

**PPSS** POLICY AND PROGRAM STUDIES SERVICE

STATE  
EDUCATION  
INDICATORS  
WITH A FOCUS  
ON TITLE I  
2000–01

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U . S . D E P A R T M E N T O F E D U C A T I O N  
O F F I C E O F T H E U N D E R S E C R E T A R Y



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# STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I 2000-01

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Office of the Under Secretary**

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### U.S. Department of Education

Rod Paige  
*Secretary*

June 2004

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# Introduction

## Report Objectives and Design

*State Education Indicators with a Focus on Title I 2000–01* is the sixth in a series designed to provide: 1) consistent, reliable indicators to allow analysis of trends for each state over time, 2) high data quality for 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 contain 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 2000–01 school year, and many indicators also include data for a baseline year to provide analysis of trends over time. The sources section provides more detailed information and explanations for the indicators. It is important to note that the indicators that comprise this report are based on data collected *before* the No Child Left Behind Act of 2001 (NCLB) was enacted. As a result, the state indicators and data reflect Title I requirements under the 1994 Elementary and Secondary Education Act (ESEA) legislation.

The indicators in each state profile are organized in six 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 number of public schools, FTE (full-time equivalent) teachers, and percentage of grade 7–12 teachers with a major in the main subject taught are presented with 1993–94 as a baseline year, permitting comparisons across time. These data are from the Common Core of Data, collected from state departments of education by the National Center for Education Statistics (NCES), and the Schools and Staffing Survey, a sample-based survey of teachers and schools, also conducted by NCES.

### *Student Demographics*

An important aspect of the assessment and evaluation for Title I is the disaggregation of student achievement results by student characteristics. This section of the profile provides a picture of the student enrollment across grades, as well as trends in the student populations in each state, particularly characteristics of students by race or ethnicity, poverty, disability status, English proficiency, and migrant status. The bar graph showing counts of public schools by percent of students eligible for the free or reduced-price 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 the Council of Chief State School Officers (CCSSO) with each state education agency, review of state Internet Web sites, and print reports. The information, collected winter 2002, reflects the status of the state’s system for the 2001–02 school year. The information provides comparable information on the status of state policies defining accountability systems and their relationship to Title I accountability (in cases in which 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 had 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.
- **Expected School Improvement on Assessment:** In 2002, 30 states had set a target for the amount of the improvement in student achievement scores for the school by a certain time period (e.g., annually).

- **Title I AYP Target for Schools:** In 2002, 50 states and the District of Columbia had measures of Adequate Yearly Progress (AYP), as required under Title I. Schools that do not meet their AYP targets for two years are identified for improvement actions by the state. In 2002, 18 states had an AYP target for school improvement based on the statewide accountability system, and the report lists “same” for this indicator. If the targets for Title I and non-Title I schools differ, the Title I target is described. (AYP measures for Title I schools 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 for Title I programs. These include the number of Title I schools, either “targeted assistance” programs for low-income children or “schoolwide programs” for schools with high rates of low-income children (50 percent or higher based on the 1994 ESEA legislation) that use Title I funds to support the learning of all students in the school. Also reported are the percent of each type of Title I schools meeting AYP goals and the percent of each type of Title I schools identified for school improvement. 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. In addition, the report includes the Title I funding allocation per state.

### *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 State Consolidated Performance Report (Section B) submitted by states annually to the U.S. Department of Education.

Each state determines its state test, how proficiency levels are set and defined, and the grades at which students are tested. Thus, *student achievement scores are not directly comparable state to state*. Within a state, student results, e.g., percent meeting the state's "proficient" level, can be reasonably compared with the same state's performance in the prior year as long as the same test, standards, and definitions of proficiency are in place.

States reported student achievement results for the 2000–01 school year for mathematics and reading or language arts at three grade levels, as specified by Title I requirements prior to the program's reauthorization in the No Child Left Behind Act: elementary school—grade 3, 4, or 5; middle school—grade 6, 7, 8, or 9; and high school—grade 10, 11, or 12. *State Education Indicators* provides disaggregated assessment results for states reporting by schools with Title I programs, schools with 75 percent or more students from low-income families, limited English proficient students, students with disabilities, and migratory students. The availability of results by other student characteristics is listed in the Availability of Student Achievement Results by Disaggregated Category table on pages 4-5.

The "student achievement trend" at the bottom of the second page of each profile shows a histogram with the percent of students that meet or exceed the state definition of "proficient." Histograms are displayed for eight states with 1996–97 as their baseline year for analysis, and 11 states with 1997–98 as their baseline year. In order for a trend to be reported for multiple years, the state must use the same assessment tool and keep the same definition of proficient over time. Changes in these characteristics disqualify a state from having a trend analysis. Table 3 on page 6 provides a summary of student performance for all states for 2000–01, and Table 4 on pages 8-9 summarizes student achievement trends for

- elementary reading or language arts and middle grades mathematics from 1995–96 through 2000–01.

- 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. Prior to the 2001 reauthorization, schools with greater than 50 percent poverty rates were eligible to operate "schoolwide" programs, which allow funds to be distributed throughout the entire school. Effective in 2002–03, 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 2005–06. 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 in Table 1 on pages 2-3 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 meeting Title I requirements for K–12 education in the core academic subjects of English or language arts and mathematics, and 46 states and the District of Columbia had completed and implemented standards for science and social studies or history. The No Child Left Behind Act requires that all states have content standards in mathematics and English or language arts. States are also required to develop science content standards by the 2005–06 school year.

### • **2. State Assessment Results reported by Proficiency Levels**

- For the 2000–01 school year, 48 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 in Table 1 on pages 2-3 identifies the name of each assessment instrument and the number of proficiency levels reported.

### • **3. State Achievement Results Disaggregated**

- A key feature of the 1994 reauthorization was a provision that assessment results be disaggregated by characteristics of 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 or ethnicity, gender, and student status as disabled,



limited English proficient, and migratory. Table 2 on pages 4-5 summarizes the availability of disaggregated student assessment data. For the 2000–01 school year, 47 states plus the District of Columbia and Puerto Rico reported assessment results using one or more disaggregated categories.

#### 4. Assessment Trends Analysis

As of 2000–01, 27 states had reported at least two years of assessment results using consistent assessments, levels, and grades, and 20 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 the Texas assessment program. This sample examines the extent of gains in language arts or reading and mathematics from 1996 to 2001 using consistent data from five years of assessment results, based on the same test with results reported by proficiency levels and disaggregated by school poverty level. Table 4 on pages 8-9 provides additional sample student achievement trends for elementary school reading or language arts and middle school mathematics.

#### Grade 4 Assessment Results

Reading Proficient and higher

	1996	2001	Gain
All Students	78%	91%	13%
High Poverty Schools	67%	85%	18%

Math Proficient and higher

	1996	2001	Gain
All Students	78%	91%	13%
High Poverty Schools	67%	85%	18%

Test—Texas Assessment of Academic Skills (TAAS)—CRT  
Texas Definition of Proficient or Above: Score of 70 or above on the Texas Learning Index

- For Texas students, a score of 70 or above on the Texas Learning Index (TLI), equaling a proficient or higher rating, indicates that the student has achieved grade level expectations on the TAAS test. The index allows comparisons of student performance from year to year—a consistent score on the TLI indicates a full year of learning; an increase from one year to the next indicates more than a year of learning during the school year, while a decreasing score indicates that less than a year of achievement took place.
- 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 91 percent of students proficient or above in reading, while high-poverty schools have 85 percent above this level. Results for both reading and mathematics have improved since 1996 in high-poverty schools, increasing at a rate higher than the rate of improvement for all students.
- Across all Texas elementary schools, more than nine out of ten students are at or above the expected levels of performance in mathematics and reading. In schools with high concentrations of low-income children, more than eight out of ten students are proficient in math and reading.
- The progress of Texas students in mathematics as measured on the National Assessment of Educational Progress (NAEP) is consistent with the progress of students on the state assessment during the period 1996 to 2000. For example, the percentage of all fourth-grade students at or above the basic mathematics level on NAEP improved 8 percentage points over four years from 1996 to 2000, and 21 percentage points from 1992 to 2000 (from *The Nation's Report Card: State Mathematics 2000, Report for Texas*, U.S. Department of Education, Office of Educational Research and Improvement, 2001). A similar increase in scores can be found in fourth-grade reading, with an increase of 5 percentage points for all students at the basic level or above between 1994 and 1998, and a total

- increase of 6 percentage points for students between 1992 and 1998.
- Beginning with the 2002–03 school year, Texas students are taking a new assessment, the Texas Assessment of Knowledge and Skills (TAKS). The new assessment measures student performance against more challenging standards than the TAAS, and was developed to better measure student performance against the statewide curriculum. The TAKS assesses students on the statewide curriculum in reading, writing, English language arts, mathematics, and social studies at specific points, grades 3–11. Satisfactory performance on the TAKS in grade 11 is necessary in order to receive a high school diploma.
- **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 using Title I funds 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 states comparable in size, budget, and region. National policymakers have a convenient source for state-by-state

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statistics, outcomes, programs, and demographics, as well as national totals for comparison.

*Data*

The *State Education Indicators 2000–01* report provides the sixth year of consistent, reliable data on a range of indicators at the state level. The report 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, but also to state demographic context characteristics, such as poverty information.

*Monitoring Accountability Systems*

As states have developed statewide accountability systems that have gone 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, NCLB 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, annual measurable objectives for improvement, additional indicators, and the percentage of students assessed.

*State Education Indicators with a Focus on Title I* provides convenient snapshots for policymakers, educators, business leaders, parents, and anyone else 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 efforts to meet the goal of federal and state legislation and policies, which together have the aim of ensuring that all children receive a high quality education, with no child being left behind.

# Acknowledgments

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The Council of Chief State School Officers received valuable contributions from many organizations and individuals in preparing the *2001 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.

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The data were proofed by Abigail Potts, Carla Toye, and Elizabeth Laird. The state assessment directors, Title I coordinators, and CCD coordinators 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 and offered suggestions.



## School and Teacher Demographics

Per pupil expenditures \$6,911  
(CCD, 1999–2000, 50 states only)

Number of districts 14,936  
(CCD, 2000-01)

Number of charter schools 1,993  
(CCD, 2000-01)

Number of public schools (CCD)	1993–94	2000–01
Elementary	50,759	53,138
Middle	14,255	15,798
High	14,251	17,459
Combined	2,294	4,619
Total	81,559	91,014

Number of FTE teachers (CCD)	1993–94	2000–01
Elementary	1,186,330	1,350,359
Middle School	473,029	558,399
High School	638,884	752,653
Combined	64,235	81,363
Total	2,362,478	2,742,774

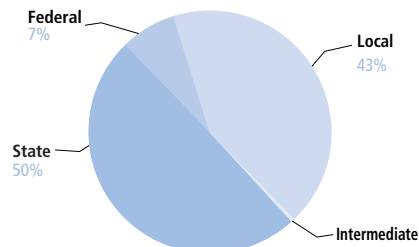
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS, 50 states and D.C.)

	1994	2000
English	78%	70%
Math	72	67
Science	74	75
Social Studies	80	78

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94	2000–01
Pre-K	557,199	648,890
K–8	30,898,963	32,976,683
9–12	11,874,986	13,545,632
Total (K–12)	42,773,949	46,522,315

Race/ethnicity (CCD, 50 states and D.C.)

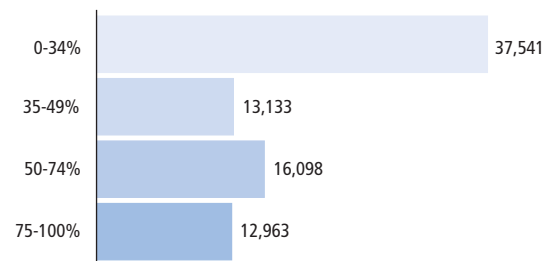
	1993–94	2000–01
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	4	4
Black	17	17
Hispanic	13	18
White	66	60
Other	—	—

Students with disabilities 8% 11%  
(OSEP, 50 states and D.C.)

Students with limited English proficiency 7% 8%  
(ED/NCBE, 50 states and D.C.)

Migratory students (OME) 1% 3%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program\* (CCD, 2000–01)



\* Interpret with caution, 12,438 schools did not report

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Thirty-five states have established a goal.

### Expected School Improvement on Assessment

Thirty states have set a target.

### Title I Adequate Yearly Progress (AYP) Target for Schools

Eighteen states are using the same goal as the state.

### Title I 2000-01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	24,986 50%	24,846 50%	49,832 100%
Schools meeting AYP goal	17,654 71%	19,253 77%	36,907 74%
Schools identified for improvement	5,734 23%	3,131 13%	8,865 18%

Title I allocation \$8,399,197,030

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

	1993–94	2000–01
High school dropout rate	5%	n/a
Postsecondary enrollment	58%	57%

## NAEP National Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	29%	30%
Basic level and above	61%	73%

### Math, 2000

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

# Standards and Assessments

**Table 1: State Progress toward Development of Accountability System**

	Content Standards	State Assessment*	By Levels	Trends Analysis
<b>STATE</b>	Complete 2002: Core subjects	Achievement reported for 2000–01	Proficiency levels	Years of consistent data
Alabama	M, S, E, SSt	Stanford 9	4	3
Alaska	M, E/LA, H	California Achievement Test	3	5
Arizona	M, S, LA, SSt	AIMS	4	2
Arkansas	M, S, LA, H/SSt.	Arkansas Benchmark Exam	4	2
California	M, S, E, SSt	California Eng. Lang. Arts Standards Tests	5	—
		Stanford 9	—	—
Colorado	M, S, E/LA, SSt	Student Assessment Program	4	5
Connecticut	M, S, E/LA, SSt	CMT/CAPT	4	2
Delaware	M, S, E, SSt	Delaware Student Testing Program	5	3
District of Columbia	M, S, E, SSt	Stanford 9	4	—
Florida	M, S, LA, SSt	Comprehensive Achievement Test	3	2
Georgia	M, S, E/LA, SSt (1999)	GC-RCT, High School Graduation Test	3	2
Hawaii	M, S, LA, SSt	Stanford 9	—	—
Idaho	M, S, LA, SSt	ITBS and TAP	—	—
Illinois	M, S, E/LA, SSt	Illinois Standards Achievement Test	4	3
Indiana	M, S, E/LA, SSt	ISTEP+	3	3
Iowa	M, S, R (Local Decision)	Iowa Basic Skills Test	3	—
Kansas	M, S, LA, SSt (Kansas Assessment)	Kansas Math/Reading Assessment	5	2
Kentucky	M, S, SSt	Kentucky Core Content Test	4	3
Louisiana	M, S, E/LA, SSt	LEAP	5	—
Maine	M, S, E/LA, SSt	Maine Educational Assessment	4	3
Maryland	M, S, E/LA, SSt	MSPAP	3	6
Massachusetts	M, S, E, H/SSt	MCAS	4	—
Michigan	M, S, E/LA, SSt	MEAP Essential Skills	3	5
Minnesota	M, S, LA, SSt	Minnesota Comprehensive Assessment	4	4
Mississippi	M, S, LA, SSt	CTBS-5	4	—
Missouri	M, S, LA, SSt	Missouri Assessment Program	5	4
Montana	M, S, E/LA, SSt	ITBS Form A	4	—
Nebraska	M, S, E/LA, SSt, Reading/Writing	Multiple Assessment Tools	2	—
Nevada	M, S, E/LA, SSt	Terra Nova, Form A/B	3	—

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

	Content Standards	State Assessment*	By Levels	Trends Analysis
<b>STATE</b>	Complete 2002: Core subjects	Achievement reported for 2000–01	Proficiency levels	Years of consistent data
New Hampshire	M, S, E/LA, SSt	Ed. Improvement and Assess. Program	4	6
New Jersey	M, S, LA, SSt	New Jersey Proficiency Test	3	3
New Mexico	M, S, LA, SSt	New Mexico Achievement Assess.	4	—
New York	M, S, E/LA, SSt	English Language Arts and Math	4(HS-2)	—
North Carolina	M, S, E/LA,	North Carolina End of Grade/Course Test	4	6
North Dakota	M, S, E, SSt	CTBS	4	2
Ohio	M, E	Ohio Proficiency Test	3	—
Oklahoma	M, S, LA, SSt	Oklahoma Core Content Test	4	2
Oregon	M, S, E	Oregon Statewide Assessment System	3	—
Pennsylvania	M, E/LA	System of Student Assessment	4	—
Puerto Rico	M, E/LA	Prueba Puertorriquena Competencias	3	—
Rhode Island	M, S, E/LA, SSt	New Standards Reference Exam	5	—
South Carolina	M, S, E/LA, SSt	Palmetto Achievement Challenge Test	4	3
South Dakota	M, S, E/LA, SSt	Stanford 9	4	—
Tennessee	M, S, E, SSt,	Tennessee Comprehensive Achiev. Program	5	—
Texas	M, S, E/LA, SSt	Texas Assessment of Academic Skills	3	6
Utah	SSt	Utah Criterion Reference Test/Stanford-9	4	—
Vermont	M, S, LA, H/SSt	New Standards Reference Exam	5	—
Virginia	M, SSt,	Virginia Standards of Learning	3	4
Washington	M, S, SSt, LA	Washington Assessment of Student Learning	3	—
West Virginia	M, S, E, SSt	Stanford Achievement Test, Version 9	—	—
Wisconsin	M, S, E/LA, SSt	Wisconsin Knowledge and Concept Exam	5	3
Wyoming	M, S, E/LA, SSt	WyCAS	4	—
<b>Nation (50 states plus D.C. &amp; P.R.)</b>	<b>M 51 states, E/LA 48 states S 46 states, SSt/H 46 states</b>		<b>3 levels–15 states, 4 levels–24 states 5 levels–9 states</b>	<b>3+ years–18 states 5+ years–7 states</b>

\*More information on assessments can be found in state profiles beginning on page 12.

#### State Content Standards

Source: Key State Education Policies on K–12 Education 2002, CCSSO, 2003. Results from the 2002 CCSSOPolicies and Practices Survey.

As of spring 2002, Title I requirements for developing content standards for Reading or English Language Arts and Mathematics have been met by 49 states and the District of Columbia and Puerto Rico.

#### State Assessment Results for 2000–01; By Levels

Source: State assessment results submitted in the Consolidated Report, Section B, 2000–01, and follow-up by CCSSO, and CCSSO, Annual Survey of State Assessment Programs, 2002.

#### Levels/Trends Analysis

Source: State assessment results submitted in the Consolidated Report, Section B, 2000–01, and follow-up by CCSSO.

# Student Achievement by Category

**Table 2: Availability of Student Achievement Results by Disaggregated Category,\* 2000–01**

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	—	—
Alaska	4	7	—	X	X	X	X	X	X	X	X
Arizona	3	8	10	X	—	—	X	X	X	X	X
Arkansas	4	8	—	X	—	X	X	X	X	X	X
California	4	8	10	X	X	X	X	X	X	X	X
Colorado	4R/5M	8	10	X	X	X	X	X	X	X	X
Connecticut	4	8	10	X	—	X	X	X	X	X	X
Delaware	3	8	10	X	X	X	X	X	X	X	X
Dist. of Columbia	1–6	7–8	9–11	X	X	X	X	X	X	X	X
Florida	4R/5M	8	10	X	X	X	X	X	X	X	X
Georgia	4	8	11	X	X	X	X	X	X	X	X
Hawaii	Assessments not administered in 2000–01 due to a statewide teacher's strike.										
Idaho	4	8	10	—	X	—	X	X	X	X	X
Illinois	3	8	11	X	X	X	X	X	X	—	—
Indiana	3	8	10	X	X	X	X	—	X	—	—
Iowa	4	8	11	X	—	X	X	X	X	X	X
Kansas	5R/4M	8R/7M	11R/10M	X	X	X	X	X	X	X	X
Kentucky	4R/5M	7R/8M	10R/11M	X	X	X	X	X	X	X	X
Louisiana	4	8	10	X	X	X	X	—	X	X	X
Maine	4	8	11	X	X	—	X	X	X	X	X
Maryland	3	8	—	X	X	X	X	X	X	X	X
Massachusetts	4	8	10	X	X	—	X	X	X	X	X
Michigan	4	7	—	X	X	X	X	X	X	X	X
Minnesota	3	—	—	X	X	X	X	X	X	X	X
Mississippi	4	8	—	X	—	—	X	X	X	X	X
Missouri	3R/4M	7R/8M	10R/11M	X	X	X	X	X	X	X	X
Montana	4	8	11	X	—	X	X	X	X	X	X
Nebraska	3-5	6-9	10-12	X	—	—	X	—	X	—	—
Nevada	4	4	10	X	X	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	—	—
New Mexico	4	8	9	X	X	X	X	—	X	X	X
New York	4	8	—	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	9	X	X	X	X	X	X	X	X
North Dakota	4	8	10	X	X	X	X	X	X	X	X
Ohio	4	6	—	X	X	X	X	X	X	X	X
Oklahoma	5	8	10	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	X	X	X
South Carolina	4	8	—	X	X	X	X	X	X	X	X
South Dakota	4	8	11	X	X	—	X	X	X	X	X
Tennessee	3–8	—	—	—	X	X	X	X	X	—	—
Texas	4	8	10	X	X	X	X	X	X	X	X
Utah	4	6	11R/10M	X	X	X	X	X	X	X	X
Vermont	4	8	10	X	X	X	X	—	X	X	X
Virginia	3	8	—	X	X	X	X	X	X	X	X
Washington	4	7	10	X	X	X	X	X	X	X	X
West Virginia	4	8	10	X	X	X	X	X	X	X	X
Wisconsin	4	8	10	X	X	X	X	X	X	X	X
Wyoming	3–4	7–8	10–11	—	X	X	X	X	X	X	X
<b>Nation</b> <b>(50 states, D.C., P.R.)</b>	<b>51</b>	<b>49</b>	<b>40</b>	<b>48</b>	<b>43</b>	<b>42</b>	<b>51</b>	<b>46</b>	<b>51</b>	<b>42</b>	<b>43</b>

Source: U.S. Department of Education, Consolidated Performance Report, Section B, 1999–2000, and State Student Assessment Programs Annual Survey 2002, CCSSO.

\*Note: XR/XM indicates results were disaggregated for X grade reading or mathematics only. Reading: R, Mathematics: M. 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 the authors if you have questions or would like more information on disaggregated results.

# Summary of Student Performance 2000–01

**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%	69%	64%	71%	Proficient
Alaska	78%	80%	76%	73%	Proficient
Arizona	75%	57%	42%	18%	Meets Standard
Arkansas	43%	48%	37%	21%	Proficient
California	33%	—	32%	—	Proficient
Colorado	63%	51%	64%	37%	Proficient
Connecticut	71%	81%	77%	76%	Proficient
Delaware	75%	73%	68%	43%	Meets Standard
District of Columbia	28%	31%	24%	11%	Proficient
Florida	61%	55%	51%	63%	Proficient
Georgia	74%	63%	82%	58%	Met Standard
Hawaii <sup>1</sup>					
Idaho <sup>2</sup>					
Illinois	62%	74%	66%	50%	Meets Standards
Indiana	64%	73%	77%	60%	Level II
Iowa	68%	72%	69%	74%	Proficient
Kansas	63%	67%	66%	57%	Level 3
Kentucky	58%	34%	54%	27%	Proficient
Louisiana	59%	54%	51%	46%	Mastery
Maine	51%	23%	41%	20%	Proficient
Maryland	37%	39%	28%	49%	Proficient
Massachusetts	51%	34%	67%	34%	Proficient
Michigan	60%	72%	58%	—	Satisfactory
Minnesota	49%	53%	—	—	Level III
Mississippi	81%	63%	49%	40%	Proficient
Missouri	32%	37%	34%	14%	Proficient
Montana	79%	73%	73%	69%	Proficient
Nebraska	74%	—	76%	—	Proficient
Nevada	48%	59%	51%	52%	Proficient
New Hampshire	38%	39%	27%	26%	Proficient

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

<sup>1</sup>Hawaii did not administer assessments in 2000–01 due to a statewide teacher's strike.

<sup>2</sup>Idaho reported results for Title I students only

State	Elementary		Middle School		State Term for Proficient*
	Reading	Math	Reading	Math	
New Jersey	79%	66%	73%	62%	Proficient
New Mexico	56%	35%	36%	24%	Proficient
New York	60%	69%	45%	39%	Passing
North Carolina	74%	87%	83%	80%	Level III
North Dakota	75%	72%	72%	75%	Proficient
Ohio	56%	59%	58%	61%	Proficient
Oklahoma	66%	64%	70%	63%	Satisfactory
Oregon	84%	75%	62%	55%	Meets Standard
Pennsylvania	56%	54%	60%	51%	Proficient
Puerto Rico <sup>1</sup>	40%	60%	—	—	Proficient
Rhode Island <sup>2</sup>	70%	58%	49%	41%	Achieve Standard
South Carolina	37%	26%	24%	18%	Proficient
South Dakota	63%	65%	68%	33%	Proficient
Tennessee <sup>3</sup>					
Texas	91%	91%	92%	93%	Proficient
Utah	82%	73%	36%	66%	Level 3
Vermont <sup>4</sup>					Achieve Standard
Virginia	64%	77%	73%	68%	Pass/Proficient
Washington	67%	43%	40%	27%	Meeting Standards
West Virginia	55%	65%	55%	58%	51 <sup>st</sup> Percentile
Wisconsin	78%	65%	73%	39%	Proficient
Wyoming <sup>5</sup>					

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

<sup>1</sup>Puerto Rico combines scores for grades 3, 6, 9, 11 for Reading Language Arts and for Mathematics.

<sup>2</sup>Rhode Island reported Reading: Basic Understanding and Mathematics: Skills only.

<sup>3</sup>Tennessee reported Title I students only.

<sup>4</sup>Vermont Achieved Standard: Grade 4: Reading Analysis & Interpretation: 67%, Reading Basic Understanding: 79%; Math Concepts 42%, Problem Solving 31%, Skills: 69%; Grade 8: Reading Analysis: 34%, Reading Basic Understanding: 62%; Math Concepts 36%, Problem Solving 41%, Skills: 64%.

<sup>5</sup>Wyoming reported Title I students only.

# Student Achievement Trends

**Table 4: Sample Student Achievement Trends, 1996–2001**  
**Elementary Reading/Language Arts, Middle Grades Mathematics,**  
**Percentage of All Students at or Above Proficient by State Definition**

State	Grade	Test	Subject	Min. Proficiency Level	1996 Score	1997 Score	1998 Score	1999 Score	2000 Score	2001 Score	Gain
Alabama	4	Stanford Achievement Test	Reading	Proficient	–	–	–	64%	64%	64%	0%
	6		Mathematics		–	–	–	60%	72%	71%	+11%
Alaska	4	California Achievement Test	Reading	Proficient	–	82%	82%	77%	79%	78%	–4%
Arizona	8	AIMS	Mathematics	Meets Standard	–	–	–	–	18%	18%	0%
Arkansas	4	Arkansas Benchmark Exam	Language Arts Literacy	Proficient	–	–	–	–	47%	43%	–4%
	8		Mathematics		–	–	–	–	16%	21%	+5%
Colorado	4	Colo. Student Assmt. Program	Reading	Proficient	–	57%	57%	34%	60%	63%	+6%
	8		Mathematics		–	–	–	–	33%	37%	+4%
Connecticut	4	Connecticut Mastery Test	Reading	Proficient	–	–	–	–	71%	71%	0%
	8		Mathematics		–	–	–	–	77%	76%	–1%
Delaware	3	Del. Student Testing Program.	Reading	Meets Standard	–	–	–	–	77%	75%	–2%
	8		Mathematics		–	–	–	36%	41%	43%	+7%
Florida	4	Florida Comp. Assessment Test	Reading	Proficient	–	–	–	–	58%	61%	+3%
	8		Mathematics		–	–	–	–	57%	63%	+6%
Georgia	4	Criterion-Referenced Comp. Test	Reading	Met Standard	–	–	–	–	65%	74%	+9%
	8		Mathematics		–	–	–	–	54%	58%	+4%
Illinois	3	Illinois Standards Achievement Test	Reading	Meets Standards	–	–	–	61%	62%	62%	+1%
	8		Mathematics		–	–	–	43%	47%	50%	+7%
Indiana	3	ISTEP+	English/Language Arts	Level II	–	–	–	71%	65%	64%	–7%
	8		Mathematics		–	–	–	60%	60%	60%	0%
Kansas	5	Kansas Math/Reading Assmt.	Reading	Level 3	–	–	–	–	62%	63%	+1%
	7		Mathematics		–	–	–	–	53%	57%	+4%
Kentucky	4	Kentucky Core Content Test	Reading	Proficient	–	–	–	32%	57%	58%	+26%
	8		Mathematics		–	–	–	33%	25%	27%	–6%
Maine	4	Maine Educational Assessment	Reading	Proficient	–	–	–	47%	45%	51%	+4%
	8		Mathematics		–	–	–	19%	21%	20%	+1%

State	Grade	Test	Subject	Min. Proficiency Level	1996 Score	1997 Score	1998 Score	1999 Score	2000 Score	2001 Score	Gain
Maryland	3	MSPAP	Reading	Proficient	35%	37%	42%	41%	40%	37%	+2%
	8		Mathematics		43%	46%	47%	49%	53%	49%	+6%
Michigan	4	MEAP	Reading	Satisfactory	—	49%	59%	59%	58%	60%	+11%
Minnesota	3	Minn. Comprehensive Assessment	Reading	Level III	—	—	35%	40%	45%	49%	+14%
Missouri	3	Missouri Assessment Program	Communication Arts	Proficient	—	—	—	29%	32%	32%	+3%
	8		Mathematics		—	—	13%	11%	14%	14%	+1%
New Hampshire	3	Ed. Improvement & Assmt. Program	English Language Arts	Proficient	29%	30%	24%	27%	38%	38%	+9%
	6		Mathematics		12%	11%	14%	15%	27%	26%	+14%
New Jersey	4	New Jersey Proficiency Test	Language Arts Literacy	Proficient	—	—	—	57%	55%	79%	+22%
	8		Mathematics		—	—	—	62%	60%	62%	0%
North Carolina	4	N.C. End of Grade/Course Test	Reading	Level III	69%	68%	71%	71%	72%	74%	+5%
	8		Mathematics		68%	69%	76%	78%	80%	80%	+12%
North Dakota	4	Comprehensive Test of Basic Skills	Reading	Proficient	—	—	—	—	78%	75%	-3%
	8		Mathematics		—	—	—	—	76%	75%	-1%
Oklahoma	5	Oklahoma Core Curriculum Test	Reading	Satisfactory	—	—	—	—	68%	66%	-2%
	8		Mathematics		—	—	—	—	65%	63%	-2%
South Carolina	4	Palmetto Achiev. Challenge Test	English Language Arts	Proficient	—	—	—	29%	37%	37%	+8%
	8		Mathematics		—	—	—	15%	20%	18%	+3%
Texas	4	TAAS	Reading	Proficient	78%	79%	89%	89%	91%	91%	+13%
	8		Mathematics		68%	72%	83%	88%	91%	93%	+25%
Virginia	3	Virginia Standards of Learning	English	Pass/Proficient	—	—	54%	61%	61%	64%	+10%
Wisconsin	4	Wis. Knowledge and Concepts Exam.	Reading	Proficient	—	—	—	81%	78%	78%	-5%
	8		Mathematics		—	—	—	43%	42%	39%	-4%

Source: Consolidated Performance Reports, 1995–96—2000–01, Section B, Submitted by states to the U.S. Department of Education, with edits by states.

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**Education is not the filling of a pail, but the  
lighting of a fire.**

*William Butler Yeats (1865–1939)*



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# STATE PROFILES

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$5,638

Number of districts (CCD, 2000-01) 128

Number of charter schools (CCD, 2000-01) —

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	664	703
Middle	218	218
High	243	273
Combined	154	179
Total	1,279	1,373

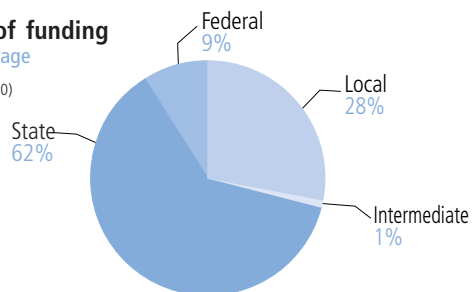
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	18,641	21,769
Middle School	6,491	7,184
High School	9,700	11,258
Combined	5,945	6,099
Total	40,777	46,310

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	75%	63%
Math	89	83
Science	73	78
Social Studies	80	69

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	8,445	527,373	201,304	728,978
	n/a	527,674	726,024	726,024

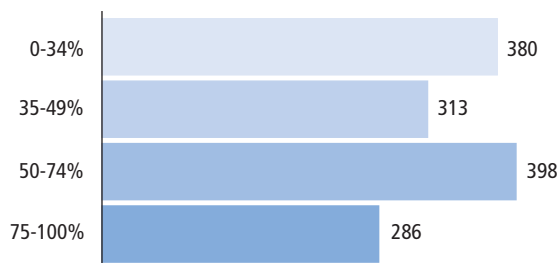
Race/ethnicity (CCD)			
American Indian/Alaskan Natives	1%	1%	
Asian/Pacific Islander	1	1	
Black	36	36	
Hispanic	*	1	
White	62	61	
Other	—	—	

Students with disabilities (OSEP) 12% 11%

Students with limited English proficiency (ED /NCBE) \* 1%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



† 140 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

More than 50 percent of students at or above 40th percentile on assessment (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 per year.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	581	252	833
Schools meeting AYP goal	70%	30%	100%
Schools identified for improvement	521	251	772
	90%	100%	93%
Schools identified for improvement	60	1	61
	10%	*	7%

### Title I allocation

\$137,037,470

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	22%	21%
Basic level and above	52%	64%

### Math, 2000

Proficient level and above	14%	16%
Basic level and above	57%	52%



## Student Achievement 2000–01

Assessment

Stanford Achievement Test, 9th Edition.

