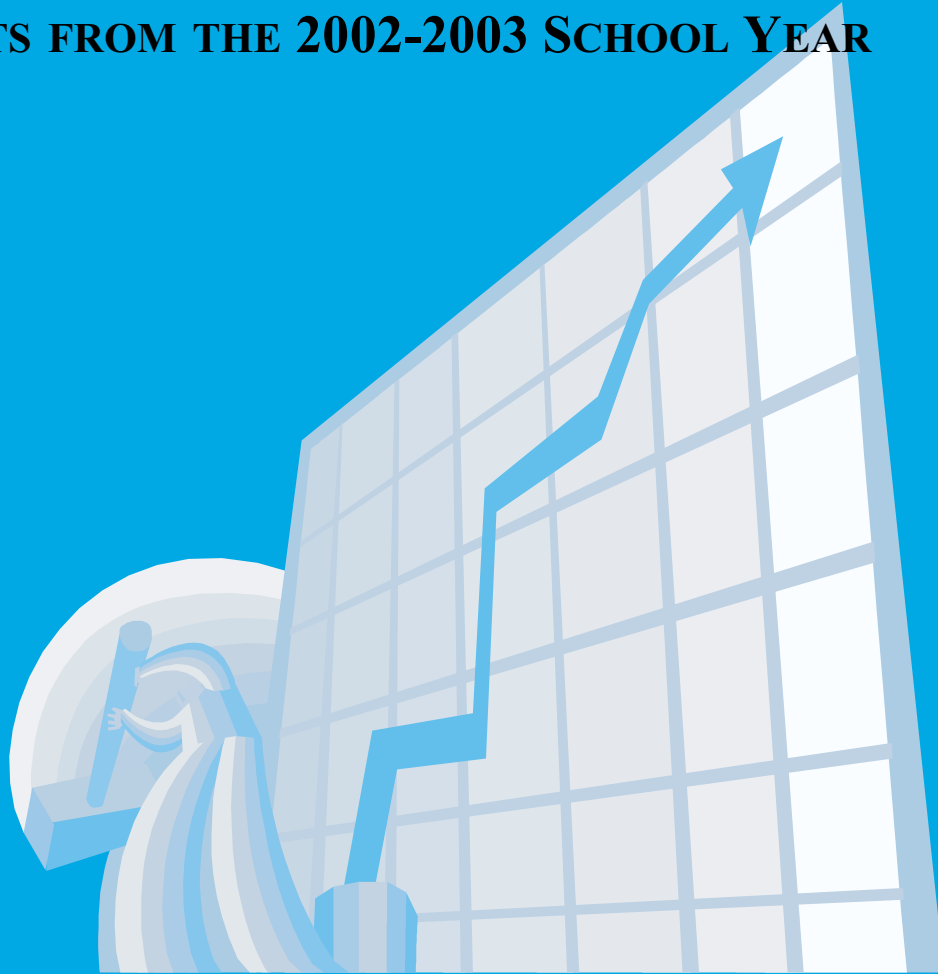
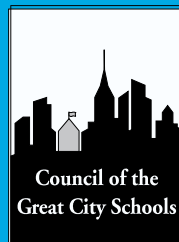


BEATING THE ODDS

**A CITY-BY-CITY ANALYSIS OF
STUDENT PERFORMANCE AND ACHIEVEMENT GAPS
ON STATE ASSESSMENTS
RESULTS FROM THE 2002-2003 SCHOOL YEAR**



MARCH 2004



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ON STATE ASSESSMENTS**

The Council of the Great City Schools is a coalition of about 60 of the nation's largest urban school systems. Its Board of Directors is composed of the Superintendent of Schools and one School Board member from each member city. An Executive Committee of 24 individuals, equally divided in number between Superintendents and School Board members, provides oversight of the 501(c)(3) organization in between Board meetings. The mission of the Council is to advocate for and to assist in the improvement of public education in the nation's major cities. To meet that mission, the Council provides services to its members in the areas of legislation, research, communications, teacher recruitment, curriculum and instruction, and management. The group convenes two major conferences each year on promising practices in urban education; conducts studies on urban school conditions and trends; and operates ongoing networks of senior managers in each city with responsibility in such areas as federal programs, operations and finance, personnel, communications, curriculum, research, technology, and others. The Council was founded in 1956 and incorporated in 1961, and has its headquarters in Washington, D.C.

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TABLE OF CONTENTS

TABLE OF FIGURES	i
EXECUTIVE SUMMARY	iii
INTRODUCTION	1
METHODOLOGY	5
SECTION A	
1. MATH ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY	9
2. READING ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY	21
3. STUDENT DEMOGRAPHICS, FINANCE, AND STAFFING.....	33
4. SUMMARY AND DISCUSSION OF CONTEXT VARIABLES	43
SECTION B	
DISTRICT PROFILES	47
SECTION C	
DATA SOURCES	359
CALCULATIONS	361
APPENDICES	363

