP)	296,966	360,438
Students with Limited English proficiency (ED/INCE, K-12)	191,787	228,730
Migratory students (OME, K-12)	9,065	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† 39 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Ninety percent of students at or above level II on E/LA and Math at grade 4,8; 90 percent meet graduation test requirements

Expected School Improvement on Assessment
 Improve percent students moving from level I to II and level II to III, reduce specified percent gap toward 90 percent target, based on 2 years' test scores

Indicators for School Accountability
 CRT, attendance, suspension, high school dropout <5 percent

Title I Adequate Yearly Progress (AYP) for Schools
 Same as Statewide Goal.

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	701	1,885	2,586
Schools Meeting AYP Goal	27%	73%	100%
Schools Identified for Improvement	228	1,412	1,640
	33%	75%	63%
	205	164	369
	29%	9%	14%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$764,295,516

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	29%	34%
Basic level and above	62%	78%
Math, 2000:		
Proficient level and above	22%	26%
Basic level and above	67%	68%

Student Achievement 1999-2000

Assessment See Below
 State Definition of Proficient See Appendix A

Elementary School Preliminary Competency Test Grade 4

Reading/Language Arts

Students in:	Proficient ⇄			
	Level I	Level II	Level III	Level IV
All Schools	10%	32%	43%	10%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	32	43	23	3

Mathematics

Students in:	Proficient ⇄			
	Level I	Level II	Level III	Level IV
All Schools	9%	26%	46%	19%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	29	36	30	5

Middle School Preliminary Competency Test Grade 8

Reading/Language Arts

Students in:	Proficient ⇄			
	Level I	Level II	Level III	Level IV
All Schools	13%	42%	35%	10%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	44	48	8	*

Mathematics

Students in:	Proficient ⇄			
	Level I	Level II	Level III	Level IV
All Schools	25%	35%	34%	7%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	60	30	9	*

High School Regents Examinations Grade 10

English

Students in:	Percent Passing
All Schools	71%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	37

Mathematics—Course I

Students in:	Percent Passing
All Schools	63%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	37

88

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	4%	n/a
Postsecondary enrollment (IPEDS, high school grads enrolled in college)	1994-95	1998-99
	110,852	116,505
	84%	84%

KEY: * = less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,656
Number of districts (CCD, 1999-2000)	120

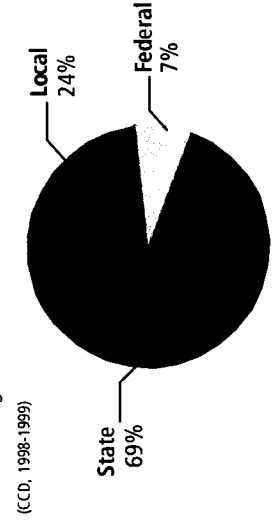
Number of public schools (CCD, 1999-2000)	High	Combined	Total
Elementary	438	337	92
Middle	438	337	92
High	337	337	92
Combined	337	337	92
Total	438	337	2,148

Number of charter schools (CCD, 1999-2000)	82
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Number of FTE teachers (CCD, 1999-2000)	Elementary	Middle	High	Combined	Total
Elementary	41,887	19,503	22,481	1,935	86,044

Public school enrollment (CCD)	1993-1994	1999-2000
K-8	798,816	926,188
9-12	305,060	341,200
Total	1,133,231	1,275,925
Pre-K (By state definition)	8,469	8,515

Sources of funding



KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	17,660	18,977
Asian/Pacific Islander	12,796	22,903
Black	343,538	399,218
Hispanic	14,680	46,766
White	744,557	788,090
Other	n/a	n/a

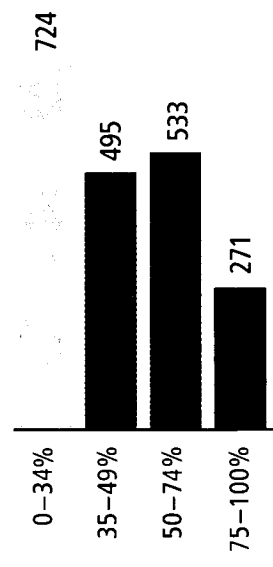
Students with disabilities (OSEP)	116,907	150,403
	11%	12%

Students with limited English proficiency (ED/INCBE, K-12)	12,408	41,667
	1%	3%

Migratory students (OME, K-12)	10,103	n/a
	1%	-

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 125 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Sixty percent students at/above grade level in Reading, Writing and Math (grades 3-8); and 60 percent in Reading, Writing, Math, Science & Social Studies (grades 9-12).

Expected School Improvement on Assessment
 Annual growth/gain over a baseline set for each school.

Indicators for School Accountability
 Primarily End of Grade and End of Course Tests; additional components in high school

Title I Adequate Yearly Progress (AYP) for Schools
 Meet growth expectations and 50% students at grade level, or above 60% at grade level without growth.

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	660	370	1,030
Schools Meeting AYP Goal	64%	36%	100%
Schools Identified for Improvement	98%	98%	98%
	10	2	12
	2%	1%	1%

(ED Consolidated Report, 1999-2000)

Title I allocation \$128,256,938

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Proficient level and above	28%	31%
	Basic level and above	62%	76%
Math, 2000:	Proficient level and above	28%	30%
	Basic level and above	76%	70%

Assessment North Carolina End of Grade/End of Course Test
State Definition of Proficient Level 3-mastery of grade level subject matter and skills and are prepared for next grade level

Student Achievement 1999-2000

Elementary School

Grade 4 Reading/Language Arts

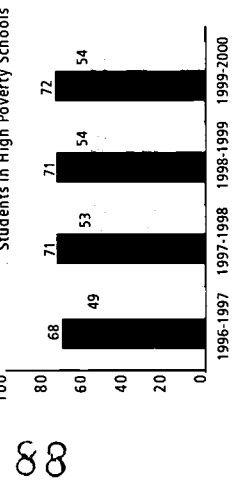
Students in:	Proficient			
	Level 1	Level 2	Level 3	Level 4
All Schools	7%	21%	42%	30%
Title I Schools	10	27	44	20
High Poverty Schools	13	33	42	12
Students with Limited English Proficiency	20	40	37	3
Migratory Students	14	28	42	16
Students with Disabilities	24	37	31	8

Mathematics

Students in:	Proficient			
	Level 1	Level 2	Level 3	Level 4
All Schools	2%	13%	44%	41%
Title I Schools	3	18	50	30
High Poverty Schools	4	24	52	21
Students with Limited English Proficiency	4	24	55	17
Migratory Students	3	19	46	32
Students with Disabilities	8	31	46	15

Student achievement trend

Reading 4th grade meets or exceeds Level 3



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 8 Reading/Language Arts

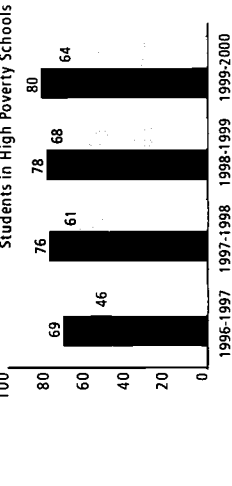
Students in:	Proficient			
	Level 1	Level 2	Level 3	Level 4
All Schools	3%	15%	44%	39%
Title I Schools	4	20	50	27
High Poverty Schools	7	27	49	17
Students with Limited English Proficiency	16	42	38	4
Migratory Students	11	28	38	22
Students with Disabilities	16	39	36	9

Mathematics

Students in:	Proficient			
	Level 1	Level 2	Level 3	Level 4
All Schools	5%	15%	36%	44%
Title I Schools	6	20	41	33
High Poverty Schools	11	25	41	23
Students with Limited English Proficiency	17	31	38	14
Migratory Students	13	20	37	30
Students with Disabilities	21	35	33	12

Student achievement trend

Math 8th grade meets or exceeds Level 3



High School

End of Course English I

Students in:	Proficient			
	Level 1	Level 2	Level 3	Level 4
All Schools	8%	24%	40%	28%
Title I Schools	18	35	33	14
High Poverty Schools	25	43	26	6
Students with Limited English Proficiency	29	47	19	4
Migratory Students	12	35	43	10
Students with Disabilities	33	41	22	4

Algebra I

Students in:	Proficient			
	Level 1	Level 2	Level 3	Level 4
All Schools	9%	22%	39%	30%
Title I Schools	14	21	34	31
High Poverty Schools	23	26	32	18
Students with Limited English Proficiency	11	23	42	25
Migratory Students	10	32	38	21
Students with Disabilities	29	33	28	10

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	30,961	40,588
	54%	68%

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$5,442

Number of districts (CCD, 1999-2000) 231

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
321	36	189	2	550

Number of charter schools (CCD, 1999-2000) 0

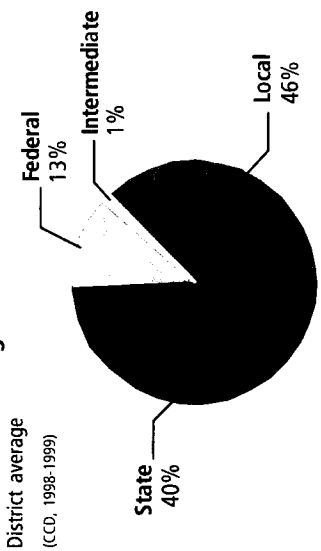
Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
3,974	1,008	2,820	9	7,951

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	83,512	74,321
9-12	35,000	37,783
Total	119,127	112,751
Pre-K	615	647

Sources of funding



KEY: * = Less than 0.5 percent
 - = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity 1993-1994 1999-2000

American Indian/Alaskan Natives	7,452	8,566
Asiani/Pacific Islander	876	858
Black	905	1,057
Hispanic	913	1,441
White	108,981	100,828
Other	n/a	n/a

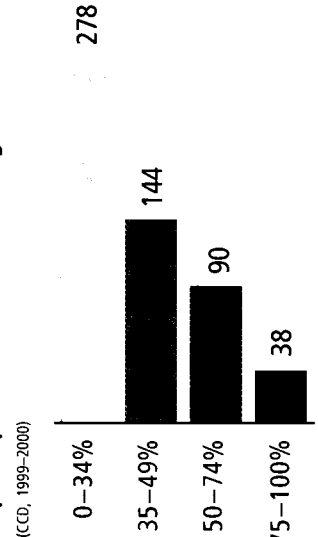
(CCD, K-12)

Students with disabilities (OSEP) 10,502 9% 11,636 10%

Students with Limited English proficiency (ED /NCBE, K-12) 7,849 7% 8,324 7%

Migratory students (OME, K-12) 1,413 1% 615 *

All schools by percent of students eligible to participate in the Free Lunch Program



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment 50% of students at proficient level or higher

Expected School Improvement on Assessment None

Indicators for School Accountability Achievement scores (CTB55)

Title I Adequate Yearly Progress (AYP) for Schools Gain 2.0 points on composite NRT score (CTB55)

Title I 1999-2000

Number of Schools	28	246	274
Schools Meeting AYP Goal	10%	90%	100%
Schools Identified for Improvement	12	243	255
	43%	99%	93%
	16	3	19
	57%	1%	7%

(ED Consolidated Report, 1999-2000)

Title I allocation \$21,090,601

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Math, 2000:	Grade 4	Grade 8
Proficient level and above	25%	31%
Basic level and above	75%	77%

Student Achievement 1999-2000

Elementary School

Grade 4

Reading/Language Arts

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	4%	42%	36%
Title I Schools	4	18	43
High Poverty Schools	13	41	37
Students with Limited English Proficiency	#	#	#
Migratory Students	—	—	—
Students with Disabilities	14	36	38

Mathematics

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	6%	44%	31%
Title I Schools	6	19	45
High Poverty Schools	21	40	31
Students with Limited English Proficiency	#	#	#
Migratory Students	—	—	—
Students with Disabilities	26	35	28

Middle School

Grade 8

Reading/Language Arts

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	9%	19%	43%
Title I Schools	8	19	44
High Poverty Schools	26	34	32
Students with Limited English Proficiency	#	#	#
Migratory Students	—	—	—
Students with Disabilities	38	35	19

Mathematics

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	9%	16%	39%
Title I Schools	9	16	39
High Poverty Schools	29	33	28
Students with Limited English Proficiency	#	#	#
Migratory Students	—	—	—
Students with Disabilities	46	25	19

High School

Grade 10

Reading/Language Arts

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	5%	13%	44%
Title I Schools	5	14	45
High Poverty Schools	22	27	41
Students with Limited English Proficiency	#	#	#
Migratory Students	—	—	—
Students with Disabilities	29	41	29

Mathematics

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	7%	12%	35%
Title I Schools	7	12	36
High Poverty Schools	29	31	30
Students with Limited English Proficiency	#	#	#
Migratory Students	—	—	—
Students with Disabilities	47	31	16

90

High School Indicators

High school dropout rate (CCD, event) 1993-94 1998-99
3% 2%

Postsecondary enrollment (IPEDS, High school grads enrolled in college) 1994-95 1998-99
5,353 5,976
71% 73%

KEY: * = Less than 0.5 percent
— = Not applicable
n/a = Not available
= Sample size too few to calculate
High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$6,627