State Definition of Proficient

Meets academic content standards.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ⇨			
	Below Basic	Basic	Proficient	Adv. Prof.
All Schools	18%	17%	36%	28%
Title I Schools	25	22	36	18
High Poverty Schools	30	23	31	16
Students with Limited English Proficiency	46	23	26	5
Migratory Students	32	22	34	12
Students with Disabilities	60	17	17	6

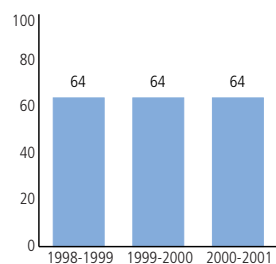
#### Grade 4

##### Mathematics

Students in:	Proficient ⇨			
	Below Basic	Basic	Proficient	Adv. Prof.
All Schools	16%	15%	39%	30%
Title I Schools	21	18	40	21
High Poverty Schools	25	20	38	18
Students with Limited English Proficiency	30	22	33	16
Migratory Students	22	21	39	18
Students with Disabilities	57	17	20	7

#### 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% of students qualify for lunch subsidies

### Middle School

#### Grade 6

##### Reading

Students in:	Proficient ⇨			
	Below Basic	Basic	Proficient	Adv. Prof.
All Schools	18%	18%	39%	25%
Title I Schools	24	23	37	15
High Poverty Schools	30	25	32	13
Students with Limited English Proficiency	57	22	20	1
Migratory Students	23	22	48	8
Students with Disabilities	63	18	15	4

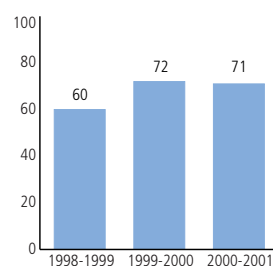
#### Grade 6

##### Mathematics

Students in:	Proficient ⇨			
	Below Basic	Basic	Proficient	Adv. Prof.
All Schools	16%	13%	37%	34%
Title I Schools	21	17	40	23
High Poverty Schools	25	19	38	18
Students with Limited English Proficiency	40	20	30	10
Migratory Students	17	15	46	22
Students with Disabilities	62	16	18	5

#### Student Achievement Trend

Mathematics 6th grade meets or exceeds Proficient



### High School

#### Grade 9

##### Reading

Students in:	Proficient ⇨			
	Below Basic	Basic	Proficient	Adv. Prof.
All Schools	28%	22%	36%	14%
Title I Schools	42	26	27	5
High Poverty Schools	49	25	20	6
Students with Limited English Proficiency	78	16	6	1
Migratory Students	44	24	28	4
Students with Disabilities	75	15	9	2

#### Grade 9

##### Mathematics

Students in:	Proficient ⇨			
	Below Basic	Basic	Proficient	Adv. Prof.
All Schools	15%	19%	39%	27%
Title I Schools	22	27	39	13
High Poverty Schools	23	27	35	15
Students with Limited English Proficiency	30	34	29	8
Migratory Students	21	22	41	16
Students with Disabilities	52	28	18	3

### High School Indicators

High school dropout rate (CCD, event) 1993–94 2000–01  
 6% 4%

Postsecondary enrollment 1994–95 2000–01  
 64% 58%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$8,806  
(CCD, 1999–2000)

Number of districts 53  
(CCD, 2000-01)

Number of charter schools 19  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	173	176
Middle	31	33
High	58	68
Combined	189	225
Total	451	502

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	3,067	3,357
Middle School	756	998
High School	1,479	1,822
Combined	1,150	1,492
Total	6,452	7,669

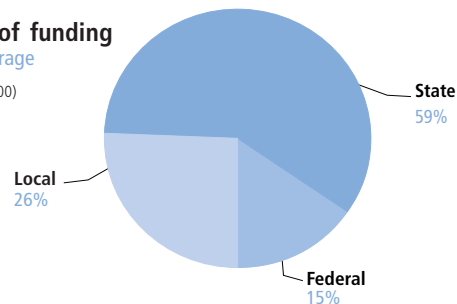
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	84%	64%
Math	50	57
Science	79	77
Social Studies	66	73

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre-K	2,787
	K–8	90,814	93,232
	9–12	32,347	38,914
	Total (K–12)	123,161	132,146

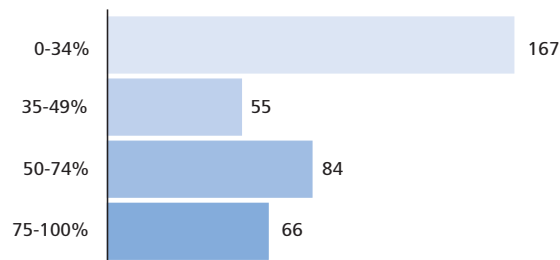
Race/ethnicity (CCD)			
American Indian/Alaskan Natives	23%	25%	
	Asian/Pacific Islander	4	6
Black	5	5	
Hispanic	2	3	
White	65	62	
Other	—	—	

Students with disabilities (OSEP) 12% 12%

Students with limited English proficiency (ED /NCBE) 22% 15%

Migratory students (OME) 14% 10%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



†130 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
None.

**Expected School Improvement on Assessment**  
None.

**Title I Adequate Yearly Progress (AYP) for Schools**  
More than 40 percent of students scoring Proficient on assessment every two years.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	77	201	278
Schools meeting AYP goal	28%	72%	100%
Schools identified for improvement	6	5	11
	8%	2%	4%

### Title I allocation

\$26,916,268

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

Proficient level and above  
Basic level and above

Grade 4    Grade 8

—    —  
—    —

### Math, 2000

Proficient level and above  
Basic level and above

—    —  
—    —

## Student Achievement 2000–01

Assessment

California Achievement Test, Version 5.

State Definition of Proficient

50 percent or more questions answered correctly.

### Elementary School

#### Grade 4

##### Reading

Students in:	Below Proficient	Proficient ⇄	Above Proficient
All Schools	22%	41%	37%
Title I Schools	30	42	28
High Poverty Schools	34	41	25
Students with Limited English Proficiency	51	40	9
Migratory Students	47	37	16
Students with Disabilities	52	32	16

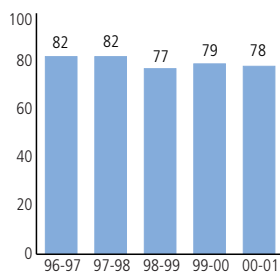
#### Grade 4

##### Mathematics

Students in:	Below Proficient	Proficient ⇄	Above Proficient
All Schools	20%	45%	35%
Title I Schools	25	46	28
High Poverty Schools	28	47	25
Students with Limited English Proficiency	35	48	17
Migratory Students	34	45	21
Students with Disabilities	49	34	17

#### 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% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### Reading

Students in:	Below Proficient	Proficient ⇄	Above Proficient
All Schools	24%	40%	36%
Title I Schools	48	33	18
High Poverty Schools	54	31	15
Students with Limited English Proficiency	67	27	6
Migratory Students	38	38	24
Students with Disabilities	58	30	12

#### Grade 7

##### Mathematics

Students in:	Below Proficient	Proficient ⇄	Above Proficient
All Schools	27%	41%	32%
Title I Schools	22	38	40
High Poverty Schools	33	52	15
Students with Limited English Proficiency	53	36	11
Migratory Students	39	39	22
Students with Disabilities	61	29	10

### High School

#### Students in:

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

#### 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	2000–01 8%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 37%	2000–01 44%

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$4,999

Number of districts (CCD, 2000-01) 430

Number of charter schools (CCD, 2000-01) 291

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	710	905
Middle	187	218
High	154	281
Combined	10	188
Total	1,061	1,592

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	20,011	23,878
Middle School	6,453	7,538
High School	8,633	10,137
Combined	75	2,185
Total	35,172	43,738

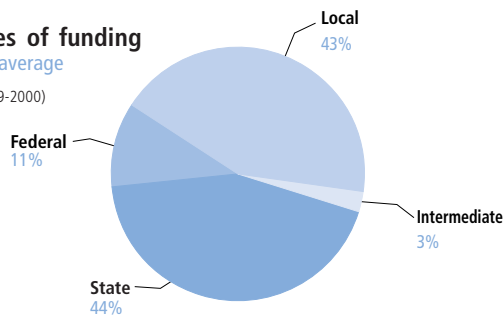
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	65%	52%
Math	61	49
Science	73	66
Social Studies	65	75

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre-K	3,164
	K–8	519,054	635,973
	9–12	182,737	236,933
	Total (K–12)	701,791	872,906

Race/ethnicity (CCD)		
American Indian/Alaskan Natives	7%	7%
Asian/Pacific Islander	2	2
Black	4	5
Hispanic	28	34
White	60	53
Other	—	—

Students with disabilities (OSEP) 9% 9%

Students with limited English proficiency (ED/NCBE) 12% 15%

Migratory students (OME) 2% 3%

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)**

Data Not Available

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Grade level meets one year academic growth (50th percentile).

### Expected School Improvement on Assessment

Grade level score greater than 40 percent of state schools in growth (three year average).

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: Gap-reduction toward 90 percent proficient and No students (reading, math).

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	527	408	935
	56%	44%	100%
Schools meeting AYP goal	329	260	589
	62%	64%	63%
Schools identified for improvement	198	148	346
	38%	36%	37%

### Title I allocation

\$134,329,820

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	21%	23%
Basic level and above	50%	68%

### Math, 2000

Proficient level and above	17%	21%
Basic level and above	59%	62%

## Student Achievement 2000-01

Assessment

Arizona's Instrument to Measure Standards.

State Definition of Proficient

Meets performance standard.

### Elementary School

#### Grade 3

##### Writing

Students in:	Falls Far Below		Proficient	
	Appr.	Meets	Exceeds	
All Schools	12%	13%	62%	13%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency	47	23	29	2
Migratory Students	50	22	27	1
Students with Disabilities	45	21	31	3

#### Grade 3

##### Mathematics

Students in:	Falls Far Below		Proficient	
	Appr.	Meets	Exceeds	
All Schools	14%	29%	34%	23%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency	44	37	16	3
Migratory Students	44	38	14	5
Students with Disabilities	46	31	16	6

### Middle School

#### Grade 8

##### Writing

Students in:	Falls Far Below		Proficient	
	Appr.	Meets	Exceeds	
All Schools	17%	41%	40%	2%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency	76	22	2	0
Migratory Students	88	9	4	0
Students with Disabilities	84	15	2	*

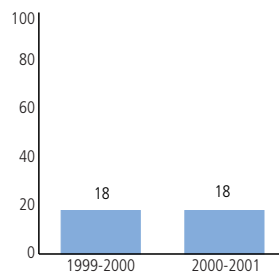
#### Grade 8

##### Mathematics

Students in:	Falls Far Below		Proficient	
	Appr.	Meets	Exceeds	
All Schools	43%	39%	12%	6%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency	n/a	n/a	n/a	n/a
Migratory Students	81	19	0	0
Students with Disabilities	84	15	2	*

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Writing

Students in:	Falls Far Below		Proficient	
	Appr.	Meets	Exceeds	
All Schools	15%	50%	34%	1%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency	n/a	n/a	n/a	n/a
Migratory Students	62	21	17	1
Students with Disabilities	n/a	n/a	n/a	n/a

#### Grade 10

##### Mathematics

Students in:	Falls Far Below		Proficient	
	Appr.	Meets	Exceeds	
All Schools	50%	19%	21%	10%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency	85	10	5	1
Migratory Students	80	14	5	2
Students with Disabilities	86	9	4	1

### High School Indicators

High school dropout rate (CCD, event)	1993-94 14%	2000-01 11%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 44%	2000-01 50%

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$5,277

Number of districts (CCD, 2000-01) 310

Number of charter schools (CCD, 2000-01) 3

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	563	578
Middle	161	186
High	324	319
Combined	6	20
Total	1,054	1,103

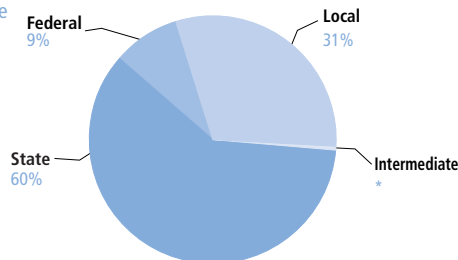
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	12,440	13,125
Middle School	5,050	6,442
High School	7,623	10,249
Combined	390	685
Total	25,503	30,501

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

	1994	2000
English	78%	82%
Math	70	79
Science	66	57
Social Studies	70	64

### Sources of funding

District average (CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre–K	1,248
	K–8	314,617	315,032
	9–12	125,801	131,511
	Total (K–12)	440,418	446,543

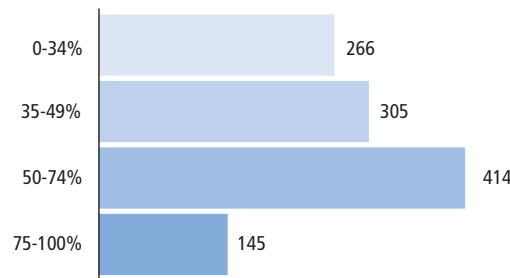
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	24	23
Hispanic	1	4
White	74	72
Other	—	—

Students with disabilities (OSEP) 10% 11%

Students with limited English proficiency (ED /NCBE) 1% 2%

Migratory students (OME) 3% 4%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

One hundred percent of students Proficient in 10 years.

### Expected School Improvement on Assessment

Yearly progress to meet 100 percent Proficient in 10 years.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	406	389	795
Schools meeting AYP goal	51%	49%	100%
Schools identified for improvement	225	267	492
	55%	69%	62%
	179	108	287
	44%	28%	36%

### Title I allocation

\$86,626,949

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	26%	28%
Basic level and above	59%	73%

### Math, 2000

Proficient level and above	14%	14%
Basic level and above	57%	52%

## Student Achievement 2000–01

Assessment

Arkansas Benchmark Exam

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### Language Arts Literacy

**Students in:** Proficient and Above

All Schools 43%

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

#### Grade 4

##### Mathematics

**Students in:** Proficient and Above

All Schools 48%

Title I Schools

High Poverty Schools

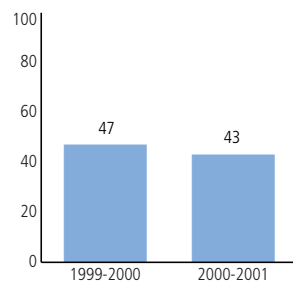
Students with Limited English Proficiency

Migratory Students

Students with Disabilities

#### Student Achievement Trend

Language Arts Literacy 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Language Arts Literacy

**Students in:** Proficient and Above

All Schools 37%

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

#### Grade 8

##### Mathematics

**Students in:** Proficient and Above

All Schools 21%

Title I Schools

High Poverty Schools

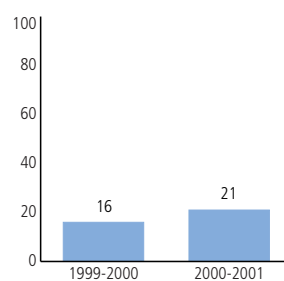
Students with Limited English Proficiency

Migratory Students

Students with Disabilities

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade

**Students in:**

All Schools

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

#### Grade

**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	2000–01
	5%	5%

Postsecondary enrollment	1994–95	2000–01
	48%	53%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$6,314  
(CCD, 1999-2000)

Number of districts 988  
(CCD, 2000-01)

Number of charter schools 300  
(CCD, 2000-01)

	Number of public schools <small>(CCD)</small>	
	1993-94	2000-01
Elementary	4,920	5,430
Middle	1,095	1,265
High	812	1,663
Combined	39	380
Total	6,866	8,738

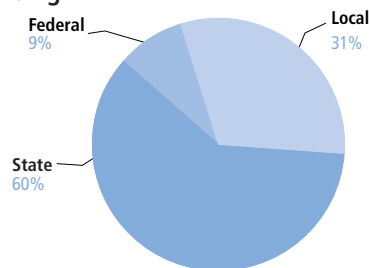
	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2000-01
Elementary	113,639	158,072
Middle School	39,438	48,678
High School	51,211	71,802
Combined	1,713	9,279
Total	206,001	287,831

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

	1994	2000
English	76%	68%
Math	50	57
Science	62	77
Social Studies	77	84

### Sources of funding

District average  
(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>		1993-94	2000-01
Pre-K		61,281	n/a
K-8		3,772,731	4,264,411
9-12		1,393,530	1,707,952
Total (K-12)		5,166,261	5,972,363

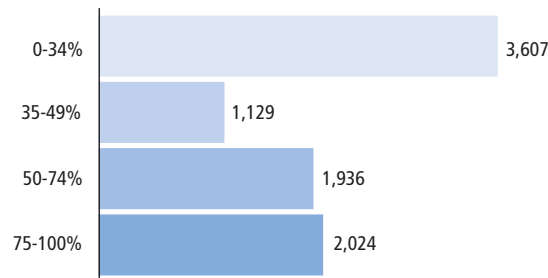
Race/ethnicity <small>(CCD)</small>		1993-94	2000-01
American Indian/Alaskan Natives		1%	1%
Asian/Pacific Islander		11	11
Black		9	8
Hispanic		37	43
White		42	36
Other		—	—

Students with disabilities (OSEP) 9%      9%

Students with limited English proficiency (ED/NCBE) 23%      25%

Migratory students (OME) 4%      7%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000-01)



†61 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
Academic Performance Index (API) of 800 on a scale of 200 to 1,000.

**Expected School Improvement on Assessment**  
Annual growth target of 5 percent of distance from base API to 800 with comparable improvement by ethnic and socioeconomically disadvantaged student subgroups.

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

### Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	2,498	2,821	5,319
	47%	53%	100%
Schools meeting AYP goal	1,255	1,209	2,464
	50%	43%	46%
Schools identified for improvement	870	405	1,275
	35%	14%	24%

### Title I allocation

\$1,119,927,543

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	21%	20%
Basic level and above	50%	61%

### Math, 2000

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



## Student Achievement 2000–01

Assessment

California English Language Arts Standards Tests.  
Stanford Achievement Test, Version 9 (mathematics).

State Definition of Proficient

Proficient performance in relation to the academic content standards tested.

### Elementary School

#### Grade 4

##### English Language Arts

Students in:	Far Below	Basic	Below Basic	Basic	Proficient ⇄	
					Prof.	Adv.
All Schools	13%	21%	33%	22%	11%	
Title I Schools	20	30	34	12	3	
High Poverty Schools	23	32	32	11	2	
Students with Limited English Proficiency	28	35	30	6	*	
Migratory Students	31	35	27	6	*	
Students with Disabilities	29	32	25	10	4	

#### Grade 4

##### Mathematics

Students in:	Below 25th NPR	Above 25th NPR	At or Above 50th NPR	Above 75th NPR
All Schools	25%	21%	22%	32%
Title I Schools	36	26	21	17
High Poverty Schools	40	26	20	15
Students with Limited English Proficiency	43	27	18	12
Migratory Students	43	26	19	12
Students with Disabilities	47	21	16	17

### Middle School

#### Grade 8

##### English Language Arts

Students in:	Far Below	Basic	Below Basic	Basic	Proficient ⇄	
					Prof.	Adv.
All Schools	14%	19%	35%	23%	9%	
Title I Schools	22	28	35	12	3	
High Poverty Schools	28	29	32	10	1	
Students with Limited English Proficiency	37	35	25	3	*	
Migratory Students	31	31	30	7	*	
Students with Disabilities	48	29	18	4	*	

#### Grade 8

##### Mathematics

Students in:	Below 25th NPR	Above 25th NPR	At or Above 50th NPR	Above 75th NPR
All Schools	29%	22%	25%	25%
Title I Schools	44	26	20	11
High Poverty Schools	50	25	17	8
Students with Limited English Proficiency	56	25	13	5
Migratory Students	49	27	18	6
Students with Disabilities	66	19	10	5

### High School

#### Grade 10

##### English Language Arts

Students in:	Far Below	Basic	Below Basic	Basic	Proficient ⇄	
					Prof.	Adv.
All Schools	15%	23%	31%	20%	11%	
Title I Schools	25	34	30	9	3	
High Poverty Schools	28	34	27	8	2	
Students with Limited English Proficiency	39	40	19	2	*	
Migratory Students	33	36	24	5	1	
Students with Disabilities	50	32	14	3	1	

#### Grade 10

##### Mathematics

Students in:	Below 25th NPR	Above 25th NPR	At or Above 50th NPR	Above 75th NPR
All Schools	29%	26%	25%	20%
Title I Schools	43	31	19	7
High Poverty Schools	47	30	17	6
Students with Limited English Proficiency	50	31	14	5
Migratory Students	47	31	18	4
Students with Disabilities	64	25	8	3

### High School Indicators

High school dropout rate (CCD, event)	1993–94 n/a	2000–01 n/a
---------------------------------------	----------------	----------------

Postsecondary enrollment	1994–95 61%	2000–01 48%
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(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$6,215  
(CCD, 1999–2000)

Number of districts 176  
(CCD, 2000–01)

Number of charter schools 77  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	817	924
Middle	246	277
High	244	312
Combined	13	60
Total	1,320	1,573

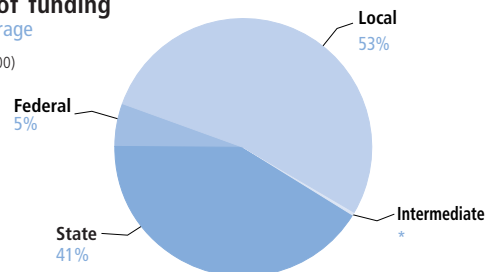
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	16,771	20,709
Middle School	7,267	8,645
High School	8,683	11,111
Combined	111	942
Total	32,832	41,407

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	91%	80%
Math	65	68
Science	78	72
Social Studies	61	88

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	7,249	15,244	
	K–8	451,469	501,145	
	9–12	164,260	207,873	
	Total (K–12)	615,729	709,018	

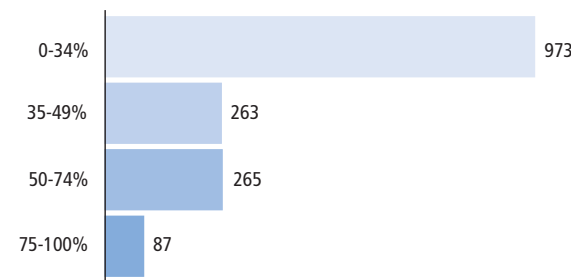
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	2	3
Black	5	6
Hispanic	17	22
White	74	68
Other	—	—

Students with disabilities (OSEP) 9% 9%

Students with limited English proficiency (ED/NCBE) 4% 8%

Migratory students (OME) 1% 4%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



† 2 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 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

Not available.

### Title I Adequate Yearly Progress (AYP) for Schools

Reduce difference between base index and 100 by 7 percent annually (reading, math).

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	215	342	557
Schools meeting AYP goal	39%	61%	100%
Schools identified for improvement	123	278	401
	57%	81%	72%
	92	66	158
	43%	19%	28%

### Title I allocation

\$80,052,316

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

## Student Achievement 2000-01

Assessment

Colorado Student Assessment Program.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient	
				Prof.	Adv.
All Schools	2%	13%	23%	56%	7%
Title I Schools	2	24	35	37	2
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	12	36	28	24	*
Students with Disabilities	5	44	28	22	1

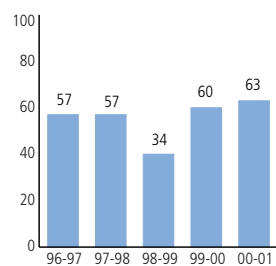
#### Grade 5

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient	
				Prof.	Adv.
All Schools	2	14%	32%	38%	13%
Title I Schools	3	26	41	25	5
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	13	36	35	15	1
Students with Disabilities	8	43	33	14	2

#### 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient	
				Prof.	Adv.
All Schools	3%	11%	22%	56%	8%
Title I Schools	7	26	38	29	1
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	18	36	30	15	*
Students with Disabilities	10	42	29	18	1

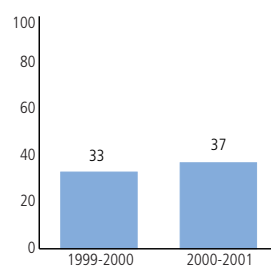
#### Grade 8

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient	
				Prof.	Adv.
All Schools	3%	28%	32%	24%	13%
Title I Schools	8	54	25	9	4
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	20	56	18	6	*
Students with Disabilities	10	64	18	6	2

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient	
				Prof.	Adv.
All Schools	5%	9%	22%	56%	7%
Title I Schools	16	15	30	36	3
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	22	28	33	16	1
Students with Disabilities	16	36	29	18	1

#### Grade 10

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient	
				Prof.	Adv.
All Schools	5%	42%	39%	11%	2%
Title I Schools	14	56	27	3	0
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	18	68	10	3	*
Students with Disabilities	16	71	11	2	*

### High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 n/a
Postsecondary enrollment	1994-95 52%	2000-01 53%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$9,753

Number of districts (CCD, 2000-01) 166

Number of charter schools (CCD, 2000-01) 16

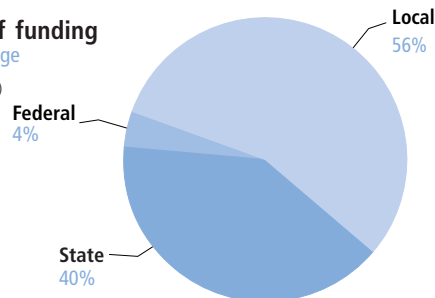
	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	624	662
Middle	177	190
High	135	182
Combined	11	39
Total	947	1,073

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	16,127	18,825
Middle School	7,409	9,203
High School	8,577	11,877
Combined	383	566
Total	32,496	40,471

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	84%	71%
Math	84	62
Science	90	77
Social Studies	92	79

### Sources of funding

District average (CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	6,216	352,360	155,770	551,736
	—	127,655	—	—

Race/ethnicity (CCD)		
	1993–94	2000–01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	3%
Black	13	14
Hispanic	11	13
White	73	70
Other	—	—

Students with disabilities (OSEP) 12% 11%

Students with limited English proficiency (ED/NCBE) 4% 4%

Migratory students (OME) 1% 1%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)

Data Not Available

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
 Above 40 on 100 point performance index (three subjects) based on a two-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.

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

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	87	359	446
	20%	80%	100%
Schools meeting AYP goal	n/a	n/a	n/a
Schools identified for improvement	26	2	28
	30%	1%	6%

Title I allocation \$76,603,693

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	43%	37%
Basic level and above	75%	76%

### Math, 2000

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

## Student Achievement 2000–01

Assessment

Connecticut Mastery Test (Elementary and Middle School).  
Connecticut Academic Performance Test (High School).

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ↗			Goal
	Below Basic	Basic	Proficient	
All Schools	20%	10%	13%	58%
Title I Schools				
High Poverty Schools	52	15	15	18
Students with Limited English Proficiency				
English Proficiency	70	13	9	8
Migratory Students	68	11	14	6
Students with Disabilities	54	12	13	21

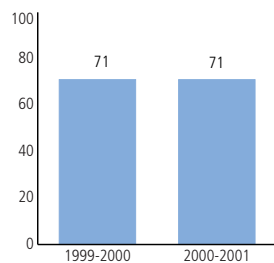
#### Grade 4

##### Mathematics

Students in:	Proficient ↗			Goal
	Below Basic	Basic	Proficient	
All Schools	9%	9%	20%	61%
Title I Schools				
High Poverty Schools	25	20	28	26
Students with Limited English Proficiency				
English Proficiency	40	20	20	20
Migratory Students	39	26	17	18
Students with Disabilities	32	18	24	26

##### Student Achievement Trend

Reading 4th grade meets Proficient



KEY: \* = Less than 0.5 percent  
— = Not applicable  
n/a = Not available  
# = Sample size too few to calculate  
High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ↗			Goal
	Below Basic	Basic	Proficient	
All Schools	15%	8%	11%	66%
Title I Schools				
High Poverty Schools	45	15	14	26
Students with Limited English Proficiency				
English Proficiency	73	10	7	11
Migratory Students	72	17	3	8
Students with Disabilities	49	13	13	25

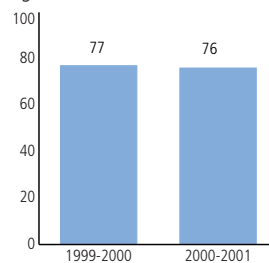
#### Grade 8

##### Mathematics

Students in:	Proficient ↗			Goal
	Below Basic	Basic	Proficient	
All Schools	11%	13%	21%	55%
Title I Schools				
High Poverty Schools	30	28	24	19
Students with Limited English Proficiency				
English Proficiency	53	21	15	12
Migratory Students	54	27	16	3
Students with Disabilities	40	22	22	17

##### Student Achievement Trend

Mathematics 8th grade meets Proficient



### High School

#### Grade 10

##### Language Arts

Students in:	Proficient ↗			Goal
	Below Basic	Basic	Proficient	
All Schools	7%	15%	36%	42%
Title I Schools				
High Poverty Schools	17	34	37	12
Students with Limited English Proficiency				
English Proficiency	45	21	25	9
Migratory Students	39	37	20	4
Students with Disabilities	29	30	31	10

#### Grade 10

##### Mathematics

Students in:	Proficient ↗			Goal
	Below Basic	Basic	Proficient	
All Schools	11%	12%	32%	45%
Title I Schools				
High Poverty Schools	36	27	28	10
Students with Limited English Proficiency				
English Proficiency	37	22	28	13
Migratory Students	57	22	20	2
Students with Disabilities	34	23	29	14

### High School Indicators

High school dropout rate (CCD, event)

Year	Percentage
1993–94	5%
2000–01	3%

Postsecondary enrollment

Year	Percentage
1994–95	59%
2000–01	62%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$8,310  
(CCD, 1999–2000)

Number of districts 19  
(CCD, 2000–01)

Number of charter schools 7  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	86	98
Middle	41	43
High	27	31
Combined	17	6
Total	171	178

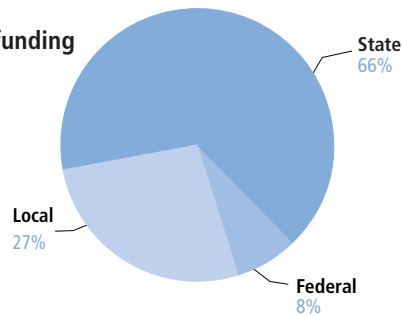
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	2,429	3,104
Middle School	1,741	1,777
High School	1,452	2,128
Combined	280	65
Total	5,902	7,074

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

	1994	2000
English	90%	61%
Math	#	74
Science	82	68
Social Studies	77	n/a

### Sources of funding

District average  
(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	565	76,052	28,930	104,982
	706	80,095	33,875	113,970

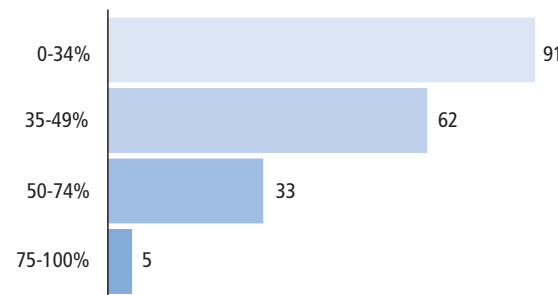
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	2%
Black	29	31
Hispanic	3	6
White	66	61
Other	—	—

Students with disabilities (OSEP) 11% 11%

Students with limited English proficiency (ED/NCBE) 1% 2%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

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

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

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

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	38	78	116
Schools meeting AYP goal	33%	67%	100%
Schools identified for improvement	29	67	96
	76%	86%	83%
	9	11	20
	24%	14%	17%

Title I allocation \$22,763,513

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	35%	33%
Basic level and above	81%	81%

### Math, 2000

Proficient level and above	—	—
Basic level and above	—	—

## Student Achievement 2000–01

Assessment

Delaware Student Testing Program.

State Definition of Proficient

Meets the standard—very good performance.

### Elementary School

#### Grade 3

##### Reading

Students in:	Well Below		Proficient ↕		Distin- guished
	Below	Meets	Exceeds		
All Schools	11%	14%	51%	13%	11%
Title I Schools	17	21	48	8	5
High Poverty Schools	29	27	39	4	1
Students with Limited English Proficiency	33	28	33	4	1
Migratory Students	—	—	—	—	—
Students with Disabilities	46	26	25	3	2

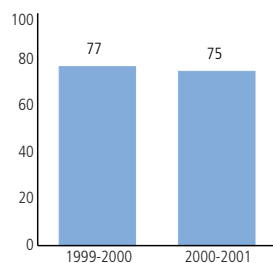
#### Grade 3

##### Mathematics

Students in:	Well Below		Proficient ↕		Distin- guished
	Below	Meets	Exceeds		
All Schools	12%	15%	51%	16%	6%
Title I Schools	19	21	48	9	3
High Poverty Schools	29	29	40	3	0
Students with Limited English Proficiency	34	27	32	8	0
Migratory Students	—	—	—	—	—
Students with Disabilities	48	24	25	3	*

#### Student Achievement Trend

Reading 3rd 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Well Below		Proficient ↕		Distin- guished
	Below	Meets	Exceeds		
All Schools	14%	18%	61%	5%	2%
Title I Schools	26	25	47	2	*
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	56	19	23	1	0
Migratory Students	—	—	—	—	—
Students with Disabilities	58	23	19	0	*

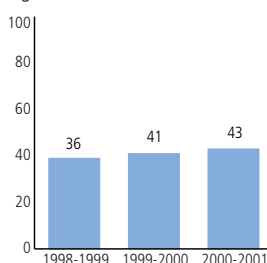
#### Grade 8

##### Mathematics

Students in:	Well Below		Proficient ↕		Distin- guished
	Below	Meets	Exceeds		
All Schools	31%	26%	29%	7%	7%
Title I Schools	49	27	19	2	4
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	63	11	19	1	6
Migratory Students	—	—	—	—	—
Students with Disabilities	79	15	5	1	1

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	Well Below		Proficient ↕		Distin- guished
	Below	Meets	Exceeds		
All Schools	19%	20%	56%	4%	1%
Title I Schools	25	37	39	0	0
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	71	8	20	0	0
Migratory Students	—	—	—	—	—
Students with Disabilities	74	15	11	0	0

#### Grade 10

##### Mathematics

Students in:	Well Below		Proficient ↕		Distin- guished
	Below	Meets	Exceeds		
All Schools	33%	30%	24%	5%	8%
Title I Schools	51	37	13	0	0
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	72	11	9	0	8
Migratory Students	—	—	—	—	—
Students with Disabilities	85	10	4	*	1

### High School Indicators

High school dropout rate (CCD, event)	1993–94 5%	2000–01 4%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 65%	2000–01 60%

## School and Teacher Demographics

Per pupil expenditures \$10,107  
(CCD, 1999–2000)

Number of districts 1  
(CCD, 2000-01)

Number of charter schools 33  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	111	112
Middle	26	10
High	18	16
Combined	5	10
Total	160	148

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	2,297	3,395
Middle School	905	325
High School	977	841
Combined	173	282
Total	4,352	4,843

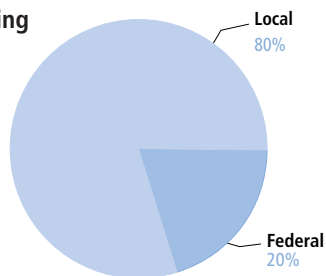
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	90%	68%
Math	82	87
Science	#	n/a
Social Studies	#	74

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre–K	5,216
	K–8	53,903	46,687
	9–12	17,854	13,781
	Total (K–12)	71,757	60,468

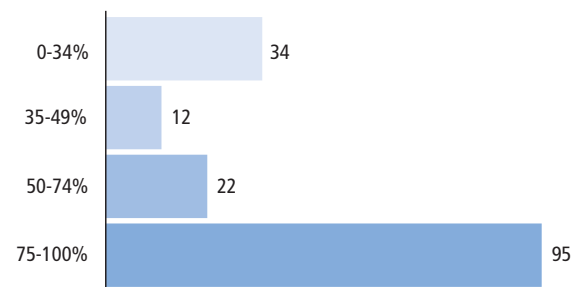
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	2%
Black	89	85
Hispanic	6	9
White	4	5
Other	—	—

Students with disabilities (OSEP) 9% 12%

Students with limited English proficiency (ED/NCBE) 6% 8%

Migratory students (OME) \* 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 2 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
Decrease by 2 percent students at Below Basic level;  
Increase by 2 percent students at Proficient level; Stable or increased performance at Advanced level.