TABLE OF FIGURES

FIGURE 1. PERCENTAGE OF CITIES WITH SUBGROUPS SCORING AT OR ABOVE THE STATE IN MATH.....	10
FIGURE 2. PERCENTAGE OF CITIES WITH GAINS IN MATH	11
FIGURE 3. PERCENTAGE OF GRADES WITH GAINS (OR DECLINES) IN MATH	12
FIGURE 4. PERCENTAGE OF EACH GRADE WITH GAINS IN MATH	13
FIGURE 5. PERCENTAGE OF SELECTED GRADES NARROWING ACHIEVEMENT GAPS IN MATH	14
FIGURE 6. PERCENTAGE OF 4 TH , 8 TH , AND 10 TH GRADES NARROWING ACHIEVEMENT GAPS IN MATH BY RACE	15
FIGURE 7. PERCENTAGE OF SELECTED GRADES NARROWING ACHIEVEMENT GAPS IN MATH FASTER THAN STATE	16
FIGURE 8. PERCENTAGE OF SELECTED GRADES BY SUBGROUP NARROWING ACHIEVEMENT GAPS IN MATH.....	17
FIGURE 9. PERCENTAGE OF CITIES WITH SUBGROUPS SCORING AT OR ABOVE THE STATE IN READING.....	22
FIGURE 10. PERCENTAGE OF CITIES WITH GAINS IN READING	23
FIGURE 11. PERCENTAGE OF GRADES WITH GAINS (OR DECLINES) IN READING	24
FIGURE 12. PERCENTAGE OF EACH GRADE WITH GAINS IN READING	25
FIGURE 13. PERCENTAGE OF SELECTED GRADES NARROWING ACHIEVEMENT GAPS IN READING.....	26
FIGURE 14. PERCENTAGE OF 4 TH , 8 TH , AND 10 TH GRADES NARROWING ACHIEVEMENT GAPS IN READING BY RACE	27
FIGURE 15. PERCENTAGE OF SELECTED GRADES NARROWING ACHIEVEMENT GAPS IN READING FASTER THAN STATE	28
FIGURE 16. PERCENTAGE OF SELECTED GRADES BY SUBGROUP NARROWING ACHIEVEMENT GAPS IN READING.....	29
FIGURE 17. GREAT CITY SCHOOL ENROLLMENT COMPARED WITH THE NATION.....	34
FIGURE 18. GREAT CITY SCHOOL FREE LUNCH ELIGIBILITY RATE COMPARED WITH THE NATION.....	35
FIGURE 19. GREAT CITY SCHOOL ENGLISH LANGUAGE LEARNER AND DISABILITY RATES COMPARED WITH THE NATION.....	36
FIGURE 20. GREAT CITY SCHOOL ENROLLMENT BY RACE COMPARED WITH THE NATION.....	37
FIGURE 21. EXPENDITURES PER PUPIL IN THE GREAT CITY SCHOOLS COMPARED WITH THE NATION.....	38
FIGURE 22. PERCENTAGE OF GREAT CITY SCHOOLS ABOVE AND BELOW STATE CURRENT PER PUPIL EXPENDITURES.....	39
FIGURE 23. AVERAGE NUMBER OF GREAT CITY SCHOOL STUDENTS PER TEACHER AND SCHOOL COMPARED WITH THE NATION.....	40

EXECUTIVE SUMMARY

The Council of the Great City Schools has prepared this fourth edition of *Beating the Odds* (*Beating the Odds IV*) to give the nation another look at how inner-city schools are performing on the academic goals and standards set by the states for our children. This analysis examines student achievement in math and reading through spring 2003. It also measures achievement gaps between cities and states, African Americans and Whites, and Hispanics and Whites. And it includes new data on language proficiency, disability, and income. Finally, the report looks at progress. It asks two critical questions: “Are urban schools improving academically?” and “Are urban schools closing achievement gaps?”

In general, *Beating the Odds IV* shows that the Great City Schools are making important gains in math and reading scores on state assessments. The study also saw fresh evidence that gaps may be narrowing.

The findings in *Beating the Odds IV* are preliminary and leavened with caution, as they were when we first published these data three years ago. The nation does not have an assessment system that allows our questions to be answered with certainty, although the Council of the Great City Schools is trying to solve this through the Trial Urban District Assessment.

Still, the data from this report indicate that answers are emerging and that urban education may be establishing a beachhead on the rocky shoals of school reform. Some data look better than others. Progress in math is different from that in reading. Trend lines are not the same from one city to another. Not all grades have improved at the same rates. Not all gaps are closing. But the data indicate progress.

This report is the nation’s fourth look at how its major city school systems are performing on the state assessments devised to boost standards, measure progress, provide opportunity, and ensure accountability for results. Data are presented on 61 city school systems from 37 states. The statistics are presented city-by-city, year-by-year, and grade-by-grade on each state test in mathematics and reading.¹ Data are also reported by race, language, disability, and income in cases where the state reports it publicly.

Every effort was made to report achievement data in a way that was consistent with the *No Child Left Behind Act*—that is, according to the percentages of students above “proficiency.” This was not always possible, however, because some states are just reporting their results in this format.

The report also shows important demographic and financial data. Included are enrollment data by race, poverty, English proficiency, and disability status, and average per pupil expenditures. Statistics are also presented on student/teacher ratios and average school size. Finally, changes in these variables between 1995-96 and 2001-2002 are shown. Data are presented for each city and state.

¹ Readers should note that the first report, *Beating the Odds I*, contained data on 55 city school systems. This year’s report adds data on Austin, Duval County, Greenville, Jackson, Memphis, Oklahoma City, and Palm Beach County; and deletes data on Tulsa—a net increase of six cities.

Where We Are Today: Key Findings

To assess achievement in the Great City Schools, the Council analyzed state assessment data in a variety of ways.