Number of districts (CCD, 1999-2000) 708

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
2,210	751	769	51	3,798

Number of charter schools (CCD, 1999-2000) 48

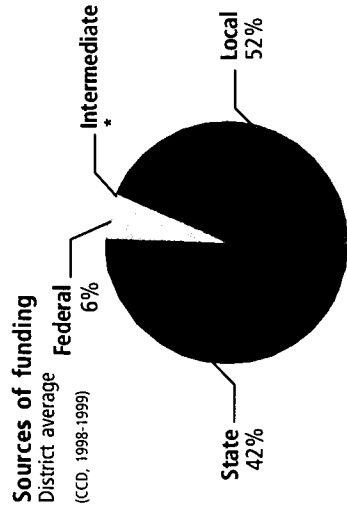
Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
49,409	24,767	35,044	736	110,388

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	1,268,464	1,266,710
9-12	517,122	587,515
Total	1,807,319	1,886,018
Pre-K	17,210	21,858

(By state definition)



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

Student Demographics

Race/ethnicity (CCD, K-12)

	1993-1994	1999-2000
American Indian/Alaskan Natives	1,938 *	2,264 *
Asian/Pacific Islander	17,389	20,256
Black	267,117	300,424
Hispanic	24,200	29,956
White	1,496,674	1,533,118
Other	n/a	n/a

Students with disabilities (OSEP) 191,822 203,326 10% 10%

Students with Limited English proficiency (ED /NCBE, K-12) 11,695 16,841 1% 1%

Migratory students (OME, K-12) 4,993 * n/a

All schools by percent of students eligible to participate in the Free Lunch Program † (CCD, 1999-2000)



† 359 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Grades 4, 6: 75 percent or above of students proficient; grade 9: 75 percent or above of students proficient; grade 10: 85 percent or above

Expected School Improvement on Assessment
 2.5 percent point gain on two-thirds of performance indicators not met the previous year; progress toward higher level

Indicators for School Accountability
 Graduation, attendance rates, state proficiency tests in reading, mathematics, science, citizenship, writing

Title I Adequate Yearly Progress (AYP) for Schools
 2.5 percent point gain from previous year on 4th and 6th grade test, reading and mathematics, or 75% proficient.

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	908	1,119	2,020
Schools Meeting AYP Goal	45%	55%	100%
Schools Identified for Improvement	708	646	1,354
	78%	58%	67%
	200	473	673
	22%	42%	33%

(ED Consolidated Report, 1999-2000)

Title I allocation \$312,274,531
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	26%	31%
Basic level and above	74%	76%

Assessment Ohio Proficiency Test Gr. 4 Gr. 6 Gr. 12
 State Definition of Proficient Scaled scores Reading Math
 217 222 215
 218 200 218

Student Achievement 1999-2000

Elementary School

Grade 4 Reading/Language Arts

Students in:	Passing
All Schools	58%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Passing
All Schools	49%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Middle School

Grade 6 Reading/Language Arts

Students in:	Passing
All Schools	53%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Passing
All Schools	54%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School

Grade 12 Reading/Language Arts

Students in:	Passing
All Schools	66%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Passing
All Schools	59%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	4%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	61,673	68,504
	57%	62%

92

KEY: * = Less than 0.5 percent
 -- = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$5,303

Number of districts (CCD, 1999-2000) 544

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
1,030	310	469	0	1,809

Number of charter schools (CCD, 1999-2000) n/a

Number of FTE teachers (CCD, 1999-2000)

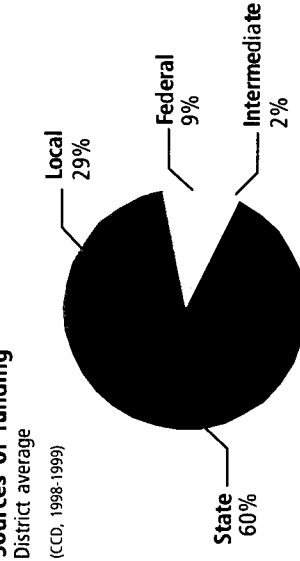
Elementary	Middle	High	Combined	Total
20,647	8,378	11,060	11	40,825

Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	434,412	423,614
9-12	162,511	179,387
Total	604,076	627,032
Pre-K	5,456	20,894

(By state definition)

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	82,521	102,492
Asian/Pacific Islander	7,206	8,686
Black	61,963	67,252
Hispanic	20,086	33,756
White	432,300	414,846
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP) 63,513 72,865 11% 12%

Students with Limited English proficiency (ED /NCBE, K-12) 26,259 38,823 4% 6%

Migratory students (OME, K-12) 3,699 2,568 1% *

All schools by percent of students eligible to participate in the Free Lunch Program (CCD, 1999-2000)

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 70 percent of students score satisfactory on index for reading and math.

Expected School Improvement on Assessment
 Annual improvement toward satisfactory rating.

Indicators for School Accountability
 CRT scores (OK Core Curriculum)

Title I Adequate Yearly Progress (AYP) for Schools
 5 percent gain in satisfactory scores in schools with less than 50 percent satisfactory in reading or math

	Schoolwide Programs		Targeted Assistance		Total
	Number of Schools	Percentage	Number of Schools	Percentage	
Number of Schools	472	50%	466	50%	938
Schools Meeting AYP Goal	459	97%	466	100%	925
Schools Identified for Improvement	13	3%	6	1%	19
					2%

(ED Consolidated Report, 1999-2000)

Title I allocation \$100,724,912

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 Grade 8

Reading, 1998:

Proficient level and above 30% 29%
 Basic level and above 66% 80%

Math, 2000:

Proficient level and above 17% 19%
 Basic level and above 70% 65%

Student Achievement 1999-2000

Assessment Oklahoma Core Content Test
 State Definition of Proficient No information provided

Elementary School

Grade 5

Reading/Language Arts

	Proficient ⇅			
	Level 1	Level 2	Level 3	Level 4
Students in:				
All Schools	18%	13%	55%	13%
Title I Schools	25	16	51	8
High Poverty Schools	29	16	48	7
Students with Limited English Proficiency	35	41	20	4
Migratory Students	71	14	14	1
Students with Disabilities	—	—	—	—

Mathematics

	Proficient ⇅			
	Level 1	Level 2	Level 3	Level 4
Students in:				
All Schools	13%	9%	68%	10%
Title I Schools	18	11	65	6
High Poverty Schools	21	12	62	5
Students with Limited English Proficiency	27	12	57	4
Migratory Students	55	16	29	1
Students with Disabilities	—	—	—	—

Middle School

Grade 8

Reading/Language Arts

	Proficient ⇅			
	Level 1	Level 2	Level 3	Level 4
Students in:				
All Schools	16%	13%	50%	21%
Title I Schools	22	17	46	15
High Poverty Schools	29	18	41	12
Students with Limited English Proficiency	27	31	38	4
Migratory Students	67	21	11	*
Students with Disabilities	—	—	—	—

Mathematics

	Proficient ⇅			
	Level 1	Level 2	Level 3	Level 4
Students in:				
All Schools	17%	17%	53%	12%
Title I Schools	24	22	48	7
High Poverty Schools	31	23	41	4
Students with Limited English Proficiency	27	31	38	4
Migratory Students	67	21	11	*
Students with Disabilities	—	—	—	—

High School

Reading/Language Arts

Students in:			
All Schools			
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:			
All Schools			
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

High School Indicators

High school dropout rate (CCD event)	1993-94	1998-99
	n/a	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	16,482	18,493
	52%	53%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$6,828

Number of districts (CCD, 1999-2000) 197

Number of public schools (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
746	218	223	42	1,277

Number of charter schools (CCD, 1999-2000) 1

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
12,925	5,791	7,965	520	27,401

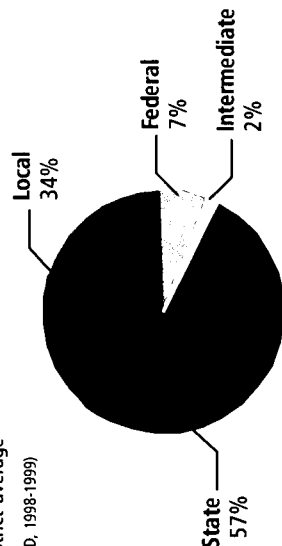
Public school enrollment (CCD)

	1993-1994	1999-2000
K-8	365,488	378,752
9-12	147,819	165,738
Total	516,611	548,075

(By state definition) Pre-K 837 611

Sources of funding

District average (CCD, 1998-1999)



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

Student Demographics

Race/ethnicity (OSSEP)

American Indian/Alaskan Natives	1993-1994	1999-2000
	9,819	11,388

Asian/Pacific Islander

	1993-1994	1999-2000
	16,137	20,607

Black

	1993-1994	1999-2000
	12,630	15,062

Hispanic

	1993-1994	1999-2000
	30,244	51,546

White

	1993-1994	1999-2000
	447,781	446,472

Other

	1993-1994	1999-2000
	n/a	n/a

Students with disabilities (OSSEP)

	1993-1994	1999-2000
	54,754	64,191

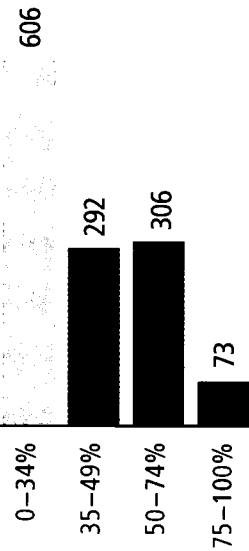
Students with Limited English proficiency (ED /NCBE, K-12)

	1993-1994	1999-2000
	19,651	43,845

Migratory students (OME, K-12)

	1993-1994	1999-2000
	23,958	n/a

All schools by percent of students eligible to participate in the Free Lunch Program (CCD, 1999-2000)



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 School performance over 60 on 125 point index (tests, attendance, dropout rates)

Expected School Improvement on Assessment
 Improvement on index over 3 years (Improving = 3.3 points)

Indicators for School Accountability
 CRT (Reading, Math) scores, attendance, dropout

Title I Adequate Yearly Progress (AYP) for Schools
 Annual increase in percent students meeting standards in Language Arts, Math

Title I 1999-2000	Schoolwide Programs		Targeted Assistance		Total
	Number of Schools	31%	360	69%	
Schools Meeting AYP Goal	150	95%	359	100%	509
Schools Identified for Improvement	5	3%	4	1%	9
			\$84,749,657		2%

(ED Consolidated Report, 1999-2000)

Title I allocation

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 Grade 8

Reading, 1998:

Proficient level and above 28% 33%
 Basic level and above 61% 78%

Math, 2000:

Proficient level and above 24% 32%
 Basic level and above 68% 72%

Student Achievement 1999-2000

Assessment Oregon Statewide Assessment System
 State Definition of Proficient Meets or exceeds standard

Elementary School Grade 3 Reading/Language Arts

Students in:	Proficient			
	Very Low	Low	Nearly Meets	Meets
All Schools	12%	7%	8%	35%
Title I Schools	14	8	9	36
High Poverty Schools	13	8	10	37
Students with Limited English Proficiency	9	31	23	30
Migratory Students	8	31	23	33
Students with Disabilities	25	11	12	30
				22

Mathematics

Students in:	Proficient			
	Very Low	Low	Nearly Meets	Meets
All Schools	8%	13%	15%	38%
Title I Schools	10	15	16	37
High Poverty Schools	5	18	19	1
Students with Limited English Proficiency	8	31	28	30
Migratory Students	15	13	16	44
Students with Disabilities	7	25	20	35
				13

Middle School Grade 8 Reading/Language Arts

Students in:	Proficient			
	Very Low	Low	Nearly Meets	Meets
All Schools	9%	19%	21%	24%
Title I Schools	11	23	22	23
High Poverty Schools	4	27	24	27
Students with Limited English Proficiency	33	38	13	11
Migratory Students	29	41	15	10
Students with Disabilities	12	41	23	15
				9

Mathematics

Students in:	Proficient			
	Very Low	Low	Nearly Meets	Meets
All Schools	13%	20%	19%	23%
Title I Schools	15	24	20	22
High Poverty Schools	17	31	19	20
Students with Limited English Proficiency	33	38	13	11
Migratory Students	2	4	33	18
Students with Disabilities	30	35	16	12
				7

High School Grade 10 Reading/Language Arts

Students in:	Proficient			
	Very Low	Low	Nearly Meets	Meets
All Schools	13%	19%	23%	30%
Title I Schools	18	23	24	25
High Poverty Schools	4	35	26	28
Students with Limited English Proficiency	30	38	21	7
Migratory Students	25	45	21	6
Students with Disabilities	10	52	24	12
				2

Mathematics

Students in:	Proficient			
	Very Low	Low	Nearly Meets	Meets
All Schools	19%	23%	27%	21%
Title I Schools	26	26	24	17
High Poverty Schools	17	37	28	15
Students with Limited English Proficiency	30	39	21	6
Migratory Students	1	44	28	20
Students with Disabilities	32	42	20	5
				2

99

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	7%	7%
Postsecondary enrollment (PEDS, High school grads enrolled in college)	1994-95	1998-99
	16,103	14,442
	61%	52%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999) \$7,450