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

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

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	158	3	161
	98%	2%	100%
Schools meeting AYP goal	146	3	149
	92%	100%	93%
Schools identified for improvement	12	0	12
	8%	—	7%

### Title I allocation

\$27,684,305

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	10%	9%
Basic level and above	32%	47%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	6%	6%
Basic level and above	25%	23%



## Student Achievement 2000–01

Assessment

Stanford Achievement Test, Version 9.

State Definition of Proficient

Represents solid academic performance that students are prepared for this grade level.

### Elementary School

#### Grades 1–6

##### Reading

Students in:	Below	Basic	Proficient ↗	
	Basic		Proficient	Advanced
All Schools	26%	46%	22%	6%
Title I Schools	28	47	21	4
High Poverty Schools	29	48	20	4
Students with Limited English Proficiency	39	47	13	1
Migratory Students	26	47	24	3
Students with Disabilities	55	38	6	1

#### Grade 1–6

##### Mathematics

Students in:	Below	Basic	Proficient ↗	
	Basic		Proficient	Advanced
All Schools	30%	39%	23%	8%
Title I Schools	32	40	22	6
High Poverty Schools	33	40	21	5
Students with Limited English Proficiency	35	43	19	3
Migratory Students	32	42	21	5
Students with Disabilities	71	22	7	1

### Middle School

#### Grade 7–8

##### Reading

Students in:	Below	Basic	Proficient ↗	
	Basic		Proficient	Advanced
All Schools	29%	47%	21%	3%
Title I Schools	33	49	17	1
High Poverty Schools	37	49	14	*
Students with Limited English Proficiency	73	26	1	0
Migratory Students	23	54	19	5
Students with Disabilities	75	23	2	*

#### Grade 7–8

##### Mathematics

Students in:	Below	Basic	Proficient ↗	
	Basic		Proficient	Advanced
All Schools	62%	27%	9%	2%
Title I Schools	67	26	6	1
High Poverty Schools	71	23	5	*
Students with Limited English Proficiency	81	12	6	1
Migratory Students	54	34	9	2
Students with Disabilities	95	5	1	0

### High School

#### Grade 9–11

##### Reading

Students in:	Below	Basic	Proficient ↗	
	Basic		Proficient	Advanced
All Schools	48%	38%	12%	2%
Title I Schools	56	37	7	*
High Poverty Schools	57	36	6	*
Students with Limited English Proficiency	90	10	*	
Migratory Students	52	40	7	1
Students with Disabilities	85	13	1	1

#### Grade 9–11

##### Mathematics

Students in:	Below	Basic	Proficient ↗	
	Basic		Proficient	Advanced
All Schools	69%	22%	8%	2%
Title I Schools	77	19	4	*
High Poverty Schools	79	18	3	*
Students with Limited English Proficiency	74	21	5	1
Migratory Students	73	18	7	1
Students with Disabilities	92	7	1	1

### High School Indicators

High school dropout rate (CCD, event) 1993–94 2000–01  
10% n/a

Postsecondary enrollment 1994–95 2000–01  
71% 48%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$5,831  
(CCD, 1999–2000)

Number of districts 67  
(CCD, 2000–01)

Number of charter schools 147  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,472	1,721
Middle	384	484
High	264	406
Combined	218	607
Total	2,338	3,218

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	55,831	66,120
Middle School	19,248	25,150
High School	20,873	31,189
Combined	8,507	8,873
Total	104,459	131,332

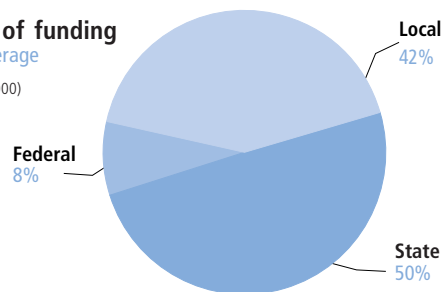
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	83%	86%
Math	76	67
Science	52	69
Social Studies	86	96

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	34,793	1,480,401	525,569	2,005,970
	55,302	1,704,668	674,817	2,379,485

### Race/ethnicity (CCD)

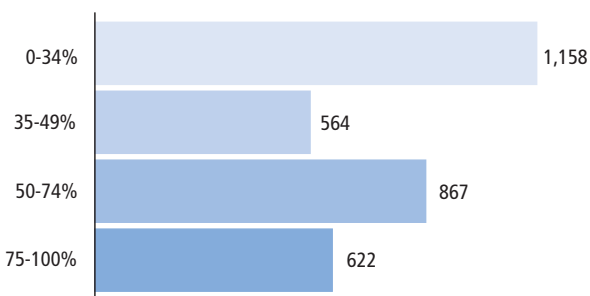
	1993–94	2000–01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	2%
Black	25	25
Hispanic	14	19
White	60	53
Other	—	—

Students with disabilities (OSEP) 12% 13%

Students with limited English proficiency (ED/NCBE) 6% 11%

Migratory students (OME) 2% 3%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



† 20 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

### Statewide Goal for Schools on State Assessment

Under the A+ Plan: For C grade: 60 percent of students at level 2 (FCAT reading, math); Writing: 50 percent at level 3 for elementary, 67 percent for middle school, 75 percent for high school.

### Expected School Improvement on Assessment

Attain grade A/B: increase by 2 percent the number of students at level 3 (FCAT).

### Title I Adequate Yearly Progress (AYP) for Schools

Transition: High school: more than 85 percent pass language arts, 80 percent pass math, 67 percent pass writing. Middle school: more than 40 percent over 50th percentile. Elementary school: more than 33 percent over 50th percentile.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,088	125	1,213
	90%	10%	100%
Schools meeting AYP goal	1,088	125	1,213
	100%	100%	100%
Schools identified for improvement	—	—	—

### Title I allocation

\$401,480,529

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	27%	29%
Basic level and above	60%	72%

### Math, 2000

Proficient level and above	—	—
Basic level and above	—	—

## Student Achievement 2000–01

Assessment

Florida Comprehensive Assessment Test.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Partially Proficient	Proficient ↗	Advanced
All Schools	39%	53%	8%
Title I Schools	49	46	6
High Poverty Schools	59	37	3
Students with Limited English Proficiency	88	12	1
Migratory Students	69	29	1
Students with Disabilities	84	16	1

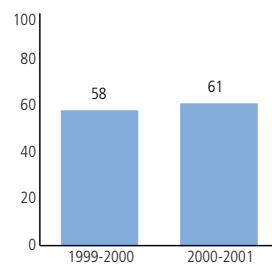
#### Grade 5

##### Mathematics

Students in:	Partially Proficient	Proficient ↗	Advanced
All Schools	45%	48%	7%
Title I Schools	54	42	5
High Poverty Schools	62	35	4
Students with Limited English Proficiency	81	17	2
Migratory Students	65	33	2
Students with Disabilities	86	14	1

#### 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Partially Proficient	Proficient ↗	Advanced
All Schools	49%	46%	5%
Title I Schools	64	34	3
High Poverty Schools	75	24	1
Students with Limited English Proficiency	94	6	0
Migratory Students	82	18	0
Students with Disabilities	87	13	1

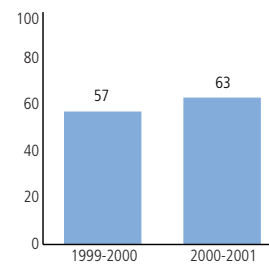
#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ↗	Advanced
All Schools	37%	51%	12%
Title I Schools	52	42	6
High Poverty Schools	64	33	3
Students with Limited English Proficiency	76	23	2
Migratory Students	64	34	2
Students with Disabilities	82	17	1

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	Partially Proficient	Proficient ↗	Advanced
All Schools	60%	30%	10%
Title I Schools	71	23	7
High Poverty Schools	89	10	1
Students with Limited English Proficiency	97	2	0
Migratory Students	88	11	1
Students with Disabilities	91	8	2

#### Grade 10

##### Mathematics

Students in:	Partially Proficient	Proficient ↗	Advanced
All Schools	32%	56%	12%
Title I Schools	39	54	7
High Poverty Schools	55	43	2
Students with Limited English Proficiency	69	29	3
Migratory Students	54	44	2
Students with Disabilities	78	21	1

### High School Indicators

High school dropout rate (CCD, event)	1993–94 n/a	2000–01 4%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 49%	2000–01 56%

## School and Teacher Demographics

Per pupil expenditures \$6,437  
(CCD, 1999–2000)

Number of districts 180  
(CCD, 2000-01)

Number of charter schools 30  
(CCD, 2000-01)

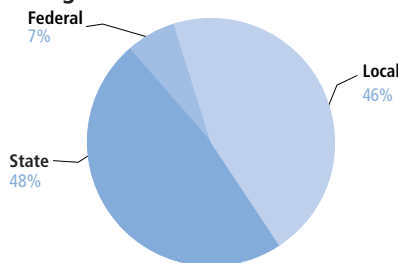
	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,085	1,183
Middle	309	400
High	277	317
Combined	67	37
Total	1,738	1,937

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	38,541	44,823
Middle School	15,534	20,690
High School	17,770	21,906
Combined	8,842	1,504
Total	80,687	88,923

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

### Sources of funding

District average  
(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	5,534	904,891	324,879	1,229,770
	32,248	1,027,735	384,954	1,412,689

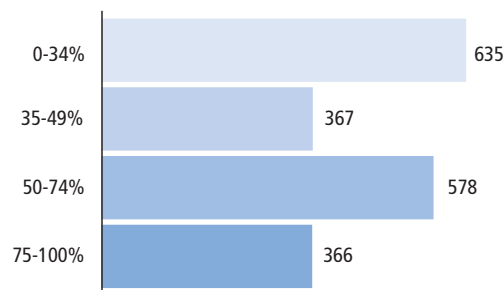
Race/ethnicity (CCD)		
	1993–94	2000–01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	2%
Black	37	38
Hispanic	2	5
White	60	55
Other	—	—

Students with disabilities (OSEP) 9% 10%

Students with limited English proficiency (ED/NCBE) 1% 5%

Migratory students (OME) 1% 2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 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.

### Title I Adequate Yearly Progress (AYP) for Schools

Reduce by 5 percent the number of students Not Meeting Standard.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	766	297	1,063
Schools meeting AYP goal	72%	28%	100%
Schools identified for improvement	301	138	439
	39%	46%	41%
	465	160	625
	61%	54%	59%

Title I allocation \$226,462,026

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	28%	26%
Basic level and above	59%	70%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	18%	19%
Basic level and above	58%	56%

## Student Achievement 2000–01

Assessment

Elementary, Middle School: Criterion-Referenced Competency Tests.  
High School: Georgia High School Graduation Tests.  
Grades 4 and 8: Score at least 300  
Grade 11: Score of at least 500

State Definition of Proficient

### Elementary School

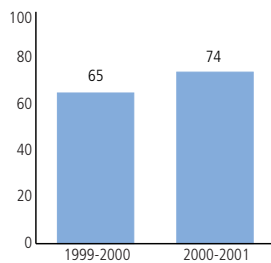
#### Grade 4 Reading

Students in:	Did Not Meet Standard	Proficient Met Standard	Exceeded Standard
All Schools	26%	42%	32%
Title I Schools	31	43	26
High Poverty Schools	39	44	17
Students with Limited English Proficiency	71	25	4
Migratory Students	56	34	9
Students with Disabilities	65	27	7

#### Grade 4 Mathematics

Students in:	Did Not Meet Standard	Proficient Met Standard	Exceeded Standard
All Schools	38%	51%	12%
Title I Schools	44	49	8
High Poverty Schools	53	43	4
Students with Limited English Proficiency	74	25	1
Migratory Students	65	34	1
Students with Disabilities	76	21	2

**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% of students qualify for lunch subsidies

### Middle School

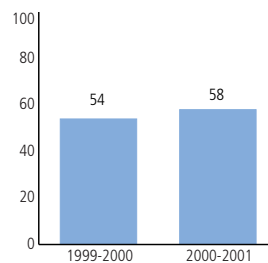
#### Grade 8 Reading

Students in:	Did Not Meet Standard	Proficient Met Standard	Exceeded Standard
All Schools	18%	32%	50%
Title I Schools	22	36	42
High Poverty Schools	30	41	30
Students with Limited English Proficiency	60	31	9
Migratory Students	46	33	21
Students with Disabilities	59	28	13

#### Grade 8 Mathematics

Students in:	Did Not Meet Standard	Proficient Met Standard	Exceeded Standard
All Schools	41%	48%	10%
Title I Schools	49	45	6
High Poverty Schools	62	35	3
Students with Limited English Proficiency	72	25	3
Migratory Students	63	34	3
Students with Disabilities	84	15	1

**Student Achievement Trend**  
Mathematics 8th grade meets or exceeds Standard



### High School

#### Grade 11 English/Language Arts

Students in:	Did Not Meet Standard	Proficient Met Standard	Exceeded Standard
All Schools	6%	40%	54%
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency	51	41	8
Migratory Students	21	58	21
Students with Disabilities	32	50	17

#### Grade 11 Mathematics

Students in:	Did Not Meet Standard	Proficient Met Standard	Exceeded Standard
All Schools	9%	46%	45%
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency	26	54	20
Migratory Students	25	52	22
Students with Disabilities	43	47	10

### High School Indicators

High school dropout rate (CCD, event)	1993–94 9%	2000–01 7%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 59%	2000–01 60%

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$6,530

Number of districts (CCD, 2000–01) 1

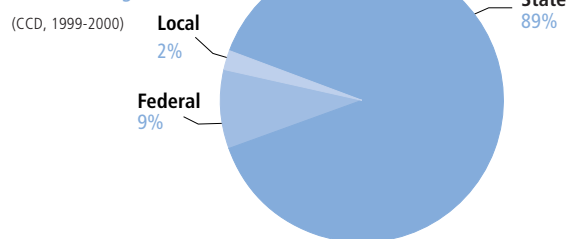
Number of charter schools (CCD, 2000–01) 6

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	168	175
Middle	28	34
High	32	36
Combined	10	13
Total	238	258

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	5,632	5,744
Middle School	1,322	1,701
High School	2,805	2,977
Combined	354	367
Total	10,113	10,789

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	81%	81%
Math	69	76
Science	74	87
Social Studies	86	62

### Sources of funding



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre-K	552
	K–8	131,051	131,410
	9–12	48,728	52,031
	Total (K–12)	179,779	183,441

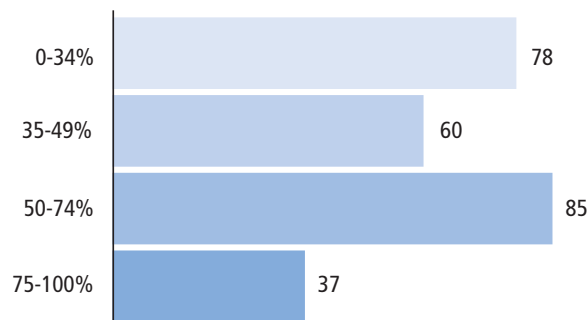
Race/ethnicity (CCD)		
	1993–94	2000–01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	68%	72%
Black	3	2
Hispanic	5	5
White	24	20
Other	—	—

Students with disabilities (OSEP) 7% 11%

Students with limited English proficiency (ED/NCBE) 6% 7%

Migratory students (OME) — 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

**Statewide Goal for Schools on State Assessment**  
 Under development.

**Expected School Improvement on Assessment**  
 No information available.

**Title I Adequate Yearly Progress (AYP) for Schools**  
 SAT-9 Reading and Math: 75 percent at stanine 5–9, or 2 percent gain; Attendance 95 percent or 2 percent gain.

Title I 2000–01 (ED Consolidated Report, 2000–01)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	113	12	125
Schools meeting AYP goal	90%	10%	100%
Schools identified for improvement	n/a	n/a	n/a
	84	2	86
	74%	17%	69%

**Title I allocation** \$22,148,781

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	21%	20%
Basic level and above	52%	64%

### Math, 2000

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

## Student Achievement 2000–01

Assessment

Assessment information is not available for this school year.\*

State Definition of Proficient

### Elementary School

#### Students in:

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

#### Students in:

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

### Middle School

#### Students in:

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

#### Students in:

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

### High School

#### Students in:

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

#### Students in:

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

### High School Indicators

	1993–94	2000–01
High school dropout rate (CCD, event)	n/a	6%
	1994–95	2000–01
Postsecondary enrollment (NCES, High school graduates enrolled in college)	62%	60%

\*Assessments were not administered in 2000-01 due to a statewide teacher's strike.

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

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$5,315

Number of districts (CCD, 2000–01) 115

Number of charter schools (CCD, 2000–01) 9

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	329	344
Middle	99	110
High	114	163
Combined	15	31
Total	557	648

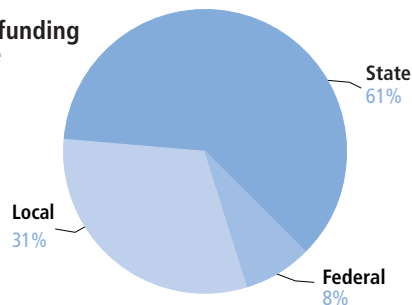
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	5,721	6,314
Middle School	2,659	2,939
High School	3,205	4,016
Combined	165	286
Total	11,750	13,555

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	69%	57%
Math	46	49
Science	77	75
Social Studies	73	66

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	1,389	164,828	69,287	234,115
	2,174	168,044	74,530	242,574

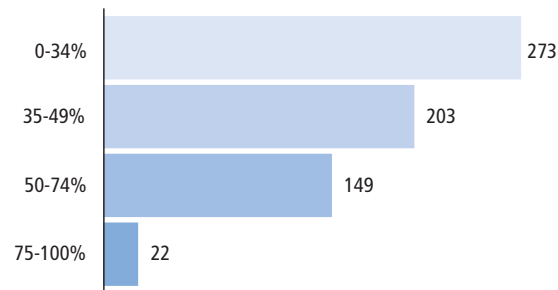
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	1	1
Black	*	1
Hispanic	5	11
White	93	86
Other	—	—

Students with disabilities (OSEP) 8% 10%

Students with limited English proficiency (ED/NCBE) 3% 9%

Migratory students (OME) 5% 7%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



† 6 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

### Statewide Goal for Schools on State Assessment

None.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Combined scores on assessments, performance tests (math, writing), local measures.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	86	311	397
Schools meeting AYP goal	22%	78%	100%
Schools identified for improvement	85%	76%	78%
	13	75	88
	15%	24%	22%

### Title I allocation

\$28,904,321

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	33%	33%
Basic level and above	68%	79%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	21%	27%
Basic level and above	70%	71%



# Student Achievement 2000–01

Assessment

Iowa Test of Basic Skills, Tests of Achievement and Proficiency.

State Definition of Proficient

Proficiency not defined for 2000–2001 SY.

## Elementary School

### Grade 4 Reading

Students in:	Level I	Level II	Level III	Level IV	Level V
All Schools					
Title I Schools	5%	10%	44%	34%	7%
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

### Grade 4 Mathematics

Students in:	Level I	Level II	Level III	Level IV	Level V
All Schools					
Title I Schools	5%	9%	42%	36%	8%
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

## Middle School

### Grade 8 Reading

Students in:	Level I	Level II	Level III	Level IV	Level V
All Schools					
Title I Schools	1%	16%	50%	28%	6%
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

### Grade 8 Mathematics

Students in:	Level I	Level II	Level III	Level IV	Level V
All Schools					
Title I Schools	1%	18%	53%	22%	6%
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

## High School

### Grade 10 Reading

Students in:	Level I	Level II	Level III	Level IV	Level V
All Schools					
Title I Schools	7%	25%	33%	28%	7%
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

### Grade 10 Mathematics

Students in:	Level I	Level II	Level III	Level IV	Level V
All Schools					
Title I Schools	8%	32%	28%	26%	6%
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students					
Students with Disabilities					

## High School Indicators

High school dropout rate (CCD, event)	1993–94 9%	2000–01 6%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 48%	2000–01 45%

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$7,133  
(CCD, 1999–2000)

Number of districts 897  
(CCD, 2000–01)

Number of charter schools 19  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	2,616	2,628
Middle	707	720
High	641	755
Combined	27	143
Total	3,991	4,246

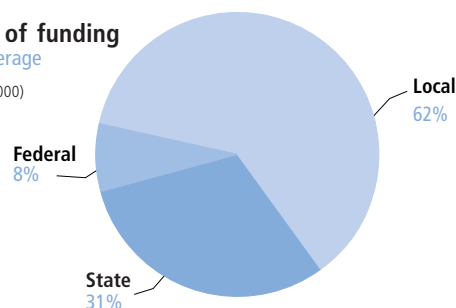
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	56,172	65,846
Middle School	17,322	20,854
High School	29,424	34,669
Combined	956	2,288
Total	103,874	123,657

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	89%	70%
Math	82	65
Science	77	93
Social Studies	80	90

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre–K	42,359
	K–8	1,259,394	1,410,648
	9–12	503,024	573,246
	Total (K–12)	1,762,418	1,983,894

Race/ethnicity (CCD)			
		1993–94	2000–01
American Indian/Alaskan Natives		*	*
Asian/Pacific Islander		3%	3%
Black		21	21
Hispanic		11	15
White		65	60
Other		—	—

Students with disabilities (OSEP) 11% 12%

Students with limited English proficiency (ED/NCBE) 5% 7%

Migratory students (OME) \* \*

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)

Data Not Available

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

### Statewide Goal for Schools on State Assessment

All student scores above the 50th percentile level for a school composite score.

### Expected School Improvement on Assessment

Gains to meet 50th percentile in five years; currently working on changing the definition to meet the new AYP requirements of NCLB.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual gain to 90 percent proficient by 2007.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	921	1,324	2,245
Schools meeting AYP goal	41%	59%	100%
Schools identified for improvement	558	1,284	1,842
	61%	97%	82%
	363	40	403
	39%	3%	18%

Title I allocation \$341,790,202

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	22%	27%
Basic level and above	66%	68%

# Student Achievement 2000-01

Assessment

Illinois Standards Achievement Test.

State Definition of Proficient

Meets Standards.

## Elementary School

### Grade 3

#### Reading

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	7%	31%	43%	19%
Title I Schools	9	35	41	15
High Poverty Schools	18	50	28	4
Students with Limited English Proficiency				
English Proficiency	16	48	30	6
Migratory Students	22	43	26	9
Students with Disabilities	23	46	25	6

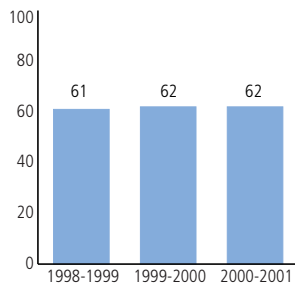
### Grade 3

#### Mathematics

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	8%	18%	46%	28%
Title I Schools	10	22	46	21
High Poverty Schools	22	35	38	6
Students with Limited English Proficiency				
English Proficiency	12	30	47	11
Migratory Students	20	33	35	13
Students with Disabilities	21	29	39	12

#### Student Achievement Trend

Reading 3rd grade meets or exceeds Standards



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## Middle School

### Grade 8

#### Reading

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	1%	34%	56%	10%
Title I Schools	1	44	49	6
High Poverty Schools	1	58	40	1
Students with Limited English Proficiency				
English Proficiency	2	78	19	1
Migratory Students	0	47	47	6
Students with Disabilities	4	73	22	1

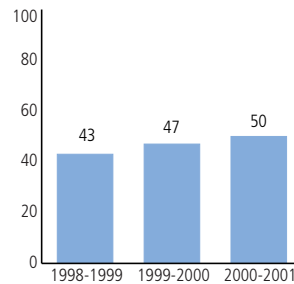
### Grade 8

#### Mathematics

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	7%	42%	37%	13%
Title I Schools	11	52	30	8
High Poverty Schools	17	65	17	1
Students with Limited English Proficiency				
English Proficiency	21	62	15	3
Migratory Students	14	59	23	4
Students with Disabilities	32	56	11	2

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Standards



## High School

### Grade 11

#### Reading

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	8%	34%	46%	12%
Title I Schools	10	40	41	9
High Poverty Schools	17	59	23	1
Students with Limited English Proficiency				
English Proficiency	39	47	15	2
Migratory Students	35	44	17	4
Students with Disabilities	39	43	15	2

### Grade 11

#### Mathematics

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	9%	37%	45%	9%
Title I Schools	12	42	38	7
High Poverty Schools	23	62	14	0
Students with Limited English Proficiency				
English Proficiency	22	50	24	4
Migratory Students	28	46	22	4
Students with Disabilities	40	46	13	1

## High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
7% 6%

Postsecondary enrollment 1994-95 2000-01  
64% 60%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$7,192

Number of districts (CCD, 2000–01) 295

Number of charter schools (CCD, 2000–01) —

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,178	1,159
Middle	291	323
High	340	344
Combined	28	52
Total	1,837	1,878

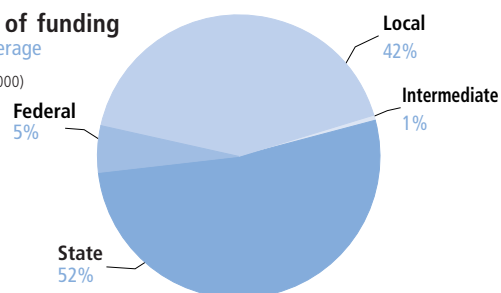
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	25,645	27,842
Middle School	9,848	11,043
High School	15,889	16,369
Combined	974	1,485
Total	52,356	56,739

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	76%	87%
Math	81	72
Science	78	77
Social Studies	89	79

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	3,971	669,997	282,214	952,211
	5,567	695,106	283,813	978,919

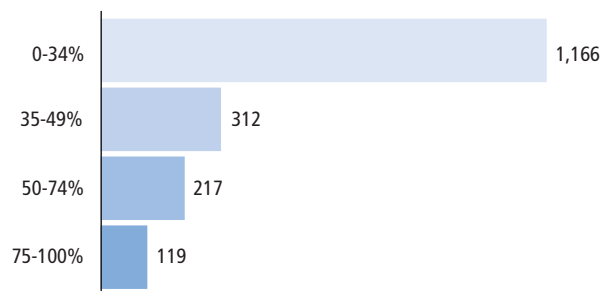
Race/ethnicity (CCD)	1993–94		2000–01	
	%	#	%	#
American Indian/Alaskan Natives	*	*	*	*
Asian/Pacific Islander	1%	11	1%	12
Black	11	2	12	3
Hispanic	2	86	3	84
White	86	—	84	—
Other	—	—	—	—

Students with disabilities (OSEP) 11% 13%

Students with limited English proficiency (ED/NCBE) 1% 2%

Migratory students (OME) 1% 2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



† 68 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

### Statewide Goal for Schools on State Assessment

Sixty-six percent meet standard for math, language arts. Accreditation by state.

### Expected School Improvement on Assessment

Gain 5 percent of students meeting standard per year.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	154	668	822
Schools meeting AYP goal	19%	81%	100%
Schools identified for improvement	81	497	578
	53%	74%	70%
	71	140	211
	46%	21%	26%

Title I allocation \$125,342,475

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	33%	32%
Basic level and above	67%	77%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	31%	31%
Basic level and above	79%	76%

## Student Achievement 2000–01

Assessment

Indiana Statewide Testing for Educational Progress Plus.

State Definition of Proficient

Meets or Exceeds Level II.

### Elementary School

#### Grade 3

##### English/Language Arts

Students in:	Proficient ⇨		
	Level I	Level II	Level III
All Schools	35%	41%	23%
Title I Schools	55	38	7
High Poverty Schools	88	12	0
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

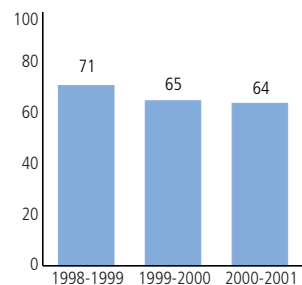
#### Grade 3

##### Mathematics

Students in:	Proficient ⇨		
	Level I	Level II	Level III
All Schools	27%	40%	33%
Title I Schools	35	45	20
High Poverty Schools	69	30	1
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

#### Student Achievement Trend

English/Language Arts 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### English/Language Arts

Students in:	Proficient ⇨		
	Level I	Level II	Level III
All Schools	23%	53%	24%
Title I Schools	38	45	17
High Poverty Schools	77	15	8
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

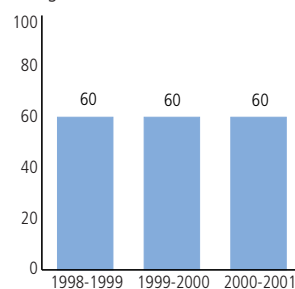
#### Grade 8

##### 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

Mathematics 8th grade meets or exceeds Level II



### High School

#### Grade 10

##### English/Language Arts

Students in:	Proficient ⇨		
	Level I	Level II	Level III
All Schools	23%	59%	18%
Title I Schools	8	63	25
High Poverty Schools	—	—	—
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

#### Grade 10

##### Mathematics

Students in:	Proficient ⇨		
	Level I	Level II	Level III
All Schools	47%	45%	8%
Title I Schools	50	50	0
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	2000–01 n/a
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 55%	2000–01 60%

## School and Teacher Demographics

Per pupil expenditures \$6,564  
(CCD, 1999–2000)

Number of districts 375  
(CCD, 2000–01)

Number of charter schools —  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	861	817
Middle	289	297
High	357	366
Combined	21	41
Total	1,528	1,521

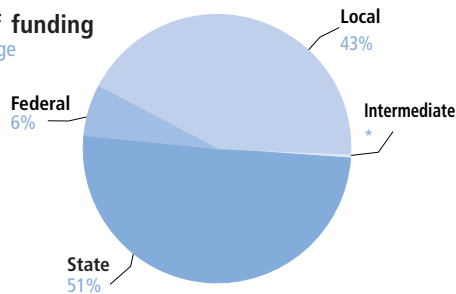
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	14,649	15,227
Middle School	6,521	7,049
High School	10,389	11,149
Combined	529	787
Total	32,088	34,212

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

	1994	2000
English	80%	70%
Math	74	73
Science	86	89
Social Studies	81	80

### Sources of funding District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre-K	5,430
	K–8	333,743	321,854
	9–12	142,601	155,073
	Total (K–12)	476,344	476,927

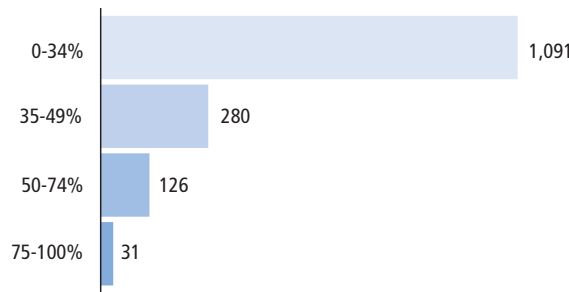
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	1%
Asian/Pacific Islander	2%	2
Black	3	4
Hispanic	2	4
White	93	90
Other	—	—

Students with disabilities (OSEP) 11% 12%

Students with limited English proficiency (ED/NCBE) 1% 2%

Migratory students (CCD) \* 2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

**Statewide Goal for Schools on State Assessment**  
Goals established locally.

**Expected School Improvement on Assessment**  
Districts set targets.

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

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	134	663	797
Schools meeting AYP goal	17%	83%	100%
Schools identified for improvement	124	647	771
	93%	98%	97%
	10	16	26
	7%	2%	3%

Title I allocation \$56,613,561

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

Reading, 2002	Grade 4	Grade 8
Proficient level and above	35%	—
Basic level and above	69%	—
<b>Math, 2000</b>		
Proficient level and above	28%	—
Basic level and above	78%	—

# Student Achievement 1999-2001

Assessment

Iowa Basic Skills Test.

State Definition of Proficient

See Appendix A.

## Elementary School

### Grade 4

#### Reading

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	32%	54%	14%
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

### Grade 4

#### Mathematics

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	28%	56%	16%
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

## Middle School

### Grade 8

#### Reading

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	31%	56%	13%
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

### Grade 8

#### Mathematics

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
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

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	25%	57%	18%
Title I Schools			
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

### Grade 11

#### Mathematics

Students in:	Proficient ⇄		
	Partially Proficient	Proficient	Advanced
All Schools	20%	53%	26%
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	2000-01
	3%	3%

Postsecondary enrollment	1994-95	2000-01
	64%	65%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$6,294  
(CCD, 1999–2000)

Number of districts 304  
(CCD, 2000–01)

Number of charter schools 1  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	866	818
Middle	235	247
High	351	357
Combined	1	2
Total	1,453	1,424

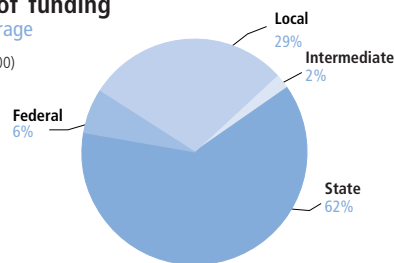
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	14,842	15,793
Middle School	5,691	6,414
High School	9,146	10,494
Combined	23	73
Total	29,702	32,774

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

	1994	2000
English	63%	66%
Math	63	58
Science	78	73
Social Studies	73	71

### Sources of funding District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	2,432	324,914	127,081	451,995
	5,371	310,325	142,380	452,705

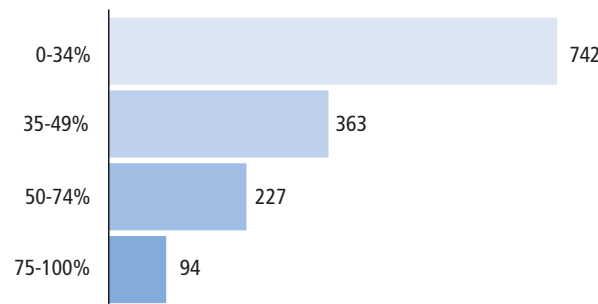
Race/ethnicity (CCD)				
	1993–94		2000–01	
American Indian/Alaskan Natives	1%		1%	
Asian/Pacific Islander	2		2	
Black	8		9	
Hispanic	5		9	
White	84		79	
Other	—		—	

Students with disabilities (OSEP) 9% 11%

Students with limited English proficiency (ED/NCBE) 2% 3%

Migratory students (CCD) 3% 7%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

### Statewide Goal for Schools on State Assessment

Reading: Greater than 87 percent students proficient; math: greater than 60 percent proficient; science: grade 4 greater than 76 percent proficient; grade 7 greater than 68 percent proficient; grade 10 greater than 61 percent proficient; social studies: grade 6 greater than 64 percent proficient; grades 8, 11 greater than 67 percent proficient.

### Expected School Improvement on Assessment

Annual gain toward goal.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	192	450	642
Schools meeting AYP goal	30%	70%	100%
Schools identified for improvement	70	48	118
	36%	11%	18%

### Title I allocation

\$69,683,164

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	33%	38%
Basic level and above	67%	80%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	30%	34%
Basic level and above	76%	77%



## Student Achievement 2000-01

Assessment

Kansas Math and Reading Assessment.