First, we examined assessment data at the *district* level for all of the Great City School systems from the time they were first tested by the state through Spring 2003 (the most recent available). We calculated the percentage of districts that had improved in reading and math over this period: (a) in *all* grades tested; (b) at *faster* rates than the statewide average in *all* grades tested; (c) in *half or more* of the grades tested; and (d) at *faster* rates than the statewide average in *half or more* of the grades tested. We also looked at whether the percentage of districts showing improvement since 2001-02—the baseline year for measuring progress under *No Child Left Behind*.

Second, the Council analyzed aggregate data across *grades*. We were seeking to determine the percentage of grades that: (a) improved in reading or math; (b) improved faster than statewide rates; and (c) declined. We also wanted to know which grades were showing the most improvement.

Third, the Council looked at *racially-identifiable gaps* in student scores on state assessments. We wanted to determine the percentage of grades in the Great City School districts that have reduced achievement gaps by race and to discern which grades were making the most progress in narrowing these gaps.

Finally, the Council looked at whether Great City School reading and math performance was *above or below statewide averages* for each city. We did not examine school-by-school data or “group performance within school” data—as *No Child Left Behind* will require. As those data become available, the Council will make every attempt to report it.

Eight major findings about academic achievement in urban schools emerged from this study, *Beating the Odds IV*:

Finding 1: Mathematics achievement is improving in urban schools.

The Council’s analysis of district and grade-level math scores on state assessments shows that—

- 92.6% of the Great City School *districts* increased their math scores in more than half the grades tested.
- 53.1% of the Great City School *districts* increased their math scores in more than half the grades tested at a faster rate than their states.
- 84.6% of all *grades* tested in the Great City Schools showed gains in math scores.

- 44.1% of all *grades* tested in the Great City Schools improved their math scores faster than their states.

Finding 2: Gaps in math achievement in urban schools appear to be narrowing.

Preliminary evidence from the Council’s analysis of math scores shows some progress in reducing racially-identifiable achievement gaps. The data show that—

- 47.6% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and African American* students. About 61.9% of 8th grades tested reduced the White-Black gap; and 63.6% of 10th grades narrowed the gap.
- 50.0% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and Hispanic* students. About 52.6% of 8th grades tested reduced the White-Hispanic gap; and 80.0% of 10th grades narrowed the gap.
- 30.6% of all grades tested narrowed the achievement gaps between *White and African American* students faster than their statewide rates.
- 30.0% of all grades tested narrowed the achievement gaps between *White and Hispanic* students faster than their statewide rates.

Finding 3: Urban school districts showed math gains between 2002 and 2003.

The analysis also looked to see if math performance in urban school districts had improved since 2002. The results on 54 identical districts indicated that—

- 33.3% of urban school *districts* posted math gains in all grades tested between 2002 and 2003.
- 14.3% of urban school *districts* posted math gains in all grades tested that were faster than their states.
- 75.9% of urban school *districts* posted math gains in *half or more* of the grades tested.
- 49.0% of urban school *districts* posted faster math gains than their respective states in *half or more* of the grades tested.

Finding 4: Urban school achievement is below national averages in math.

Despite significant gains in math performance, urban schools as a group score below state and national averages. How much lower depends on the city, the state, and the test. Six major city school systems (10.7%) had average math scores in *half or more* of the grades tested in 2003 that were the same as or higher than their respective states. These systems were Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Hillsborough County (Tampa), and San Francisco.

Three of these cities (Anchorage, Broward County, and San Francisco) had the same or higher scores than their states in *all* grades tested. All other cities scored lower than their states by varying degrees.

Finding 5: Reading achievement is improving in urban schools.

The Council’s analysis of state assessment data found that—

- 83.3% of the Great City School *districts* increased their reading scores in more than half the grades tested.
- 34.7% of the Great City School *districts* increased their reading scores in more than half the grades tested at a faster rate than their state.
- 72.1% of all *grades* tested in the Great City Schools showed gains in reading scores.
- 38.3% of all *grades* tested in the Great City Schools improved their reading scores faster than their states.

Finding 6: Gaps in reading achievement in urban schools may be narrowing.

The gains in overall reading achievement among the cities appear to be occurring in a way that is also showing some progress in reducing racially-identifiable achievement gaps. The data show that—

- 73.1% of 4th grades tested in the Great City Schools narrowed the achievement gap between *White and African American* students. About 53.8% of 8th grades narrowed the White-Black gap; and 38.9% of 10th grades narrowed the gap.
- 60.0% of 4th grades tested in the Great City Schools narrowed the achievement gap between *White and Hispanic* students. About 68.0% of 8th grades tested reduced the White-Hispanic gap; and 44.4% of 10th grades narrowed the gap.
- 35.9% of all grades tested narrowed the achievement gaps between *White and African American* students faster than statewide rates.
- 32.6% of all grades tested narrowed the achievement gaps between *White and Hispanic* students faster than statewide rates.

Finding 7: Urban school districts showed reading gains between 2002 and 2003.²

The analysis also looked to see if reading performance in urban school districts had improved since 2002. The results on 54 identical districts indicated that—

- 27.8% of urban school *districts* posted reading gains in all grades tested.
- 14.3% of urban school *districts* demonstrated reading gains that were faster than their states in all grades tested.
- 77.8% of urban school *districts* posted reading gains in *half or more* of the grades tested.
- 51.0% of urban school *districts* posted reading gains that were faster than their states in *half or more* grades tested.