Number of districts (CCD, 1999-2000) 501

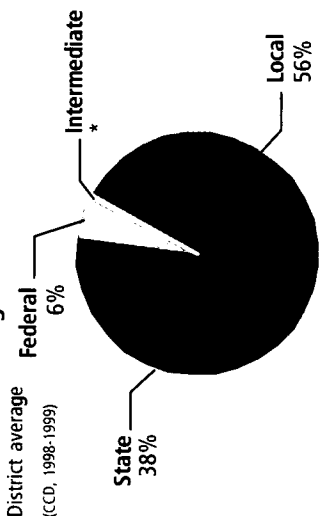
Number of public schools (CCD, 1999-2000)
 Elementary Middle High Combined Total
 1,934 | 564 | 598 | 28 | 3,164

Number of charter schools (CCD, 1999-2000) 47

Number of FTE teachers (CCD, 1999-2000)
 Elementary Middle High Combined Total
 48,545 | 23,402 | 33,555 | 732 | 107,344

Public school enrollment (CCD) (By state definition)
 1993-1994 1999-2000
 K-8 1,211,113 1,244,200
 9-12 496,382 541,172
 Total 1,744,082 1,816,716
 Pre-K 4,181 2,620

Sources of funding



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

Student Demographics

Race/ethnicity (CCD, 1999-2000)
 American Indian/Alaskan Natives 1993-1994 1999-2000
 1,683 * 2,191 *

Asian/Pacific Islander 30,414 35,098
 2% 2%

Black 239,902 270,582
 14% 15%

Hispanic 57,438 76,863
 3% 4%

White 1,414,645 1,431,977
 81% 79%

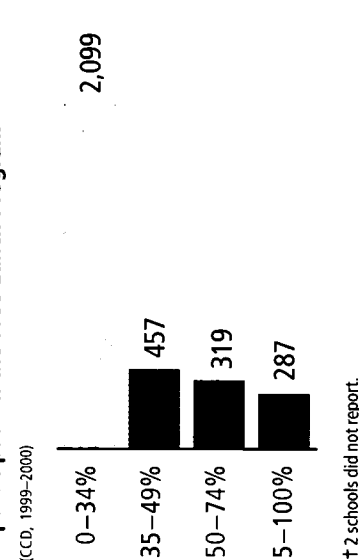
Other n/a n/a

Students with disabilities (OSSEP) 175,867 198,718
 9% 10%

Students with Limited English proficiency (ED, INCE, K-12) n/a 28,540
 — 2%

Migratory students (OME, K-12) 8,424 * 17,796
 * 1%

All schools by percent of students eligible to participate in the Free Lunch Program †



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment None

Expected School Improvement on Assessment Rewards = Increase 50 points on CRT (PSSA)

Indicators for School Accountability CRT (PSSA), graduation, attendance

Title I Adequate Yearly Progress (AYP) for Schools Move 5 percent of students up one proficiency level in reading, math (4 levels: Advanced, Proficient, Basic, Below Basic)

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	446	1,352	1,798
Schools Meeting AYP Goal	25%	75%	100%
Schools Identified for Improvement	198	1,299	1,497
	44%	96%	83%
	248	53	301
	56%	4%	17%

(ED Consolidated Report, 1999-2000)

Title I allocation \$358,981,327

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Grade 4 Grade 8

Reading, 1998:

Proficient level and above n/a n/a
 Basic level and above n/a n/a

Math, 2000:

Proficient level and above n/a n/a
 Basic level and above n/a n/a

Student Achievement 1999-2000

Assessment Pennsylvania System of Student Assessment
 State Definition of Proficient Test results placed in quartiles, (proficient level in 2000-01)

Elementary School

Grade 5 Reading

Students in:	Low			High			Top
	Middle	Middle	Middle	Middle	Middle	Middle	
All Schools	22%	23%	26%	29%	29%	29%	7
Title I Schools	46	31	16	7			
High Poverty Schools							
Students with Limited English Proficiency	65	21	8	5			
Migratory Students	50	32	12	6			
Students with Disabilities	55	19	9	8			

Mathematics

Students in:	Low			High			Top
	Middle	Middle	Middle	Middle	Middle	Middle	
All Schools	22%	26%	25%	27%	27%	27%	6
Title I Schools	45	34	15	6			
High Poverty Schools							
Students with Limited English Proficiency	55	26	10	8			
Migratory Students	52	32	10	6			
Students with Disabilities	57	24	11	8			

∞ ∞

Middle School

Grade 8 Reading

Students in:	Low			High			Top
	Middle	Middle	Middle	Middle	Middle	Middle	
All Schools	24%	23%	29%	25%	25%	25%	7
Title I Schools	50	28	16	7			
High Poverty Schools							
Students with Limited English Proficiency	66	20	10	4			
Migratory Students	52	30	15	3			
Students with Disabilities	70	18	8	4			

Mathematics

Students in:	Low			High			Top
	Middle	Middle	Middle	Middle	Middle	Middle	
All Schools	23%	26%	27%	25%	25%	25%	5
Title I Schools	51	31	13	5			
High Poverty Schools							
Students with Limited English Proficiency	50	27	16	7			
Migratory Students	42	37	15	6			
Students with Disabilities	68	21	7	4			

High School

Grade 11 Reading/Language Arts

Students in:	Low			High			Top
	Middle	Middle	Middle	Middle	Middle	Middle	
All Schools	26%	26%	25%	25%	25%	25%	2
Title I Schools	74	19	5	2			
High Poverty Schools							
Students with Limited English Proficiency	81	12	7	1			
Migratory Students	69	14	14	4			
Students with Disabilities	74	15	6	5			

Mathematics

Students in:	Low			High			Top
	Middle	Middle	Middle	Middle	Middle	Middle	
All Schools	25%	23%	26%	26%	26%	25%	2
Title I Schools	72	20	7	2			
High Poverty Schools							
Students with Limited English Proficiency	56	11	18	8			
Migratory Students	48	22	21	10			
Students with Disabilities	76	14	5	5			

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99	
	n/a		4%
Postsecondary enrollment (IPEDS, high school grads enrolled in college)	1994-95	1998-99	
	68,571	80,065	72%
	67%		

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 High Poverty Schools = 75-100% students receiving free/reduced lunch

Student Achievement 1999 – 2000

Assessment Prueba Puertorriquena de Competencias Escolaras
State Definition of Proficient Meets or exceeds state's criteria for academic progress

Grades 3,6,9,11 Reading/Language Arts

Students in:	Proficient ⇄		
	Level 3	Level 2	Level 1
All Schools	61%	23%	16%
Title I Schools	61	23	16
High Poverty Schools	62	22	16
Students with Limited English Proficiency	69	20	11
Migratory Students	47	26	27
Students with Disabilities	76	16	8

Mathematics

Students in:	Proficient ⇄		
	Level 3	Level 2	Level 1
All Schools	41%	35%	24%
Title I Schools	40	35	25
High Poverty Schools	41	35	24
Students with Limited English Proficiency	44	34	22
Migratory Students	40	37	23
Students with Disabilities	50	30	20

Grade Reading/Language Arts

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Mathematics

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Grade Reading/Language Arts

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Mathematics

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

100

High School Indicators

High school dropout rate (CCD event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment	1994-95	1998-99
	n/a	n/a

(IPEDS, High school grads enrolled in college)

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$8,294			
Number of districts (CCD, 1999-2000)	36			
Number of public schools (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
213	55	45	2	318
Number of charter schools (CCD, 1999-2000)	2			

Number of FTE teachers (CCD, 1999-2000)

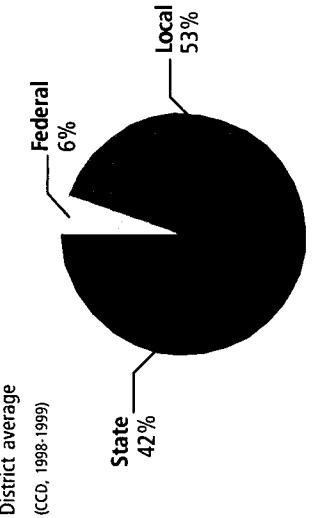
Elementary	Middle	High	Combined	Total
5,079	2,680	3,217	55	11,041

Publicschool enrollment (CCD)

1993-1994	1999-2000	
K-8	103,603	109,191
9-12	38,470	42,751
Total	145,676	156,454
Pre-K	465	1,047

(By state definition)

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	559 *	828
Asian/Pacific Islander	4,514	5,055
Black	9,943	12,043
Hispanic	12,536	20,482
White	118,124	118,046
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP)

1993-1994	1999-2000
19,672	25,856

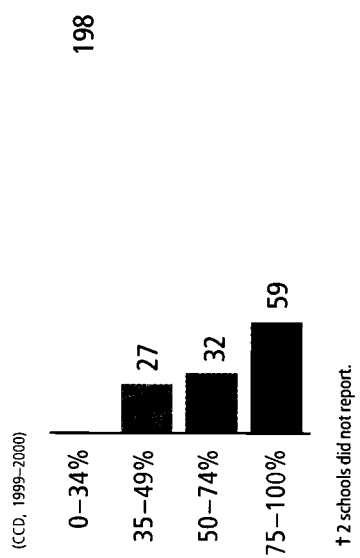
Students with Limited English proficiency (ED /NCBE, K-12)

1993-1994	1999-2000
8,079	10,245

Migratory students

1993-1994	1999-2000
247 *	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Ninety percent of students proficient by 2003

Expected School Improvement on Assessment
 Three percent growth of students at or above standard, and 3% decrease in lowest levels of performance.

Indicators for School Accountability
 Test scores, teacher survey on practices

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal

Title I 1999-2000

Number of Schools	Schoolwide Programs	Targeted Assistance	Total
55	40%	81	136
Schools Meeting AYP Goal	23	81	104
Schools Identified for Improvement	42%	100%	76%
	32	0	32
	58%	—	24%

(ED Consolidated Report, 1999-2000)

Title I allocation

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

\$26,425,285

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	32%	30%
Basic level and above	65%	74%
Math, 2000:		
Proficient level and above	23%	24%
Basic level and above	67%	65%

Student Achievement 1999-2000

Assessment New Standards Reference Exam, used since 1995
State Definition of Proficient Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

Elementary School

English Language Arts--All Students in Grade 4

Reading:	Proficient				
	Little Evidence	Below Standard	Nearly Achiev.	Achiev. Standard	Achiev. w/Honors
No Score	3%	0%	8%	10%	68%
Basic Underst.	3	0	7	26	63
Analysis	3	0	7	26	63

English Language Arts--All Students in Grade 8

Reading:	Proficient				
	Little Evidence	Below Standard	Nearly Achiev.	Achiev. Standard	Achiev. w/Honors
No Score	9%	0%	10%	30%	49%
Basic Underst.	9	0	25	43	22
Analysis	9	0	25	43	22

English Language Arts--All Students in Grade 10

Reading:	Proficient				
	Little Evidence	Below Standard	Nearly Achiev.	Achiev. Standard	Achiev. w/Honors
No Score	16%	1%	12%	35%	34%
Basic Underst.	16	1	21	29	33
Analysis	16	1	21	29	33

Middle School

Mathematics--All Students in Grade 4

Skills	Proficient				
	Little Evidence	Below Standard	Nearly Achiev.	Achiev. Standard	Achiev. w/Honors
Concepts	2%	1%	31%	39%	25%
Problem Solving	2	22	43	13	15

Mathematics--All Students in Grade 8

Skills	Proficient				
	Little Evidence	Below Standard	Nearly Achiev.	Achiev. Standard	Achiev. w/Honors
Concepts	8%	7%	11%	18%	30%
Problem Solving	8	33	23	18	14

Mathematics--All Students in Grade 10

Skills	Proficient				
	Little Evidence	Below Standard	Nearly Achiev.	Achiev. Standard	Achiev. w/Honors
Concepts	19%	11%	24%	10%	24%
Problem Solving	19	10	32	20	13

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	5,795	6,416
	78%	79%

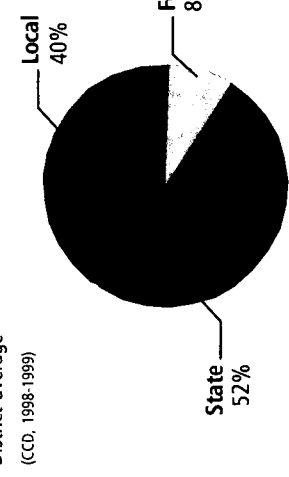
KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,656			
Number of districts (CCD, 1999-2000)	90			
Number of public schools (CCD, 1999-2000)	7			
Elementary	Middle	High	Combined	Total
592	248	188	12	1,043

Number of FTE teachers (CCD, 1999-2000)	Elementary	Middle	High	Combined	Total
	21,677	10,072	11,564	401	43,879
Public school enrollment (CCD)	1993-1994	1999-2000			
	K-8	459,707	467,395		
	9-12	176,745	183,055		
	Total	643,696	666,780		
(By state definition)	Pre-K	7,244	16,330		

Sources of funding

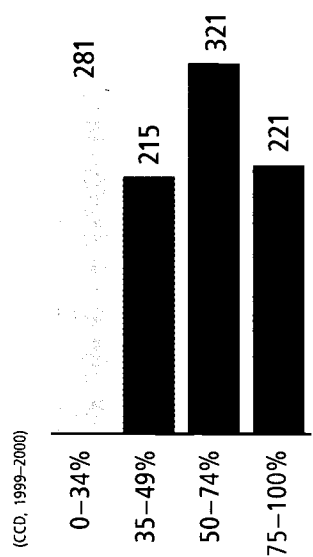


KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
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Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	1,007 *	1,527 *
Asiani/Pacific Islander	4,367	6,024
Black	264,747	281,208
Hispanic	42% 3,493	42% 10,145
White	1% 362,838	2% 367,876
Other	n/a	n/a
(CCD, K-12)		
Students with disabilities (OSEP)	68,342	88,290
	11%	14%
Students with Limited English proficiency (ED/INCBE, K-12)	1,965 *	5,577
		1%
Migratory students	2,227 *	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† 5 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Rating based on percent of students meeting standard (5 levels)

Expected School Improvement on Assessment
 Rewards for high improvement of students using matched longitudinal data

Indicators for School Accountability
 CRT scores

Title I Adequate Yearly Progress (AYP) for Schools
 Annual improvement toward 75 percent at/above Basic in English/Language Arts and 70 percent at/above Basic in Math.