State Definition of Proficient

Reading: Grades 5, 8, 11: at least 87 percent.

Math: Grade 4, 7, 10: at least 60 percent.

### Elementary School

#### Grade 5

##### Reading

Students in:	Proficient ↕				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	14%	23%	24%	25%	14%
Title I Schools					
High Poverty Schools	34	31	18	12	5
Students with Limited English Proficiency					
English Proficiency	50	30	13	6	2
Migratory Students	38	33	18	9	3
Students with Disabilities	38	29	16	11	6

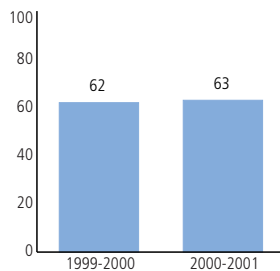
#### Grade 4

##### Mathematics

Students in:	Proficient ↕				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	12%	21%	25%	25%	17%
Title I Schools					
High Poverty Schools	31	30	22	12	5
Students with Limited English Proficiency					
English Proficiency	28	33	22	12	4
Migratory Students	25	34	23	14	4
Students with Disabilities	27	27	22	16	8

##### Student Achievement Trend

Reading 5th 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ↕				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	12%	23%	31%	27%	8%
Title I Schools					
High Poverty Schools	36	32	22	8	*
Students with Limited English Proficiency					
English Proficiency	47	33	13	7	*
Migratory Students	39	34	19	8	0
Students with Disabilities	40	31	18	9	2

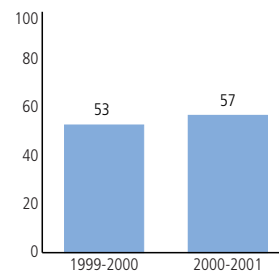
#### Grade 7

##### Mathematics

Students in:	Proficient ↕				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	22%	22%	22%	20%	15%
Title I Schools					
High Poverty Schools	57	25	11	6	1
Students with Limited English Proficiency					
English Proficiency	68	19	9	3	2
Migratory Students	51	29	13	6	1
Students with Disabilities	50	22	14	9	5

##### Student Achievement Trend

Mathematics 7th grade meets or exceeds Level 3



### High School

#### Grade 11

##### Reading

Students in:	Proficient ↕				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	16%	29%	26%	19%	10%
Title I Schools					
High Poverty Schools	64	27	7	2	*
Students with Limited English Proficiency					
English Proficiency	49	35	10	4	0
Migratory Students	47	34	13	6	0
Students with Disabilities	53	27	12	6	3

#### Grade 10

##### Mathematics

Students in:	Proficient ↕				
	Level 1	Level 2	Level 3	Level 4	Level 5
All Schools	27%	29%	20%	11%	13%
Title I Schools					
High Poverty Schools	79	19	2	0	0
Students with Limited English Proficiency					
English Proficiency	51	29	12	5	4
Migratory Students	56	26	11	5	2
Students with Disabilities	58	26	9	4	3

### High School Indicators

High school dropout rate (CCD, event)      1993-94      2000-01  
 n/a      3%

Postsecondary enrollment      1994-95      2000-01  
 57%      68%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$5,921  
(CCD, 1999–2000)

Number of districts 176  
(CCD, 2000–01)

Number of charter schools —  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	814	776
Middle	222	227
High	251	285
Combined	11	70
Total	1,298	1,358

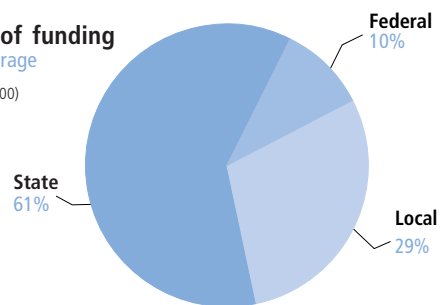
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	19,213	12,527
Middle School	7,580	7,893
High School	10,701	11,079
Combined	241	404
Total	37,735	31,903

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	63%	70%
Math	79	58
Science	55	65
Social Studies	80	70

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	15,732	442,834	184,356	627,190
	n/a	434,038	181,449	615,487

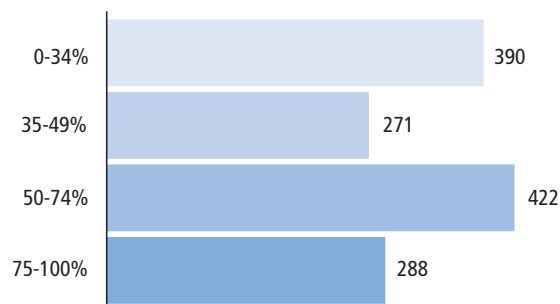
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	10	10
Hispanic	*	1
White	89	88
Other	—	—

Students with disabilities (OSEP) 10% 11%

Students with limited English proficiency (ED/NCBE) \* 1%

Migratory students (CCD) 3% 4%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 5 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

**Statewide Goal for Schools on State Assessment**  
Score of 100 on 0–140 scale (seven content areas).

**Expected School Improvement on Assessment**  
Gain every two years toward 100 score by 2014.

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

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	680	187	867
Schools meeting AYP goal	78%	22%	100%
Schools identified for improvement	85%	95%	88%
	99	9	108
	15%	5%	12%

### Title I allocation

\$142,853,491

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	29%	32%
Basic level and above	64%	78%

### Math, 2000

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

## Student Achievement 2000-01

Assessment

Kentucky Core Content Test.

State Definition of Proficient

Score of 100 or above out of 140.

### Elementary School

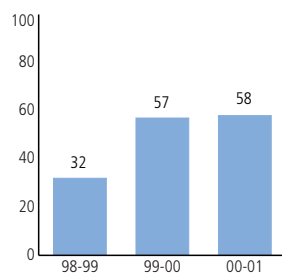
#### Grade 4 Reading

Students in:	Novice	Apprentice	Proficient	Distin-guished
All Schools	16%	26%	53%	5%
Title I Schools	19	29	49	4
High Poverty Schools	23	32	43	2
Students with Limited English Proficiency	25	36	37	2
Migratory Students	26	32	40	2
Students with Disabilities	35	33	31	1

#### Grade 5 Mathematics

Students in:	Novice	Apprentice	Proficient	Distin-guished
All Schools	35%	31%	28%	6%
Title I Schools	41	32	23	4
High Poverty Schools	48	31	19	2
Students with Limited English Proficiency	52	25	18	6
Migratory Students	50	29	18	3
Students with Disabilities	68	21	10	1

**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% of students qualify for lunch subsidies

### Middle School

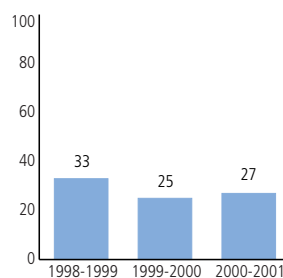
#### Grade 7 Reading

Students in:	Novice	Apprentice	Proficient	Distin-guished
All Schools	13%	33%	48%	6%
Title I Schools	16	37	43	4
High Poverty Schools	20	42	36	2
Students with Limited English Proficiency	33	38	24	4
Migratory Students	17	47	34	1
Students with Disabilities	47	40	13	*

#### Grade 8 Mathematics

Students in:	Novice	Apprentice	Proficient	Distin-guished
All Schools	32%	40%	21%	6%
Title I Schools	39	40	17	4
High Poverty Schools	48	39	11	2
Students with Limited English Proficiency	52	28	18	1
Migratory Students	51	36	12	1
Students with Disabilities	77	19	3	*

**Student Achievement Trend**  
Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10 Reading

Students in:	Novice	Apprentice	Proficient	Distin-guished
All Schools	18%	53%	22%	8%
Title I Schools	24	55	16	5
High Poverty Schools	28	57	13	3
Students with Limited English Proficiency	44	48	8	0
Migratory Students	32	56	10	3
Students with Disabilities	67	31	2	*

#### Grade 11 Mathematics

Students in:	Novice	Apprentice	Proficient	Distin-guished
All Schools	38%	33%	22%	8%
Title I Schools	50	31	15	4
High Poverty Schools	57	30	11	2
Students with Limited English Proficiency	63	24	9	5
Migratory Students	56	36	7	1
Students with Disabilities	87	10	2	1

### High School Indicators

High school dropout rate (CCD, event)

Year	Rate
1993-94	n/a
2000-01	5%

Postsecondary enrollment

Year	Rate
1994-95	49%
2000-01	59%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$5,804  
(CCD, 1999–2000)

Number of districts 78  
(CCD, 2000–01)

Number of charter schools 19  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	764	798
Middle	273	287
High	221	250
Combined	104	145
Total	1,362	1,480

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	22,824	23,912
Middle School	9,323	9,474
High School	10,917	11,831
Combined	3,308	3,328
Total	46,372	48,545

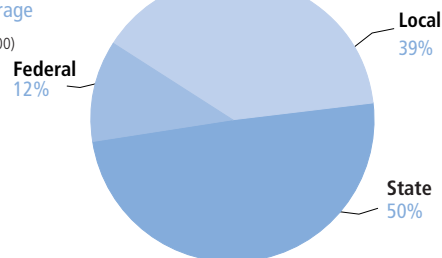
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	65%	60%
Math	63	58
Science	57	45
Social Studies	67	60

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	12,857	546,168	202,283	748,451
	15,935	525,339	194,632	719,971

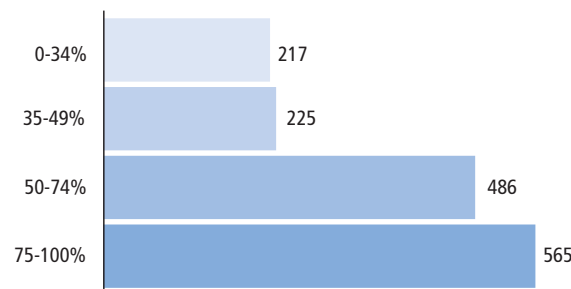
Race/ethnicity (CCD)			
	1993–94	2000–01	
American Indian/Alaskan Natives	1%	1%	
Asian/Pacific Islander	1	1	
Black	45	48	
Hispanic	1	1	
White	52	49	
Other	—	—	

Students with disabilities (OSEP) 9% 10%

Students with limited English proficiency (ED/NCBE) 1% 1%

Migratory students (CCD) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 15 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

### Statewide Goal for Schools on State Assessment

Ten-year goal on Iowa Test of Basic Skills (ITBS): 55th percentile, Louisiana Educational Assessment Program (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.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	730	153	883
	83%	17%	100%
Schools meeting AYP goal	712	152	864
	98%	99%	98%
Schools identified for improvement	19	1	20
	3%	1%	2%

### Title I allocation

\$201,812,937

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	20%	22%
Basic level and above	50%	68%

### Math, 2000

Proficient level and above	14%	12%
Basic level and above	57%	48%

## Student Achievement 2000–01

Assessment

Louisiana Educational Assessment Program (LEAP).

State Definition of Proficient

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

### Elementary School

#### Grade 4

##### English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient ⇄		Advanced
			Mastery	Prof.	
All Schools	16%	24%	44%	14%	1%
Title I Schools	19	27	42	11	1
High Poverty Schools	25	30	38	7	0
Students with Limited English Proficiency	18	26	46	9	1
Migratory Students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	55	26	17	2	0

#### Grade 4

##### Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient ⇄		Advanced
			Mastery	Prof.	
All Schools	23%	23%	41%	11%	2%
Title I Schools	27	25	39	8	1
High Poverty Schools	35	27	32	5	1
Students with Limited English Proficiency	22	23	44	10	1
Migratory Students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	56	23	19	2	0

### Middle School

#### Grade 8

##### English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient ⇄		Advanced
			Mastery	Prof.	
All Schools	15%	34%	37%	13%	1%
Title I Schools	18	39	34	9	0
High Poverty Schools	44	25	29	1	1
Students with Limited English Proficiency	27	45	24	4	1
Migratory Students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	55	35	8	1	0

#### Grade 8

##### Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient ⇄		Advanced
			Mastery	Prof.	
All Schools	31%	23%	40%	4%	2%
Title I Schools	34	24	38	3	1
High Poverty Schools	44	25	29	1	1
Students with Limited English Proficiency	38	23	33	4	2
Migratory Students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	68	18	13	0	0

### High School

#### Grade 10

##### English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient ⇄		Advanced
			Mastery	Prof.	
All Schools	22%	23%	43%	12%	1%
Title I Schools	35	27	33	5	0
High Poverty Schools	36	30	31	3	0
Students with Limited English Proficiency	49	24	24	3	0
Migratory Students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	78	14	7	1	0

#### Grade 10

##### Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient ⇄		Advanced
			Mastery	Prof.	
All Schools	35%	15%	33%	13%	5%
Title I Schools	49	16	27	7	1
High Poverty Schools	53	16	26	4	1
Students with Limited English Proficiency	45	16	28	7	4
Migratory Students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	83	8	8	1	0

### High School Indicators

High school dropout rate (CCD, event)	1993–94	2000–01
	5%	8%

Postsecondary enrollment	1994–95	2000–01
	53%	59%

(NCES, High school graduates enrolled in college)

KEY: \* = Less than 0.5 percent  
 — = Not applicable  
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 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$7,667  
(CCD, 1999–2000)

Number of districts 283  
(CCD, 2000–01)

Number of charter schools 1  
(CCD, 2000–01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	456	431
Middle	125	126
High	106	111
Combined	14	17
Total	701	685

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	6,660	6,946
Middle School	2,835	3,332
High School	3,822	4,357
Combined	329	349
Total	13,646	14,984

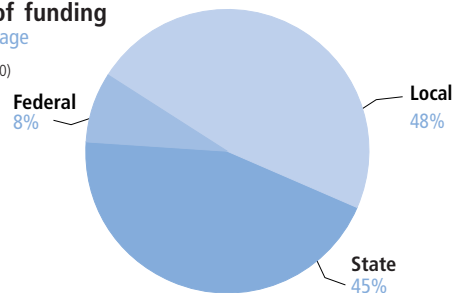
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	81%	71%
Math	68	64
Science	67	63
Social Studies	72	56

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	1,036	152,981	59,632	212,613
	1,029	142,491	61,117	203,608

### Race/ethnicity (CCD)

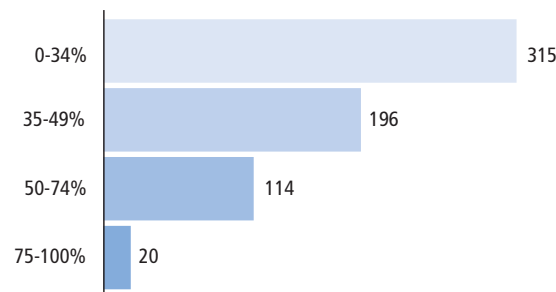
	1993–94	2000–01
American Indian/Alaskan Natives	—	*
Asian/Pacific Islander	—	1%
Black	—	1
Hispanic	—	1
White	—	97
Other	—	—

Students with disabilities (OSEP) 12% 14%

Students with limited English proficiency (ED/NCBE) 1% 1%

Migratory students (CCD) 4% 6%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 41 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001–02 school year)

### Statewide Goal for Schools on State Assessment

Only performance reporting.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Improve percentage of students moving up at four levels, improve subgroup performance, scores on local reading test.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	54	390	444
Schools meeting AYP goal	12%	88%	100%
Schools identified for improvement	93%	96%	95%
	3	17	20
	6%	4%	5%

### Title I allocation

\$37,596,289

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	35%	38%
Basic level and above	72%	82%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	24%	32%
Basic level and above	74%	76%

## Student Achievement 2000-01

Assessment

Maine Educational Assessment.

State Definition of Proficient

Score of 541 or above.

### Elementary School

#### Grade 4

##### Reading

Students in:	Does Not Meet	Partially Meets	Proficient ⇅	
			Proficient	Advanced
All Schools	1%	48%	43%	8%
Title I Schools	21	65	14	0
High Poverty Schools				
Students with Limited English Proficiency	25	53	22	0
Migratory Students	17	47	36	0
Students with Disabilities	34	53	13	0

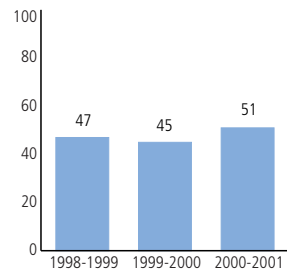
#### Grade 4

##### Mathematics

Students in:	Does Not Meet	Partially Meets	Proficient ⇅	
			Proficient	Advanced
All Schools	23%	54%	22%	1%
Title I Schools	46	47	7	0
High Poverty Schools				
Students with Limited English Proficiency	22	60	17	0
Migratory Students	34	55	11	0
Students with Disabilities	44	48	8	0

#### Student Achievement Trend

Reading 4th grade meets or exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
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 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Does Not Meet	Partially Meets	Proficient ⇅	
			Proficient	Advanced
All Schools	11%	48%	40%	1%
Title I Schools	29	62	9	0
High Poverty Schools				
Students with Limited English Proficiency	15	70	15	0
Migratory Students	27	59	14	0
Students with Disabilities	48	48	5	0

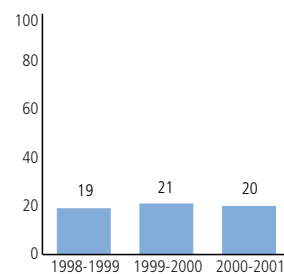
#### Grade 8

##### Mathematics

Students in:	Does Not Meet	Partially Meets	Proficient ⇅	
			Proficient	Advanced
All Schools	36%	44%	19%	1%
Title I Schools	69	28	3	0
High Poverty Schools				
Students with Limited English Proficiency	58	33	8	1
Migratory Students	62	31	7	0
Students with Disabilities	78	20	2	0

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 11

##### Reading

Students in:	Does Not Meet	Partially Meets	Proficient ⇅	
			Proficient	Advanced
All Schools	5%	43%	50%	2%
Title I Schools	21	65	14	0
High Poverty Schools				
Students with Limited English Proficiency	10	64	26	0
Migratory Students	75	23	2	0
Students with Disabilities	31	59	10	0

#### Grade 11

##### Mathematics

Students in:	Does Not Meet	Partially Meets	Proficient ⇅	
			Proficient	Advanced
All Schools	36	44	19	1
Title I Schools	10	90	0	0
High Poverty Schools				
Students with Limited English Proficiency	59	27	12	2
Migratory Students	88	12	0	0
Students with Disabilities	82	15	3	0

### High School Indicators

High school dropout rate (CCD, event)	1993-94 3%	2000-01 3%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 50%	2000-01 54%

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$7,731

Number of districts (CCD, 2000-01) 24

Number of charter schools (CCD, 2000-01) —

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	832	869
Middle	210	240
High	162	201
Combined	11	21
Total	1,215	1,331

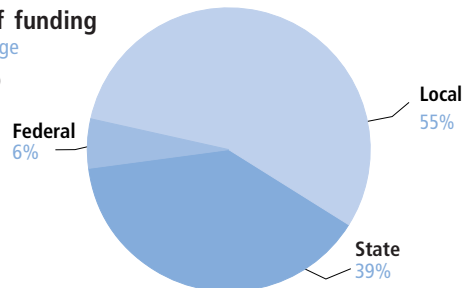
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	22,194	25,471
Middle School	9,525	11,669
High School	10,839	13,627
Combined	417	677
Total	42,975	51,444

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	86%	71%
Math	73	68
Science	86	84
Social Studies	92	91

### Sources of funding

District average

(CCD, 1999-2000)



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
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 # = Sample size too small to calculate

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	17,984	544,839	197,072	741,911
	20,031	586,170	240,843	827,013

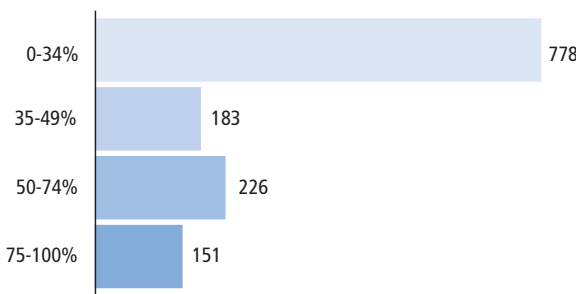
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	4%	4%
Black	34	37
Hispanic	3	5
White	59	53
Other	—	—

Students with disabilities (OSEP) 10% 11%

Students with limited English proficiency (ED/NCBE) 2% 3%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 4 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Seventy percent of students at Satisfactory level (six subjects), 90 percent pass four functional tests.

### Expected School Improvement on Assessment

Substantial and sustained progress in meeting performance standards annually (average for three years).

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	295	87	382
Schools meeting AYP goal	77%	23%	100%
Schools identified for improvement	195	74	269
	66%	85%	70%
Schools identified for improvement	100	13	113
	34%	15%	30%

### Title I allocation

\$108,414,318

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	29%	33%
Basic level and above	61%	73%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	22%	28%
Basic level and above	61%	64%



## Student Achievement 2000–01

Assessment

Maryland School Performance Assessment Program.

State Definition of Proficient

Proficient: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

### Elementary School

#### Grade 3

##### Reading

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	62%	32%	5%
Title I Schools	72	25	3
High Poverty Schools	82	17	1
Students with Limited English Proficiency	77	19	3
Migratory Students			
Students with Disabilities	72	24	3

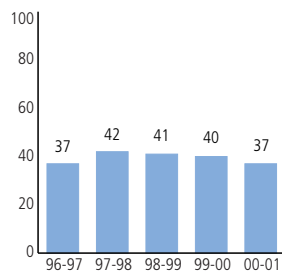
#### Grade 3

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	62%	34%	5%
Title I Schools	72	25	3
High Poverty Schools	80	18	1
Students with Limited English Proficiency	81	17	2
Migratory Students			
Students with Disabilities	73	24	3

#### Student Achievement Trend

Reading 3rd 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	72%	25%	3%
Title I Schools	86	12	1
High Poverty Schools	93	7	*
Students with Limited English Proficiency	85	14	1
Migratory Students			
Students with Disabilities	92	7	*

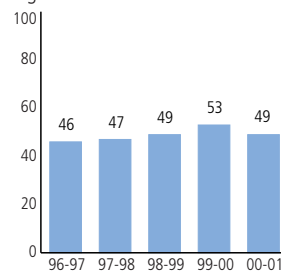
#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ↻	
		Proficient	Advanced
All Schools	51%	35%	14%
Title I Schools	79	18	3
High Poverty Schools	89	10	1
Students with Limited English Proficiency	73	21	6
Migratory Students			
Students with Disabilities	83	15	2

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade

##### Students in:

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

#### Grade

##### 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 2000–01  
 5% 4%

Postsecondary enrollment 1994–95 2000–01  
 55% 55%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$8,761

Number of districts (CCD, 2000-01) 352

Number of charter schools (CCD, 2000-01) 41

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,170	1,221
Middle	290	316
High	226	305
Combined	27	51
Total	1,713	1,893

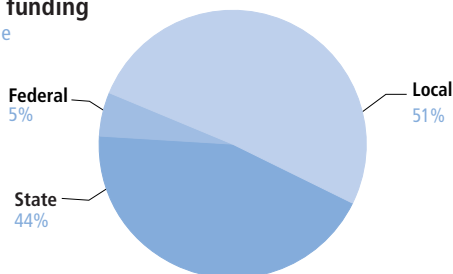
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	n/a	n/a
Middle School	n/a	n/a
High School	n/a	n/a
Combined	n/a	n/a
Total	n/a	n/a

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	89%	83%
Math	76	73
Science	89	79
Social Studies	87	87

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	13,178	625,344	272,575	955,212
	857,552	955,212		

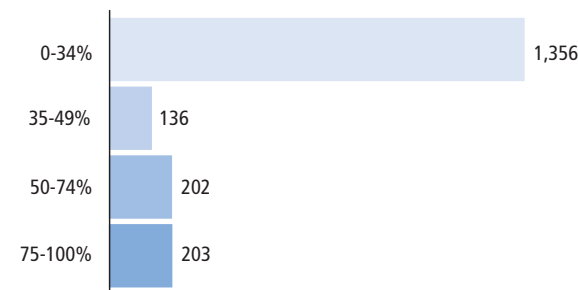
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	4%	4%
Black	8	9
Hispanic	9	11
White	79	76
Other	—	—

Students with disabilities (OSEP) 15% 14%

Students with limited English proficiency (ED/NCBE) 5% 5%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Two years' scores on Massachusetts Comprehensive Assessment System (MCAS): decrease percentage of students at Failing level and increase percentage at Proficient or Advanced level.

### Expected School Improvement on Assessment

Depending on baseline performance, increase average scaled scores.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	434	650	1,084
	40%	60%	100%
Schools meeting AYP goal	217	604	821
	50%	93%	76%
Schools identified for improvement	213	46	259
	49%	7%	24%

### Title I allocation

\$162,717,121

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	47%	39%
Basic level and above	80%	81%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	33%	33%
Basic level and above	78%	76%

## Student Achievement 2000–01

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

##### English Language Arts

Students in:	Warning	Needs Improvement	Proficient ↕	
			Proficient	Advanced
All Schools	11%	38%	44%	7%
Title I Schools	23	51	24	2
High Poverty Schools				
Students with Limited English Proficiency	43	43	13	1
Migratory Students	36	46	16	0
Students with Disabilities	34	49	16	1

#### Grade 4

##### Mathematics

Students in:	Warning	Needs Improvement	Proficient ↕	
			Proficient	Advanced
All Schools	19%	46%	24%	10%
Title I Schools	35	49	12	3
High Poverty Schools				
Students with Limited English Proficiency	53	38	8	2
Migratory Students	42	45	11	1
Students with Disabilities	42	45	10	2

### Middle School

#### Grade 8

##### English Language Arts

Students in:	Warning	Needs Improvement	Proficient ↕	
			Proficient	Advanced
All Schools	8%	25%	59%	8%
Title I Schools	19	44	36	1
High Poverty Schools				
Students with Limited English Proficiency	35	46	19	0
Migratory Students	19	51	28	2
Students with Disabilities	31	45	24	0

#### Grade 8

##### Mathematics

Students in:	Warning	Needs Improvement	Proficient ↕	
			Proficient	Advanced
All Schools	31%	34%	23%	11%
Title I Schools	60	29	8	2
High Poverty Schools				
Students with Limited English Proficiency	71	22	5	2
Migratory Students	67	22	8	2
Students with Disabilities	70	23	6	1

### High School

#### Grade 10

##### English Language Arts

Students in:	Failing	Needs Improvement	Proficient ↕	
			Proficient	Advanced
All Schools	18%	31%	36%	15%
Title I Schools	43	36	18	3
High Poverty Schools				
Students with Limited English Proficiency	62	30	8	1
Migratory Students	53	33	11	2
Students with Disabilities	53	32	12	2

#### Grade 10

##### Mathematics

Students in:	Failing	Needs Improvement	Proficient ↕	
			Proficient	Advanced
All Schools	25%	30%	27%	18%
Title I Schools	49	33	13	4
High Poverty Schools				
Students with Limited English Proficiency	57	24	12	6
Migratory Students	48	40	10	0
Students with Disabilities	62	27	9	3

### High School Indicators

High school dropout rate (CCD, event)	1993–94	2000–01
	4%	3%

Postsecondary enrollment	1994–95	2000–01
	65%	69%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$8,110

Number of districts (CCD, 2000-01) 737

Number of charter schools (CCD, 2000-01) 180

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,878	2,114
Middle	535	632
High	544	666
Combined	53	135
Total	3,010	3,547

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	35,271	43,859
Middle School	15,166	19,933
High School	20,569	25,244
Combined	1,058	2,509
Total	72,064	91,545

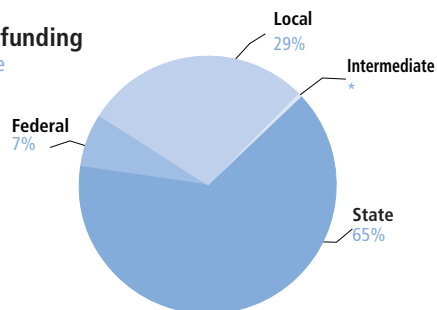
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	67%	64%
Math	61	68
Science	73	72
Social Studies	88	66

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	11,704	1,106,414	484,409	1,529,495
	14,854	1,175,774	484,409	1,660,183

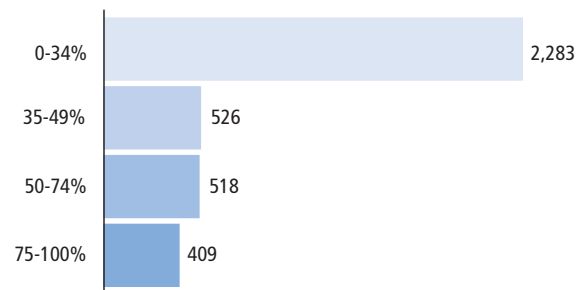
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	1	2
Black	17	20
Hispanic	2	4
White	78	74
Other	—	—

Students with disabilities (OSEP) 9% 11%

Students with limited English proficiency (ED/NCBE) 3% 3%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 7 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

All students will read independently and use math to solve problems at grade level; experience a year of growth for a year of instruction; have an educational plan leading them to being prepared for success.

### Expected School Improvement on Assessment

Each school is required to develop a school improvement plan including goals based on academic objectives for all students and strategies to accomplish these goals. In development: all schools will be assigned an improvement target.

### Title I Adequate Yearly Progress (AYP) for Schools

Close the gap for each school by 10 percent between high and low performers.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	738	1,407	2,145
	34%	66%	100%
Schools meeting AYP goal	526	1,118	1,644
	71%	79%	77%
Schools identified for improvement	605	997	1,602
	82%	71%	75%

### Title I allocation

\$356,369,967

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	30%	32%
Basic level and above	65%	77%

### Math, 2000

Proficient level and above	29%	29%
Basic level and above	72%	70%

## Student Achievement 2000–01

Assessment

Michigan Educational Assessment Program Essential Skills.

State Definition of Proficient

Satisfactory: Reading: at or above 300  
Math: at or above 520

### Elementary School

#### Grade 4

##### Reading

Students in:	Low	Moderate	Proficient <span>↕</span> Satisfactory
All Schools	17%	23%	60%
Title I Schools	19	24	58
High Poverty Schools	35	27	38
Students with Limited English Proficiency	35	30	35
Migratory Students	34	37	30
Students with Disabilities	41	26	33

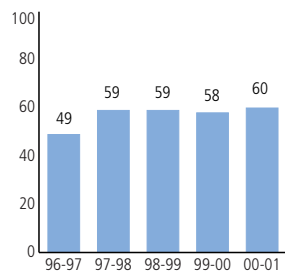
#### Grade 4

##### Mathematics

Students in:	Low	Moderate	Proficient <span>↕</span> Satisfactory
All Schools	11%	17%	72%
Title I Schools	12	18	70
High Poverty Schools	26	25	49
Students with Limited English Proficiency	19	25	55
Migratory Students	19	29	52
Students with Disabilities	29	27	43

#### 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% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### Reading

Students in:	Low	Moderate	Proficient <span>↕</span> Satisfactory
All Schools	19%	23%	58%
Title I Schools	24	25	51
High Poverty Schools	44	28	28
Students with Limited English Proficiency	38	26	36
Migratory Students	38	26	37
Students with Disabilities	45	27	28

#### Grade

##### Students in:

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

### High School

#### Grade

##### Students in:

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

#### Grade

##### 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	2000–01
	n/a	n/a
Postsecondary enrollment	1994–95	2000–01
	60%	55%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 1999–2000)</small>	\$7,190
Number of districts <small>(CCD, 2000-01)</small>	422
Number of charter schools <small>(CCD, 2000-01)</small>	68

	<small>(CCD)</small>	
	1993–94	2000–01
Number of public schools		
Elementary	906	1,040
Middle	226	285
High	381	633
Combined	25	108
Total	1,538	2,066

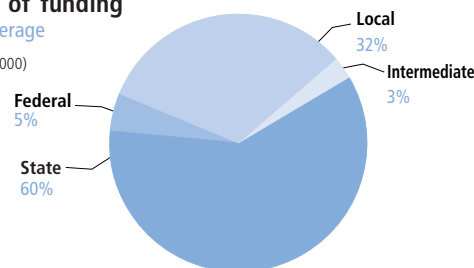
	<small>(CCD)</small>	
	1993–94	2000–01
Number of FTE teachers		
Elementary	21,817	24,820
Middle School	7,983	9,583
High School	12,809	16,059
Combined	495	1,200
Total	43,104	51,662

Percentage of teachers with a major in the main subject taught, grades 7–12 <small>(SASS)</small>	1994	2000
	English	84%
Math	94	90
Science	97	93
Social Studies	89	94

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993–94		2000–01	
	Pre–K	6,656	9,185	
K–8	570,324	568,466		
9–12	233,253	276,572		
Total (K–12)	803,577	845,038		

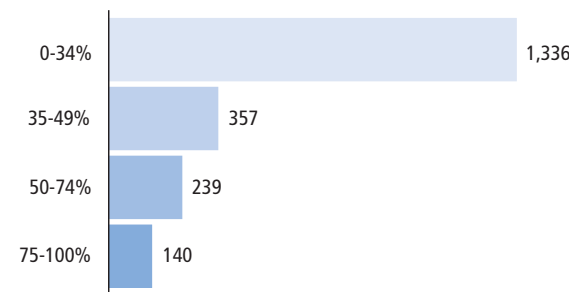
Race/ethnicity <small>(CCD)</small>			
American Indian/Alaskan Natives	2%	2%	
Asian/Pacific Islander	4	5	
Black	4	7	
Hispanic	2	3	
White	89	83	
Other	—	—	

Students with disabilities <small>(OSEP)</small>	9%	11%
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Students with limited English proficiency <small>(ED/NCBE)</small>	3%	5%
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Migratory students <small>(OME)</small>	1%	1%
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### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



†33 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

For Title I schools: required score on Minnesota Comprehensive Assessments; see below.

### Expected School Improvement on Assessment

Growth toward required score within six years, beginning 1998–99.

### Title I Adequate Yearly Progress (AYP) for Schools

Schools must either have average scale scores of 1,420 in each subject or grade level or make sufficient growth to meet AYP. Schools not making AYP for two consecutive years are identified for Title I Program Improvement.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	219	749	968
	23%	77%	100%
Schools meeting AYP goal	158	730	888
	72%	97%	92%
Schools identified for improvement	60	19	79
	27%	3%	8%

### Title I allocation

\$93,893,121

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	36%	—
Basic level and above	72%	—

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	34%	40%
Basic level and above	78%	80%

## Student Achievement 2000-01

Assessment

Minnesota Comprehensive Assessment.

State Definition of Proficient

Level III.