Finding 8: Urban school achievement is below national averages in reading.

Despite gains, urban reading scores are below state and national averages.

Only eight major city school systems (14.3%) in 2003 had average reading scores in *half or more* of the grades tested that were the same as or higher than their respective states. They are Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Portland, San Diego, San Francisco, and Seattle.

Three of these cities (Albuquerque, Anchorage, and Greenville) had the same or higher scores than statewide averages in *all* grades tested. All other cities scored below their states by varying degrees.

Who We Are Today: Key Factors That Shape the Urban Context

Big-city school systems are different from districts in other settings. They serve a demographically different student body and they operate in political and financial environments that are more complex, contentious, and competitive than smaller systems.

These contextual differences are significant and should be considered in any study of urban school achievement. The Council's analysis identified three broad factors that warrant attention as the nation strives to meet the goals established by *No Child Left Behind*.

Factor 1: The nation cannot meet the broad goals of *No Child Left Behind* and raise achievement across the board without paying attention to students enrolled in urban schools.

² These gains are corroborated by the results of the Trial Urban District Assessment that showed large central city school districts making statistically-significant gains between 2002 and 2003 on NAEP in the fourth grade. No significant change was seen in eighth grade reading.

The Great City Schools enrolled 15.0% of the nation's public school students in school year 2001-2002. (This percentage represents a slight decrease from 15.3% in 1995-96.) More significantly, the Great City Schools enroll about 30% of the nation's African American, Hispanic, limited English proficient, and poor students.

Factor 2: Students in urban schools are more likely to be African American, Hispanic, or Asian American; to come from low-income families; and to come from non-English speaking homes.

The Council's analysis showed that—

- 76.9% of students in the Great City Schools in 2001-2002 were African American, Hispanic, Asian American or other students of color, compared with about 37.9% nationwide.
- 62.9% of students in the Great City Schools are eligible for a federal free lunch subsidy, compared with about 39.7% nationwide.
- 17.3% of students in the Great City Schools are English language learners, compared with approximately 7.9% nationwide.
- 82.5% of the Great City School systems have poverty rates above their statewide averages, and 72.7% have higher percentages of English language learners than their states.

Factor 3: Urban schools often lack adequate financial resources.

Finally, *Beating the Odds IV* examined financial investments in the nation's urban public schools. Our analysis of National Center for Education Statistics data found that—

- The current per pupil expenditure in the Great City Schools was \$7,222 in the 2000 fiscal year (most recent federal data available)—up 20.4% from \$5,999 in 1995-96 (unadjusted for inflation). The national average grew from \$5,689 to \$6,911—or 21.5%—over the same period.
- The current per pupil expenditures of 41 (68.3%) Great City School districts were above their respective state averages and 19 (31.7%) districts—enrolling over three million students—were below.
- There were 3,227,430 students attending an urban public school whose expenditure per pupil was below the statewide average.
- The share of all elementary and secondary school spending that states devoted to the nation's major city school systems increased slightly from 16.1% in 1995-96 to 17.4% in the 2000 fiscal year.

SUMMARY OF FINDINGS
SPRING 2003 RESULTS AND TREND ANALYSIS

	Math	Reading
% Cities w/ All Grades Improved	51.9%	33.3%
% Cities w/ All Grades Improved Faster than State	16.3%	10.2%
% Cities w/ At Least 50% Grades Improved	92.6%	83.3%
% Cities w/ At Least 50% Grades Improved Faster than State	53.1%	34.7%
% Cities w/ At Least 50% Grades Above State	10.7%	14.3%
% Grades Tested Improved	84.6%	72.1%
% Grades Tested Improved Faster than State	44.1%	38.3%
% Grades Tested Declined	10.1%	21.3%
% Grades Tested w/ Economically Disadvantaged Improved	84.6%	80.6%
% Grades Closing Gap Between ED and Non-ED	56.1%	57.8%
% Grades Tested w/ ELL Improved	72.1%	58.8%
% Grades Closing Gap Between ELL and Non-ELL	57.1%	49.0%
% 4th Grades Improved	89.7%	92.5%
% 8th Grades Improved	83.3%	53.3%
% 4th Grades Closing Gap between Whites and African Americans	47.6%	73.1%
% 4th Grades Closing Gap between Whites and Hispanics	50.0%	60.0%
% 8th Grades Closing Gap between Whites and African Americans	61.9%	53.8%
% 8th Grades Closing Gap between Whites and Hispanics	52.6%	68.0%
% 10th Grades Closing Gap between Whites and African Americans	63.6%	38.9%
% 10th Grades Closing Gap between Whites and Hispanics	80.0%	44.4%

SUMMARY OF FINDINGS
(2002 COMPARED TO 2003)

Math	Percent Change
% Cities w/ All Grades Improved	33.3%
% Cities w/ All Grades Improved Faster than State	14.3%
% Cities w/ At Least 50% Grades Improved	75.9%
% Cities w/ At Least 50% Grades Improved Faster than State	49.0%
% Cities w/ At Least 50% Grades Above State	10.7%
% Grades Tested Improved	70.0%
% Grades Tested Improved Faster than State	41.5%
% Grades Tested Declined	19.1%
% Grades Tested Improved for African Americans	72.2%
% Grades Tested Improved for Hispanics	68.6%
Reading	Percent Change
% Cities w/ All Grades Improved	27.8%
% Cities w/ All Grades Improved Faster than State	14.3%
% Cities w/ At Least 50% Grades Improved	77.8%
% Cities w/ At Least 50% Grades Improved Faster than State	51.0%
% Cities w/ At Least 50% Grades Above State	14.3%
% Grades Tested Improved	67.1%
% Grades Tested Improved Faster than State	42.8%
% Grades Tested Declined	24.6%
% Grades Tested Improved for African Americans	70.1%
% Grades Tested Improved for Hispanics	69.1%

INTRODUCTION

The movement to reform education in the U.S. is fundamentally about improving America's urban public schools. Conversations about standards, testing, vouchers, charter schools, funding, equity, desegregation, governance, privatization, social promotions, and accountability are discussions—at their core—about public education in the cities.