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	439	74	513
Schools Meeting AYP Goal	86%	14%	100%
Schools Identified for Improvement	404	74	478
	92%	100%	93%
	35	0	35
	8%	—	7%

(ED Consolidated Report, 1999-2000)

Title I allocation \$103,721,947

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	22%	22%
Basic level and above	55%	65%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	54%

Student Achievement 1999-2000

Assessment Palmetto Achievement Challenge Test
 State Definition of Proficient Meets expectations for performance based on curriculum standards approved by the State Board of Education.

Elementary School

Grade 4 Reading/Language Arts

Students in:	Proficient			Ad- vanced
	Below Basic	Basic	Proficient	
All Schools	28%	35%	33%	4%
Title I Schools	33	37	27	2
High Poverty Schools	44	36	18	1
Students with Limited English Proficiency	23	32	40	5
Migratory Students	—	—	—	—
Students with Disabilities	64	25	10	1

Mathematics

Students in:	Proficient			Ad- vanced
	Below Basic	Basic	Proficient	
All Schools	38%	38%	16%	8%
Title I Schools	45	37	13	6
High Poverty Schools	59	32	7	2
Students with Limited English Proficiency	31	36	18	14
Migratory Students	—	—	—	—
Students with Disabilities	70	23	5	2

Middle School

Grade 8 Reading/Language Arts

Students in:	Proficient			Ad- vanced
	Below Basic	Basic	Proficient	
All Schools	35%	41%	20%	4%
Title I Schools	45	40	13	2
High Poverty Schools	56	36	7	1
Students with Limited English Proficiency	39	38	18	5
Migratory Students	—	—	—	—
Students with Disabilities	89	17	2	0

Mathematics

Students in:	Proficient			Ad- vanced
	Below Basic	Basic	Proficient	
All Schools	38%	42%	13%	7%
Title I Schools	46	40	9	5
High Poverty Schools	61	34	4	1
Students with Limited English Proficiency	34	39	14	13
Migratory Students	—	—	—	—
Students with Disabilities	78	20	2	1

High School

Grade 10 Reading/Language Arts

Students in:	Proficient			Met Standard
	Didn't Meet	Met	Standard	
All Schools	17%	83%	—	
Title I Schools	28	72	—	
High Poverty Schools	28	72	—	
Students with Limited English Proficiency	—	—	—	
Migratory Students	—	—	—	
Students with Disabilities	55	45	—	

Mathematics

Students in:	Proficient			Met Standard
	Didn't Meet	Met	Standard	
All Schools	—	—	—	
Title I Schools	37	64	—	
High Poverty Schools	41	59	—	
Students with Limited English Proficiency	—	—	—	
Migratory Students	—	—	—	
Students with Disabilities	53	47	—	

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	19,271	21,050
	63%	67%

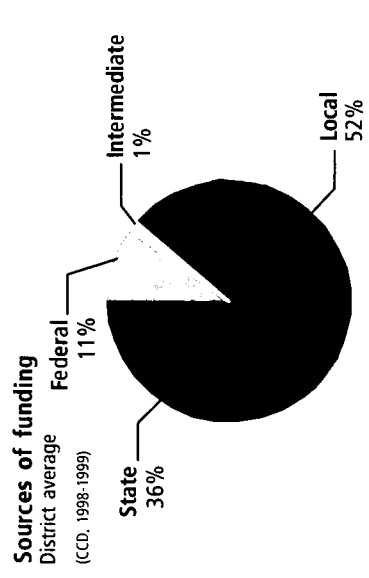
104

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,259			
Number of districts (CCD, 1999-2000)	179			
Number of public schools (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
386	178	179	13	759
Number of charter schools	0			

Number of FTE teachers (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
4,531	2,028	2,794	45	9,401
Public school enrollment (CCD)				
	1993-1994	1999-2000		
K-8	100,054	88,289		
9-12	39,971	41,400		
Total	142,825	130,986		
(By state definition)	Pre-K	612	1,139	



KEY: * = Less than 0.5 percent
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 # = Sample size too small to calculate

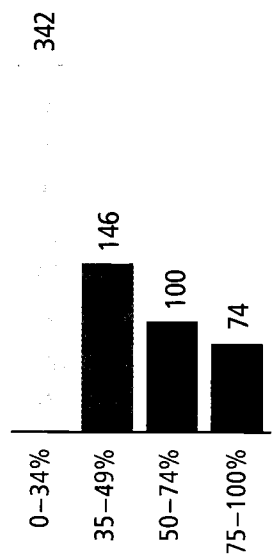
Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	18,638 13%	12,870 10%
Asiani/Pacific Islander	1,020 1%	1,190 1%
Black	1,008 1%	1,464 1%
Hispanic	906 1%	1,476 1%
White	121,253 85%	113,988 87%
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP)	12,741 9%	13,233 10%
Students with Limited English proficiency (ED /NCBE, K-12)	3,848 3%	5,495 4%
Migratory students	1,733 1%	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †
(CCD, 1999-2000)



† 97 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
School accreditation

Expected School Improvement on Assessment
None

Indicators for School Accountability
Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
Five percent gain from Below Basic to Basic or from Basic to Proficient

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	93	313	406
Schools Meeting AYP Goal	23%	77%	100%
Schools Identified for Improvement	85	306	391
	91%	96%	96%
	8	7	15
	9%	2%	4%

(ED Consolidated Report, 1999-2000)

Title I allocation \$21,806,967

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Student Achievement 1999-2000

Assessment Stanford Achievement Test Version 9, used since 1997-98
State Definition of Proficient Demonstrates solid academic performance.

Elementary School

Grade 4 Reading/Language Arts

Students in:
 All Schools
 Title I Reading Schools
 High Poverty Schools

National Percentile
 65%

Students in:
 All Schools
 Title I Reading Schools
 High Poverty Schools

National Percentile
 52%

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Mathematics

Mathematics

Mathematics

Students in:
 All Schools
 Title I Reading Schools
 High Poverty Schools

National Percentile
 65%

Students in:
 All Schools
 Title I Reading Schools
 High Poverty Schools

National Percentile
 69%

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

Students with Limited English Proficiency
 Migratory Students
 Students with Disabilities

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High School Indicators

High school dropout rate (CCD, event)
 1993-94 1998-99
 n/a 5%

Postsecondary enrollment
 (IPEDS, High school grads enrolled in college)
 1994-95 1998-99
 4,342 6,108
 51% 67%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

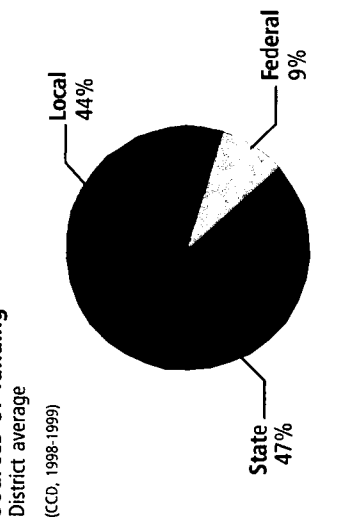
School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,123	
Number of districts (CCD, 1998-2000)	138	
Number of public schools (CCD, 1999-2000)	0	
Elementary	Middle	High
932	263	288
Combined	Total	
58	1,554	
Number of charter schools (CCD, 1999-2000)	0	

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined	Total
n/a	n/a	n/a	n/a	n/a
Public school enrollment	1993-1994	1999-2000		
(CCD)	K-8	603,041	626,946	
	9-12	236,542	249,933	
	Total	866,557	894,538	
(By state definition)	Pre-K	9,542	3,434	

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	881 *	n/a
Asian/Pacific Islander	6,282	n/a
Black	198,125	n/a
Hispanic	3,868	n/a
White	655,116	n/a
Other	n/a	n/a
(CCD, K-12)		
Students with disabilities (OSEP)	10,823	110,113
Students with Limited English proficiency (ED/INCE, K-12)	3,450 *	11,039
Migratory students	391 *	n/a

All schools by percent of students eligible to participate in the Free Lunch Program (CCD, 1999-2000)

State level available

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Above 50th percentile on NRT in reading and math

Expected School Improvement on Assessment
 Attain value-added score of 100, over 3 years improvement on test scores

Indicators for School Accountability
 NRT (CTBS) value-added assessment, attendance, promotion, dropout

Title I Adequate Yearly Progress (AYP) for Schools
 Improve mean performance level across grades by average of .05

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	513	293	806
Schools Meeting AYP Goal	64%	36%	100%
Schools Identified for Improvement	175	137	312
	34%	47%	39%
	70	7	77
	14%	2%	10%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$139,795,133
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	26%
Basic level and above	58%	71%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	53%

Assessment Tennessee Comprehensive Achievement Program
 State Definition of Proficient There is no definition of proficient

Student Achievement 1999-2000

Elementary School

Grade 4

Reading/Language Arts

Students in: _____
 All Schools _____
 Title I Schools _____
 High Poverty Schools _____

Median
 National Percentile
 55%

Students with Limited
 English Proficiency _____
 Migratory Students _____
 Students with Disabilities _____

Mathematics

Students in: _____
 All Schools _____
 Title I Schools _____
 High Poverty Schools _____

Median
 National Percentile
 58%

Students with Limited
 English Proficiency _____
 Migratory Students _____
 Students with Disabilities _____

Middle School

Grade 8

Reading/Language Arts

Students in: _____
 All Schools _____
 Title I Schools _____
 High Poverty Schools _____

Median
 National Percentile
 54%

Students with Limited
 English Proficiency _____
 Migratory Students _____
 Students with Disabilities _____

Mathematics

Students in: _____
 All Schools _____
 Title I Schools _____
 High Poverty Schools _____

Median
 National Percentile
 58%

Students with Limited
 English Proficiency _____
 Migratory Students _____
 Students with Disabilities _____

High School

Grade

Reading/Language Arts

Students in: _____
 All Schools _____
 Title I Schools _____
 High Poverty Schools _____

Students with Limited
 English Proficiency _____
 Migratory Students _____
 Students with Disabilities _____

Mathematics

Students in: _____
 All Schools _____
 Title I Schools _____
 High Poverty Schools _____

Students with Limited
 English Proficiency _____
 Migratory Students _____
 Students with Disabilities _____

High School Indicators

High school dropout rate (CCD, event) 1993-94 1998-99
 n/a 5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college) 1994-95 1998-99
 24,407 26,997
 60% 68%

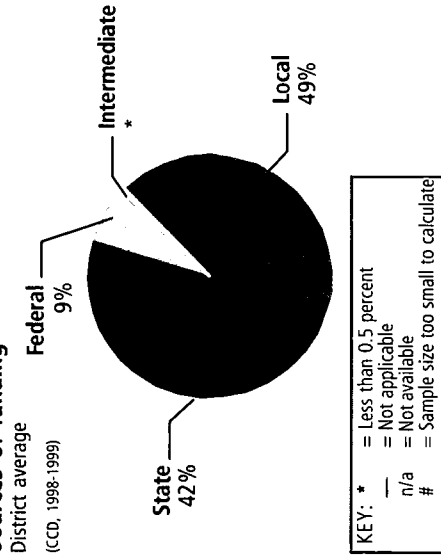
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 - = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$5,685
Number of districts (CCD, 1999-2000)	1,042
Number of public schools (CCD, 1999-2000)	
Elementary	3,721
Middle	1,527
High	1,433
Combined	480
Total	7,395
Number of charter schools (CCD, 1999-2000)	176

Number of FTE teachers (CCD, 1999-2000)	
Elementary	123,327
Middle	62,028
High	69,872
Combined	8,335
Total	266,688
Public school enrollment (CCD)	
K-8	2,560,607
9-12	927,209
Total	3,608,262
Pre-K (By state definition)	120,446
1993-1994	1999-2000
2,560,607	2,757,618
927,209	1,095,930
3,608,262	3,991,783
120,446	138,235

Sources of funding



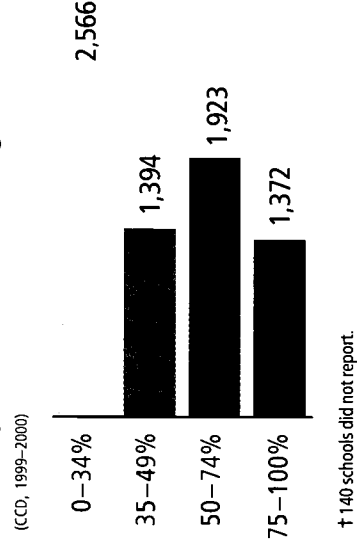
Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	8,153	11,265
Asian/Pacific Islander	80,398	103,499
Black	515,395	576,083
Hispanic	1,282,531	1,578,967
White	1,721,788	1,721,969
Other	n/a	n/a

(CCD, K-12)

Students with disabilities (OSEP)	352,757	431,984
Students with Limited English proficiency (ED /NCBE, K-12)	421,372	554,949
Migratory students	121,054	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Above 50 percent passing on CRT for all race/ethnic groups, low-income (pass=70% correct in Reading, Math).