### Elementary School

#### Grade 3

##### Reading

Students in:	Level I	Level II	Proficient ⇄ Level III	Level IV
All Schools	16%	35%	33%	16%
Title I Schools	18	36	31	14
High Poverty Schools	47	39	12	3
Students with Limited English Proficiency	46	41	11	2
Migratory Students	49	37	11	2
Students with Disabilities	47	32	15	6

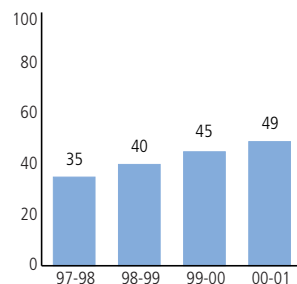
#### Grade 3

##### Mathematics

Students in:	Level I	Level II	Proficient ⇄ Level III	Level IV
All Schools	10%	38%	39%	14%
Title I Schools	11	40	37	12
High Poverty Schools	31	49	17	3
Students with Limited English Proficiency	28	50	19	3
Migratory Students	33	50	14	2
Students with Disabilities	30	44	21	5

#### Student Achievement Trend

Reading 3rd grade meets or exceeds Level III



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

### Middle School

#### Grade

##### Students in:

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

#### Grade

##### Students in:

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

### High School

#### Grade

##### Students in:

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

#### Grade

##### 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 5%	2000-01 4%
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Postsecondary enrollment	1994-95 53%	2000-01 64%
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(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$5,014  
(CCD, 1999–2000)

Number of districts 152  
(CCD, 2000-01)

Number of charter schools 1  
(CCD, 2000-01)

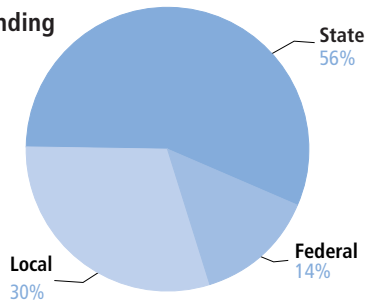
	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	446	437
Middle	168	178
High	173	184
Combined	78	60
Total	865	859

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	12,012	13,225
Middle School	5,172	5,988
High School	6,347	7,617
Combined	3,300	2,502
Total	26,831	29,332

Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	1994	2000
	English	66%
Math	72	60
Science	73	66
Social Studies	83	72

### Sources of funding

District average  
(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	2,197	357,016	128,171	488,128
	1,682	353,143	128,171	481,314

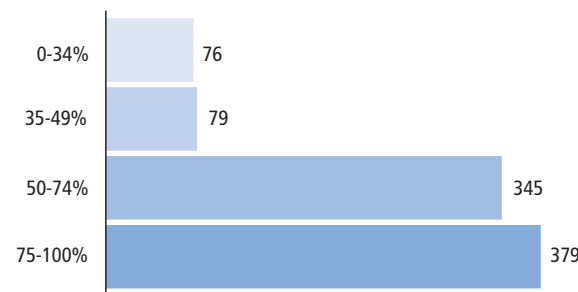
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	51	51
Hispanic	*	1
White	48	47
Other	—	—

Students with disabilities (OSEP) 11% 10%

Students with limited English proficiency (ED/NCBE) \* 1%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 5 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
 District goal: Accredited (no performance criteria).  
 School performance criteria to be established for 2002–03.

**Expected School Improvement on Assessment**  
 Not available.

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

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	590	93	683
	86%	14%	100%
Schools meeting AYP goal	472	93	565
	80%	100%	83%
Schools identified for improvement	118	—	118
	20%	—	17%

Title I allocation \$130,421,061

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	15%	20%
Basic level and above	45%	67%

### Math, 2000

Proficient level and above	9%	8%
Basic level and above	45%	41%



## Student Achievement 2000–01

Assessment

Comprehensive Test of Basic Skills, Version 5.

State Definition of Proficient

Definition not provided for 2000–2001.

### Elementary School

#### Grade 4

##### Reading

Students in:	Minimal	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	10%	9%	61%	20%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 4

##### Mathematics

Students in:	Minimal	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	17%	20%	40%	23%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### Middle School

#### Grade 8

##### Reading

Students in:	Minimal	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	26%	25%	39%	10%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 8

##### Mathematics

Students in:	Minimal	Basic	Proficient ⇄	
			Proficient	Advanced
All Schools	37%	24%	26%	14%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School

#### Grade

##### Students in:

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

#### Grade

##### 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	2000–01
	6%	5%

Postsecondary enrollment	1994–95	2000–01
	69%	63%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$6,187  
(CCD, 1999–2000)

Number of districts 525  
(CCD, 2000-01)

Number of charter schools 21  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,177	1,238
Middle	314	366
High	482	495
Combined	26	98
Total	1,999	2,197

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	26,009	30,492
Middle School	9,764	11,767
High School	14,939	17,263
Combined	375	1,067
Total	51,087	60,589

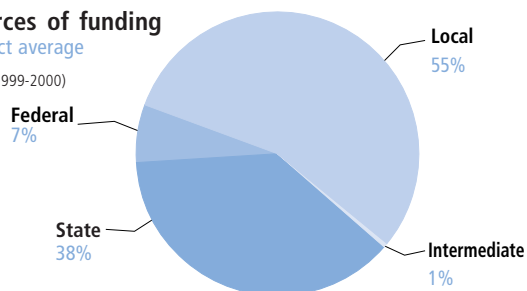
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	81%	64%
Math	89	52
Science	70	70
Social Studies	84	80

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre–K	23,597
	K–8	601,691	620,122
	9–12	241,874	265,438
	Total (K–12)	843,565	885,560

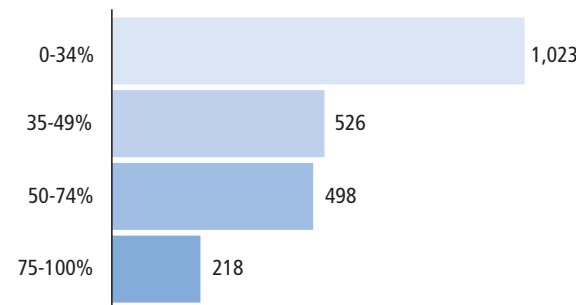
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	16	18
Hispanic	1	2
White	82	79
Other	—	—

Students with disabilities (OSEP) 11% 12%  
(OSEP)

Students with limited English proficiency (ED/NCEB) 1% 1%

Migratory students (OME) \* 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
Increase in top two achievement levels and decrease in bottom two achievement levels in all five of the Missouri Assessment Program 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 two achievement levels and 3 percent decrease in bottom two achievement levels OR a Missouri Assessment Program Index change reflecting improvement of students throughout the distribution.

**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 or less in lowest level.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	361	795	1,156
Schools meeting AYP goal	31%	69%	100%
Schools identified for improvement	286	699	985
	79%	88%	85%
	75	96	171
	21%	12%	15%

### Title I allocation

\$142,175,997

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	32%	33%
Basic level and above	66%	82%

### Math, 2000

Proficient level and above	24%	21%
Basic level and above	73%	66%

## Student Achievement 2000-01

Assessment

Missouri Assessment Program.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 3

##### Communication Arts

Students in:	Step 1	Progr- essing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	8%	21%	40%	31%	1%
Title I Schools	13	31	38	18	1
High Poverty Schools					
Students with Limited English Proficiency	27	34	28	11	*
Migratory Students	26	36	29	9	0
Students with Disabilities	16	34	37	13	*

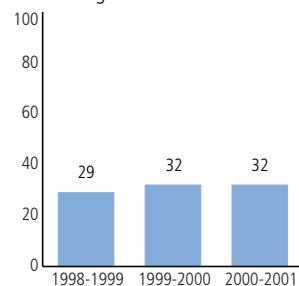
#### Grade 4

##### Mathematics

Students in:	Step 1	Progr- essing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	3%	18%	42%	29%	8%
Title I Schools	4	28	44	20	4
High Poverty Schools					
Students with Limited English Proficiency	10	36	35	15	4
Migratory Students	9	31	41	15	4
Students with Disabilities	10	33	40	15	2

#### Student Achievement Trend

Communication Arts 3rd 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% of students qualify for lunch subsidies

### Middle School

#### Grade 7

##### Communication Arts

Students in:	Step 1	Progr- essing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	14%	21%	31%	32%	2%
Title I Schools	28	29	27	15	1
High Poverty Schools					
Students with Limited English Proficiency	52	20	18	10	1
Migratory Students	36	37	17	10	0
Students with Disabilities	39	33	22	5	*

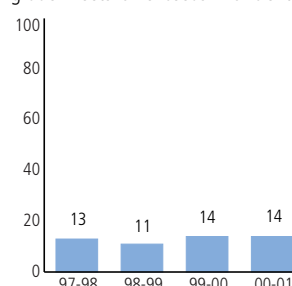
#### Grade 8

##### Mathematics

Students in:	Step 1	Progr- essing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	21%	34%	31%	13%	1%
Title I Schools	37	37	20	6	1
High Poverty Schools					
Students with Limited English Proficiency	46	29	17	6	2
Migratory Students	32	50	17	1	0
Students with Disabilities	55	32	12	2	*

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 11

##### Communication Arts

Students in:	Step 1	Progr- essing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	15%	19%	44%	22%	*
Title I Schools	32	23	33	11	*
High Poverty Schools					
Students with Limited English Proficiency	56	24	17	3	0
Migratory Students	33	33	33	3	0
Students with Disabilities	55	25	18	2	0

#### Grade 10

##### Mathematics

Students in:	Step 1	Progr- essing	Nearing Prof.	Proficient ⇄	
				Prof.	Adv.
All Schools	23%	34%	31%	12%	1%
Title I Schools	47	32	17	4	*
High Poverty Schools					
Students with Limited English Proficiency	57	25	14	5	*
Migratory Students	49	27	17	7	0
Students with Disabilities	62	28	9	1	*

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 7% 4%

Postsecondary enrollment 1994-95 2000-01  
 51% 53%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$6,314

Number of districts (CCD, 2000-01) 455

Number of charter schools (CCD, 2000-01) —

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	487	465
Middle	236	235
High	173	176
Combined	1	—
Total	897	876

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	4,817	4,997
Middle School	2,083	2,079
High School	2,994	3,282
Combined	7	—
Total	9,901	10,358

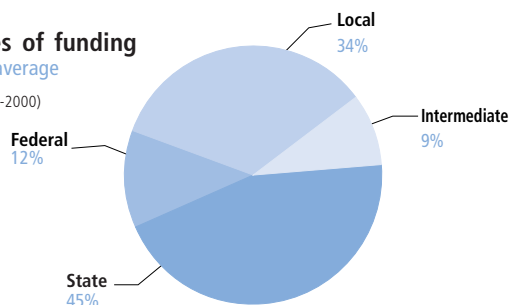
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	75%	71%
Math	77	68
Science	76	74
Social Studies	79	67

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	483	115,509	49,565	154,048
	—	46,111	—	—
	—	161,620	—	—

Race/ethnicity (CCD)			
American Indian/Alaskan Natives	10%	11%	
Asian/Pacific Islander	1	1	
Black	*	1	
Hispanic	1	2	
White	88	86	
Other	—	—	

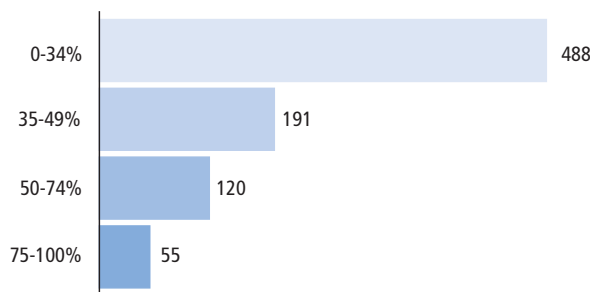
Students with disabilities (OSEP) 10% 10%

(OSEP)

Students with limited English proficiency (ED/NCEB) 5% 5%

Migratory students (OME) 1% 2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



†24 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

School accreditation process; State assessment system participation.

### Expected School Improvement on Assessment

Under development.

### Title I Adequate Yearly Progress (AYP) for Schools

Average score on reading and math above 41st percentile for two consecutive years.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	123	506	629
	20%	80%	100%
Schools meeting AYP goal	78	483	561
	63%	95%	89%
Schools identified for improvement	45	23	68
	37%	5%	11%

Title I allocation \$28,301,805

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	36%	37%
Basic level and above	71%	85%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	25%	38%
Basic level and above	73%	81%

## Student Achievement 2000–01

Assessment

Iowa Test of Basic Skills Form A.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	Novice	Nearing	Proficient ↕	
			Proficient	Advanced
All Schools	10%	11%	58%	21%
Title I Schools				
High Poverty Schools	25	20	47	8
Students with Limited English Proficiency				
Migratory Students	35	31	32	2
Students with Disabilities	40	24	32	3

#### Grade 4

##### Mathematics

Students in:	Novice	Nearing	Proficient ↕	
			Proficient	Advanced
All Schools	12%	14%	59%	14%
Title I Schools				
High Poverty Schools	29	22	44	5
Students with Limited English Proficiency				
Migratory Students	38	21	38	3
Students with Disabilities	42	22	34	2

### Middle School

#### Grade 8

##### Reading

Students in:	Novice	Nearing	Proficient ↕	
			Proficient	Advanced
All Schools	13%	13%	57%	16%
Title I Schools				
High Poverty Schools	50	20	26	3
Students with Limited English Proficiency				
Migratory Students	57	23	20	*
Students with Disabilities	52	22	24	2

#### Grade 8

##### Mathematics

Students in:	Novice	Nearing	Proficient ↕	
			Proficient	Advanced
All Schools	16%	15%	54%	15%
Title I Schools				
High Poverty Schools	56	18	25	1
Students with Limited English Proficiency				
Migratory Students	57	18	21	3
Students with Disabilities	59	21	19	1

### High School

#### Grade 11

##### Reading

Students in:	Novice	Nearing	Proficient ↕	
			Proficient	Advanced
All Schools	10%	13%	57%	21%
Title I Schools				
High Poverty Schools	39	24	33	4
Students with Limited English Proficiency				
Migratory Students	43	30	26	1
Students with Disabilities	48	27	23	1

#### Grade 11

##### Mathematics

Students in:	Novice	Nearing	Proficient ↕	
			Proficient	Advanced
All Schools	12%	12%	59%	17%
Title I Schools				
High Poverty Schools	42	17	33	4
Students with Limited English Proficiency				
Migratory Students	48	18	29	5
Students with Disabilities	52	25	22	*

### High School Indicators

High school dropout rate (CCD, event)	1993–94 n/a	2000–01 4%
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Postsecondary enrollment	1994–95 54%	2000–01 54%
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(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$6,683

Number of districts (CCD, 2000-01) 598

Number of charter schools (CCD, 2000-01) —

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	957	854
Middle	102	95
High	318	303
Combined	24	44
Total	1,401	1,296

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	9,874	10,540
Middle School	2,796	3,085
High School	6,874	7,074
Combined	76	117
Total	19,620	20,816

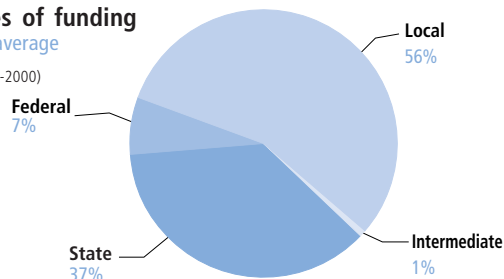
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	83%	84%
Math	83	89
Science	79	80
Social Studies	90	81

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	3,577	199,849	81,671	281,520
	4,900	190,586	90,713	281,299

Race/ethnicity (CCD)		
American Indian/Alaskan Natives	1%	2%
Asian/Pacific Islander	1	2
Black	6	7
Hispanic	4	7
White	88	83
Other	—	—

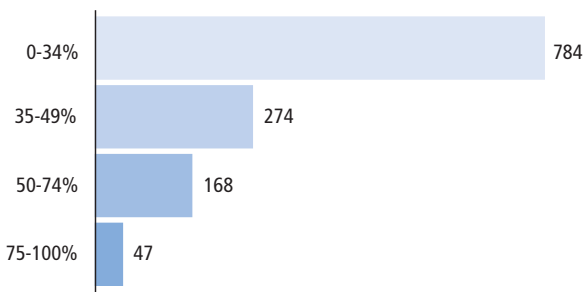
Students with disabilities (OSEP) 11% 12%

(OSEP)

Students with limited English proficiency (ED/N/CBE) 1% 4%

Migratory students (OME) 2% 6%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



†23 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Public reporting, accreditation.

### Expected School Improvement on Assessment

Improvement over time.

### Title I Adequate Yearly Progress (AYP) for Schools

Meet annual progress goals for each school to attain 100 percent proficiency in 10 years.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	118	318	436
Schools meeting AYP goal	27%	73%	100%
Schools identified for improvement	56%	84%	76%
	52	52	104
	44%	16%	24%

### Title I allocation

\$38,391,711

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	34%	36%
Basic level and above	68%	83%

### Math, 2000

Proficient level and above	24%	31%
Basic level and above	67%	74%

## Student Achievement 2000–01

Assessment

Multiple assessment tools.

State Definition of Proficient

District determined, in accordance with state standards.

### Elementary School

#### Grades 3–5

##### Reading

Students in:	Proficient ↗	
	Not Proficient	Proficient
All Schools	26%	74%
Title I Schools		
High Poverty Schools		
Students with Limited English Proficiency	64	36
Migratory Students		
Students with Disabilities	51	49

##### Grades

###### Students in:

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

### Middle School

#### Grades 6–9

##### Reading

Students in:	Proficient ↗	
	Not Proficient	Proficient
All Schools	24%	76%
Title I Schools		
High Poverty Schools		
Students with Limited English Proficiency	68	32
Migratory Students		
Students with Disabilities	53	47

##### Grades

###### Students in:

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

### High School

#### Grades 10–12

##### Reading

Students in:	Proficient ↗	
	Not Proficient	Proficient
All Schools	23%	77%
Title I Schools		
High Poverty Schools		
Students with Limited English Proficiency	69	31
Migratory Students		
Students with Disabilities	58	43

##### Grades

###### 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	2000–01
	5%	4%

Postsecondary enrollment	1994–95	2000–01
	60%	59%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$5,760

Number of districts (CCD, 2000-01) 17

Number of charter schools (CCD, 2000-01) 8

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	259	310
Middle	57	75
High	55	100
Combined	5	7
Total	376	492

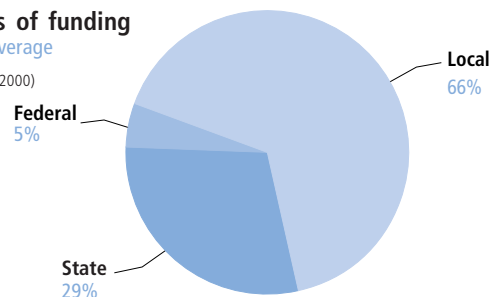
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	6,968	10,085
Middle School	2,113	3,347
High School	2,584	4,111
Combined	84	69
Total	11,749	17,612

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

	1994	2000
English	85%	70%
Math	74	38
Science	88	78
Social Studies	86	73

### Sources of funding

District average (CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	1,237	173,091	60,727	233,818
	1,995	248,130	89,966	338,096

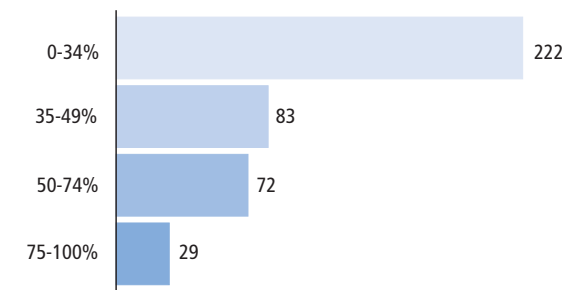
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	2%	2%
Asian/Pacific Islander	4	6
Black	9	10
Hispanic	14	26
White	70	57
Other	—	—

Students with disabilities (OSEP) 10% 10%

Students with limited English proficiency (ED/NCEB) 6% 12%

Migratory students (OME) 1% \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



†94 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

More than 60 percent students above bottom quartile on assessment.

### Expected School Improvement on Assessment

Annual improvement in rating.

### Title I Adequate Yearly Progress (AYP) for Schools

Improvement on weighted percentages at four levels.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	76	30	106
Schools meeting AYP goal	72%	28%	100%
Schools identified for improvement	16	3	19
	21%	10%	18%

### Title I allocation

\$24,814,358

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	21%	19%
Basic level and above	54%	62%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	16%	19%
Basic level and above	60%	58%



## Student Achievement 2000–01

Assessment

TerraNova Form A/B.

State Definition of Proficient

At least 60 percent above bottom quartile on assessment.

### Elementary School

#### Grade 4

##### Reading

Students in:	Partially Proficient	Proficient ↻		Advanced
		Proficient		
All Schools	52%	28%	20%	
Title I Schools	66	23	11	
High Poverty Schools	75	19	6	
Students with Limited English Proficiency	92	7	1	
Migratory Students	92	8	0	
Students with Disabilities	90	7	3	

#### Grade 4

##### Mathematics

Students in:	Partially Proficient	Proficient ↻		Advanced
		Proficient		
All Schools	41%	29%	30%	
Title I Schools	54	28	18	
High Poverty Schools	57	27	16	
Students with Limited English Proficiency	67	24	9	
Migratory Students	72	20	8	
Students with Disabilities	84	12	4	

### Middle School

#### Grade 8

##### Reading

Students in:	Partially Proficient	Proficient ↻		Advanced
		Proficient		
All Schools	48%	26%	25%	
Title I Schools	67	21	12	
High Poverty Schools	69	21	10	
Students with Limited English Proficiency	94	5	1	
Migratory Students	100	0	0	
Students with Disabilities	93	5	2	

#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ↻		Advanced
		Proficient		
All Schools	48%	26%	26%	
Title I Schools	63	24	13	
High Poverty Schools	65	22	13	
Students with Limited English Proficiency	84	11	5	
Migratory Students	100	0	0	
Students with Disabilities	92	7	1	

### High School

#### Grade 10

##### Reading

Students in:	Partially Proficient	Proficient ↻		Advanced
		Proficient		
All Schools	45%	27%	28%	
Title I Schools	60	25	15	
High Poverty Schools	68	20	12	
Students with Limited English Proficiency	93	5	2	
Migratory Students	75	13	13	
Students with Disabilities	90	8	2	

#### Grade 10

##### Mathematics

Students in:	Partially Proficient	Proficient ↻		Advanced
		Proficient		
All Schools	44%	24%	33%	
Title I Schools	58	22	20	
High Poverty Schools	84	6	10	
Students with Limited English Proficiency	85	11	5	
Migratory Students	50	38	13	
Students with Disabilities	91	5	4	

### High School Indicators

High school dropout rate (CCD, event)	1993–94 10%	2000–01 5%
---------------------------------------	----------------	---------------

Postsecondary enrollment	1994–95 38%	2000–01 40%
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(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$6,860  
(CCD, 1999–2000)

Number of districts 179  
(CCD, 2000-01)

Number of charter schools 0  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	293	351
Middle	91	94
High	77	77
Combined	—	1
Total	461	523

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	5,767	6,550
Middle School	2,711	3,511
High School	3,493	4,250
Combined	—	10
Total	11,971	14,321

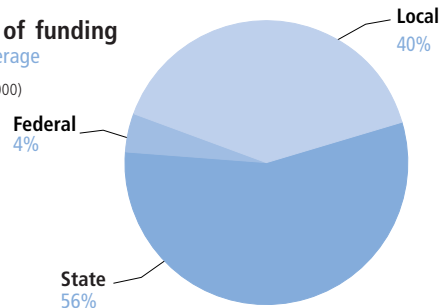
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	90%	73%
Math	76	69
Science	91	90
Social Studies	90	88

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	1,292	134,367	49,098	183,465
	1,879	144,487	61,254	205,741

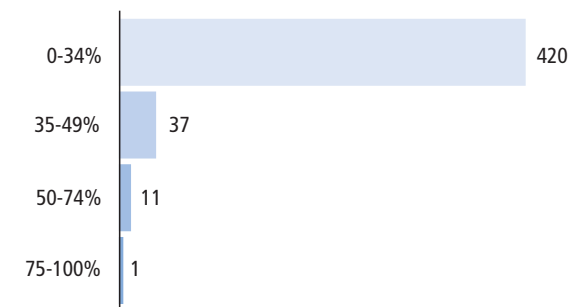
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	1	1
Hispanic	1	2
White	97	96
Other	—	—

Students with disabilities (OSEP) 11% 12%  
(OSEP)

Students with limited English proficiency (ED/NCEB) 1% 1%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 55 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

No state-established goals.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Improvement or stability on three-year weighted average of students at Basic, Proficient, Advanced levels (all subjects).

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	21	237	258
Schools meeting AYP goal	8%	92%	100%
Schools identified for improvement	20	234	254
	95%	99%	98%
	1	3	4
	5%	1%	2%

### Title I allocation

\$21,099,851

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

Proficient level and above  
Basic level and above

Grade 4 Grade 8

### Math, 2000

Proficient level and above  
Basic level and above

## Student Achievement 2000–01

Assessment

Educational Improvement and Assessment Program.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 3

##### English Language Arts

Students in:	Novice	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	28%	34%	29%	9%
Title I Schools	30	34	27	8
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

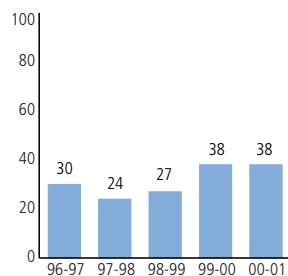
#### Grade 3

##### Mathematics

Students in:	Novice	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	21%	39%	31%	8%
Title I Schools	24	40	29	7
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Student Achievement Trend

English Language Arts 3rd 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% of students qualify for lunch subsidies

### Middle School

#### Grade 6

##### English Language Arts

Students in:	Novice	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	31%	42%	22%	5%
Title I Schools	31	42	22	5
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

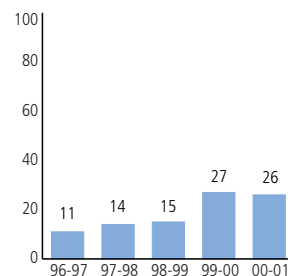
#### Grade 6

##### Mathematics

Students in:	Novice	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	32%	42%	22%	4%
Title I Schools	32	43	22	4
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Student Achievement Trend

Mathematics 6th grade meets or exceeds Proficient



### High School

#### Grade 10

##### English Language Arts

Students in:	Novice	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	30%	36%	27%	7%
Title I Schools	25	36	30	9
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 10

##### Mathematics

Students in:	Novice	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	38%	35%	19%	7%
Title I Schools	34	36	22	8
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	2000–01 5%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 56%	2000–01 59%

## School and Teacher Demographics

Per pupil expenditures \$10,337  
(CCD, 1999–2000)

Number of districts 604  
(CCD, 2000-01)

Number of charter schools 51  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,457	1,549
Middle	393	425
High	310	366
Combined	3	9
Total	2,163	2,349

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	37,465	45,004
Middle School	15,473	18,442
High School	23,434	27,536
Combined	141	455
Total	76,513	91,437

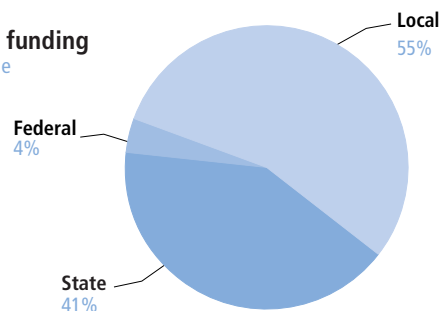
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	87%	74%
Math	69	90
Science	82	93
Social Studies	93	93

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	9,225	775,959	288,263	1,064,222
	21,931	880,580	338,091	1,218,671

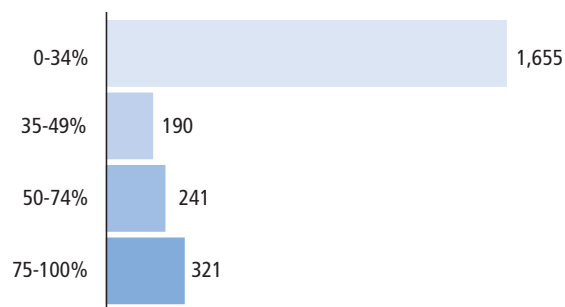
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	5%	6%
Black	19	18
Hispanic	13	15
White	63	60
Other	—	—

Students with disabilities (OSEP) 14% 14%

Students with limited English proficiency (ED/NCBE) 4% 4%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

All districts: 75 percent students at Proficient level.

### Expected School Improvement on Assessment

Gains in percent passing rate, based on five bands.

### Title I Adequate Yearly Progress (AYP) for Schools

Increase in percent passing reading/language arts, math, writing towards 75 percent target.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	240	932	1,172
Schools meeting AYP goal	20%	80%	100%
Schools identified for improvement	—	—	—

### Title I allocation

\$187,506,638

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

Proficient level and above  
Basic level and above

Grade 4 Grade 8

— —  
— —

### Math, 2000

Proficient level and above  
Basic level and above

— —  
— —

## Student Achievement 2000–01

Assessment

New Jersey Proficiency Test.

State Definition of Proficient

Score of 200 or above on assessment.

### Elementary School

#### Grade 4

##### Language Arts Literacy

Students in:	Partially Proficient	Proficient ⇄		Advanced Proficient
		Proficient		
All Schools	21%	70%		9%
Title I Schools	47	52		1
High Poverty Schools	49	49		1
Students with Limited English Proficiency	60	40		1
Migratory Students	55	45		0
Students with Disabilities	54	45		1

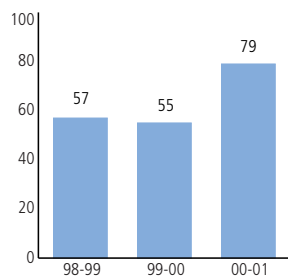
#### Grade 4

##### Mathematics

Students in:	Partially Proficient	Proficient ⇄		Advanced Proficient
		Proficient		
All Schools	34%	44%		22%
Title I Schools	68	28		4
High Poverty Schools	67	28		5
Students with Limited English Proficiency	67	29		4
Migratory Students	79	16		6
Students with Disabilities	62	31		6

##### Student Achievement Trend

Language Arts Literacy 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Language Arts Literacy

Students in:	Partially Proficient	Proficient ⇄		Advanced Proficient
		Proficient		
All Schools	27%	66%		7%
Title I Schools	56	43		1
High Poverty Schools	60	39		1
Students with Limited English Proficiency	84	16		*
Migratory Students	61	39		0
Students with Disabilities	75	25		*

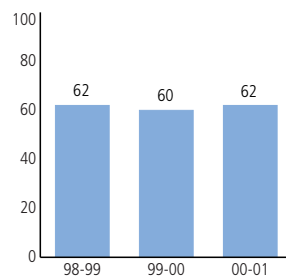
#### Grade 8

##### Mathematics

Students in:	Partially Proficient	Proficient ⇄		Advanced Proficient
		Proficient		
All Schools	38%	43%		19%
Title I Schools	71	26		3
High Poverty Schools	72	25		3
Students with Limited English Proficiency	75	21		4
Migratory Students	74	24		1
Students with Disabilities	83	16		2

##### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 11

##### Reading

Students in:	No Pass	Pass
All Schools	26%	74%
Title I Schools	50	50
High Poverty Schools	50	50
Students with Limited English Proficiency	92	8
Migratory Students	—	—
Students with Disabilities	68	32

#### Grade 11

##### Mathematics

Students in:	No Pass	Pass
All Schools	21%	79%
Title I Schools	37	63
High Poverty Schools	45	55
Students with Limited English Proficiency	74	26
Migratory Students	—	—
Students with Disabilities	66	34

### High School Indicators

High school dropout rate (CCD, event) 1993–94 2000–01  
4% 3%

Postsecondary enrollment 1994–95 2000–01  
64% 64%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$5,825

Number of districts (CCD, 2000-01) 89

Number of charter schools (CCD, 2000-01) 10

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	419	437
Middle	139	156
High	113	148
Combined	4	16
Total	675	757

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	9,080	10,267
Middle School	4,073	4,781
High School	4,340	5,406
Combined	123	328
Total	17,616	20,782

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

	1994	2000
English	76%	65%
Math	69	52
Science	71	55
Social Studies	60	39

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	1,933	224,354	87,768	312,122
	3,090	221,789	95,427	317,216

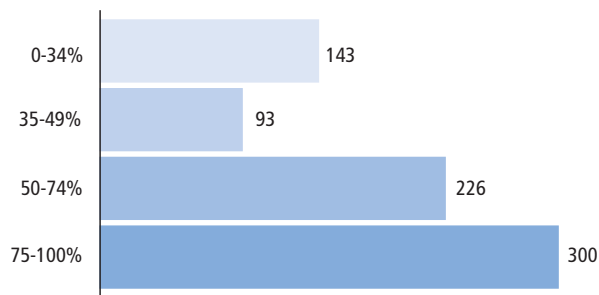
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	10%	11%
Asian/Pacific Islander	1	1
Black	2	2
Hispanic	46	50
White	41	35
Other	—	—

Students with disabilities (OSEP) 12% 13%

Students with limited English proficiency (ED/NCBE) 25% 20%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 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

Increase in test scores.

### Title I Adequate Yearly Progress (AYP) for Schools

Increase number of students at Proficient or Advanced levels of performance.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	268	209	477
Schools meeting AYP goal	56%	44%	100%
Schools identified for improvement	212	202	414
	79%	97%	87%
	56	7	63
	21%	3%	13%

### Title I allocation

\$70,053,565

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	22%	20%
Basic level and above	52%	65%

### Math, 2000

Proficient level and above	12%	13%
Basic level and above	51%	49%

## Student Achievement 2000–01

Assessment

New Mexico Achievement Assessment.

State Definition of Proficient

Scoring as “competent readers” and at least 40 on mathematics.