It is a discussion worth having, for nowhere does the national resolve to strengthen its educational system face a tougher test than in our inner cities. There, every problem is more pronounced; every solution harder to implement.

As recently as a few years ago, progress in urban education appeared to be at a standstill. Critics noted that performance was stagnant and urban systems seemed paralyzed by structural problems in governance, labor relations, bureaucracy, resources, management, operations, and politics.

Urban school leadership appeared to have tried everything and come up short: thousands of education programs, hundreds of curricular changes, countless social interventions, numerous parental involvement strategies, all at a cost of millions of dollars. Among many observers, there was the nagging fear that the struggle was lost and the effort wasted.

What happened to change the outlook, of course, was the standards movement. The public reminded educators—particularly those in cities—why they were in business in the first place and what they were being held responsible for delivering.

Not only did the priorities of big city schools change, but the prospect for meeting our challenges brightened as well. And the first fragile signs that a turn-around in urban education began to emerge.

Urban schools know that it is not enough to assure people that we are working harder to meet high standards or to say that the public's money is worth the investment, although both are surely true. We must back up those assurances with results—concrete, verifiable documentation that our efforts to improve education in the cities are paying off and that the public's money is being well spent.

This report provides a fourth look at the performance of the Great City Schools on tests used by the states to measure student achievement and to hold districts and schools accountable under the federal *No Child Left Behind Act*. The report seeks to answer the questions, “Are urban schools improving?” and “Are achievement gaps narrowing?” With this report, the Council intends to provide a straightforward picture of urban school progress to the public, the press, policymakers, educators, and everyone with a stake in education reform.

The report is divided into three sections:

- The first section explains the purpose of the report, the methods used to analyze the data, and the limitations of that data. It lays out the main findings emerging from the Council’s analysis of state assessment data and other information. It also presents graphs and bullets showing critical trends in urban student achievement, changes in urban school demographic conditions, and changes in how well urban schools are funded.
- The second section contains profiles on each of the 61 member school districts of the Council of the Great City Schools. Each profile includes demographic data for the district and the state, trends in expenditures, and limited staffing data. Also included are data on trends in reading and math achievement on the state assessments, by grade, race, poverty level, disability, and language proficiency — where available.
- The third section, the Appendix, identifies the sources of the data and the formulas used for computations.

The point of measuring student performance and reporting it to the public is, of course, to channel help to the students, schools, and communities that need it most—and to honestly confront shortcomings and pursue needed improvements. This report will show the shortcomings. It also lays out the challenges, for *Beating the Odds IV* is not only a report card on urban education; it is a report card on the nation and its commitment to leave no child behind.

METHODOLOGY

Methods for Collecting and Analyzing Assessment Data

This report presents district-by-district achievement data on 61 major city school systems in reading and math.³ It updates performance data published in previous editions of *Beating the Odds* through spring 2003. It also presents results by year, by grade, by race and other variables.

These state assessment results were collected by Council staff from a number of sources: state websites, reports, and databases. Each state's website was searched for information that described its assessments, the grades and subjects in which the tests were administered, the years in which the tests were given, the format or metric in which results were reported, and changes in test forms or procedures. The decision was ultimately made to include data only for reading (or language arts) and math in this report, because all states reported results in these critical subject areas.

Assessment data were then examined to determine the number of years the state had administered the tests to ensure that the report included only results that were comparable from year to year. Data were eliminated if states changed tests or significantly modified their guidelines about which students to test. Texas, for example, changed tests in 2003, so results before then on the previously-used test were eliminated. The instrument in place for spring 2003 testing was the one used in this study to report trend lines. Every effort was made by staff to track changes states made to their previously posted data.

Data were also collected by race where reported by the state. Not all states report their disaggregated data, even if they gather it. Results for African American, Hispanic and White students are included in this report. Results for Asian American students were not included because of inconsistent reporting by states.

Data were also collected on other subgroups when available. Results were included on Economically Disadvantaged students (usually defined as free & reduced price lunch or Title I), English Language Learners (usually defined as limited English proficient or bilingual), and students with disabilities (usually defined as Special Education).

The reader should note that data are generally presented in the way that the new federal *No Child Left Behind* legislation requires. We have made every effort to report the districtwide data in "performance levels" and to show the percentage of students who score at "proficient" or higher levels as specified in the law.