Expected School Improvement on Assessment
 Pass rate increases 5 percent per year for each group.

Indicators for School Accountability
 Assessment scores, attendance, dropout rates

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	3,674	693	4,367
Schools Meeting AYP Goal	84%	16%	100%
Schools Identified for Improvement	3,583	657	4,240
	98%	95%	97%
	91	36	127
	2%	5%	3%

(ED Consolidated Report, 1999-2000)

Title I allocation \$739,527,911

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	28%
Basic level and above	63%	76%
Math, 2000:		
Proficient level and above	27%	25%
Basic level and above	77%	69%

Student Achievement 1999-2000

Elementary School

Grade 4

Reading/Language Arts

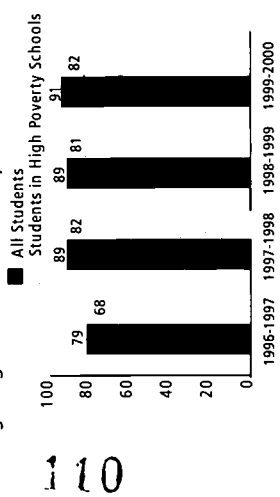
Students in:	Proficient		
	Partially Proficient	Proficient	Advanced
All Schools	10%	53%	38%
Title I Schools	13	56	31
High Poverty Schools	17	58	24
Students with Limited English Proficiency	28	59	13
Migratory Students	20	60	20
Students with Disabilities	19	59	22

Mathematics

Students in:	Proficient		
	Partially Proficient	Proficient	Advanced
All Schools	13%	54%	33%
Title I Schools	16	56	28
High Poverty Schools	22	57	22
Students with Limited English Proficiency	28	57	15
Migratory Students	20	58	21
Students with Disabilities	24	58	18

Student achievement trend

Reading 4th grade meets or exceeds proficient



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 8

Reading/Language Arts

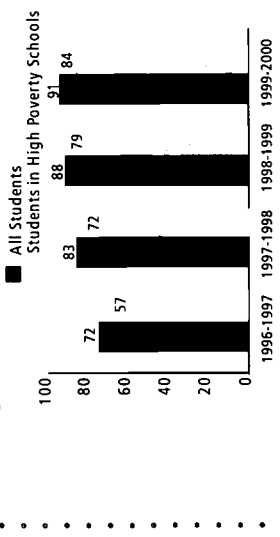
Students in:	Proficient		
	Partially Proficient	Proficient	Advanced
All Schools	10%	63%	27%
Title I Schools	14	65	20
High Poverty Schools	18	67	15
Students with Limited English Proficiency	46	52	2
Migratory Students	24	66	10
Students with Disabilities	32	62	6

Mathematics

Students in:	Proficient		
	Partially Proficient	Proficient	Advanced
All Schools	9%	74%	17%
Title I Schools	13	75	12
High Poverty Schools	17	75	9
Students with Limited English Proficiency	34	64	3
Migratory Students	18	75	7
Students with Disabilities	30	67	3

Student achievement trend

Math 8th grade meets or exceeds proficient



High School

Grade 10

Reading/Language Arts

Students in:	Proficient		
	Partially Proficient	Proficient	Advanced
All Schools	9%	67%	24%
Title I Schools	15	71	15
High Poverty Schools	18	72	10
Students with Limited English Proficiency	49	50	1
Migratory Students	26	68	6
Students with Disabilities	33	63	5

Mathematics

Students in:	Proficient		
	Partially Proficient	Proficient	Advanced
All Schools	12%	68%	20%
Title I Schools	18	68	14
High Poverty Schools	20	68	12
Students with Limited English Proficiency	39	57	5
Migratory Students	24	67	9
Students with Disabilities	42	54	4

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	3%	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	86,587	106,387
	53%	54%

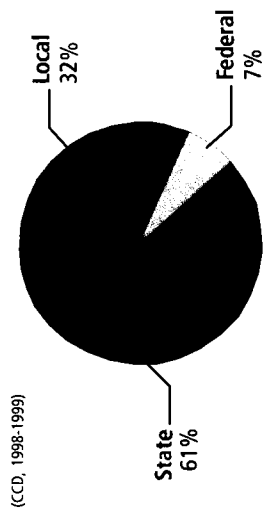


School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$4,210			
Number of districts (CCD, 1999-2000)	40			
Number of public schools (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
467	129	153	13	788
Number of charter schools (CCD, 1999-2000)	6			

Number of FTE teachers (CCD, 1999-2000)				
Elementary	Middle	High	Combined	Total
11,788	4,947	5,995	167	23,425
Public school enrollment (CCD)	1993-1994	1999-2000		
K-8	321,280	318,822		
9-12	137,235	146,475		
Total	471,365	478,910		
(By state definition)	Pre-K	2,690	2,002	

Sources of funding

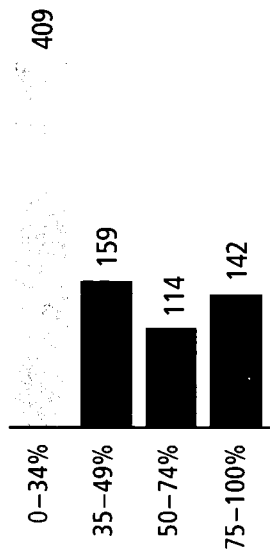


KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000	
American Indian/Alaskan Natives	6,587	7,502	
Asian/Pacific Islander	9,559	12,711	
Black	2,913	4,274	
Hispanic	21,069	38,698	
(CCD, K-12)	White	429,506	415,725
Other	n/a	n/a	
Students with disabilities (OSEP)	45,111	46,998	
Students with Limited English proficiency (ED /NCE, K-12)	21,364	41,306	
Migratory students	2,302	n/a	

All schools by percent of students eligible to participate in the Free Lunch Program †



† 64 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 School accreditation process, district accountability reporting

Expected School Improvement on Assessment
 Not by state

Indicators for School Accountability
 Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
 Meet state average at basic or higher level or increase 3 percent per year at basic or higher (Utah End of Level Tests)

Title I 1999-2000

Number of Schools	Schoolwide Programs		Targeted Assistance	Total
	110	118		
Schools Meeting AYP Goal	48%	52%	228	100%
Schools Identified for Improvement	90	113	203	89%
	20	5	25	11%
	18%	4%		

(ED Consolidated Report, 1999-2000)

Title I allocation

\$38,952,103
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	28%	31%
Basic level and above	62%	77%
Math, 2000:		
Proficient level and above	24%	26%
Basic level and above	70%	68%

Student Achievement 1999-2000

Assessment See Below
 State Definition of Proficient Score of ≥86% on CRTs

Elementary School Utah End of Level Test Grade 4 Reading/Language Arts

Students in:	Proficient		
	Minimal Mastery	Partial Mastery	Near Mastery
All Schools	2%	19%	35%
Title I Schools	3	24	36
High Poverty Schools	6	35	34
Students with Limited English Proficiency	7	44	36
Migratory Students	11	43	40
Students with Disabilities	10	45	28

Mathematics

Students in:	Proficient		
	Minimal Mastery	Partial Mastery	Near Mastery
All Schools	1%	30%	20%
Title I Schools	1	35	20
High Poverty Schools	3	48	20
Students with Limited English Proficiency	3	58	18
Migratory Students			
Students with Disabilities	5	56	17

Middle School Utah End of Level Test Grade 6 Reading/Language Arts

Students in:	Proficient		
	Minimal Mastery	Partial Mastery	Near Mastery
All Schools	1%	29%	32%
Title I Schools	1	39	31
High Poverty Schools	1	50	28
Students with Limited English Proficiency	1	27	32
Migratory Students	2	66	23
Students with Disabilities	4	71	17

Mathematics

Students in:	Proficient		
	Minimal Mastery	Partial Mastery	Near Mastery
All Schools	2%	38%	25%
Title I Schools	3	46	24
High Poverty Schools	5	59	18
Students with Limited English Proficiency	5	66	17
Migratory Students	4	70	17
Students with Disabilities			

High School Stanford Achievement Test, Version 9 Grade 11 Reading/Language Arts

Students in:	Proficient		
	Minimal Mastery	Partial Mastery	Near Mastery
All Schools	10%	55%	29%
Title I Schools	24	62	13
High Poverty Schools	25	67	8
Students with Limited English Proficiency	24	60	13
Migratory Students	28	60	12
Students with Disabilities	21	60	16

Utah End of Level Test-Grade 10 Mathematics

Students in:	Proficient		
	Minimal Mastery	Partial Mastery	Near Mastery
All Schools	10%	55%	29%
Title I Schools	24	62	13
High Poverty Schools	25	67	8
Students with Limited English Proficiency	24	60	13
Migratory Students	28	60	12
Students with Disabilities	21	60	16

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	4%	5%
Postsecondary enrollment (PEDS, High school grads enrolled in college)	1994-95	1998-99
	15,071	13,451
	57%	43%

KEY: * = Less than 0.5 percent
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 High Poverty Schools = 75-100% students receiving free/reduced lunch

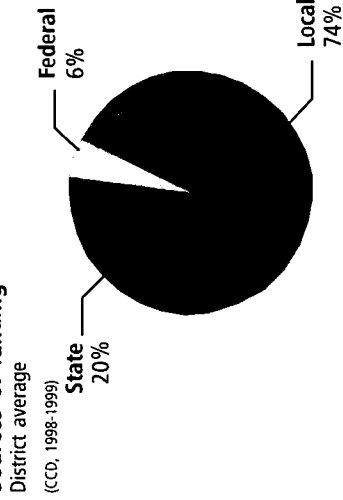
School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$7,541		
Number of districts (CCD, 1999-2000)	0		
Number of public schools (CCD, 1999-2000)	287		
Elementary	High	Combined	Total
266 26 49 18 359	49	18	
Number of charter schools (CCD, 1999-2000)	287		

Number of FTE teachers (CCD, 1999-2000)	287		
Elementary	High	Combined	Total
4,371 774 2,717 574 8,436	2,717	574	

Public school enrollment (CCD)	1993-1994	1999-2000
K-8	72,804	69,785
9-12	27,377	31,913
Total	102,755	104,559
(By state definition)	Pre-K	2,491

Sources of funding



KEY: * = Less than 0.5 percent
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Student Demographics

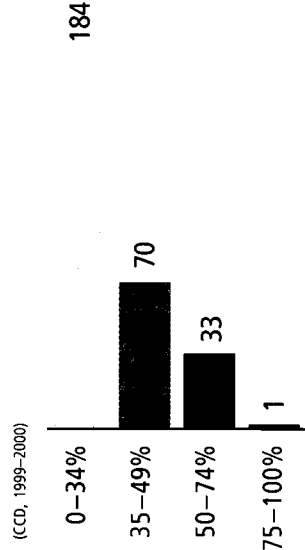
Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	634	554
Asian/Pacific Islander	889	1,191
Black	724	1,024
Hispanic	324	533
(CCD, K-12)	White	100,184
	Other	101,257

Students with disabilities (OSEP)	8,750	11,890
	9%	12%

Students with Limited English proficiency (ED/INCEB, K-12)	848	936
	1%	1%

Migrant (OME, K-12)	1,403	n/a
	1%	—

All schools by percent of students eligible to participate in the Free Lunch Program †



† 71 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 60 percent students meet standard for Basic skills target,
 50% meet standard for Analytical skills target

Expected School Improvement on Assessment
 No information available

Indicators for School Accountability
 Assessment scores (New standards-Math, Language Arts,
 local NRT or portfolio, Direct Reading)

Title I Adequate Yearly Progress (AYP) for Schools
 50% meet targets for Basic, Analytical targets 1 of 2
 years

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	68	144	212
Schools Meeting AYP Goal	32%	68%	100%
Schools Identified for Improvement	60	122	182
	88%	85%	86%
	8	22	30
	12%	15%	14%

(ED Consolidated Report, 1999-2000)

Title I allocation \$19,292,796

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	30%	32%
Basic level and above	74%	75%

Student Achievement 1999-2000

New Standards Referenced Exam
Please note scores are by content area. Vermont sets levels in conjunction with publisher.