### Elementary School

#### Grade 4

##### Language Arts

Students in:	Beginning Step	Nearing Proficiency	Proficient ⇨	
			Proficient	Advanced
All Schools	11%	33%	33%	23%
Title I Schools				
High Poverty Schools	16	40	31	13
Students with Limited English Proficiency				
English Proficiency	22	48	25	5
Migratory Students				
Students with Disabilities	37	43	16	4

#### Grade 4

##### Mathematics

Students in:	Beginning Step	Nearing Proficiency	Proficient ⇨	
			Proficient	Advanced
All Schools	20%	45%	21%	14%
Title I Schools				
High Poverty Schools	27	49	16	8
Students with Limited English Proficiency				
English Proficiency	38	48	11	3
Migratory Students				
Students with Disabilities	50	39	7	3

### Middle School

#### Grade 8

##### Language Arts

Students in:	Beginning Step	Nearing Proficiency	Proficient ⇨	
			Proficient	Advanced
All Schools	24%	41%	26%	10%
Title I Schools				
High Poverty Schools	34	44	19	4
Students with Limited English Proficiency				
English Proficiency	44	46	10	1
Migratory Students				
Students with Disabilities	67	26	5	2

#### Grade 8

##### Mathematics

Students in:	Beginning Step	Nearing Proficiency	Proficient ⇨	
			Proficient	Advanced
All Schools	49%	27%	18%	6%
Title I Schools				
High Poverty Schools	64	24	10	2
Students with Limited English Proficiency				
English Proficiency	73	22	5	1
Migratory Students				
Students with Disabilities	84	10	4	2

### High School

#### Grade 9

##### Language Arts

Students in:	Beginning Step	Nearing Proficiency	Proficient ⇨	
			Proficient	Advanced
All Schools	22%	49%	18%	11%
Title I Schools				
High Poverty Schools	33	53	11	4
Students with Limited English Proficiency				
English Proficiency	42	48	7	3
Migratory Students				
Students with Disabilities	66	28	3	2

#### Grade 9

##### Mathematics

Students in:	Beginning Step	Nearing Proficiency	Proficient ⇨	
			Proficient	Advanced
All Schools	64%	17%	16%	4%
Title I Schools				
High Poverty Schools	79	12	8	1
Students with Limited English Proficiency				
English Proficiency	83	10	6	1
Migratory Students				
Students with Disabilities	91	5	4	1

### High School Indicators

High school dropout rate (CCD, event)	1993–94	2000–01
	8%	5%

Postsecondary enrollment	1994–95	2000–01
	54%	59%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$9,846

Number of districts (CCD, 2000-01) 708

Number of charter schools (CCD, 2000-01) 38

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	2,422	2,481
Middle	666	736
High	661	778
Combined	131	144
Total	3,880	4,139

	Number of FTE teachers (CCD)	
	1993-94	2000-01
Elementary	82,375	93,178
Middle School	32,788	38,639
High School	42,234	50,649
Combined	5,046	5,983
Total	162,443	188,449

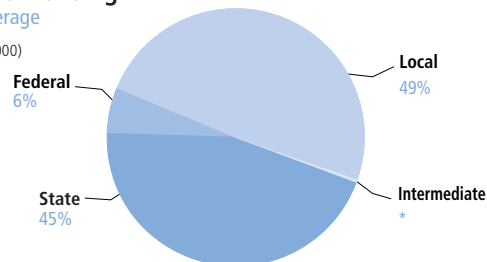
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	89%	81%
Math	84	79
Science	85	86
Social Studies	87	95

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94	2000–01
Pre–K	31,687	39,053
K–8	1,813,727	1,913,571
9–12	743,933	782,219
Total (K–12)	2,557,660	2,695,790

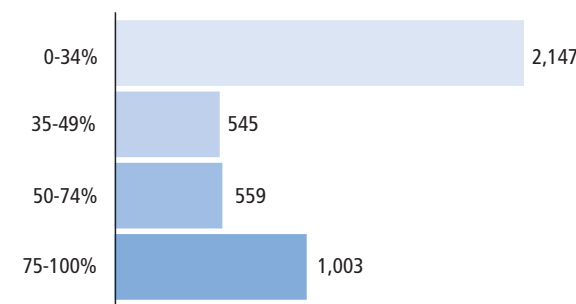
Race/ethnicity (CCD)	1993–94	2000–01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	5%	6%
Black	20	20
Hispanic	17	19
White	58	55
Other	—	—

Students with disabilities (OSEP) 10% 11%

Students with limited English proficiency (ED/NCBE) 7% 8%

Migratory students (OME) \* 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 38 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Ninety percent of students at or above Level II on English or language arts 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 two years' test scores.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,065	1,779	2,844
Schools meeting AYP goal	37%	63%	100%
Schools identified for improvement	71%	90%	83%
	29%	10%	17%

### Title I allocation

\$769,870,570

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	35%	32%
Basic level and above	66%	76%

### Math, 2000

Proficient level and above	22%	26%
Basic level and above	67%	68%



## Student Achievement 2000–01

Assessment

Grade 4, 8: English or Language Arts and Mathematics.  
High School: Regents exam.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### English/Language Arts

Students in:	Percent Passing
All Schools	60%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	13
Migratory Students	38
Students with Disabilities	26

#### Grade 4

##### Mathematics

Students in:	Percent Passing
All Schools	69%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	27
Migratory Students	53
Students with Disabilities	39

### Middle School

#### Grade 8

##### English/Language Arts

Students in:	Percent Passing
All Schools	45%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	4
Migratory Students	9
Students with Disabilities	8

#### Grade 8

##### Mathematics

Students in:	Percent Passing
All Schools	39%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	8
Migratory Students	18
Students with Disabilities	10

### High School

#### English

Students in:	Percent Passing
All Schools	88%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	58
Migratory Students	
Students with Disabilities	78

#### Mathematics

Students in:	Percent Passing
All Schools	86%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	79

### High School Indicators

	1993–94	2000–01
High school dropout rate (CCD, event)	n/a	4%

	1994–95	2000–01
Postsecondary enrollment	70%	64%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$6,045

Number of districts (CCD, 2000-01) 120

Number of charter schools (CCD, 2000-01) 90

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,165	1,297
Middle	401	447
High	304	336
Combined	24	75
Total	1,894	2,155

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	34,008	42,707
Middle School	15,990	19,892
High School	18,645	22,531
Combined	963	1,477
Total	69,606	86,607

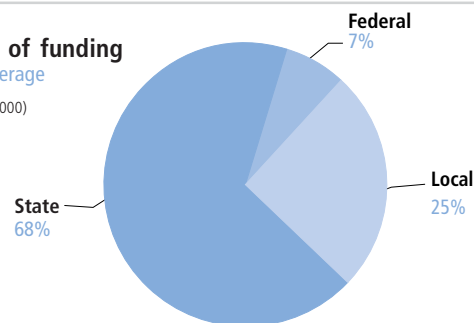
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	87%	81%
Math	79	64
Science	73	75
Social Studies	88	93

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94	2000–01
Pre–K	8,469	8,722
K–8	798,816	936,702
9–12	305,060	348,168
Total (K–12)	1,103,876	1,284,870

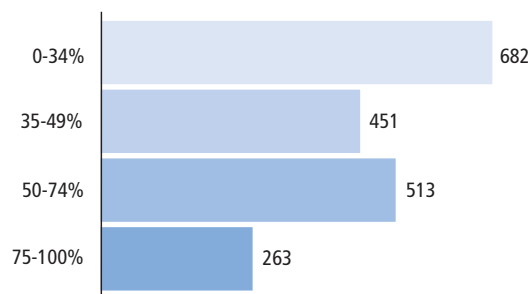
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	2%	1%
Asian/Pacific Islander	1	2
Black	30	31
Hispanic	1	4
White	66	61
Other	—	—

Students with disabilities (OSEP) 11% 11%

Students with limited English proficiency (ED/NCBE) 1% 4%

Migratory students (OME) 1% 2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



†283 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Sixty percent students at or above grade level in reading, writing and math (grades 3–8); and 60 percent in reading, writing, math, science and social studies (grades 9–12).

### Expected School Improvement on Assessment

Annual growth/gain over a baseline set for each school.

### Title I Adequate Yearly Progress (AYP) for Schools

Meet growth expectations and 50 percent students at grade level, or above 60 percent at grade level without growth.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	674	352	1,026
Schools meeting AYP goal	66%	34%	100%
Schools identified for improvement	592	329	921
	88%	93%	90%
	4	2	6
	1%	1%	1%

### Title I allocation

\$163,037,646

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	32%	31%
Basic level and above	62%	76%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	28%	30%
Basic level and above	76%	70%

## Student Achievement 2000-01

Assessment

North Carolina End of Grade or End of Course Test.

State Definition of Proficient

Level III—mastery of grade level subject matter and skills and are prepared for next grade level.

### Elementary School

#### Grade 4 Reading

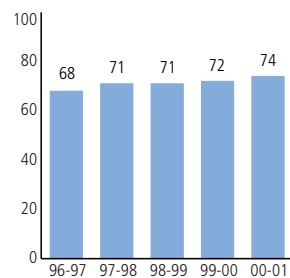
Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools	6%	19%	43%	31%
Title I Schools	9	25	45	21
High Poverty Schools	11	31	44	14
Students with Limited English Proficiency	15	38	41	6
Migratory Students	12	37	43	8
Students with Disabilities	21	35	35	9

#### Grade 4 Mathematics

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools	1%	12%	47%	40%
Title I Schools	2	17	53	29
High Poverty Schools	2	21	56	21
Students with Limited English Proficiency	2	23	58	17
Migratory Students	3	21	57	19
Students with Disabilities	4	28	51	17

#### Student Achievement Trend

Reading 4th grade meets or exceeds Level III



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

### Middle School

#### Grade 8 Reading

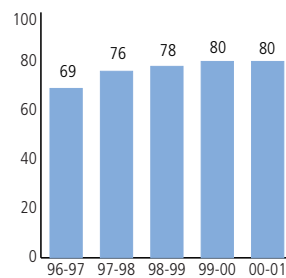
Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools	2%	14%	44%	39%
Title I Schools	3	21	49	27
High Poverty Schools	5	28	50	18
Students with Limited English Proficiency	11	40	43	6
Migratory Students	3	24	48	24
Students with Disabilities	13	39	38	10

#### Grade 8 Mathematics

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools	5%	15%	37%	43%
Title I Schools	8	21	42	30
High Poverty Schools	10	25	43	21
Students with Limited English Proficiency	15	31	38	16
Migratory Students	7	21	41	31
Students with Disabilities	21	35	33	11

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Level III



### High School

#### Grade 9 Reading (English I)

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools	8%	24%	40%	28%
Title I Schools	21	37	33	10
High Poverty Schools	32	37	27	4
Students with Limited English Proficiency	30	42	25	4
Migratory Students	31	31	32	6
Students with Disabilities	32	42	21	5

#### Grade 9 Mathematics (Algebra I)

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools	3%	21%	45%	31%
Title I Schools	5	27	36	32
High Poverty Schools	3	21	50	26
Students with Limited English Proficiency	5	34	43	18
Migratory Students	4	21	50	26
Students with Disabilities	11	41	38	10

### High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	2000-01 6%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 51%	2000-01 65%

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$5,667

Number of districts (CCD, 2000-01) 231

Number of charter schools (CCD, 2000-01) —

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	352	315
Middle	34	35
High	204	186
Combined	9	1
Total	599	537

	Number of FTE teachers (CCD)	
	1993-94	2000-01
Elementary	3,974	3,952
Middle School	848	975
High School	2,715	2,825
Combined	94	40
Total	7,631	7,792

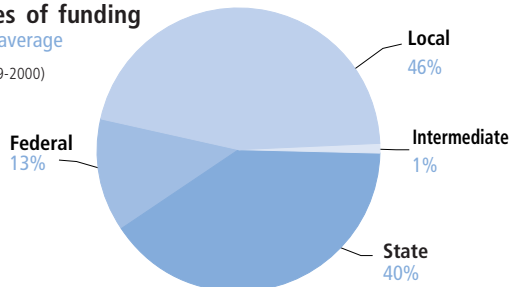
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	80%	66%
Math	87	83
Science	85	85
Social Studies	77	74

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
Pre-K		615	701
K–8		83,512	71,720
9–12		35,000	36,780
Total (K–12)		118,512	108,500

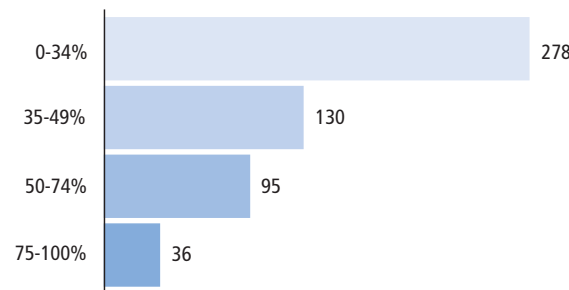
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	6%	8%
Asian/Pacific Islander	1	1
Black	1	1
Hispanic	1	1
White	90	89
Other	—	—

Students with disabilities (OSEP) 9% 10%

Students with limited English proficiency (ED/NCBE) 7% 8%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Fifty percent of students at Proficient level or higher.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Gain two points on composite assessment score.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	32	241	273
Schools meeting AYP goal	12%	88%	100%
Schools identified for improvement	20	238	258
	63%	99%	95%
	20	3	23
	63%	1%	8%

### Title I allocation

\$21,194,345

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	34%	34%
Basic level and above	72%	81%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	25%	31%
Basic level and above	75%	77%

## Student Achievement 2000-01

Assessment

Comprehensive Test of Basic Skills, Version 5.

State Definition of Proficient

Above 50th percentile.

### Elementary School

#### Grade 4

##### Reading

Students in:	Novice	Partially Proficient	Proficient <sup>↔</sup>	Advanced Proficient
All Schools	6%	18%	42%	33%
Title I Schools	6	18	42	33
High Poverty Schools	16	38	31	13
Students with Limited English Proficiency				
Migratory Students	n/a	n/a	n/a	n/a
Students with Disabilities	17	30	34	16

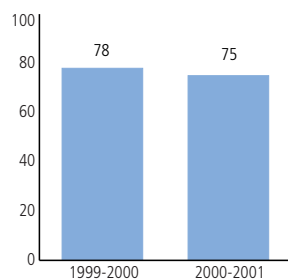
#### Grade 4

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient <sup>↔</sup>	Advanced Proficient
All Schools	7%	20%	43%	29%
Title I Schools	7	20	44	29
High Poverty Schools	23	34	32	8
Students with Limited English Proficiency				
Migratory Students	n/a	n/a	n/a	n/a
Students with Disabilities	19	31	32	15

#### 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Novice	Partially Proficient	Proficient <sup>↔</sup>	Advanced Proficient
All Schools	12%	16%	39%	33%
Title I Schools	12	15	40	34
High Poverty Schools	36	28	29	7
Students with Limited English Proficiency				
Migratory Students	n/a	n/a	n/a	n/a
Students with Disabilities	45	31	19	5

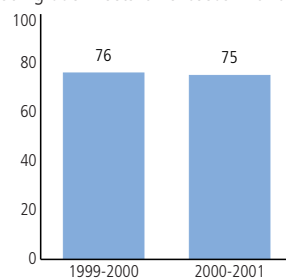
#### Grade 8

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient <sup>↔</sup>	Advanced Proficient
All Schools	11%	14%	37%	38%
Title I Schools	11	14	38	39
High Poverty Schools	37	29	30	4
Students with Limited English Proficiency				
Migratory Students	n/a	n/a	n/a	n/a
Students with Disabilities	43	29	23	5

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	Novice	Partially Proficient	Proficient <sup>↔</sup>	Advanced Proficient
All Schools	12%	14%	37%	38%
Title I Schools	11	9	38	37
High Poverty Schools	19	37	32	11
Students with Limited English Proficiency				
Migratory Students	n/a	n/a	n/a	n/a
Students with Disabilities	36	28	23	12

#### Grade 10

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient <sup>↔</sup>	Advanced Proficient
All Schools	11%	13%	30%	45%
Title I Schools	11	12	31	45
High Poverty Schools	35	32	24	10
Students with Limited English Proficiency				
Migratory Students	n/a	n/a	n/a	n/a
Students with Disabilities	42	26	18	13

### High School Indicators

High school dropout rate (CCD, event)

Year	Percentage
1993-94	3%
2000-01	2%

Postsecondary enrollment

Year	Percentage
1994-95	68%
2000-01	69%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$7,065  
(CCD, 1999–2000)

Number of districts 662  
(CCD, 2000-01)

Number of charter schools 64  
(CCD, 2000-01)

	Number of public schools <small>(CCD)</small>	
	1993–94	2000–01
Elementary	2,203	2,182
Middle	663	737
High	669	758
Combined	103	133
Total	3,638	3,810

	Number of FTE teachers <small>(CCD)</small>	
	1993–94	2000–01
Elementary	45,530	49,418
Middle School	19,776	24,507
High School	28,382	35,171
Combined	3,615	2,910
Total	97,303	112,006

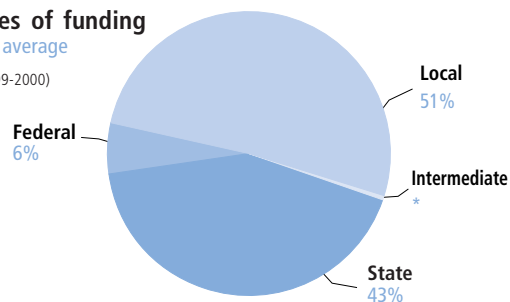
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	74%	54%
Math	64	77
Science	75	69
Social Studies	79	70

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993–94		2000–01	
		Pre-K	17,210	21,480
	K–8	1,268,464	1,265,454	
	9–12	517,122	587,867	
Total (K–12)		1,785,586	1,853,321	

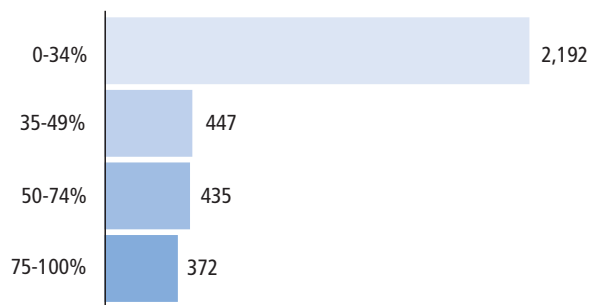
Race/ethnicity <small>(CCD)</small>		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	15	16
Hispanic	1	2
White	83	81
Other	—	—

Students with disabilities (OSEP) 10% 10%

Students with limited English proficiency (ED/NCBE) 1% 1%

Migratory students (OME) \* 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



†381 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 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 of students proficient.

### Expected School Improvement on Assessment

Schools must gain 2.5 percentage points on two-thirds of performance indicators not met the previous year; show progress toward higher level.

### Title I Adequate Yearly Progress (AYP) for Schools

Schools must gain 2.5 percentage points from previous year on grades 4 and 6 test, reading and mathematics, or 75 percent proficient.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	969	1,079	2,048
Schools meeting AYP goal	47%	53%	100%
Schools identified for improvement	454	596	1,050
	47%	55%	51%
	421	302	723
	43%	28%	35%

Title I allocation \$317,133,442

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	34%	36%
Basic level and above	69%	82%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	26%	31%
Basic level and above	74%	76%

# Student Achievement 2000–01

Assessment

Ohio Proficiency Test.

State Definition of Proficient

Reading: Grade 4: at least 217; Grade 6: at least 222  
Math: Grade 4: at least 218; Grade 6: at least 200.

## Elementary School

### Grade 4

#### Reading

Students in:	Partially Proficient	Proficient ⇄	
		Proficient	Advanced
All Schools	44%	49%	7%
Title I Schools	48	46	6
High Poverty Schools	74	25	2
Students with Limited English Proficiency	62	35	2
Migratory Students	55	40	5
Students with Disabilities	63	34	3

### Grade 4

#### Mathematics

Students in:	Partially Proficient	Proficient ⇄	
		Proficient	Advanced
All Schools	41%	43%	16%
Title I Schools	44	41	14
High Poverty Schools	72	24	4
Students with Limited English Proficiency	52	35	12
Migratory Students	52	38	10
Students with Disabilities	57	34	9

## Middle School

### Grade 6

#### Reading

Students in:	Partially Proficient	Proficient ⇄	
		Proficient	Advanced
All Schools	42%	35%	23%
Title I Schools	50	32	18
High Poverty Schools	78	18	5
Students with Limited English Proficiency	80	15	5
Migratory Students	66	27	7
Students with Disabilities	70	23	8

### Grade 6

#### Mathematics

Students in:	Partially Proficient	Proficient ⇄	
		Proficient	Advanced
All Schools	39%	49%	12%
Title I Schools	47	43	9
High Poverty Schools	78	18	5
Students with Limited English Proficiency	60	32	7
Migratory Students	60	31	10
Students with Disabilities	66	31	4

## High School

### Grade

#### Students in:

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

### Grade

#### 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 5%	2000–01 4%
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Postsecondary enrollment	1994–95 51%	2000–01 56%
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(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$5,395  
(CCD, 1999–2000)

Number of districts 545  
(CCD, 2000-01)

Number of charter schools 6  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	993	984
Middle	341	344
High	458	462
Combined	—	1
Total	1,792	1,791

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	19,946	20,768
Middle School	7,706	8,727
High School	9,703	11,122
Combined	—	125
Total	37,355	40,742

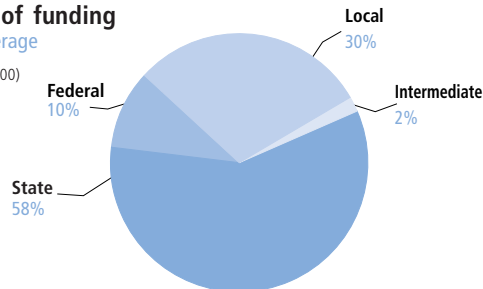
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	78%	57%
Math	74	70
Science	62	67
Social Studies	71	53

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94	2000–01
Pre-K	5,456	23,475
K–8	434,412	419,538
9–12	162,511	176,709
Total (K–12)	596,923	596,247

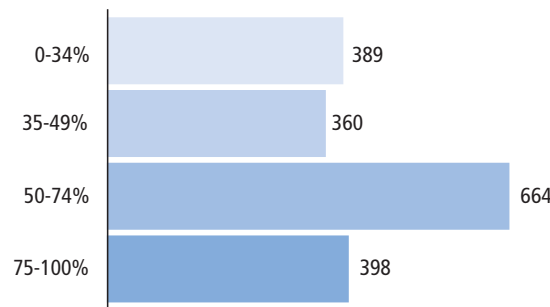
Race/ethnicity (CCD)	1993–94	2000–01
American Indian/Alaskan Natives	14%	17%
Asian/Pacific Islander	1	1
Black	10	11
Hispanic	3	6
White	72	65
Other	—	—

Students with disabilities (OSEP) 11% 12%

Students with limited English proficiency (ED/NCBE) 4% 7%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Seventy percent of students score satisfactory on index for reading and math.

### Expected School Improvement on Assessment

Annual improvement toward satisfactory rating.

### Title I Adequate Yearly Progress (AYP) for Schools

Five percent gain in satisfactory scores in schools with less than 50 percent satisfactory in reading or math.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	754	408	1,162
	65%	35%	100%
Schools meeting AYP goal	732	399	1,131
	97%	98%	97%
Schools identified for improvement	22	7	29
	3%	2%	2%

### Title I allocation

\$101,976,354

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	26%	27%
Basic level and above	60%	75%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	17%	19%
Basic level and above	70%	65%



## Student Achievement 2000-01

Assessment

Oklahoma Core Curriculum Tests.

State Definition of Proficient

Satisfactory.

### Elementary School

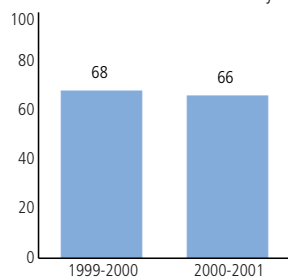
#### Grade 5 Reading

Students in:	Proficient ⇨			
	Unsatisfactory	Limited Knowledge	Satisfactory	Adv.
All Schools	13%	21%	55%	11%
Title I Schools	14	23	54	9
High Poverty Schools	19	28	48	5
Students with Limited English Proficiency	22	36	41	2
Migratory Students	18	31	48	2
Students with Disabilities	48	31	19	1

#### Grade 5 Mathematics

Students in:	Proficient ⇨			
	Unsatisfactory	Limited Knowledge	Satisfactory	Adv.
All Schools	9%	27%	48%	16%
Title I Schools	10	29	47	13
High Poverty Schools	14	34	43	9
Students with Limited English Proficiency	11	42	38	9
Migratory Students	10	38	41	11
Students with Disabilities	39	40	19	2

**Student Achievement Trend**  
Reading 5th 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% of students qualify for lunch subsidies

### Middle School

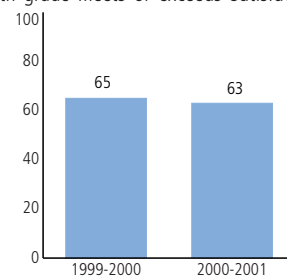
#### Grade 8 Reading

Students in:	Proficient ⇨			
	Unsatisfactory	Limited Knowledge	Satisfactory	Adv.
All Schools	11%	18%	58%	12%
Title I Schools	14	21	55	10
High Poverty Schools	19	24	50	6
Students with Limited English Proficiency	35	29	33	3
Migratory Students	29	26	41	5
Students with Disabilities	49	28	22	1

#### Grade 8 Mathematics

Students in:	Proficient ⇨			
	Unsatisfactory	Limited Knowledge	Satisfactory	Adv.
All Schools	12%	25%	48%	15%
Title I Schools	15	28	45	12
High Poverty Schools	18	33	40	7
Students with Limited English Proficiency	30	40	27	3
Migratory Students	30	35	34	2
Students with Disabilities	48	36	15	1

**Student Achievement Trend**  
Mathematics 8th grade meets or exceeds Satisfactory



### High School

#### Grade 10 English II (End-of-Instruction)

Students in:	Proficient ⇨			
	Unsatisfactory	Limited Knowledge	Satisfactory	Adv.
All Schools	10%	26%	57%	7%
Title I Schools	13	31	51	4
High Poverty Schools	18	35	45	3
Students with Limited English Proficiency	32	45	22	3
Migratory Students	16	45	36	4
Students with Disabilities	48	39	13	*

### Grade

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)

Year	Percentage
1993-94	5%
2000-01	5%

Postsecondary enrollment

Year	Percentage
1994-95	49%
2000-01	50%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$7,149  
(CCD, 1999–2000)

Number of districts 197  
(CCD, 2000-01)

Number of charter schools 12  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	748	751
Middle	198	219
High	191	234
Combined	36	47
Total	1,173	1,251

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	12,656	12,889
Middle School	5,246	5,980
High School	7,273	8,210
Combined	529	448
Total	25,704	27,527

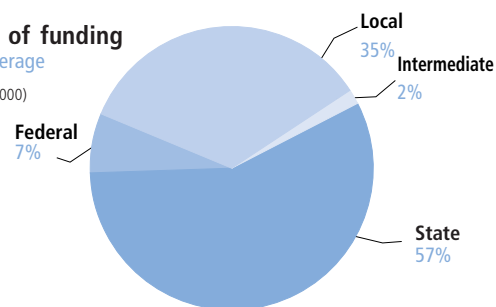
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	61%	68%
Math	61	60
Science	93	74
Social Studies	79	57

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94	2000–01
Pre-K	837	625
K–8	365,488	368,190
9–12	147,819	162,907
Total (K–12)	513,307	531,097

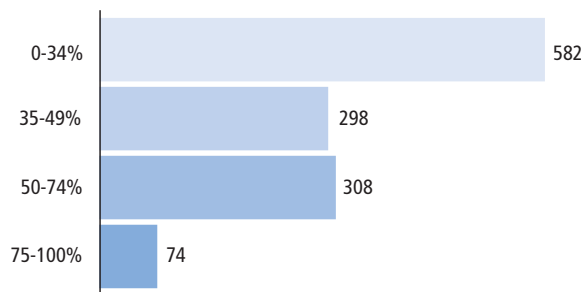
Race/ethnicity (CCD)	2000–01	2000–01
American Indian/Alaskan Natives	2%	2%
Asian/Pacific Islander	3	4
Black	2	3
Hispanic	6	10
White	87	81
Other	—	—

Students with disabilities (OSEP) 10% 11%

Students with limited English proficiency (ED/NCBE) 4% 9%

Migratory students (OME) 5% 7%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 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 three years. (Improving = 3.3 points).

### Title I Adequate Yearly Progress (AYP) for Schools

Annual increase in percent students meeting standards in language arts, math.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	192	393	585
Schools meeting AYP goal	33%	67%	100%
Schools identified for improvement	188	390	578
	98%	99%	99%
	7	9	16
	4%	2%	3%

### Title I allocation

\$84,506,173

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	31%	37%
Basic level and above	65%	80%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	24%	32%
Basic level and above	68%	72%

## Student Achievement 2000–01

Assessment

Oregon Statewide Assessment System.

State Definition of Proficient

Meets or exceeds standard.

### Elementary School

#### Grade 3

##### Reading

Students in:	Proficient ⇄		
	Did Not Meet	Meets	Exceeds
All Schools	16%	36%	48%
Title I Schools	17	39	44
High Poverty Schools	28	43	30
Students with Limited English Proficiency	41	43	16
Migratory Students	44	44	12
Students with Disabilities	41	39	20

#### Grade 3

##### Mathematics

Students in:	Proficient ⇄		
	Did Not Meet	Meets	Exceeds
All Schools	25%	44%	31%
Title I Schools	28	45	27
High Poverty Schools	42	41	17
Students with Limited English Proficiency	53	36	11
Migratory Students	57	36	7
Students with Disabilities	48	38	14

### Middle School

#### Grade 8

##### Reading

Students in:	Proficient ⇄		
	Did Not Meet	Meets	Exceeds
All Schools	38%	30%	32%
Title I Schools	44	31	25
High Poverty Schools	59	29	12
Students with Limited English Proficiency	75	17	8
Migratory Students	76	18	6
Students with Disabilities	79	16	5

#### Grade 8

##### Mathematics

Students in:	Proficient ⇄		
	Did Not Meet	Meets	Exceeds
All Schools	45%	22%	33%
Title I Schools	50	22	27
High Poverty Schools	69	20	11
Students with Limited English Proficiency	41	58	2
Migratory Students	65	35	0
Students with Disabilities	83	10	7

### High School

#### Grade 10

##### Reading

Students in:	Proficient ⇄		
	Did Not Meet	Meets	Exceeds
All Schools	48%	34%	18%
Title I Schools	60	28	12
High Poverty Schools	74	22	4
Students with Limited English Proficiency	84	13	3
Migratory Students	73	20	7
Students with Disabilities	65	35	0

#### Grade 10

##### Mathematics

Students in:	Proficient ⇄		
	Did Not Meet	Meets	Exceeds
All Schools	58%	25%	17%
Title I Schools	72	18	9
High Poverty Schools	83	14	3
Students with Limited English Proficiency	84	11	5
Migratory Students	58	42	0
Students with Disabilities	88	9	3

### High School Indicators

High school dropout rate <small>(CCD, event)</small>	1993–94 7%	2000–01 5%
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Postsecondary enrollment	1994–95 57%	2000–01 51%
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(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999-2000) \$7,772

Number of districts (CCD, 2000-01) 501

Number of charter schools (CCD, 2000-01) 65

	Number of public schools (CCD)	
	1993-94	2000-01
Elementary	1,969	1,937
Middle	515	573
High	576	608
Combined	18	35
Total	3,078	3,153

	Number of FTE teachers (CCD)	
	1993-94	2000-01
Elementary	42,793	49,304
Middle School	19,111	24,000
High School	29,511	34,213
Combined	676	787
Total	92,091	108,304

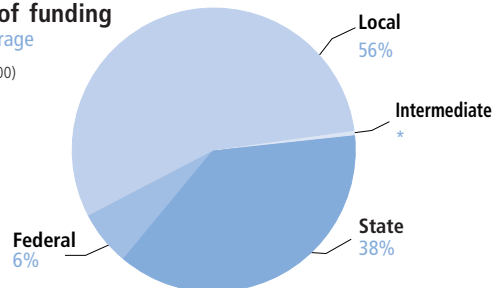
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	74%	67%
Math	98	81
Science	85	79
Social Studies	74	73

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993-94	2000-01
Pre-K	4,181	2,479
K-8	1,211,095	1,248,729
9-12	496,382	550,652
Total (K-12)	1,707,477	1,799,381

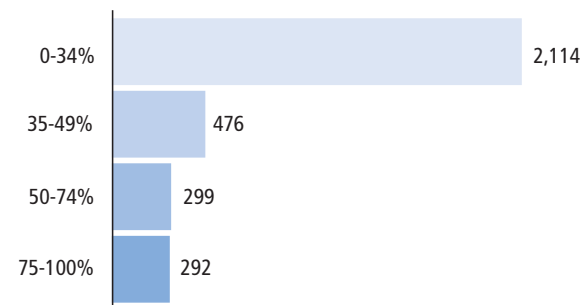
Race/ethnicity (CCD)	1993-94	2000-01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	2%
Black	14	15
Hispanic	3	4
White	81	78
Other	—	—

Students with disabilities (OSEP) 9% 10%

Students with limited English proficiency (ED/NCBE) — 2%

Migratory students (OME) \* 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000-01)



† 2 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
None.

**Expected School Improvement on Assessment**  
To qualify for rewards: Increase 50 points on Pennsylvania System of School Assessments.

**Title I Adequate Yearly Progress (AYP) for Schools**  
Move 5 percent of students up one proficiency level in reading and math.

Title I 2000-01 (ED Consolidated Report, 2000-01)	Schoolwide Programs	Targeted Assistance	Total
Number of schools	519	1,338	1,857
Schools meeting AYP goal	28%	72%	100%
Schools identified for improvement	283	1,315	1,598
	55%	98%	86%
	236	17	253
	45%	1%	14%

**Title I allocation** \$357,840,138

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	35%	34%
Basic level and above	67%	76%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

## Student Achievement 2000–01

Assessment

Pennsylvania System of School Assessments.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 5

##### Reading

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	23%	21%	36%	20%
Title I Schools	48	27	20	5
High Poverty Schools	40	26	27	8
Students with Limited English Proficiency	68	19	10	2
Migratory Students	52	27	17	4
Students with Disabilities	66	17	11	5

#### Grade 5

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	22%	25%	31%	23%
Title I Schools	46	30	18	6
High Poverty Schools	37	30	24	9
Students with Limited English Proficiency	56	23	15	6
Migratory Students	47	28	19	7
Students with Disabilities	59	22	12	7

### Middle School

#### Grade 8

##### Reading

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	20%	20%	42%	18%
Title I Schools	48	27	22	3
High Poverty Schools	36	26	32	6
Students with Limited English Proficiency	69	19	11	1
Migratory Students	63	18	18	1
Students with Disabilities	65	20	12	3

#### Grade 8

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	27%	22%	34%	17%
Title I Schools	60	23	15	3
High Poverty Schools	46	26	23	6
Students with Limited English Proficiency	62	17	15	6
Migratory Students	57	19	21	3
Students with Disabilities	73	16	9	3

### High School

#### Grade 11

##### Reading

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	23%	19%	42%	16%
Title I Schools	59	22	18	1
High Poverty Schools	41	23	30	6
Students with Limited English Proficiency	72	21	8	0
Migratory Students	65	18	14	3
Students with Disabilities	73	16	10	2

#### Grade 11

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	30%	22%	27%	21%
Title I Schools	71	18	8	2
High Poverty Schools	53	22	18	8
Students with Limited English Proficiency	64	16	13	7
Migratory Students	65	23	12	0
Students with Disabilities	82	11	5	3

### High School Indicators

High school dropout rate (CCD, event)	1993–94	2000–01
	4%	4%

Postsecondary enrollment	1994–95	2000–01
	57%	62%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$3,404  
(CCD, 1999–2000)

Number of districts 1  
(CCD, 2000-01)

Number of charter schools 36  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	962	903
Middle	216	226
High	151	184
Combined	189	179
Total	1,518	1,492

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	19,125	18,360
Middle School	6,697	6,303
High School	5,717	6,514
Combined	6,634	5,694
Total	38,173	36,871

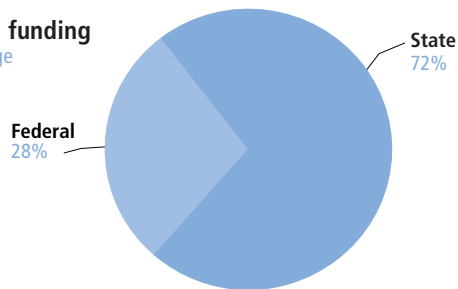
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	n/a	n/a
Math	n/a	n/a
Science	n/a	n/a
Social Studies	n/a	n/a

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	281	455,072	162,371	617,433
	1,139	431,019	161,218	592,237

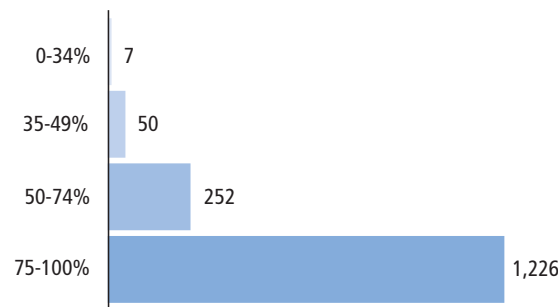
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	—	—
Asian/Pacific Islander	—	—
Black	—	—
Hispanic	100%	100%
White	—	—
Other	—	—

Students with disabilities (OSEP) — 7%

Students with limited English proficiency (ED/NCBE) — —

Migratory students (OME) 3% 2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Not available.