Each district's progress was then converted into an annualized change score in order to help neutralize the effects of differing testing periods. Achievement data reported in percentiles, however, were converted into "normal curve equivalents" (NCE's) before an annualized rate was calculated. The annualized change rates were juxtaposed against the state's progress over the same period so the reader could compare the district's rate of progress with that of the state. The same comparisons were made by race, except that the sheer volume of disaggregated data precluded reporting on every grade. This study therefore focused on achievement gap data in reading and math for grades 3, 4, or 5; 6, 7 or 8; and 9, 10 or 11, whichever was most frequently tested in each band.

³ Readers should note the first report, *Beating the Odds I*, contained data on 55 city school systems.

In addition to the data presented for individual districts, aggregate test results are reported for cities and grade levels. We did this by counting the number and percentage of cities and grades that moved up or down over the period the state has administered its current test. The analysis shows the percentage of cities that have improved in reading and math in *all* grades tested or in at least *half* of the grades tested. These results were then examined to see whether a city improved by either criteria at a faster or slower rate than their respective states.

The Council was also interested in determining whether the percentage of cities showing improvements in reading and math had increased or decreased over a one-year period. We conducted this analysis by matching identical cities (54 districts) from 2002 and 2003 and examined changes in the percentages of the cities that had moved up or down.

Cities are not ranked in this report on their performance, nor are test results in one state or city compared with any other. The nation's 50-state assessment system does not allow such comparisons. Comparisons *within* a given state can be done but they should be made cautiously.

To solve this problem of not being able to compare cities across state lines, the Council proposed the Trial Urban District Assessment (TUDA). This initiative has allowed ten major cities to take the National Assessment of Educational Progress (NAEP) and receive individual district results. We look at these data and those for large city school districts in the aggregate to assess the significance of the trends we see in state data presented in this report.

Finally, the individual profiles for some districts include local assessment data, in addition to the state-wide assessments. This was done to supplement the short-term trend data for some states that have only recently implemented their assessments or that have changed their tests. In these cases, the local test data are included only in the individual profiles; they are not included in the summary tables and graphs, which include only state assessment results.

Limitations of the Data

The assessment data presented in *Beating the Odds IV* have a number of serious flaws. We were not able to correct these problems since our first report was published, because states have not always changed how they report results. The reader should be aware of the following limitations in the data—

1. It is not possible to compare assessment data across states. Each state has developed its own test, test administration guidelines, timelines, grades to be tested, and other technical features. It is not technically sound to compare districts across state lines.
2. Trend lines vary in duration from state to state. Some districts have trend data spanning six to eight years, while others may have data for just one year. This is because states have been administering their tests and reporting their results for different periods. And other states have recently changed their tests.

3. No tests of statistical significance were conducted on test score growth rates, nor are standard errors of measurement included in this report. Most states do not yet publish the statistics necessary to make these calculations possible.
4. The number of students tested was not reported, nor was the number of students enrolled in each grade. Some states identified the number of students tested, but most did not indicate the number enrolled in each grade during the testing period. Including the number of students tested would have had little, if any, meaning without also including the numbers enrolled in the same grades at the time the test was given.
5. Each state reports its results in differing metrics or statistical units. Most states are now using the percentages of students above their respective proficiency bars, but a number of states are not reporting their data in that way. The differing metrics used by some states can affect how good or bad the scores look and can influence the direction of trends. The Council used “performance levels” wherever possible because of *No Child Left Behind*. Otherwise, we selected the states’ most prominently reported metric.
6. Tests also vary in their degree of difficulty. This report did not attempt to analyze the difficulty or rigor of a state assessment. A state with a challenging test may produce lower district scores, while a state with an easy test may have higher district scores.
7. States use similar terminology for the various performance levels (i.e., advanced, proficient, basic, and below basic), but these terms do not mean the same things from state to state. A level of student performance that is considered “proficient” in one state may be “basic” or below in another. In addition, the scale from the highest possible score to the lowest will differ from test to test and will effect how close city averages look compared to their states. Moreover, the distance between any two points on a scale may not be the same, and the cut-off scores for defining proficiency may differ.
8. The data in this report are limited by what each state publicly reports. There may be circumstances where the data in this report are incomplete because the state has not posted all of its findings on its website or has not broadly circulated reports containing the findings.
9. The analysis uses identical districts when comparing 2002 and 2003 results. Still, the reader should use caution in interpreting the results because districts did not test the same number of grades each year.
10. State and national averages throughout the report include city data to which the states and the nation are being compared.

Demographic, Staffing, and Financial Data

To place the academic gains in context, the Council collected additional data on district demographics, staffing, and financing. This information came from various databases of the National Center for Education Statistics, including the *Digest of Education Statistics*, the *Common Core of Data*, *Characteristics of 100 Largest Public Elementary & Secondary School Districts*, and other sources. The Appen-

dix of this report has a complete listing of data sources for all contextual data. Trends for each variable are shown for school years 1995-96 and 2001-2002 (the most recent year for which federal data were available)—except for spending data, which cover 1995-96 and 1999-2000 (the most recent available). Thus, the period for this contextual data is slightly different from the years for which test scores were reported.

Once the data were collected, the Council prepared preliminary profiles on each member city. Profiles were mailed to the superintendent, school board representative to the organization, and research director of each member district. Districts were asked to review the data, submit corrections, and add clarifying comments and end notes.

Corrections to the profiles were then made. Few districts adjusted any of the statewide achievement reports, but some provided clarifying information about changes in state practices and reporting. All changes to performance data were verified against state websites and other reports. A number of corrections, however, were made to NCES demographic and staffing data. The Council made those corrections but noted them with an asterisk, so readers would know which data came from the NCES and which were adjusted by the individual school systems. Finally, the Council decided to retain all NCES finance data as the agency reports it in order to maintain the highest level of integrity and comparability—although this meant using older numbers than we would have liked.