Assessment
State Definition of Proficient

Elementary School

English Language Arts--All Students in Grade 4

Students in:
Reading Basic Underst. 83%
Reading Analysis 64

Achieved Standard 64

Middle School

English Language Arts--All Students in Grade 8

Students in:
Reading Basic Underst. 57%
Reading Analysis 29

Achieved Standard 29

High School

English Language Arts--All Students in Grade 10

Students in:
Reading Basic Underst. 45%
Reading Analysis 42

Achieved Standard 42

Mathematics--All Students in Grade 4

Students in:
Skills 69%
Concepts 38
Problem Solving 35

Achieved Standard 38

Mathematics--All Students in Grade 8

Students in:
Skills 66%
Concepts 32
Problem Solving 43

Achieved Standard 32

Mathematics--All Students in Grade 10

Students in:
Skills 56%
Concepts 36
Problem Solving 29

Achieved Standard 36

High School Indicators

High school dropout rate (CCD, event)
1993-94 1998-99
n/a 5%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)
1994-95 1998-99
3,318 3,811
61% 59%

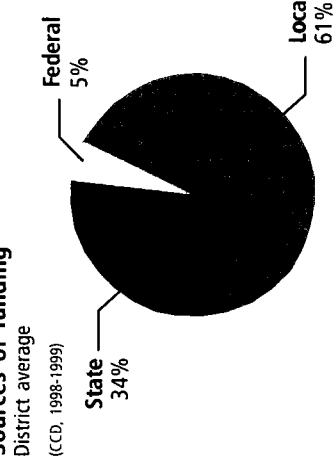
KEY:
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= Sample size too few to calculate
High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$6,350		
Number of districts (CCD, 1999-2000)	135		
Number of public schools (CCD, 1999-2000)	Elementary	Middle	Total
	1,141	332	1,816
	High	Combined	Total
	305	19	1,816
Number of charter schools (CCD, 1999-2000)	0		

Number of FTE teachers (CCD, 1999-2000)	Elementary	Middle	High	Combined	Total
	n/a	n/a	n/a	n/a	n/a
Public school enrollment (CCD)	K-8	9-12	Total	Pre-K	
	734,673	278,009	1,045,471	3,186	1,048,657
(By state definition)					5,293

Sources of funding

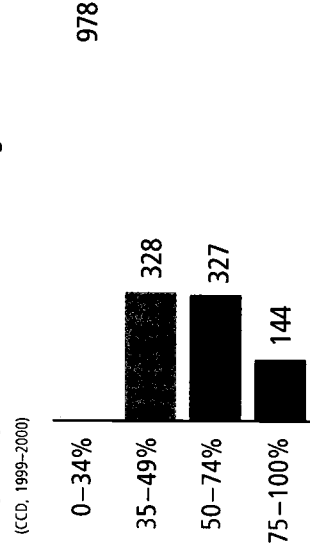


KEY: * = Less than 0.5 percent
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 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	1,650 *	2,928 *
Asian/Pacific Islander	34,939	43,814
Black	270,087	307,815
Hispanic	28,842	49,253
White	709,953	736,127
Other	n/a	n/a
(CCD, K-12)		
Students with disabilities (OSEP)	111,605	140,439
Students with Limited English proficiency (ED/INCBE, K-12)	n/a	31,675
Migrant (OME, K-12)	1,835 *	n/a

All schools by percent of students eligible to participate in the Free Lunch Program †



† 39 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

- Statewide Goal for Schools on State Assessment**
Above 70 percent of students pass standards-based tests (4 subjects) to be fully accredited
- Expected School Improvement on Assessment**
Improve percent of students passing to 70 percent
- Indicators for School Accountability**
Assessment scores
- Title I Adequate Yearly Progress (AYP) for Schools**
Same as Statewide standards (provisional accreditation: scores improved over prior year)

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	214	518	732
Schools Meeting AYP Goal	29%	71%	100%
Schools Identified for Improvement	156	426	582
	73%	82%	80%
	57	92	149
	27%	18%	20%

(ED Consolidated Report, 1999-2000)

Title I allocation \$121,606,111
 (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	30%	33%
Basic level and above	64%	78%
Math, 2000:		
Proficient level and above	25%	26%
Basic level and above	72%	68%

Student Achievement 1999-2000

Assessment
State Definition of Proficient

Virginia Standards of Learning Test
Student has demonstrated a satisfactory level of achievement on the SOL test

Elementary School

Grade 3

Reading/Language Arts

Students in:	Did Not Pass	Proficient	
		Passed/Proficient	Passed/Advanced
All Schools	39%	51%	10%
Title I Schoolwide	57	39	5
High Poverty Schools			
Students with Limited English Proficiency	60	38	2
Migratory Students			
Students with Disabilities	67	30	3

Mathematics

Students in:	Did Not Pass	Proficient	
		Passed/Proficient	Passed/Advanced
All Schools	29%	39%	32%
Title I Schoolwide	47	38	15
High Poverty Schools			
Students with Limited English Proficiency	44	40	16
Migratory Students			
Students with Disabilities	52	33	15

Middle School

Grade 8

Reading/Language Arts

Students in:	Did Not Pass	Proficient	
		Passed/Proficient	Passed/Advanced
All Schools	30%	49%	21%
Title I Schoolwide	54	39	7
High Poverty Schools			
Students with Limited English Proficiency	61	34	5
Migratory Students			
Students with Disabilities	66	29	5

Mathematics

Students in:	Did Not Pass	Proficient	
		Passed/Proficient	Passed/Advanced
All Schools	39%	52%	9%
Title I Schoolwide	70	30	1
High Poverty Schools			
Students with Limited English Proficiency	50	43	7
Migratory Students			
Students with Disabilities	73	25	2

High School

Grade 10

Reading/Language Arts

Students in:	Did Not Pass	Passed/Proficient	Passed/Advanced
All Schools			
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:	Did Not Pass	Passed/Proficient	Passed/Advanced
All Schools			
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

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High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	5%
Postsecondary enrollment (IPEDS, high school grads enrolled in college)	1994-95	1998-99
	32,378	37,488
	58%	60%

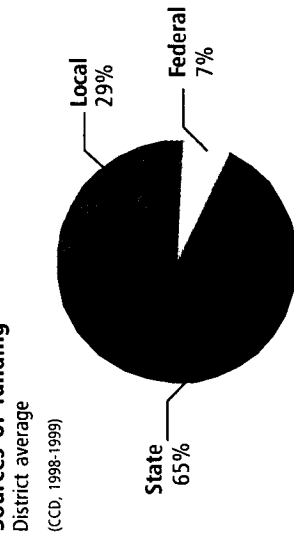
KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$6,110		
Number of districts (CCD, 1999-2000)	296		
Number of public schools (CCD, 1999-2000)	0		
Elementary	High	Combined	Total
1,160	349	437	135
			2,111
Number of charter schools (CCD, 1999-2000)			0

Number of FTE teachers (CCD, 1999-2000)			
Elementary	Middle	High	Combined
24,308	9,885	13,000	1,075
			48,702
Public school enrollment (CCD)	1993-1994	1999-2000	
	K-8	655,337	687,628
	9-12	255,528	308,633
	Total	915,952	1,002,361
(By state definition)	Pre-K	5,087	6,100

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	23,390	26,228
Asiani/Pacific Islander	56,427	71,924
Black	40,534	51,779
Hispanic	63,313	96,246
White	732,288	756,184
Other	n/a	n/a
(CCD, K-12)		

Students with disabilities (OSEP)	82,811	99,636
	9%	10%
Students with Limited English proficiency (ED/INCBE, K-12)	30,461	55,709
	3%	6%
Migrant (OME, K-12)	31,025	n/a
	3%	—

All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1999-2000)

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Long term goal: above 80 percent of students meet standard (proficient level)

Expected School Improvement on Assessment
 Increase performance to meet 3-year goals and 10-year goal of students meeting standard

Indicators for School Accountability
 Assessment scores, attendance, dropout rate, mobility and poverty rates

Title I Adequate Yearly Progress (AYP) for Schools
 Increase percent of students meeting standard (gr. 4, 7 in Reading, Math) level 3, decrease percent at level 1

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	374	574	948
Schools Meeting AYP Goal	39%	61%	100%
Schools Identified for Improvement	97%	554	917
	13	20	33
	3%	3%	3%

(ED Consolidated Report, 1999-2000)

Title I allocation \$127,850,409

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	32%
Basic level and above	63%	77%

Math, 2000:
 Proficient level and above n/a
 Basic level and above n/a

Student Achievement 1999-2000

Washington Assessment of Student Learning
(Percent do not total 100% because of students not tested)
Meets or exceeds Level 3

Assessment
State Definition of Proficient

Elementary School

Grade 4 Reading/Language Arts

Students in:	Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	5%	27%	43%	22%
Title I Schools	9	37	38	13
High Poverty Schools	13	42	32	9
Students with Limited English Proficiency	25	51	19	2
Migratory Students	23	51	22	2
Students with Disabilities	23	45	23	4

Mathematics

Students in:	Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	31%	25%	22%	19%
Title I Schools	46	25	17	11
High Poverty Schools	55	23	13	7
Students with Limited English Proficiency	69	17	8	3
Migratory Students	72	16	8	2
Students with Disabilities	63	19	10	4

Middle School

Grade 7 Reading/Language Arts

Students in:	Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	16%	39%	28%	14%
Title I Schools	30	40	18	7
High Poverty Schools	40	39	12	4
Students with Limited English Proficiency	63	28	5	1
Migratory Students	56	34	8	1
Students with Disabilities	56	32	6	1

Mathematics

Students in:	Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	54%	15%	16%	12%
Title I Schools	69	12	11	6
High Poverty Schools	79	9	6	3
Students with Limited English Proficiency	88	5	3	1
Migratory Students	88	7	2	1
Students with Disabilities	89	4	2	1

High School

Grade 10 Reading/Language Arts

Students in:	Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	12%	20%	22%	38%
Title I Schools	19	24	21	24
High Poverty Schools	25	24	18	16
Students with Limited English Proficiency	55	23	7	5
Migratory Students	43	29	12	6
Students with Disabilities	47	24	10	4

Mathematics

Students in:	Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	35%	23%	20%	15%
Title I Schools	49	21	13	6
High Poverty Schools	60	17	8	3
Students with Limited English Proficiency	73	13	6	2
Migratory Students	77	13	4	1
Students with Disabilities	76	9	3	1



High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	n/a	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	28,619	29,726
	61%	55%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

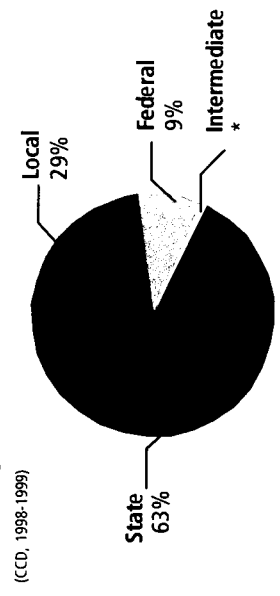
School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$6,677		
Number of districts (CCD, 1999-2000)	55		
Number of public schools (CCD, 1999-2000)	0		
Elementary	Middle	High	Combined Total
520	133	121	28 808
Number of charter schools (CCD, 1999-2000)	0		

Number of FTE teachers (CCD, 1999-2000)

Elementary	Middle	High	Combined Total
10,108	4,112	5,213	568 20,038
Public school enrollment (CCD)	1993-1994	1999-2000	
K-8	209,090	196,952	
9-12	96,264	88,049	
Total	314,383	291,811	
(By state definition)	Pre-K	3,981	6,176

Sources of funding



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

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	251 *	284 *
Asian/Pacific Islander	1,237 *	1,514
Black	12,423	12,393
Hispanic	643 *	1,036 *
White	299,829	276,584
Other	n/a	n/a
(CCD, K-12)	95%	95%

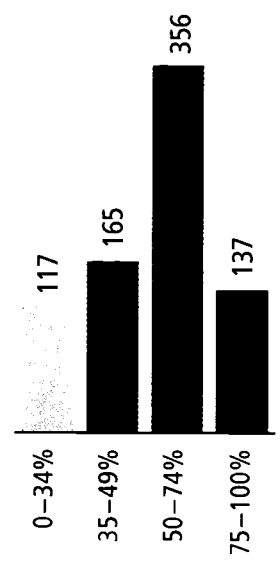
Students with disabilities (OSEP)	37,016	42,539
	12%	15%

Students with Limited English proficiency (ED /NCBE, K-12)	n/a	1,039 *
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Migrant (OME, K-12)	256 *	n/a
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All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 33 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Above 50 percent of students at/above 3rd quartile, <15 percent in 1st quartile or decrease in 1st quartile in 2 of last 3 years.

Expected School Improvement on Assessment
 Achieve goals for school by the target year.

Indicators for School Accountability
 NRT assessment; attendance, dropout

Title I Adequate Yearly Progress (AYP) for Schools
 Same as statewide goal.