### Expected School Improvement on Assessment

None.

### Title I Adequate Yearly Progress (AYP) for Schools

Not available.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	1,297	165	1,462
	89%	11%	100%
Schools meeting AYP goal	246	55	301
	19%	33%	21%
Schools identified for improvement	227	7	234
	18%	4%	16%

### Title I allocation

\$277,159,247

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

## Student Achievement 2000–01

Assessment

Prueba Puertorriqueña Competencias.

State Definition of Proficient

Meets or exceeds state's criteria for academic progress.

### Elementary School

#### Grade 3, 6, 9, 11

##### Reading Language Arts

Students in:	Partially Proficient	Proficient ⇄	Advanced
All Schools	60%	23%	17%
Title I Schools	60	23	17
High Poverty Schools	61	23	16
Students with Limited English Proficiency	67	21	12
Migratory Students	49	26	25
Students with Disabilities	75	17	8

#### Grade 3, 6, 9, 11

##### Mathematics

Students in:	Partially Proficient	Proficient ⇄	Advanced
All Schools	40%	35%	25%
Title I Schools	39	36	25
High Poverty Schools	40	36	25
Students with Limited English Proficiency	42	35	23
Migratory Students	44	35	21
Students with Disabilities	45	33	22

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

### Middle School

#### Grade

##### Students in:

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

#### Grade

##### Students in:

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

### High School

#### Grade

##### Students in:

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

#### Grade

##### 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	2000–01
	n/a	1%

Postsecondary enrollment	1994–95	2000–01
	n/a	n/a

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$8,904  
(CCD, 1999-2000)

Number of districts 36  
(CCD, 2000-01)

Number of charter schools 3  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993-94	2000-01
Elementary	211	213
Middle	51	57
High	39	45
Combined	2	2
Total	303	317

	Number of FTE teachers (CCD)	
	1993-94	2000-01
Elementary	4,672	4,848
Middle School	2,239	2,610
High School	2,821	3,123
Combined	62	55
Total	9,794	10,636

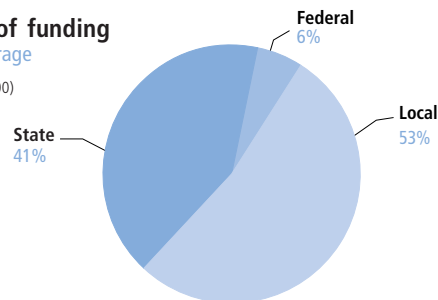
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	94%	74%
Math	81	82
Science	94	81
Social Studies	93	80

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2000-01	
	Pre-K	K-8	9-12	Total (K-12)
	465	103,603	38,470	142,073
		109,226	43,616	152,842

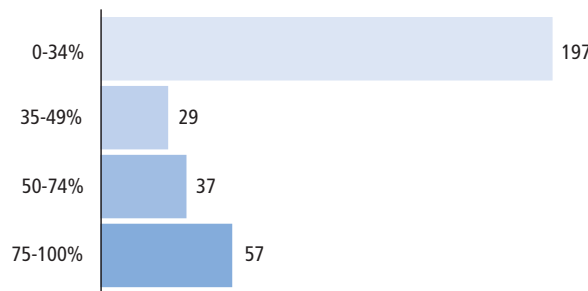
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	1%
Asian/Pacific Islander	3%	3
Black	7	8
Hispanic	9	14
White	81	74
Other	—	—

Students with disabilities (OSEP) 13% 16%

Students with limited English proficiency (ED/NCBE) 5% 7%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000-01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 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 percent decrease in lowest levels of performance.

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

### Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	54	82	136
Schools meeting AYP goal	40%	60%	100%
Schools identified for improvement	33	70	103
	61%	85%	76%
	21	12	33
	39%	15%	24%

### Title I allocation

\$26,323,072

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	33%	30%
Basic level and above	66%	73%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	23%	24%
Basic level and above	67%	65%



## Student Achievement 2000–01

Assessment

New Standards Referenced Exam.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### Reading: Basic Understanding

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ↗	
					Achiev. Standard	Achiev. w/Honors
All Schools	4%	0%	11%	14%	55%	15%
Title I Schools	5	0	14	17	53	11
High Poverty Schools	10	1	23	23	40	3
Students w/ Limited English Prof.	2	2	42	27	26	1
Migratory Students *	*	*	*	*	*	*
Students with Disabilities	5	2	31	23	36	3

#### Grade 4

##### Mathematics: Skills

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ↗	
					Achiev. Standard	Achiev. w/Honors
All Schools	3%	1%	15%	22%	40%	18%
Title I Schools	4	1	20	25	36	14
High Poverty Schools	8	2	33	28	25	5
Students w/ Limited English Prof.	3	4	42	27	19	4
Migratory Students *	*	*	*	*	*	*
Students with Disabilities	4	3	32	28	27	6

### Middle School

#### Grade 8

##### Reading: Basic Understanding

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ↗	
					Achiev. Standard	Achiev. w/Honors
All Schools	7%	0%	15%	27%	48%	1%
Title I Schools	13	1	22	27	37	1
High Poverty Schools	15	1	26	29	28	1
Students w/ Limited English Prof.	12	0	48	29	11	0
Migratory Students *	*	*	*	*	*	*
Students with Disabilities	11	2	38	30	19	0

#### Grade 8

##### Mathematics: Skills

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ↗	
					Achiev. Standard	Achiev. w/Honors
All Schools	9%	3%	20%	27%	25%	16%
Title I Schools	16	6	26	26	16	9
High Poverty Schools	19	7	31	26	11	5
Students w/ Limited English Prof.	17	12	43	20	7	2
Migratory Students *	*	*	*	*	*	*
Students with Disabilities	15	9	36	26	11	3

### High School

#### Grade 10

##### Reading: Basic Understanding

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ↗	
					Achiev. Standard	Achiev. w/Honors
All Schools	14%	3%	10%	35%	37%	1%
Title I Schools	22	4	17	37	20	1
High Poverty Schools	26	5	16	33	20	1
Students w/ Limited English Prof.	26	11	33	23	7	0
Migratory Students *	*	*	*	*	*	*
Students with Disabilities	22	9	26	32	10	0

#### Grade 10

##### Mathematics: Skills

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ↗	
					Achiev. Standard	Achiev. w/Honors
All Schools	15%	8%	28%	10%	24%	15%
Title I Schools	23	16	39	7	12	3
High Poverty Schools	29	15	36	7	10	4
Students w/ Limited English Prof.	26	24	36	8	6	1
Migratory Students *	*	*	*	*	*	*
Students with Disabilities	27	19	38	6	8	2

### High School Indicators

High school dropout rate (CCD, event) 1993–94 2000–01  
5% 5%

Postsecondary enrollment 1994–95 2000–01  
65% 66%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$6,130  
(CCD, 1999–2000)

Number of districts 90  
(CCD, 2000-01)

Number of charter schools 6  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	588	601
Middle	238	242
High	191	199
Combined	10	20
Total	1,027	1,062

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	18,008	22,168
Middle School	9,475	10,247
High School	10,036	11,513
Combined	162	769
Total	37,681	44,697

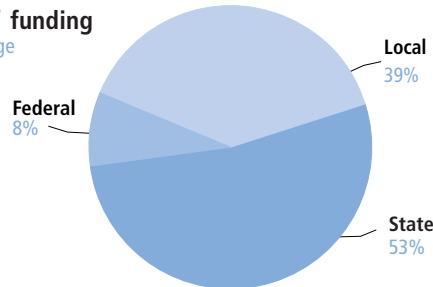
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	78%	68%
Math	72	79
Science	74	75
Social Studies	72	83

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	7,407	459,707	176,745	636,452
	17,340	475,886	184,185	660,071

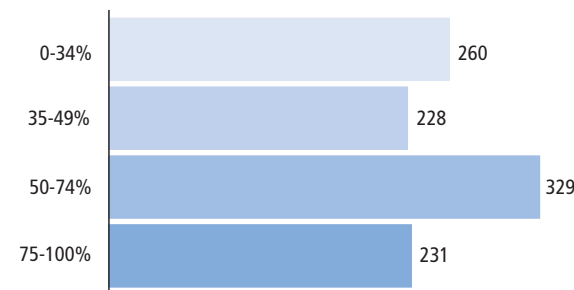
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	1%	1%
Black	41	42
Hispanic	1	2
White	57	55
Other	—	—

Students with disabilities (OSEP) 11% 13%

Students with limited English proficiency (ED/NCBE) \* 1%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 17 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
Rating based on percent of students meeting standard (five levels).

### Expected School Improvement on Assessment

Rewards are given for high improvement of students using matched longitudinal data.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual improvement toward 75 percent at or above Basic level in English or language arts and 70 percent at or above Basic level in math.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	445	70	515
Schools meeting AYP goal	86%	14%	100%
Schools identified for improvement	361	68	429
	81%	97%	83%
	31	—	31
	7%	—	6%

### Title I allocation

\$105,882,886

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	25%	24%
Basic level and above	58%	68%

### Math, 2000

Proficient level and above	18%	17%
Basic level and above	60%	54%

## Student Achievement 2000-01

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

##### English Language Arts

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	20%	43%	35%	2%
Title I Schools	25	46	29	2
High Poverty Schools	32	48	20	0
Students with Limited English Proficiency	45	42	14	0
Migratory Students	28	56	16	0
Students with Disabilities	51	38	11	0

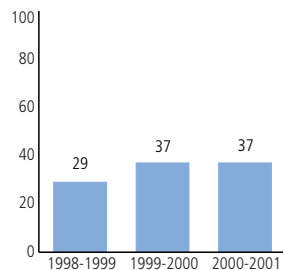
#### Grade 4

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	33%	41%	16%	10%
Title I Schools	38	41	14	7
High Poverty Schools	48	38	10	4
Students with Limited English Proficiency	55	33	9	3
Migratory Students	43	40	16	1
Students with Disabilities	64	28	6	2

#### Student Achievement Trend

English Language Arts 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### English Language Arts

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	31%	46%	21%	3%
Title I Schools	40	44	14	2
High Poverty Schools	50	41	8	1
Students with Limited English Proficiency	72	28	0	0
Migratory Students	100	0	0	0
Students with Disabilities	70	26	4	0

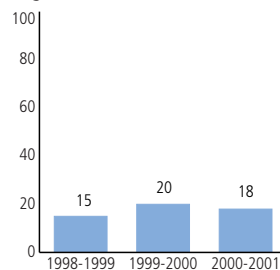
#### Grade 8

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↕	
			Proficient	Advanced
All Schools	37%	45%	13%	5%
Title I Schools	47	40	9	4
High Poverty Schools	61	34	4	1
Students with Limited English Proficiency	71	24	2	2
Migratory Students	67	33	0	0
Students with Disabilities	79	19	2	0

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade

##### Students in:

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

#### Grade

##### 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	2000-01 3%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994-95 58%	2000-01 66%

## School and Teacher Demographics

Per pupil expenditures \$5,632  
(CCD, 1999–2000)

Number of districts 176  
(CCD, 2000-01)

Number of charter schools —  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	373	382
Middle	190	177
High	181	177
Combined	—	12
Total	744	748

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	4,627	4,489
Middle School	2,067	1,942
High School	2,768	2,758
Combined	—	64
Total	9,462	9,253

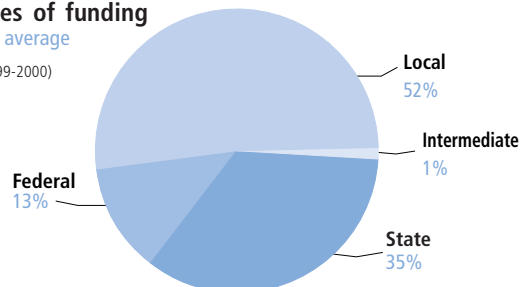
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	73%	74%
Math	67	76
Science	72	72
Social Studies	61	68

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	612	100,054	39,971	140,025
	967	86,760	40,718	127,478

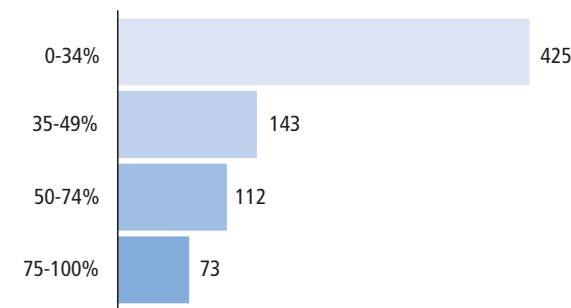
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	13%	10%
Asian/Pacific Islander	1	1
Black	1	1
Hispanic	1	1
White	85	87
Other	—	—

Students with disabilities (OSEP) 9% 10%

Students with limited English proficiency (ED/NCBE) 3% 5%

Migratory students (OME) 1% 2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 3 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
School accreditation.

**Expected School Improvement on Assessment**  
None.

**Title I Adequate Yearly Progress (AYP) for Schools**  
Five percent gain from Below Basic to Basic or from Basic to Proficient.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	94	266	360
Schools meeting AYP goal	26%	74%	100%
Schools identified for improvement	88%	96%	94%
	11	11	22
	12%	4%	6%

Title I allocation \$21,891,731

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

## Student Achievement 2000–01

Assessment

Stanford Achievement Test, Version 9.

State Definition of Proficient

Demonstrated solid academic performance.

### Elementary School

#### Grade 4

##### Reading Comprehension

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	11%	27%	45%	18%
Title I Schools	13	29	43	16
High Poverty Schools				
Students with Limited English Proficiency	45	37	16	2
Migratory Students	13	42	29	15
Students with Disabilities	36	37	22	5

#### Grade 4

##### Math Problem Solving

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	8%	27%	43%	22%
Title I Schools	9	29	43	19
High Poverty Schools				
Students with Limited English Proficiency	39	42	14	5
Migratory Students	13	23	44	19
Students with Disabilities	27	42	24	8

### Middle School

#### Grade 8

##### Reading Comprehension

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	7%	25%	48%	20%
Title I Schools	10	31	44	15
High Poverty Schools				
Students with Limited English Proficiency	26	52	19	3
Migratory Students	15	52	26	7
Students with Disabilities	29	40	27	4

#### Grade 8

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	23%	45%	29%	4%
Title I Schools	33	40	25	2
High Poverty Schools				
Students with Limited English Proficiency	75	21	4	0
Migratory Students	33	52	15	0
Students with Disabilities	56	32	10	1

### High School

#### Grade 11

##### Reading Comprehension

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	21%	49%	26%	3%
Title I Schools	26	51	21	2
High Poverty Schools				
Students with Limited English Proficiency	38	50	11	1
Migratory Students	17	57	23	3
Students with Disabilities	67	26	6	1

#### Grade 11

##### Mathematics

Students in:	Below Basic	Basic	Proficient ↻	
			Proficient	Advanced
All Schools	30%	52%	16%	2%
Title I Schools	35	49	14	1
High Poverty Schools				
Students with Limited English Proficiency	64	29	6	1
Migratory Students	23	66	9	3
Students with Disabilities	72	25	2	1

### High School Indicators

High school dropout rate (CCD, event)	1993–94	2000–01
	5%	4%

Postsecondary enrollment	1994–95	2000–01
	50%	64%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$5,383  
(CCD, 1999–2000)

Number of districts 139  
(CCD, 2000-01)

Number of charter schools —  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	942	962
Middle	237	267
High	246	275
Combined	49	63
Total	1,474	1,567

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	25,506	n/a
Middle School	8,256	n/a
High School	12,754	n/a
Combined	1,549	n/a
Total	48,065	n/a

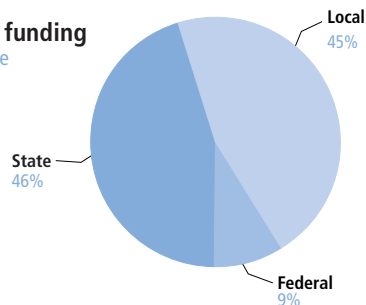
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	73%	73%
Math	59	51
Science	52	53
Social Studies	81	69

### Sources of funding

District average

(CCD, 1999–2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	9,976	603,041	241,038	880,636
	236,542	839,583	n/a	n/a

Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	n/a
Asian/Pacific Islander	1%	n/a
Black	23	n/a
Hispanic	1	n/a
White	76	n/a
Other	—	—

Students with disabilities (OSEP) 12% 12%

Students with limited English proficiency (ED/NCBE) \* 1%

Migratory students (OME) \* \*

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)

Data Not Available

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
Above 50th percentile in reading and math on assessment.

**Expected School Improvement on Assessment**  
Attain value-added score of 100, over three years improvement on test scores.

**Title I Adequate Yearly Progress (AYP) for Schools**  
Improve mean performance level across grades by average of .05.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	540	254	794
Schools meeting AYP goal	68%	32%	100%
Schools identified for improvement	410	252	662
	76%	99%	83%
	130	2	132
	24%	1%	17%

### Title I allocation

\$140,148,561

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	26%	28%
Basic level and above	59%	71%

### Math, 2000

Proficient level and above	18%	17%
Basic level and above	60%	53%

## Student Achievement 2000–01

Assessment

Tennessee Comprehensive Achievement Program.

State Definition of Proficient

Proficient or above.

### Elementary School

#### Grade 3–8

##### Reading

Students in:	Step 1	Progressing	Nearing Proficiency	Proficient ⇅	
				Proficient	Adv.
All Schools					
Title I Schools	21%	28%	31%	15%	5%
High Poverty Schools	32	34	25	8	2
Students with Limited English Proficiency	41	34	18	5	2
Migratory Students	36	34	25	5	1
Students with Disabilities	58	25	13	3	1

#### Grade 3-8

##### Mathematics

Students in:	Step 1	Progressing	Nearing Proficiency	Proficient ⇅	
				Proficient	Adv.
All Schools					
Title I Schools	29%	30%	27%	10%	4%
High Poverty Schools	43	32	19	5	1
Students with Limited English Proficiency	45	29	18	6	2
Migratory Students	44	29	19	6	3
Students with Disabilities	65	22	10	2	1

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

### Middle School

#### Grade

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

#### Grade

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

### High School

#### Grade

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

#### Grade

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	2000–01
	5%	4%

Postsecondary enrollment	1994–95	2000–01
	54%	62%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$6,288  
(CCD, 1999-2000)

Number of districts 1,041  
(CCD, 2000-01)

Number of charter schools 201  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993-94	2000-01
Elementary	3,366	3,789
Middle	1,293	1,512
High	1,056	1,366
Combined	348	806
Total	6,063	7,473

	Number of FTE teachers (CCD)	
	1993-94	2000-01
Elementary	108,043	127,034
Middle School	50,827	62,706
High School	55,763	71,989
Combined	6,806	8,454
Total	221,439	270,183

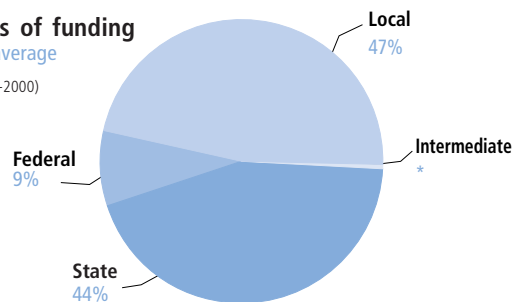
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	71%	64%
Math	65	57
Science	70	57
Social Studies	67	60

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993-94		2000-01	
	Pre-K	K-8	9-12	Total (K-12)
	120,446	2,560,607	1,116,572	3,913,848

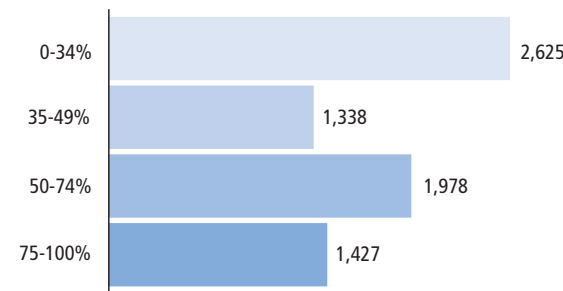
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	3%
Black	14	14
Hispanic	36	41
White	48	42
Other	—	—

Students with disabilities (OSEP) 11% 11%

Students with limited English proficiency (ED/NCBE) 12% 14%

Migratory students (OME) 3% 5%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000-01)



†151 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Above 50 percent passing on assessment for all racial and ethnic groups and low-income students. (Pass = 70 percent correct in reading and math).

### Expected School Improvement on Assessment

Pass rate increases 5 percent per year for each group.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

### Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	3,864	583	4,447
	87%	13%	100%
Schools meeting AYP goal	3,581	505	4,086
	93%	87%	92%
Schools identified for improvement	107	14	121
	3%	2%	3%

### Title I allocation

\$743,578,698

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	28%	30%
Basic level and above	62%	73%

### Math, 2000

Proficient level and above	27%	25%
Basic level and above	77%	69%



# Student Achievement 2000–01

Assessment

Texas Assessment of Academic Skills.

State Definition of Proficient

Score of 70 or above on Texas Learning Index.

## Elementary School

### Grade 4

#### Reading

Students in:	Partially Proficient	Proficient	Advanced
All Schools	9%	55%	36%
Title I Schools	12	59	30
High Poverty Schools	16	62	23
Students with Limited English Proficiency	26	62	12
Migratory Students	18	65	17
Students with Disabilities	15	62	22

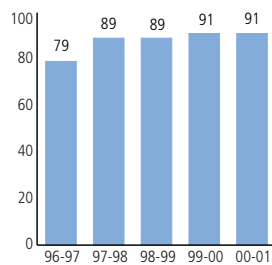
### Grade 4

#### Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	9%	84%	7%
Title I Schools	11	84	5
High Poverty Schools	15	82	3
Students with Limited English Proficiency	19	79	2
Migratory Students	14	83	3
Students with Disabilities	15	81	4

#### 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% of students qualify for lunch subsidies

## Middle School

### Grade 8

#### Reading

Students in:	Partially Proficient	Proficient	Advanced
All Schools	8%	66%	26%
Title I Schools	11	70	19
High Poverty Schools	15	73	12
Students with Limited English Proficiency	40	58	2
Migratory Students	19	73	9
Students with Disabilities	24	69	7

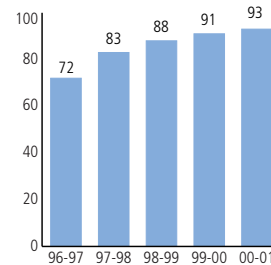
### Grade 8

#### Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	7%	82%	11%
Title I Schools	11	82	8
High Poverty Schools	14	81	5
Students with Limited English Proficiency	29	70	2
Migratory Students	16	80	4
Students with Disabilities	23	75	2

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



## High School

### Grade 10

#### Reading

Students in:	Partially Proficient	Proficient	Advanced
All Schools	9%	72%	19%
Title I Schools	14	73	13
High Poverty Schools	18	72	10
Students with Limited English Proficiency	51	48	1
Migratory Students	25	69	6
Students with Disabilities	34	63	4

### Grade 10

#### Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	10%	81%	9%
Title I Schools	14	80	6
High Poverty Schools	17	79	4
Students with Limited English Proficiency	35	64	1
Migratory Students	20	77	3
Students with Disabilities	37	62	1

## High School Indicators

High school dropout rate (CCD, event)	1993–94 n/a	2000–01 4%
Postsecondary enrollment (NCES, High school graduates enrolled in college)	1994–95 50%	2000–01 53%

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$4,378

Number of districts (CCD, 2000-01) 40

Number of charter schools (CCD, 2000-01) 8

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	431	467
Middle	114	129
High	101	158
Combined	7	12
Total	653	766

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	9,826	11,185
Middle School	4,279	4,530
High School	4,621	5,348
Combined	29	165
Total	18,755	21,228

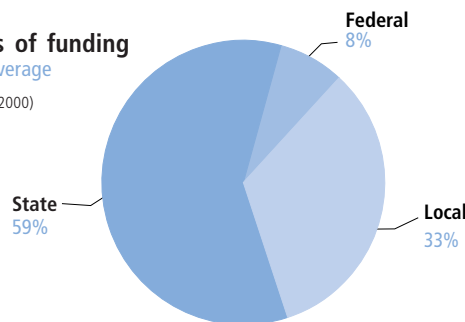
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	73%	63%
Math	55	63
Science	66	83
Social Studies	61	72

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	2,690	321,280	137,235	458,515
	2,252	320,634	143,721	464,355

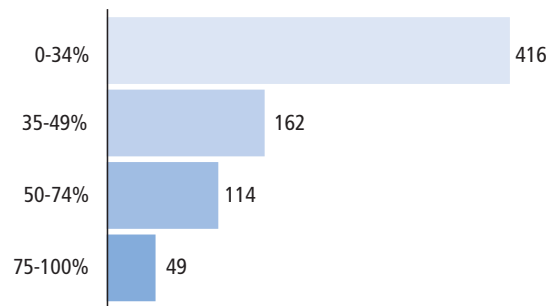
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	1%	2%
Asian/Pacific Islander	2	3
Black	1	1
Hispanic	5	9
White	92	86
Other	—	—

Students with disabilities (OSEP) 10% 10%

Students with limited English proficiency (ED/NCBE) 5% 9%

Migratory students (OME) \* 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



† 52 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

School accreditation process, district accountability reporting.

### Expected School Improvement on Assessment

Not by state.

### Title I Adequate Yearly Progress (AYP) for Schools

Meet state average at Basic level or higher level or increase 3 percent per year at Basic level or higher on assessments.

### Title I 2000–01

(ED Consolidated Report, 2000–01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	126	93	219
Schools meeting AYP goal	58%	42%	100%
Schools identified for improvement	19	5	24
	84%	95%	89%
	15%	5%	11%

### Title I allocation

\$38,550,414

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	32%	32%
Basic level and above	68%	75%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	24%	26%
Basic level and above	70%	68%

# Student Achievement 2000–01

Assessment

See below.

State Definition of Proficient

Score of at least 86 percent.

## Elementary School

### Grade 4

Utah Criterion Reference Test

#### Reading/Language Arts

Students in:	Proficient ↕			
	Level 1	Level 2	Level 3	Level 4
All Schools	2%	17%	34%	48%
Title I Schools	3	22	36	40
High Poverty Schools	4	30	36	31
Students with Limited English Proficiency	5	41	37	17
Migratory Students	6	44	38	13
Students with Disabilities	9	40	31	20

### Grade 4

Utah Criterion Reference Test

#### Mathematics

Students in:	Proficient ↕			
	Level 1	Level 2	Level 3	Level 4
All Schools	1%	27%	20%	53%
Title I Schools	1	31	20	48
High Poverty Schools	1	42	21	36
Students with Limited English Proficiency	2	52	22	25
Migratory Students	0	52	17	31
Students with Disabilities	3	52	18	28

## Middle School

### Grade 8

Stanford Achievement Test–9th Ed.

#### Reading

Students in:	Proficient ↕			
	Level 1	Level 2	Level 3	Level 4
All Schools	52%	12%	32%	4%
Title I Schools	61	9	26	4
High Poverty Schools	81	7	11	1
Students with Limited English Proficiency	85	5	9	*
Migratory Students	90	1	8	1
Students with Disabilities	90	3	6	1

### Grade 8

Utah Criterion Reference Test

#### Mathematics

Students in:	Proficient ↕			
	Level 1	Level 2	Level 3	Level 4
All Schools	3%	31%	43%	23%
Title I Schools	8	39	37	16
High Poverty Schools	10	52	30	8
Students with Limited English Proficiency	13	58	23	6
Migratory Students	12	58	25	6
Students with Disabilities	15	57	23	5

## High School

### Grade 11

Stanford Achievement Test–9th Ed.

#### Reading

Students in:	Proficient ↕			
	Level 1	Level 2	Level 3	Level 4
All Schools	50%	10%	35%	5%
Title I Schools	87	5	7	1
High Poverty Schools	94	3	3	0
Students with Limited English Proficiency	83	4	12	1
Migratory Students	93	0	7	0
Students with Disabilities	91	4	5	*

### Grade 10

Utah Criterion Reference Test

#### Mathematics

Students in:	Proficient ↕			
	Level 1	Level 2	Level 3	Level 4
All Schools	11%	53%	29%	7%
Title I Schools	18	63	17	2
High Poverty Schools	17	60	18	5
Students with Limited English Proficiency	27	55	15	3
Migratory Students	30	56	7	7
Students with Disabilities	18	61	20	2

## High School Indicators

High school dropout rate (CCD, event)	1993–94	2000–01
	3%	4%

Postsecondary enrollment	1994–95	2000–01
	56%	38%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$8,323  
(CCD, 1999–2000)

Number of districts 288  
(CCD, 2000-01)

Number of charter schools —  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	279	256
Middle	29	25
High	48	48
Combined	18	23
Total	374	352

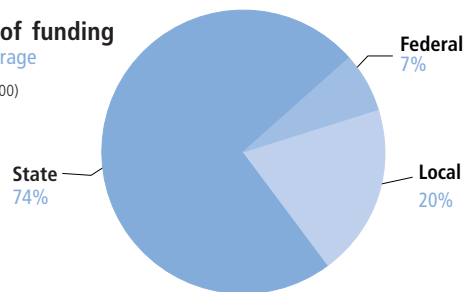
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	4,204	4,433
Middle School	846	766
High School	2,379	2,813
Combined	603	638
Total	8,032	8,650

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	87%	n/a
Math	75	55%
Science	81	77
Social Studies	81	78

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre-K	K–8	9–12	Total (K–12)
	2,024	72,804	27,377	100,181
	2,371	67,949	31,624	99,573

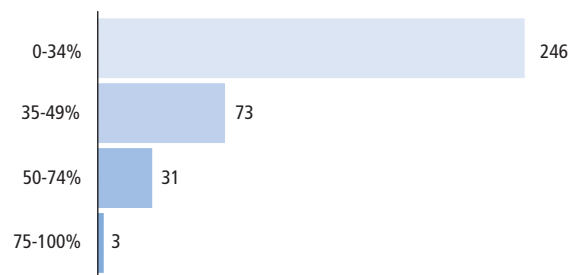
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	1	1
Black	1	1
Hispanic	*	1
White	98	96
Other	—	—

Students with disabilities (OSEP) 9% 12%

Students with limited English proficiency (ED/NCBE) 1% 1%

Migratory students (OME) 1% 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000–01)



## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Sixty percent students meet standard for Basic skills target, and 50 percent meet standard for Analytical skills target.

### Expected School Improvement on Assessment

No information available.

### Title I Adequate Yearly Progress (AYP) for Schools

Fifty percent of students meet targets for Basic skills and Analytical skills at least one of two years.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	85	134	219
Schools meeting AYP goal	39%	61%	100%
Schools identified for improvement	73	118	191
	86%	88%	87%
	12	16	28
	14%	12%	13%

Title I allocation \$19,630,099

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	39%	40%
Basic level and above	73%	82%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	30%	32%
Basic level and above	74%	75%

## Student Achievement 2000–01

Assessment

New Standards Referenced Exam.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 4

##### English & Language Arts—All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0	8%	24%	62%	5%
Basic Understanding	0	7	14	64	15

#### Grade 4

##### Mathematics—All Students

Students in:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	0	21%	38%	36%	6%
Mathematical Problem Solving	9	42	19	21	10
Mathematical Skills	0	9	22	47	22

### Middle School

#### Grade 8

##### English & Language Arts—All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0	23%	43%	30%	4%
Basic Understanding	0	11	26	61	1

#### Grade 8

##### Mathematics—All Students

Students in:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	15%	29%	20%	23%	13%
Mathematical Problem Solving	15	33	11	31	10
Mathematical Skills	1	11	24	32	32

### High School

#### Grade 10

##### English & Language Arts—All Students

Reading:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Analysis & Interpretation	0	16%	33%	49%	2%
Basic Understanding	2	9	34	52	3

#### Grade 10

##### Mathematics—All Students

Students in:	Proficient ⇄				
	Little Evidence	Below the Standard	Nearly at Standard	Achiev. Standard	Ach. w/ Honors
Mathematical Concepts	5%	30%	27%	25%	12%
Mathematical Problem Solving	19	35	12	26	8
Mathematical Skills	5	26	10	32	27

### High School Indicators

High school dropout rate (CCD, event)	1993–94	2000–01
	5%	5%

Postsecondary enrollment	1994–95	2000–01
	51%	45%

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures (CCD, 1999–2000) \$6,841

Number of districts (CCD, 2000-01) 135

Number of charter schools (CCD, 2000-01) 1

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,093	1,152
Middle	306	335
High	274	316
Combined	11	27
Total	1,684	1,830

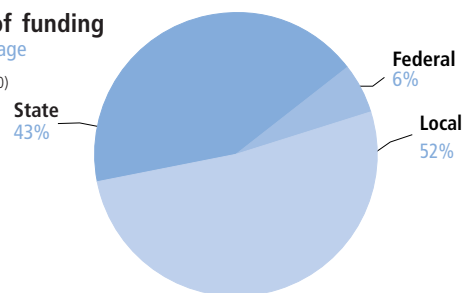
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	28,540	37,429
Middle School	12,137	17,624
High School	27,535	22,999
Combined	575	505
Total	68,787	78,557

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	93%	63%
Math	69	59
Science	67	74
Social Studies	84	77

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	K–8	9–12	Total (K–12)
	3,186	734,673	278,009	1,012,682
	7,263	804,046	329,060	1,133,106

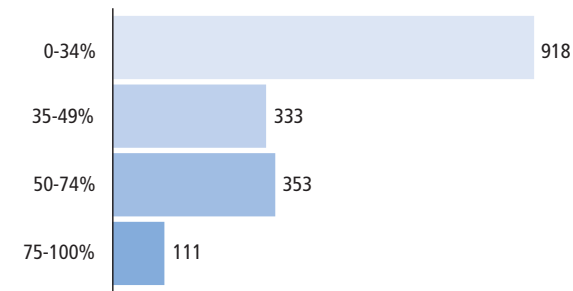
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	3%	4%
Black	26	27
Hispanic	3	5
White	68	64
Other	—	—

Students with disabilities (OSEP) 11% 12%

Students with limited English proficiency (ED/NCBE) — 3%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 126 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Above 70 percent of students pass standards-based tests (four subjects) to be fully accredited.