1. MATH ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY

Improving Math Achievement: A National Priority

Over the past 20 years, the nation has placed a high priority on boosting the performance of U.S. students in mathematics and science. These efforts date to the Sputnik era of the late 1950s, but they intensified in the mid-1980s when America's preeminence was threatened by the thriving economies of Japan and Western Europe. Corporate leaders, governors, and others published a flood of reports at the time citing educational deficiencies as the source of our economic problems and called for national action.

Congress responded by passing the Eisenhower math and science education program in 1984. In 1989, the White House convened a National Education Summit in Charlottesville, Virginia, where President George H.W. Bush and the Governors reached consensus on the need to develop national education goals. One of the goals emerging from this process involved making the United States first in the world in mathematics and science achievement by the year 2000. This goal was not reached but efforts to attain it paid dividends as math achievement has increased nationally over the last few years.

Beating the Odds IV examines state assessment results to determine whether urban public school systems are also making progress in mathematics.

Math Achievement in City Schools Compared to the States⁴

First, the Council examined data on whether city schools were scoring at or above their respective states in **at least half of the grades being tested**. These data were disaggregated by district and the subgroups specified under *No Child Left Behind*. The results showed the following:

- Students in 10.7% of the Great City School *districts* posted average math scores that were equal to or greater than the average scores of their peers statewide.⁵
- African American students in 39.5% of the Great City School *districts* posted average math scores that were equal to or greater than the average scores of their African American peers statewide.⁶
- Hispanic students in 32.4% of the Great City School *districts* posted average math scores that were equal to or greater than the average scores of their Hispanic peers statewide.⁷
- Economically disadvantaged students in 29.0% of the Great City School *districts* posted average math scores that were equal to or greater than the average scores of their disadvantaged peers statewide.⁸

⁴ Results of the 2003 Trial Urban District Assessment corroborate the data in this section. The large central cities (comprised of the 67 largest city school systems in the nation) posted a 4th grade scale score of 224 and an 8th grade scale score of 262, compared with 234 and 276, respectively, at the national level. Approximately 21% of large central city school 4th grade students scored at or above the proficiency level on NAEP, compared with 31% nationally.

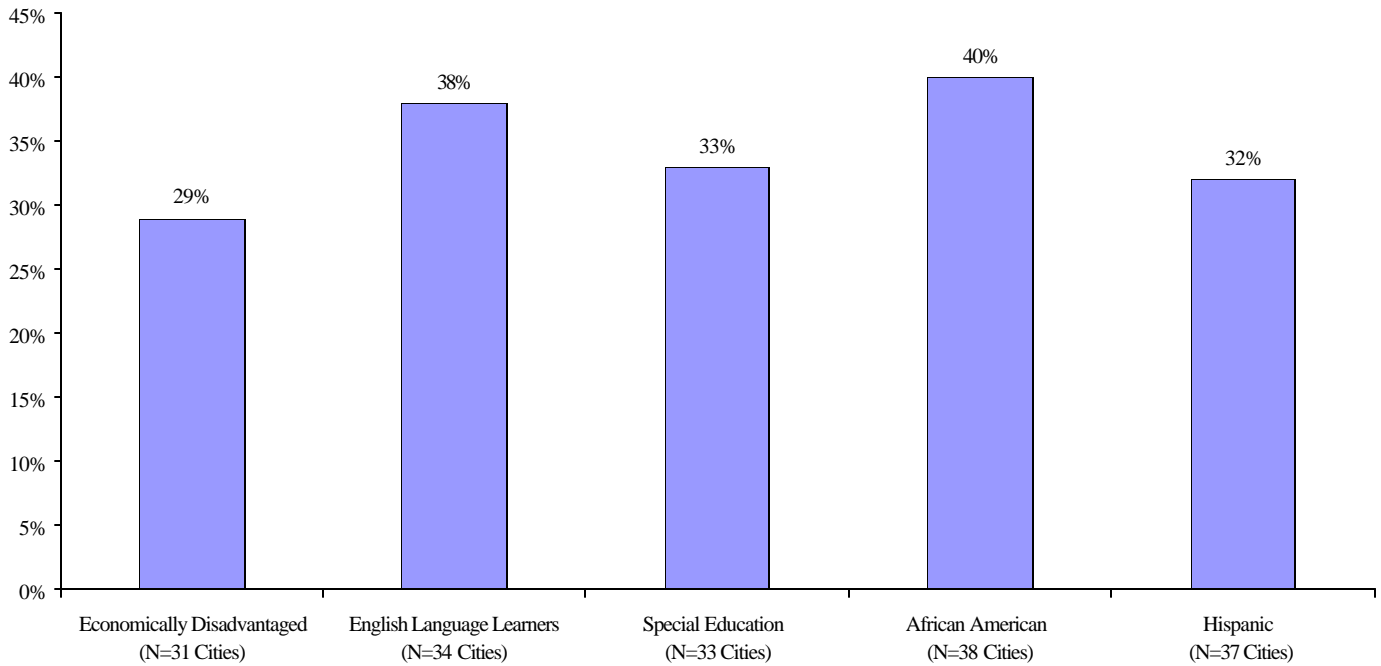
⁵ Percentage based on 6 of 56 cities. (See appendix for list of cities.)