Title I 1999-2000

Number of Schools	Schoolwide Programs	Targeted Assistance	Total
456	341	115	456
Schools Meeting AYP Goal	75%	25%	100%
338	230	108	338
Schools Identified for Improvement	67%	94%	74%
118	111	7	118
	33%	6%	26%

(ED Consolidated Report, 1999-2000)

Title I allocation \$76,430,959

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Proficient level and above	29%	Grade 4	18%
	Basic level and above	62%	Grade 8	62%
Math, 2000:	Proficient level and above	18%	Grade 4	18%
	Basic level and above	67%	Grade 8	62%

Student Achievement 1999-2000

Assessment West Virginia Test, used since 1995
 State Definition of Proficient Meets or exceeds Level III

Elementary School

Grade 4

Reading/Language Arts

Students in:	§ Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	19%	27%	26%	29%
Title I Schools	20	28	26	26
High Poverty Schools	23	29	26	22
Students with Limited English Proficiency	19	21	18	42
Migratory Students	*	*	*	*
Students with Disabilities	34	27	14	25

Mathematics

Students in:	§ Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	15%	20%	29%	36%
Title I Schools	16	21	30	34
High Poverty Schools	17	21	30	32
Students with Limited English Proficiency	11	15	21	53
Migratory Students	*	*	*	*
Students with Disabilities	35	22	17	26

Middle School

Grade 8

Reading/Language Arts

Students in:	§ Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	19%	24%	29%	27%
Title I Schools	21	26	29	24
High Poverty Schools	20	28	29	22
Students with Limited English Proficiency	12	11	29	48
Migratory Students	*	*	*	*
Students with Disabilities	57	21	9	14

Mathematics

Students in:	§ Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	20%	22%	26%	32%
Title I Schools	21	22	27	30
High Poverty Schools	19	24	27	30
Students with Limited English Proficiency	8	9	22	62
Migratory Students	*	*	*	*
Students with Disabilities	58	19	9	13

High School

Grade 10

Reading/Language Arts

Students in:	§ Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	21%	25%	23%	31%
Title I Schools	24	28	21	26
High Poverty Schools	25	27	22	26
Students with Limited English Proficiency	9	18	15	59
Migratory Students	*	*	*	*
Students with Disabilities	71	18	6	6

Mathematics

Students in:	§ Proficient ⇅			
	Level I	Level II	Level III	Level IV
All Schools	21%	22%	24%	33%
Title I Schools	23	25	22	30
High Poverty Schools	21	22	24	33
Students with Limited English Proficiency	6	9	12	74
Migratory Students	*	*	*	*
Students with Disabilities	64	23	7	6

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	4%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	10,181	11,152
	51%	55%

120

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

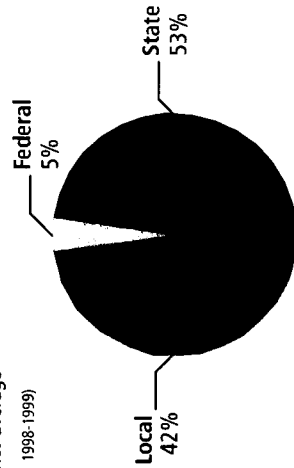
School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$7,527		
Number of districts (CCD, 1999-2000)	45		
Number of public schools (CCD, 1999-2000)			
Elementary	High	Combined	Total
1,225	374	52	2,118
Number of charter schools (CCD, 1999-2000)	426		

Number of FTE teachers (CCD, 1999-2000)			
Elementary	High	Combined	Total
26,856	11,692	17,656	1,154
57,453			
Public school enrollment (CCD)	1993-1994	1999-2000	
K-8	578,447	575,649	
9-12	248,284	281,314	
Total	844,001	877,753	
(By state definition)	Pre-K	20,790	

Sources of funding

District average
(CCD, 1998-1999)



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 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	11,034	12,422
Asian/Pacific Islander	20,182	28,179
Black	76,446	86,302
Hispanic	24,603	36,082
White	711,736	714,768
Other	n/a	n/a
(CCD, K-12)		

Students with disabilities (OSEP)

82,265	101,476
9%	11%

Students with Limited English proficiency (ED/INCBE, K-12)

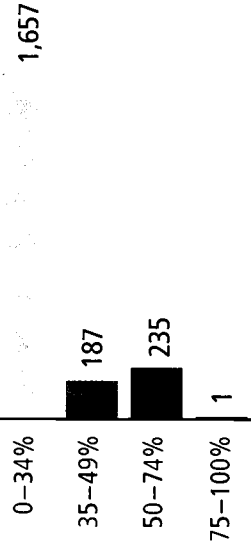
17,185	27,184
2%	3%

Migrant (OME, K-12)

1,707	n/a
*	—

All schools by percent of students eligible to participate in the Free Lunch Program †

(CCD, 1999-2000)



† 38 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 Percent proficient exceeds standard for 5 subjects (Reading, Language Arts, Math, Science, Social Studies) and 3 grades (from 30-65% of students)

Expected School Improvement on Assessment
 Calculated growth indicator (CPI) each year (gain in percent proficient)

Indicators for School Accountability
 Knowledge & Concepts Exam

Title I Adequate Yearly Progress (AYP) for Schools
 CPI for each school

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	201	855	1,056
Schools Meeting AYP Goal	19%	81%	100%
Schools Identified for Improvement	76	814	890
	38%	95%	84%
	125	41	166
	62%	5%	16%

(ED Consolidated Report, 1999-2000)

Title I allocation

\$132,619,753

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	34%	33%
Basic level and above	72%	79%

Math, 2000:

Proficient level and above	n/a
Basic level and above	n/a

Assessment Wisconsin Knowledge and Concepts Examination
 State Definition of Proficient Competent in Reading, Language Arts, Math, Science, Social Studies.

Student Achievement 1999-2000

Elementary School

Grade 4 Reading/Language Arts

Students in:	Not Tested	Minimal Perf.	Basic	Proficient		
				Proficient	Advanced	Advanced
All Schools	6%	5%	12%	63%	15%	
Title I Schools						
High Poverty Schools						
Students with Limited English Proficiency	41	6	17	32	1	
Migratory Students	40	0	7	44	7	
Students with Disabilities	27	16	20	34	3	

Mathematics

Students in:	Not Tested	Minimal Perf.	Basic	Proficient		
				Proficient	Advanced	Advanced
All Schools	4%	2%	19%	43%	31%	
Title I Schools						
High Poverty Schools						
Students with Limited English Proficiency	41	2	22	28	7	
Migratory Students	37	0	11	33	19	
Students with Disabilities	17	8	35	31	9	

Middle School

Grade 8 Reading/Language Arts

Students in:	Not Tested	Minimal Perf.	Basic	Proficient		
				Proficient	Advanced	Advanced
All Schools	4%	11%	12%	56%	17%	
Title I Schools						
High Poverty Schools						
Students with Limited English Proficiency	44	17	16	48	12	
Migratory Students	40	7	7	39	7	
Students with Disabilities	15	36	20	28	2	

Mathematics

Students in:	Not Tested	Minimal Perf.	Basic	Proficient		
				Proficient	Advanced	Advanced
All Schools	4%	16%	38%	28%	14%	
Title I Schools						
High Poverty Schools						
Students with Limited English Proficiency	42	20	29	7	2	
Migratory Students	40	7	39	11	4	
Students with Disabilities	13	46	33	7	1	

High School

Grade 10 Reading/Language Arts

Students in:	Not Tested	Minimal Perf.	Basic	Proficient		
				Proficient	Advanced	Advanced
All Schools	7%	8%	16%	45%	24%	
Title I Schools						
High Poverty Schools						
Students with Limited English Proficiency	52	15	19	13	1	
Migratory Students	31	9	26	26	7	
Students with Disabilities	22	31	27	18	3	

Mathematics

Students in:	Not Tested	Minimal Perf.	Basic	Proficient		
				Proficient	Advanced	Advanced
All Schools	7%	28%	26%	28%	11%	
Title I Schools						
High Poverty Schools						
Students with Limited English Proficiency	48	34	12	5	1	
Migratory Students	31	43	11	11	4	
Students with Disabilities	22	61	12	5	0	

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99	
	n/a		3%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99	
	32,013	35,167	61%
	66%		

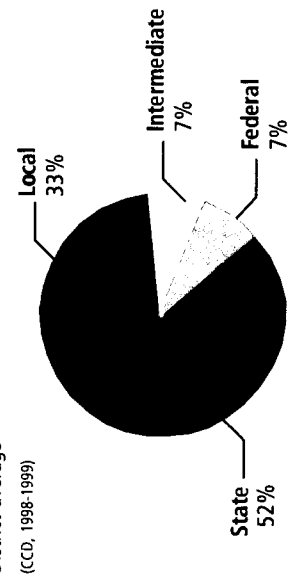
KEY: * = Less than 0.5 percent
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 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998-1999)	\$6,842		
Number of districts (CCD, 1999-2000)	49		
Number of public schools (CCD, 1999-2000)	n/a		
Elementary	Middle	High	Combined
225	74	72	11
Total		385	
Number of charter schools (CCD, 1999-2000)	n/a		

Number of FTE teachers (CCD, 1999-2000)	n/a		
Elementary	Middle	High	Combined
3,165	1,537	1,931	164
Total		6,819	
Publicschool enrollment (CCD)	1993-1994	1999-2000	
K-8	71,402	61,823	
9-12	29,497	30,434	
Total	100,899	92,300	
Pre-K (By state definition)	n/a	n/a	

Sources of funding



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

Student Demographics

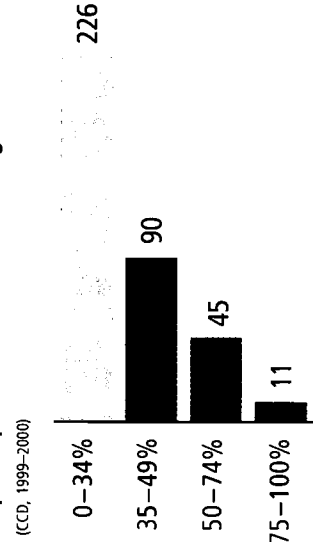
Race/ethnicity	1993-1994	1999-2000
American Indian/Alaskan Natives	2,711	2,715
Asian/Pacific Islander	736	772
Black	1,008	967
Hispanic	6,242	6,253
White	90,202	81,594
Other	n/a	n/a
(CCD, K-12)		

Students with disabilities (OSEP)	10,055	11,054
	10%	12%

Students with Limited English proficiency (ED /NCBE, K-12)	1,938	2,253
	2%	2%

Migrant (OME, K-12)	483	n/a
	*	—

All schools by percent of students eligible to participate in the Free Lunch Program †



† 13 schools did not report.

Statewide Accountability Information

(Collected from States, January 2002 for 2001-2002 school year)

Statewide Goal for Schools on State Assessment
 District accreditation: districts set performance standards

Expected School Improvement on Assessment
 None

Indicators for School Accountability
 CRT (WYCAS) scores, total and sub groups—LEP, low-income, disabled, migrant, mobility

Title I Adequate Yearly Progress (AYP) for Schools
 Annual growth to close gap to 100% proficient in 10 years, total and for each subgroup

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	42	98	140
Schools Meeting AYP Goal	30%	70%	100%
Schools Identified for Improvement	36	61	97
	86%	62%	69%
	3	14	17
	7%	14%	12%

(ED Consolidated Report, 1999-2000)

Title I allocation \$18,874,656

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-2000)

NAEP State Results

Reading, 1998:	Grade 4	Grade 8
Proficient level and above	30%	29%
Basic level and above	65%	76%
Math, 2000:		
Proficient level and above	25%	25%
Basic level and above	73%	70%

Student Achievement 1999-2000

Assessment Wyoming Comprehensive Assessment System
 State Definition of Proficient See Appendix A

Elementary School

Grade 3

Reading/Language Arts

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	23%	40%	27%
Title I Schools	26	39	27
High Poverty Schools			9
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	37%	36%	22%
Title I Schools	39	35	21
High Poverty Schools			5
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Middle School

Grade 7

Reading/Language Arts

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	21%	44%	30%
Title I Schools	23	45	27
High Poverty Schools			5
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	30%	38%	24%
Title I Schools	34	39	21
High Poverty Schools			7
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

High School

Grade 11

Reading/Language Arts

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	17%	42%	33%
Title I Schools	18	54	23
High Poverty Schools			5
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:	Proficient		
	Novice	Partially Proficient	Proficient
All Schools	24%	41%	26%
Title I Schools	48	34	14
High Poverty Schools			4
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

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High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	7%	5%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	3,173	3,494
	53%	54%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

School and Teacher Demographics

Expenditures per pupil

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, School Year 1998–1999. Current expenditures per pupil as reported by school districts.

Note: Current expenditures include salaries, employee benefits, purchased services, and supplies, but exclude capital outlay, debt service, facilities acquisition and construction, and equipment.

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: All local school districts are included in these counts. Separate supervisory unions, regional education services agencies, and state-operated institutions are excluded.

Number of Charter Schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: All state-defined charter schools are included in these counts.

Number of public schools in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: School counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Number of FTE Teachers in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: Teacher counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–1994 and 1999–2000

Notes: These numbers do not include ungraded students. Public Preschool Enrollment is recorded according to state definition of public preschools and state decision on data collection.

Sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, 1998–1999 school year

Notes: Information is shown for three major revenue sources: Federal, State, and Local. A fourth category, Intermediate, is shown only for those states which have funds in this category.

Student Demographics

Race/ethnicity of K–12 students

Source: U.S. Department of Education, Office for Civil Rights, State Summaries of Elementary and Secondary School Civil Rights Survey and the National Center for Education Statistics, Common Core of Data, 1993–1994, 1999–2000

Students with disabilities (K–12)

Source: U.S. Department of Education. Office of Special Education Programs. 2000.

U.S. Department of Education. To Assure the Free Appropriate Public Education of All children with Disabilities. Seventeenth Annual Report to congress on the Implementation of the Individuals with Disabilities Education Act, 1995.

Notes: The figures shown represent children ages 6 to 17 served under IDEA, Part B.