### Expected School Improvement on Assessment

Improve percent of students passing to 70 percent.

### Title I Adequate Yearly Progress (AYP) for Schools

Same as Statewide goal (provisional accreditation is granted if scores improved over the prior year's scores).

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	249	509	758
Schools meeting AYP goal	33%	67%	100%
Schools identified for improvement	64%	78%	73%
	34	—	34
	14%	—	4%

Title I allocation \$124,365,608

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	37%	37%
Basic level and above	71%	80%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	25%	26%
Basic level and above	72%	68%

## Student Achievement 2000–01

Assessment

Virginia Standards of Learning Test.

State Definition of Proficient

Student has demonstrated a satisfactory level of achievement on test.

### Elementary School

#### Grade 3

##### English

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	35%	53%	11%
Title I Schools	54	42	5
High Poverty Schools	58	38	4
Students with Limited English Proficiency	55	42	3
Migratory Students	81	19	0
Students with Disabilities	65	32	3

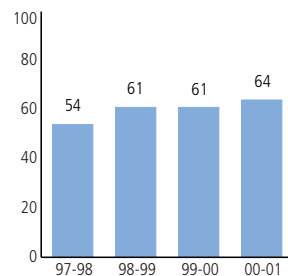
#### Grade 3

##### Mathematics

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	23%	39%	38%
Title I Schools	38	41	21
High Poverty Schools	43	40	17
Students with Limited English Proficiency	55	42	3
Migratory Students	57	33	10
Students with Disabilities	65	32	3

#### Student Achievement Trend

English 3rd 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### English/Reading

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	27%	52%	21%
Title I Schools	47	43	10
High Poverty Schools	51	43	6
Students with Limited English Proficiency	57	39	3
Migratory Students	*	*	*
Students with Disabilities	54	32	4

#### Grade 8

##### Mathematics

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	32%	55%	13%
Title I Schools	58	38	4
High Poverty Schools	62	37	1
Students with Limited English Proficiency	44	47	10
Migratory Students	*	*	*
Students with Disabilities	71	27	2

### High School

#### English/Reading

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	18%	63%	19%
Title I Schools	51	43	5
High Poverty Schools	*	*	*
Students with Limited English Proficiency	43	54	3
Migratory Students	*	*	*
Students with Disabilities	57	40	3

#### Algebra I

Students in:	Fail/Does Not Meet	Proficient ⇄ Pass/ Proficient	Pass/ Advanced
All Schools	26%	64%	10%
Title I Schools	40	52	8
High Poverty Schools	38	58	4
Students with Limited English Proficiency	26	64	10
Migratory Students	*	*	*
Students with Disabilities	60	38	2

### High School Indicators

High school dropout rate (CCD, event)	1993–94 5%	2000–01 4%
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Postsecondary enrollment	1994–95 53%	2000–01 53%
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(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$6,376  
(CCD, 1999–2000)

Number of districts 296  
(CCD, 2000-01)

Number of charter schools —  
(CCD, 2000-01)

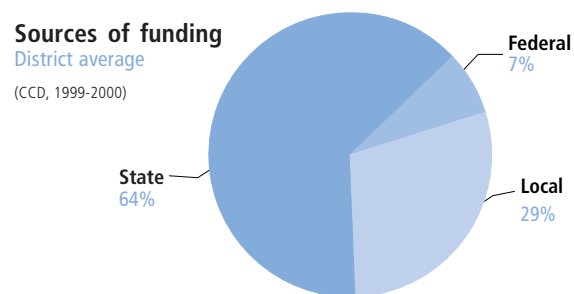
	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,077	1,180
Middle	293	346
High	301	451
Combined	78	130
Total	1,749	2,107

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	22,683	24,875
Middle School	8,655	9,964
High School	10,757	13,184
Combined	1,086	1,051
Total	43,181	49,074

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	64%	65%
Math	49	55
Science	83	79
Social Studies	75	77

### Sources of funding

District average  
(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre–K	5,087
	K–8	655,337	686,219
	9–12	255,528	310,108
	Total (K–12)	910,865	996,327

Race/ethnicity (CCD)		
American Indian/Alaskan Natives	3%	3%
Asian/Pacific Islander	6	7
Black	4	5
Hispanic	7	10
White	80	75
Other	—	—

Students with disabilities (OSEP) 9% 10%

Students with limited English proficiency (ED/NCBE) 3% 6%

Migratory students (OME) 3% 5%

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program** (CCD, 2000–01)

Data Not Available

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Long term goal: more than 80 percent of students will be at or above “Meets Standards” on assessment.

### Expected School Improvement on Assessment

Increase performance to meet three-year goals and 10-year goals of students meeting standard.

### Title I Adequate Yearly Progress (AYP) for Schools

Increase percent of students meeting standard (grades 4, 7 in reading, math) level 3, decrease percent at level 1.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
(ED Consolidated Report, 2000–01)			
Number of schools	392	578	970
	40%	60%	100%
Schools meeting AYP goal	352	560	912
	90%	97%	94%
Schools identified for improvement	40	18	58
	10%	3%	6%

Title I allocation \$127,592,304

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

Reading, 2002	Grade 4	Grade 8
	Proficient level and above	35%
Basic level and above	70%	78%

Math, 2000	Grade 4	Grade 8
	Proficient level and above	—
Basic level and above	—	—



## Student Achievement 2000–01

Assessment

Washington Assessment of Student Learning.  
(Percents do not total 100 percent because of students not tested.)

State Definition of Proficient

Meets or exceeds Standards.

### Elementary School

#### Grade 4

##### Reading

Students in:	Proficient ⇄		
	Below Standards	Meeting Standards	Above Standards
All Schools	32%	45%	22%
Title I Schools	49	38	11
High Poverty Schools			
Students with Limited English Proficiency	74	21	3
Migratory Students	72	23	3
Students with Disabilities	67	24	6

#### Grade 4

##### Mathematics

Students in:	Proficient ⇄		
	Below Standards	Meeting Standards	Above Standards
All Schools	55%	23%	20%
Title I Schools	71	17	11
High Poverty Schools			
Students with Limited English Proficiency	87	8	4
Migratory Students	85	9	4
Students with Disabilities	81	11	6

### Middle School

#### Grade 7

##### Reading

Students in:	Proficient ⇄		
	Below Standards	Meeting Standards	Above Standards
All Schools	57%	23%	17%
Title I Schools	75	14	7
High Poverty Schools			
Students with Limited English Proficiency	91	3	1
Migratory Students	88	7	2
Students with Disabilities	87	5	2

#### Grade 7

##### Mathematics

Students in:	Proficient ⇄		
	Below Standards	Meeting Standards	Above Standards
All Schools	70%	14%	13%
Title I Schools	83	8	5
High Poverty Schools			
Students with Limited English Proficiency	92	3	1
Migratory Students	94	3	1
Students with Disabilities	91	2	1

### High School

#### Grade 10

##### Reading

Students in:	Proficient ⇄		
	Below Standards	Meeting Standards	Above Standards
All Schools	30%	15%	48%
Title I Schools	47	15	29
High Poverty Schools			
Students with Limited English Proficiency	74	9	9
Migratory Students	66	13	15
Students with Disabilities	71	8	7

#### Grade 10

##### Mathematics

Students in:	Proficient ⇄		
	Below Standards	Meeting Standards	Above Standards
All Schools	53%	20%	19%
Title I Schools	72	12	8
High Poverty Schools			
Students with Limited English Proficiency	79	8	5
Migratory Students	87	6	2
Students with Disabilities	80	4	2

### High School Indicators

High school dropout rate (CCD, event)	1993–94 n/a	2000–01 4%
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Postsecondary enrollment	1994–95 57%	2000–01 45%
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(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$7,152  
(CCD, 1999–2000)

Number of districts 55  
(CCD, 2000-01)

Number of charter schools —  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	555	506
Middle	137	137
High	132	129
Combined	23	15
Total	847	787

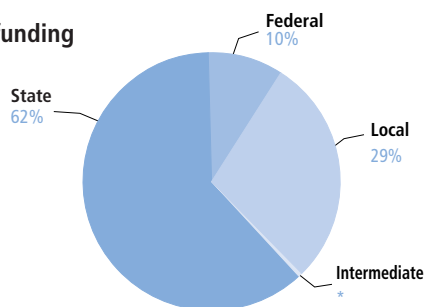
	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	9,628	9,998
Middle School	4,118	4,206
High School	5,278	5,192
Combined	751	437
Total	19,775	19,833

	Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)	
	1994	2000
English	74%	72%
Math	80	79
Science	76	69
Social Studies	83	80

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre–K	3,981
	K–8	209,090	194,805
	9–12	96,264	84,972
	Total (K–12)	305,354	279,777

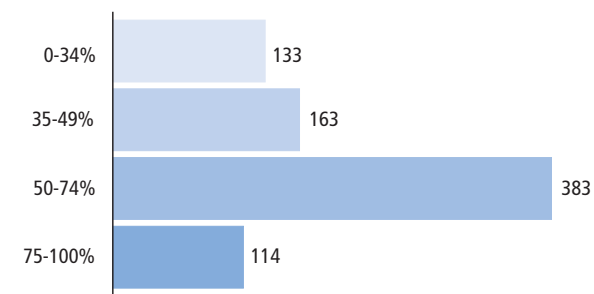
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	*	1%
Black	4%	4
Hispanic	*	—
White	95	95
Other	—	—

Students with disabilities (OSEP) 12% 15%

Students with limited English proficiency (ED/NCBE) n/a \*

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
 Above 50 percent of students at or above third quartile, above 15 percent in first quartile or decrease in first quartile in two of last three years.

**Expected School Improvement on Assessment**  
 Achieve goals for school by the target year.

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

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	342	97	439
	78%	22%	100%
Schools meeting AYP goal	329	97	426
	96%	100%	97%
Schools identified for improvement	13	—	13
	4%	—	3%

Title I allocation \$76,445,455

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	28%	29%
Basic level and above	65%	77%

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	18%	18%
Basic level and above	67%	62%

## Student Achievement 2000–01

Assessment

Stanford Achievement Test, Version 9.

State Definition of Proficient

Scoring at the 50th percentile or above on assessment.

### Elementary School

#### Grade 4

##### Reading

Students in:	0-50th Percentile	Proficient 51-75th Percentile	76-99th Percentile
All Schools	44%	26%	29%
Title I Schools	48	26	26
High Poverty Schools	51	24	24
Students with Limited English Proficiency	39	26	35
Migratory Students	n/a	n/a	n/a
Students with Disabilities	60	15	25

#### Grade 4

##### Mathematics

Students in:	0-50th Percentile	Proficient 51-75th Percentile	76-99th Percentile
All Schools	35%	29%	36%
Title I Schools	37	29	34
High Poverty Schools	37	29	34
Students with Limited English Proficiency	28	23	50
Migratory Students	n/a	n/a	n/a
Students with Disabilities	56	17	27

### Middle School

#### Grade 8

##### Reading

Students in:	0-50th Percentile	Proficient 51-75th Percentile	76-99th Percentile
All Schools	45%	28%	27%
Title I Schools	49	27	24
High Poverty Schools	52	54	21
Students with Limited English Proficiency	47	17	36
Migratory Students	50	33	17
Students with Disabilities	26	33	41

#### Grade 8

##### Mathematics

Students in:	0-50th Percentile	Proficient 51-75th Percentile	76-99th Percentile
All Schools	42%	26%	32%
Title I Schools	45	26	28
High Poverty Schools	44	26	30
Students with Limited English Proficiency	36	17	47
Migratory Students	50	33	17
Students with Disabilities	78	9	13

### High School

#### Grade 10

##### Reading

Students in:	0-50th Percentile	Proficient 51-75th Percentile	76-99th Percentile
All Schools	46%	23%	31%
Title I Schools	54	23	23
High Poverty Schools	49	23	28
Students with Limited English Proficiency	43	19	38
Migratory Students	62	16	22
Students with Disabilities	89	6	6

#### Grade 10

##### Mathematics

Students in:	0-50th Percentile	Proficient 51-75th Percentile	76-99th Percentile
All Schools	42%	24%	34%
Title I Schools	49	26	25
High Poverty Schools	43	24	32
Students with Limited English Proficiency	28	15	56
Migratory Students	33	21	45
Students with Disabilities	87	7	6

### High School Indicators

High school dropout rate (CCD, event)	1993–94 4%	2000–01 4%
---------------------------------------	---------------	---------------

Postsecondary enrollment	1994–95 50%	2000–01 52%
--------------------------	----------------	----------------

(NCES, High school graduates 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% of students qualify for lunch subsidies

## School and Teacher Demographics

Per pupil expenditures \$7,806  
(CCD, 1999–2000)

Number of districts 431  
(CCD, 2000-01)

Number of charter schools 78  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	1,233	1,234
Middle	342	386
High	416	484
Combined	21	68
Total	2,012	2,172

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	24,646	27,567
Middle School	10,303	11,762
High School	15,763	17,871
Combined	530	1,358
Total	51,242	58,558

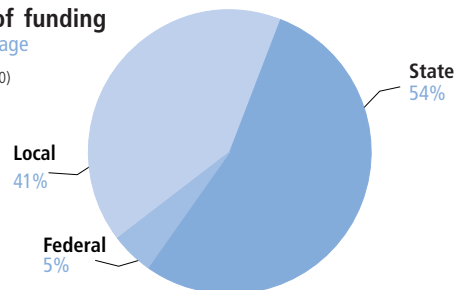
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	75%	81%
Math	76	75
Science	68	82
Social Studies	85	85

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)		1993–94	2000–01
		Pre–K	17,270
	K–8	578,447	570,989
	9–12	248,284	284,736
	Total (K–12)	826,731	855,725

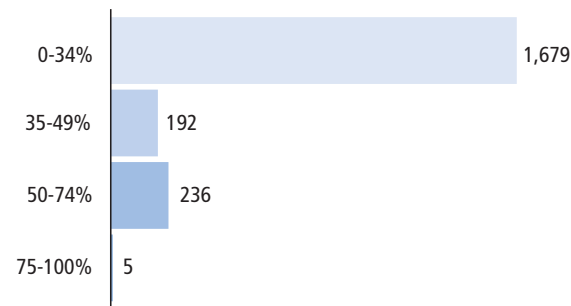
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	2	3
Black	9	10
Hispanic	3	5
White	84	81
Other	—	—

Students with disabilities (OSEP) 9% 11%

Students with limited English proficiency (ED/NCBE) 2% 4%

Migratory students (OME) \* \*

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



†68 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**  
 Percent Proficient exceeds standard for five subjects (reading, language arts, math, science, social studies) and three grades (from 30–65 percent of students).

**Expected School Improvement on Assessment**  
 Calculated growth indicator each year (gain in percent proficient).

**Title I Adequate Yearly Progress (AYP) for Schools**  
 Calculated growth indicator for each school.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	257	863	1,120
Schools meeting AYP goal	23%	77%	100%
Schools identified for improvement	117	765	882
	46%	89%	79%
	85	13	98
	33%	2%	9%

Title I allocation \$132,029,768

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

### Math, 2000

	Grade 4	Grade 8
Proficient level and above	—	—
Basic level and above	—	—

## Student Achievement 2000-01

Assessment

Wisconsin Knowledge and Concepts Examination.

State Definition of Proficient

Demonstrates competency in the academic knowledge and skills tested.

### Elementary School

#### Grade 4

##### Reading

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	4%	6%	12%	61%	17%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	45	6	20	26	2
Migratory Students	31	0	17	43	7
Students with Disabilities	17	19	21	34	4

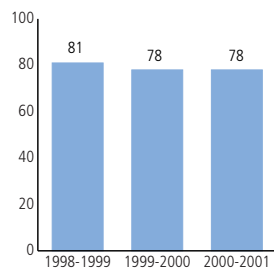
#### Grade 4

##### Mathematics

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	3%	5%	26%	44%	21%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	44	3	25	23	4
Migratory Students	29	5	10	45	10
Students with Disabilities	12	14	37	27	6

#### 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% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	2%	12%	11%	49%	24%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	41	21	13	21	3
Migratory Students	35	16	8	35	3
Students with Disabilities	9	41	19	23	2

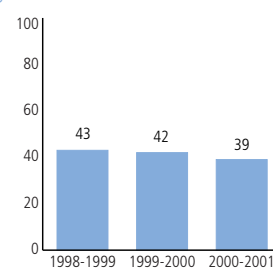
#### Grade 8

##### Mathematics

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	2%	17%	40%	26%	13%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	41	19	28	8	2
Migratory Students	35	14	30	11	5
Students with Disabilities	8	48	31	6	1

#### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	2%	7%	17%	36%	33%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	38	10	22	14	6
Migratory Students	34	14	16	16	14
Students with Disabilities	8	27	29	18	5

#### Grade 10

##### Mathematics

Students in:	Pre-Req. Skill/Eng.	Minimal	Basic	Proficient	
				Prof.	Adv.
All Schools	1%	24%	23%	31%	15%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	38	29	13	8	4
Migratory Students	34	25	16	11	9
Students with Disabilities	7	55	15	8	1

### High School Indicators

High school dropout rate (CCD, event)

1993-94	2000-01
3%	2%

Postsecondary enrollment

1994-95	2000-01
60%	57%

(NCES, High school graduates enrolled in college)

## School and Teacher Demographics

Per pupil expenditures \$7,425  
(CCD, 1999–2000)

Number of districts 48  
(CCD, 2000-01)

Number of charter schools 0  
(CCD, 2000-01)

	Number of public schools (CCD)	
	1993–94	2000–01
Elementary	239	223
Middle	86	76
High	69	76
Combined	—	11
Total	394	386

	Number of FTE teachers (CCD)	
	1993–94	2000–01
Elementary	3,115	3,120
Middle School	1,408	1,511
High School	1,818	1,903
Combined	—	130
Total	6,341	6,664

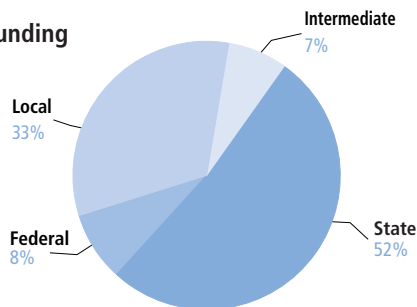
Percentage of teachers with a major in the main subject taught, grades 7–12 (SASS)

	1994	2000
English	75%	79%
Math	78	79
Science	80	78
Social Studies	81	70

### Sources of funding

District average

(CCD, 1999-2000)



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

## Student Demographics

Public school enrollment (CCD)	1993–94		2000–01	
	Pre–K	n/a	n/a	n/a
	K–8	71,402	60,132	
	9–12	29,497	29,783	
Total (K–12)		100,899	89,915	

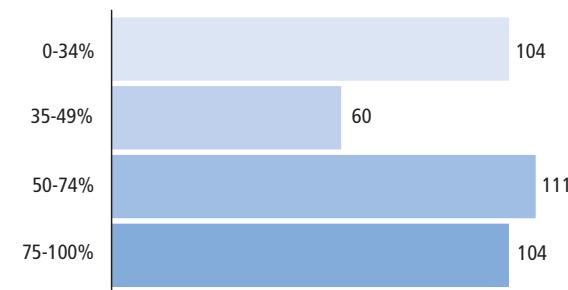
Race/ethnicity (CCD)		
American Indian/Alaskan Natives	3%	3%
Asian/Pacific Islander	1	1
Black	1	1
Hispanic	6	7
White	89	88
Other	—	—

Students with disabilities (OSEP) 10% 12%

Students with limited English proficiency (ED/NCBE) 2% 3%

Migratory students (OME) \* 1%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2000–01)



† 8 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

District accreditation: districts set performance standards.

Expected School Improvement on Assessment None.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual growth to close gap to 100 percent proficient in 10 years, total and for each subgroup.

Title I 2000–01	Schoolwide Programs	Targeted Assistance	Total
Number of schools	48	116	164
	29%	71%	100%
Schools meeting AYP goal	48	116	164
	100%	100%	100%
Schools identified for improvement	—	—	—

Title I allocation \$19,251,353

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000–01)

## NAEP State Results

### Reading, 2002

	Grade 4	Grade 8
Proficient level and above	32%	31%
Basic level and above	69%	78%

### Math, 2000

Proficient level and above	25%	25%
Basic level and above	73%	70%

## Student Achievement 2000–01

Assessment

Wyoming Comprehensive Assessment System.

State Definition of Proficient

See Appendix A.

### Elementary School

#### Grade 3–4

##### Language Arts

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools				
Title I Schools	24%	35%	31%	10%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 3–4

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools				
Title I Schools	28%	32%	30%	10%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### Middle School

#### Grade 7–8

##### Language Arts

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools				
Title I Schools	33%	37%	25%	6%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 7–8

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools				
Title I Schools	39%	36%	19%	6%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School

#### Grade 10–11

##### Language Arts

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools				
Title I Schools	31%	34%	28%	6%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

#### Grade 10–11

##### Mathematics

Students in:	Novice	Partially Proficient	Proficient ⇨	
			Proficient	Advanced
All Schools				
Title I Schools	47%	34%	15%	4%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event)	1993–94 7%	2000–01 6%
---------------------------------------	---------------	---------------

Postsecondary enrollment	1994–95 53%	2000–01 52%
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(NCES, High school graduates 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% of students qualify for lunch subsidies





# Sources

## School and Teacher Demographics

### Per pupil expenditures

**Source:** U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999–2000*. Available: <http://nces.ed.gov/pubs2002/2002367.pdf>.

**Note:** National Center for Education Statistics is referred to as NCES throughout report. Expenditures include current expenditures, based on membership, covering day-to-day operations of public elementary and secondary schools, except those associated with repaying debts, capital outlays (e.g., purchases of land, school construction and repair, and equipment), and programs outside the scope of preschool to grade 12, such as adult education, community colleges, and community services. Expenditures for items lasting more than one year (e.g., school buses and computers) are not included in current expenditures.

### Number of districts

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2000–01.

**Notes:** Common Core of Data is referred to as CCD throughout report. This database includes all regular local school districts that are and are not a component of a supervisory union with a student membership (enrollment) greater than zero. Not included are supervisory union administrative centers, regional education service agencies, state or federal agencies providing elementary and/or secondary level instruction, or other education agencies, such as charter schools.

### Number of charter schools

**Source:** U.S. Department of Education, National Center for Education Statistics, *Overview of Public Elementary and Secondary Schools and Districts: School Year 2000–2001*.

### Number of public schools

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94 and 2000–01.

**Notes:** All regular and special education schools offering free, public elementary or secondary education with student membership (enrollment) greater than zero are included. Excluded are schools with a specific vocational and alternative education purpose. 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 Full-time equivalent (FTE) teachers

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94 and 2000–01.

**Notes:** FTE teacher counts are based on NCES definitions in the Digest of Education Statistics. 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. Counts are based at the school level and exclude teachers classified as “other.”

### Percentage of teachers with a major in the main subject taught, grades 7–12

**Source:** U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1994 and 2000.

**Notes:** Schools and Staffing Survey is referred to as SASS throughout report.

### Sources of funding

**Source:** U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999–2000*. Available: <http://nces.ed.gov/pubs2002/2002367.pdf>.

**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

### Public school enrollment

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94 and 2000–01.

**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.

### Race/ethnicity

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94 and 2000–01.

### Students with disabilities

**Source:** U.S. Department of Education, Office of Special Education Programs, 2000–01 school year. Available: [http://www.ideadata.org/tables24th/ar\\_aa10.htm](http://www.ideadata.org/tables24th/ar_aa10.htm).

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:** Office of Special Education Programs is referred to as OSEP throughout report. The figures shown represent children ages 6 to 17 served under IDEA, Part B.

### Students with limited English proficiency

**Source:** Kindler, A. L. (2002). *Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 2000–2001 Summary Report*. Prepared for Office of English Language Acquisition (OELA) by National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, Washington, D.C.

U.S. Department of Education, National Clearinghouse for Bilingual Education. 1993–94.

**Notes:** National Clearinghouse for Bilingual Education is referred to as NCBE throughout report. With passage of the No Child Left Behind Act of 2001, NCBE became the National Clearinghouse for English Language Acquisition (NCELA). The number of LEP students

enrolled in public schools. For 2000–01, only K-12 data for Arizona, California, Florida, Hawaii, Idaho, Michigan, Minnesota, Montana, North Dakota, Oregon, Rhode Island, South Carolina, Utah. (Pre-K either not available or not reported.)

### Migratory students

**Source:** U.S. Department of Education, Office of Migrant Education, 1993–94, 1999–2000.

**Notes:** Office of Migrant Education is referred to as OME throughout report. 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 participate in either a regular year (Category 1) or summer (Category 2) program.

### All schools by percent of students eligible for the Free and Reduced-Price Lunch Program

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2000–01.

**Notes:** The figures shown represent the percentage of students in all schools, including all regular local school districts and schools with a specific vocational and alternative education purpose, eligible to participate in the Free and Reduced-Price Lunch Program under the National School Lunch Act. The National School Lunch Program is run by the Department of Agriculture’s Food and Nutrition Service.

## Statewide Accountability Information

**Source:** Results from an unpublished 50 State Survey conducted by CCSSO in January 2002. Rolf Blank et al. For more information, visit the state’s Web page or contact the author at: rolfb@ccsso.org.

## Title I 2000–01

**Source:** Sinclair, B. *State ESEA Title 1 Participation Information for 2000–2001: 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. September, 2003.

U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2000–2001.

## 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. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2000/2001517.pdf>.

Grigg, W. S., Daane, M. C., Jin, Y. Campbell, J. R. (2003). *The Nation’s Report Card: Reading 2002*. U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2002/2003521.pdf>.

**Notes:** The National Assessment of Educational Progress is referred to as NAEP throughout report. 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 2000–01

### Student achievement

**Source:** “Consolidated Performance Report, Section B,” submitted to the U.S. Department of Education by state departments of education. Assessment results for 2000–01 school year, with edits by states.

**Notes:** Trend results for 1995–96 through 2000–01 reported in bar graphs for states with consistent tests and proficiency levels over two or more years and in Table 4 on page xvi.

### High school dropout rate

**Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94, 2000–01.

**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.

### Postsecondary enrollment

**Source:** U.S. Department of Education, National Center for Education Statistics, *Common Core of Data, Private School Universe Survey, 1993*; and *Integrated Postsecondary Education Data System (IPEDS) “Fall Enrollment, 1994” Survey*.

U.S. Department of Education, National Center for Education Statistics, *Common Core of Data survey (Digest of Education Statistics, 2003, table 104)*; *Private School Universe Survey, 1999 (Digest of Education Statistics, 2002, table 63)*; and *Integrated Postsecondary Education Data System (IPEDS) “Fall Enrollment, 2000” Survey (Digest of Education Statistics, 2002, table 204)*.

# Appendix A

## Further State Proficiency Level Definitions\*

### Arkansas

**Advanced:** Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading and writing or mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

**Proficient:** Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading and writing or mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

### Colorado

**Proficient:** Students understand directions, recognize author's point of view, explain reactions, define problems or solutions, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimuli, identify character's reactions or motives, identify sequences, support opinions, classify familiar vocabulary, and interpret poetry in a concrete manner.

### Connecticut

#### Reading

**Proficient:** Students who score at this level can comprehend most grade-level or below-grade-level textbooks and other materials. They can generally determine the main idea, have an adequate understanding of the author's purpose and are able to make some judgments about a text's quality and themes.

#### Mathematics

**Proficient:** Students who score at this level demonstrate adequately developed conceptual understanding and computational skills, and adequately developed problem-solving skills.

### 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.

### 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.

#### 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; makes inferences about the motives and feelings of characters; and applies 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; identifies the main idea, and identifies 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 ideas 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 planes 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.

\*Please note, these definitions are taken from the state Consolidated Performance Reports for 2000–01, with edits by states.

## Montana

Proficient: A student demonstrates competency including subject matter knowledge, the application of subject knowledge to real world situations, and the analytical skills appropriate to this subject.

## 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

Grades 4, 8: Score at levels of at least 3 .

High school: percentage of graduating cohort scoring at least 65 percent on exams.

## Pennsylvania

Satisfactory academic performance indicates a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards.

## Rhode Island

Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

## Vermont

Please note scores are by content area. Vermont sets levels in conjunction with publisher.

## Wyoming

Students at the proficient level use concepts and skills to acquire, analyze, and communicate information and ideas.

# Appendix B

## Sources of Funding, 1999-2000 (in thousands)

	Total Funding	Local	Intermediate	State	Federal		Total Funding	Local	Intermediate	State	Federal
AL	\$4,832,135	28.2%	0.5%	62.2%	9.1%	MT	\$1,101,615	34.1%	9.0%	44.7%	12.2%
AK	\$1,359,764	25.6%	0.0%	58.9%	15.4%	NE	\$2,216,656	55.7%	0.8%	36.6%	6.9%
AZ	\$5,503,272	43.1%	2.6%	43.6%	10.8%	NV	\$2,262,002	65.8%	0.0%	29.1%	5.0%
AR	\$2,730,722	30.8%	0.2%	60.2%	8.8%	NH	\$1,559,653	39.8%	0.0%	55.8%	4.4%
CA	\$45,058,305	31.0%	0.0%	60.3%	8.7%	NJ	\$14,882,015	54.9%	0.0%	41.2%	3.9%
CO	\$5,044,275	52.9%	0.4%	41.3%	5.4%	NM	\$2,240,777	14.4%	0.0%	71.5%	14.1%
CT	\$6,065,482	55.7%	0.0%	40.2%	4.1%	NY	\$32,403,066	49.0%	0.4%	44.8%	5.8%
DE	\$1,072,494	26.9%	0.0%	65.6%	7.5%	NC	\$8,797,269	25.3%	0.0%	67.6%	7.1%
DC	\$875,619	79.6%	0.0%	0.0%	20.4%	ND	\$749,936	45.8%	1.1%	40.2%	12.9%
FL	\$16,946,014	42.1%	0.0%	49.5%	8.4%	OH	\$15,231,086	51.4%	0.2%	42.5%	5.8%
GA	\$11,076,955	45.5%	0.0%	47.9%	6.6%	OK	\$3,705,393	29.7%	1.9%	58.4%	9.9%
HI	\$1,404,897	2.2%	0.0%	88.8%	9.0%	OR	\$4,333,956	34.5%	1.7%	57.1%	6.8%
ID	\$1,472,070	31.2%	0.0%	61.1%	7.7%	PA	\$16,224,853	55.6%	0.1%	37.8%	6.4%
IL	\$16,590,948	61.5%	0.0%	30.8%	7.7%	PR	\$2,222,824	0.0%	0.0%	71.8%	28.2%
IN	\$8,427,757	41.8%	0.6%	52.3%	5.3%	RI	\$1,448,205	52.9%	0.0%	41.3%	5.8%
IA	\$3,714,861	43.1%	0.2%	50.6%	6.1%	SC	\$4,917,485	38.8%	0.0%	52.8%	8.4%
KS	\$3,408,634	29.1%	2.2%	62.4%	6.3%	SD	\$865,041	51.7%	1.3%	34.5%	12.5%
KY	\$4,330,619	29.3%	0.0%	60.7%	10.0%	TN	\$5,378,527	45.2%	0.0%	45.8%	9.0%
LA	\$4,907,761	39.1%	0.0%	49.5%	11.5%	TX	\$28,657,019	47.0%	0.3%	44.2%	8.6%
ME	\$1,811,965	47.5%	0.0%	44.6%	8.0%	UT	\$2,579,092	33.3%	0.0%	59.2%	7.5%
MD	\$7,242,344	55.4%	0.0%	39.0%	5.6%	VT	\$966,128	19.6%	0.0%	73.6%	6.7%
MA	\$9,260,130	51.0%	0.0%	43.7%	5.3%	VA	\$8,749,757	51.8%	0.0%	42.6%	5.7%
MI	\$15,385,152	28.5%	0.1%	64.6%	6.8%	WA	\$7,573,768	29.2%	0.0%	63.5%	7.3%
MN	\$7,188,407	32.4%	2.8%	60.0%	4.8%	WV	\$2,294,744	28.7%	0.1%	61.7%	9.5%
MS	\$2,778,506	30.1%	0.0%	56.2%	13.7%	WI	\$7,785,586	41.3%	0.0%	54.0%	4.8%
MO	\$6,665,304	55.3%	0.5%	37.6%	6.6%	WY	\$786,582	32.5%	7.2%	51.9%	8.4%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1999–2000.

## Per Capita Personal Income, 2001

Alabama .....	\$24,426	Missouri .....	\$28,029
Alaska .....	\$30,997	Montana .....	\$23,532
Arizona .....	\$25,479	Nebraska .....	\$28,564
Arkansas .....	\$22,912	Nevada .....	\$29,860
California .....	\$32,678	New Hampshire .....	\$33,928
Colorado .....	\$32,957	New Jersey .....	\$38,153
Connecticut .....	\$41,930	New Mexico .....	\$23,162
Delaware .....	\$32,121	New York .....	\$35,884
District of Columbia .....	\$40,498	North Carolina .....	\$27,418
Florida .....	\$27,493	North Dakota .....	\$25,538
Georgia .....	\$28,438	Ohio .....	\$28,619
Hawaii .....	\$28,554	Oklahoma .....	\$24,787
Idaho .....	\$24,257	Oregon .....	\$28,000
Illinois .....	\$32,755	Pennsylvania .....	\$30,617
Indiana .....	\$27,532	Puerto Rico .....	n/a
Iowa .....	\$27,283	Rhode Island .....	\$29,984
Kansas .....	\$28,507	South Carolina .....	\$24,594
Kentucky .....	\$25,057	South Dakota .....	\$26,301
Louisiana .....	\$24,084	Tennessee .....	\$26,758
Maine .....	\$26,385	Texas .....	\$28,486
Maryland .....	\$34,950	Utah .....	\$24,202
Massachusetts .....	\$38,845	Vermont .....	\$27,992
Michigan .....	\$29,538	Virginia .....	\$32,295
Minnesota .....	\$32,791	Washington .....	\$31,582
Mississippi .....	\$21,643	West Virginia .....	\$22,725
		Wisconsin .....	\$28,911
		Wyoming .....	\$28,807

Source: U.S. Department of Commerce, Bureau of Economic Analysis, April 2003



## 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.

### 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 estimation—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 con-

ture, 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 did not participate or did not satisfy one of the guidelines for school sample participation rates in the 2000 Mathematics administration: Alaska, California, Colorado, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Montana, New Hampshire, New Jersey, New York, Ohio (grade 4 only), Oregon, Pennsylvania, Puerto Rico, South Dakota, Vermont, Washington, 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.

### 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

\*Additional information is available at the NAEP Web site, <http://nces.ed.gov/nationsreportcard>.

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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 jurisdictions did participate or did not satisfy one or more of the guidelines for school participation in the 2002 Reading administration: California, Iowa (grade 4 only), Kansas, Minnesota, Montana, New York, North Dakota, Oregon (grade 8 only), Tennessee, Washington, Wisconsin.