Limited English Proficient (K–12)

Source: U.S. Department of Education, National Clearinghouse for Bilingual Education. 1993–1994, 1999–2000

Notes: The number of LEP students enrolled in public schools.

Migrant (K–12)

Source: U.S. Department of Education, Office of Migrant Education, with state edits and by state definition for the 1999–2000 school year, 1993–94, 1999–2000

Notes: The criterion for migrant status was reduced from six to three years in 1994. Data will only be tracked from that point forward. The figures shown represent the “12-month” count of students identified for the Migrant program. The 12-month count is the unduplicated number of eligible children ages 3-21 who, within three years of making a qualifying move, resided in the state for one or more days during the reporting period.

All schools by percent of students eligible for the Free Lunch Program

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: The figures shown represent the percentage of students eligible to participate in the Free Lunch Program under the National School Lunch Act. This does not include those eligible only for reduced-price lunch.

Statewide Accountability Information

Source: Results from an unpublished 50 State–Survey conducted by CCSSO January 2002. Rolf Blank et al. For more information, visit the state’s web page or contact CCSSO at rolfb@ccsso.org or 202.488.5505.

Title I Schools

Source: Sinclair, B. State ESEA Title 1 Participation Information for 1999–2000: Final Summary Report. (Rockville, MD: Westat). Report prepared for the Office of the Under Secretary and the Office of Elementary and Secondary Education, U.S. Department of Education. July, 2002.

NAEP State Results

Source: NAEP 2000 Mathematics Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2001.

Donohue, P.L., Voelkl, K.E., Campbell, J.R., and Mazzeo, J.; NAEP 1998 Reading Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1999.

Notes: Data reported for public schools only. Some states did not satisfy one of the guidelines for school sample participation rates. See Appendix C for further information and definitions of proficient and basic.

Student Achievement

Student achievement

Source: State Departments of Education, assessment results for 1999–2000 school year, reported in Consolidated Performance Report, Section B, U.S. Department of Education

Notes: Trend results for 1995–96 through 1999–2000 reported in bar graphs for states with consistent tests over two or more years.

High school drop-out rate (annual)

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94, 1997–98

Notes: Only states whose definitions complied with NCES's definition were included. Annual or "event" rate is the percentage of 9–12 students dropping out during one school year. (1998–99 most recent year available.)

Postsecondary enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions, Fall 1994 and Fall 1996; Common Core of Data; and Private School Universe Survey.

Notes: 1998–99 most recent year available.

Further State Proficiency Level Definitions

Grade 10

Reading Score Band 3: Scores in this band are at or above the response to literature standard. Students at this level have demonstrated perceptive and insightful comprehension of the text. They have presented their interpretation of the text and have supported it by making connections between the text and other experiences or sources. Students at this level have also demonstrated the ability to apply the conventions of English.

Math Score Band 4: Scores in this band are at or above the goal for mathematics. Students who score in this range have demonstrated a strong understanding of the concepts and skills expected of Connecticut high school students. These students have the problem-solving abilities required to apply what they know to complex problems and effectively communicate their understanding.

Florida

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Idaho

Reading: Students identify ideas and information suggested by, but not explicitly stated in the text that they read.

Mathematics: Students show evidence of mastery of mathematical concepts and procedures in the content/process areas of the test and demonstrate the ability to solve real-world mathematical problems.

Iowa

Grade 4 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of the characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Colorado

Proficient: Students understand directions, recognize author's point of view, explain reaction, define problem or solution, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimulus, identify character's reactions/motives, identify sequence, support opinion, classify familiar vocabulary, and interpret poetry in a concrete manner.

Connecticut

Grade 4

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of fourth graders with minimal teacher assistance. Generally students who score in this range can comprehend textbooks and other materials typically used at grade four or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of fourth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 8

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of eighth graders with minimal teacher assistance. Generally, students who score in this range can comprehend textbooks and other materials typically used at grade eight or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of eighth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 4 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 8 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions; make inferences about the motives and feelings of characters; and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 8 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 11 Reading

Intermediate: Understands some factual information; sometimes can make inferences about the characters; identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

Grade 11 Mathematics

Intermediate: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about qualitative information, and solve a variety of novel, quantitative reasoning problems.

Missouri

Communication Arts

Proficient: In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences and conclusions; determine word meaning; identify synonyms and antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

Grade 4 Mathematics

Proficient: Students communicate math processes; add and subtract common fractions and decimals (money only); use standard units of measurement; identify attributes of plane and solid figures; create

and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multi-step and logic problems.

Grade 8 Mathematics

Proficient: Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

Grade 10 Mathematics

Proficient: Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

New Hampshire

Grade 3 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Grade 3 Mathematics

Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add three-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Grade 6 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of literary, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

Grade 6 Mathematics

Proficient: Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

Grade 10 Reading/Language Arts

Proficient: Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgments, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the mechanics of language including spelling, capitalization, grammar, and punctuation.

Grade 10 Mathematics

Proficient: Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measurement, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

New York

Grade 4 English/Language Arts

Level III: Students demonstrate understanding of written and oral text with some meaning beyond the literal level. They can gather information, make inferences, identify theme or main idea, understand characterization, actions, and make connections between two related texts, providing some supporting information. Student's writing is generally focused and organized, with minor errors in spelling, grammar, or punctuation that do not interfere with readability.

Grade 8 Reading/Language Arts

Level III: Students whose partial understanding is somewhat beyond the literal level of intermediate level written and oral text. They can infer, predict, draw some conclusions, categorize ideas, and make connections between texts, using some relevant support. Writing on intermediate level topics is generally organized and developed, with appropriate vocabulary, some variety in sentence structure, and some sense of voice; minor errors in spelling, grammar, or punctuation do not interfere with comprehension.

Grade 4 Mathematics

Level III: Students consistently solve multistep problems; identify odds/evens; order fractions; use manipulatives to model decimal relationships; identify percent; collect, organize, display, and interpret real-world data; use appropriate units of measure; identify points, lines, rays, planes, polygons; identify faces of solid figures; express probability; extend a numerical pattern; justify a reasonable solution.

Grade 8 Mathematics

Students consistently use prime numbers, factors, multiples; understand decimals, rational numbers, roots, order of operations, congruence, similarity; apply formulas, ratio, proportion; visualize, represent, and transform 3D shapes; evaluate data from graphical displays; estimate time, distance, capacity, area; use a protractor; understand and use Pythagorean theorem, trigonometric functions.

Wyoming

Proficient: Students at the proficient performance level use concepts and skills to acquire, analyze, and communicate information and ideas.

Sources of Funding, 1998–1999
(in Thousands)

	Total Funding	Local	Intermediate	State	Federal		Total Funding	Local	Intermediate	State	Federal
AL	\$4,469,278	29.1%	0.2%	61.6%	9.1%	MT	\$1,047,338	34.6%	9.2%	44.9%	11.3%
AK	\$1,290,358	25.2%	0.0%	61.0%	13.8%	NE	\$2,168,308	55.3%	0.7%	37.1%	6.9%
AZ	\$5,079,076	44.1%	2.6%	43.2%	10.0%	NV	\$2,094,467	63.0%	0.0%	32.4%	4.6%
AR	\$2,610,267	31.8%	0.1%	57.8%	10.2%	NH	\$1,441,115	87.1%	0.0%	8.9%	4.0%
CA	\$4,002,760	32.0%	0.0%	59.3%	8.6%	NJ	\$14,192,543	54.9%	0.0%	41.3%	3.7%
CO	\$4,714,756	52.1%	0.3%	42.5%	5.1%	NM	\$2,098,648	14.0%	0.0%	72.5%	13.4%
CT	\$5,607,014	57.1%	0.0%	39.0%	4.0%	NY	\$29,874,220	51.4%	0.4%	42.2%	6.0%
DE	\$959,482	28.2%	0.0%	64.3%	7.4%	NC	\$8,137,116	24.4%	0.0%	68.7%	6.9%
DC	\$760,592	83.5%	0.0%	0.0%	16.5%	ND	\$709,427	45.8%	1.0%	40.3%	13.0%
FL	\$16,460,206	41.8%	0.0%	50.3%	7.9%	OH	\$14,339,472	51.9%	0.2%	42.1%	5.8%
GA	\$10,263,338	44.1%	0.0%	49.1%	6.7%	OK	\$3,652,130	28.7%	1.9%	60.2%	9.1%
HI	\$1,328,572	2.3%	0.0%	87.8%	9.8%	OR	\$4,047,900	34.4%	1.8%	56.8%	7.0%
ID	\$1,420,902	31.4%	0.0%	61.5%	7.1%	PA	\$15,525,301	55.7%	0.1%	38.2%	6.0%
IL	\$15,338,740	62.7%	0.0%	30.1%	7.2%	PR	\$2,121,183	0.0%	0.0%	72.3%	27.7%
IN	\$7,980,582	41.9%	0.6%	52.5%	5.0%	RI	\$1,319,597	52.8%	0.0%	41.6%	5.6%
IA	\$3,516,165	43.7%	0.2%	50.5%	5.6%	SC	\$4,398,145	39.7%	0.0%	52.1%	8.2%
KS	\$3,282,779	29.4%	2.9%	61.6%	6.1%	SD	\$829,028	52.4%	1.2%	35.9%	10.5%
KY	\$4,210,793	29.0%	0.0%	61.8%	9.2%	TN	\$5,089,341	44.0%	0.0%	47.2%	8.8%
LA	\$4,697,639	38.1%	0.0%	50.4%	11.5%	TX	\$25,647,339	48.9%	0.3%	42.4%	8.5%
ME	\$1,703,252	46.7%	0.0%	45.9%	7.5%	UT	\$2,449,890	31.9%	0.0%	61.1%	7.0%
MD	\$6,806,086	55.0%	0.0%	39.5%	5.5%	VT	\$908,146	19.8%	0.0%	74.4%	5.8%
MA	\$8,534,080	52.9%	0.0%	42.1%	5.0%	VA	\$8,358,036	60.9%	0.0%	33.8%	5.2%
MI	\$14,678,359	28.1%	0.1%	64.7%	7.1%	WA	\$7,212,175	28.6%	0.0%	64.6%	6.8%
MN	\$6,785,487	34.0%	3.4%	57.6%	5.0%	WV	\$2,229,692	28.7%	0.1%	62.7%	8.5%
MS	\$2,544,561	31.1%	0.0%	54.9%	14.0%	WI	\$7,409,485	42.0%	0.0%	53.4%	4.6%
MO	\$6,265,697	54.0%	0.5%	39.0%	6.5%	WY	\$779,985	32.9%	7.3%	52.3%	7.4%

Per Capita Personal Income, 2000

AL	\$23,521	MT	\$22,518
AK	\$29,642	NE	\$27,630
AZ	\$24,988	NV	\$29,506
AR	\$21,995	NH	\$33,169
CA	\$32,149	NJ	\$37,118
CO	\$32,434	NM	\$21,931
CT	\$40,702	NY	\$34,689
DE	\$31,012	NC	\$26,882
DC	\$38,838	ND	\$24,708
FL	\$27,764	OH	\$27,977
GA	\$27,794	OK	\$23,650
HI	\$27,851	OR	\$27,660
ID	\$23,727	PA	\$29,504
IL	\$31,856	PR	N/A
IN	\$26,933	RI	\$29,113
IA	\$26,431	SC	\$24,000
KS	\$27,374	SD	\$25,958
KY	\$24,085	TN	\$25,946
LA	\$23,090	TX	\$27,752
ME	\$25,380	UT	\$23,436
MD	\$33,482	VT	\$26,848
MA	\$37,704	VA	\$31,120
MI	\$29,127	WA	\$31,230
MN	\$31,935	WV	\$21,738
MS	\$20,900	WI	\$28,100
MO	\$27,206	WY	\$27,372

National Assessment for Educational Progress—Definitions and Further Information*

Mathematics Achievement Levels—Grade 4

Basic Fourth-grade students performing at the basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands. Fourth graders performing at the basic level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

Proficient Fourth-grade students performing at the proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands. Fourth graders performing at the proficient level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four function calculators, rulers, and geometric shapes appropriately. Students performing at the proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

Note The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont.

Mathematics Achievement Levels—Grade 8

Basic Eighth-grade students performing at the basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations—including estimating—on whole numbers, decimals, fractions, and percents. Eighth graders performing at the basic level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content strands through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the proficient level, students at the basic level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth graders show limited skill in communicating mathematically.

Proficient Eighth-grade students performing at the proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands. Eighth graders performing at the proficient level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of basic level arithmetic operations—an understanding sufficient for problem solving in practical situations. Quantity and spatial relations in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs; apply properties of informal geometry; and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Note The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Colorado, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Reading Achievement Levels—Grade 4

Basic Fourth-grade students performing at the basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

Proficient Fourth-grade students performing at the proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Note The following states did not satisfy one of the guidelines for school sample participation rates: California, Iowa, Kansas, Massachusetts, Minnesota, Montana, New Hampshire, New York, and Wisconsin.

Reading Achievement Levels—Grade 8

Basic

Eighth-grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

Proficient

Eighth-grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient eighth-graders should be able to identify some of the devices authors use in composing text.

Note

The following states did not satisfy one of the guidelines for school sample participation rates: California, Kansas, Maryland, Minnesota, Montana, New York, and Wisconsin.



*U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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