⁶ Percentage based on 15 of 38 cities. (See appendix for list of cities.)

⁷ Percentage based on 12 of 37 cities. (See appendix for list of cities.)

⁸ Percentage based on 9 of 31 cities. (See appendix for list of cities.)

Figure 1. Percentage of Cities with Subgroups Scoring At or Above the State in Math



- English language learners in 38.2% of the Great City School *districts* posted average math scores that were equal to or greater than the average scores of their language peers statewide.⁹
- Special education students in 33.3% of the Great City School *districts* posted average math scores that were equal to or greater than the average scores of their disabled peers statewide.¹⁰

Trends in Math Achievement at the District Level¹¹

Second, the Council looked at mathematics achievement trends at the *district* level.¹² *District-level* math scores were analyzed to determine the percentage of cities that:

- improved in *all* grades tested on the state assessments;
- improved at rates *faster* than the statewide average in *all* grades tested;
- improved in *half or more* of the grades tested; and
- improved at rates *faster* than the statewide average in *half or more* of the grades tested.

⁹ Percentage based on 13 of 34 cities. (See appendix for list of cities.)

¹⁰ Percentage based on 11 of 33 cities. (See appendix for list of cities.)

¹¹ No trend data on NAEP are available yet on large central city school systems to corroborate the gains posted by the cities on the state assessments.

¹² Trend data include the period from when each state first administered its currently-administered test to spring 2003.

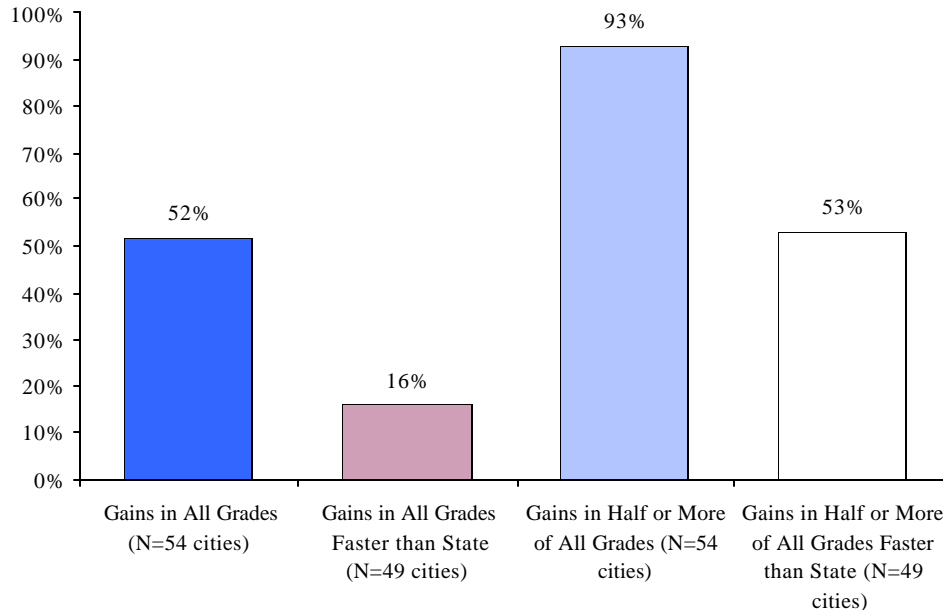
Figure 2 displays the results of the *district-level* analysis. The data showed that:

- 51.9% of the Great City School *districts* increased their math scores in *all* grades tested.¹³
- 16.3% of the Great City School *districts* increased their math scores at *faster* rates than their states in *all* grades tested.¹⁴
- 92.6% of the Great City School *districts* increased their math scores in *half or more* of their grades tested.¹⁵
- 53.1% of the Great City School *districts* increased their math scores at *faster* rates than their states in *half or more* of the grades tested.¹⁶

Cities whose math scores improved faster than their respective states in *all* grades tested included Charlotte-Mecklenburg, Cleveland, Jackson, Minneapolis, Norfolk, Pittsburgh, Richmond, and St. Paul.

Cities whose math scores improved faster than the state in *half or more* of the grades tested included Anchorage, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Columbus, Greensboro, Greenville, Indianapolis, Jackson, Long Beach, Los Angeles, Miami-Dade, Minneapolis, Nashville, New Orleans, New York City, Norfolk, Oklahoma City, Philadelphia, Pittsburgh, Richmond, Rochester, San Francisco, St. Louis, and St. Paul.

Figure 2. Percentage of Cities with Gains in Math



¹³ Percentage based on 28 of 54 cities. Results do not include 7 cities for which there are no trend data. (See appendix for list of cities.)

¹⁴ Percentage based on 8 of 49 cities. Results do not include 7 cities for which there are no trend data and 5 cities with no state comparison data available. (See appendix for list of cities.)

¹⁵ Percentage based on 50 of 54 cities. Results do not include 7 cities for which there are no trend data. (See appendix for list of cities.)

¹⁶ Percentage based on 26 of 49 cities. Results do not include 7 cities for which there are no trend data and 5 cities with no state comparison data available. (See appendix for list of cities.)

Trends in Math Achievement by Grade Level

Third, the Council looked at mathematics achievement trends by grade level.¹⁷ *Grade -level* scores were analyzed across all grades tested and in specified grades.

Trends Across Grades

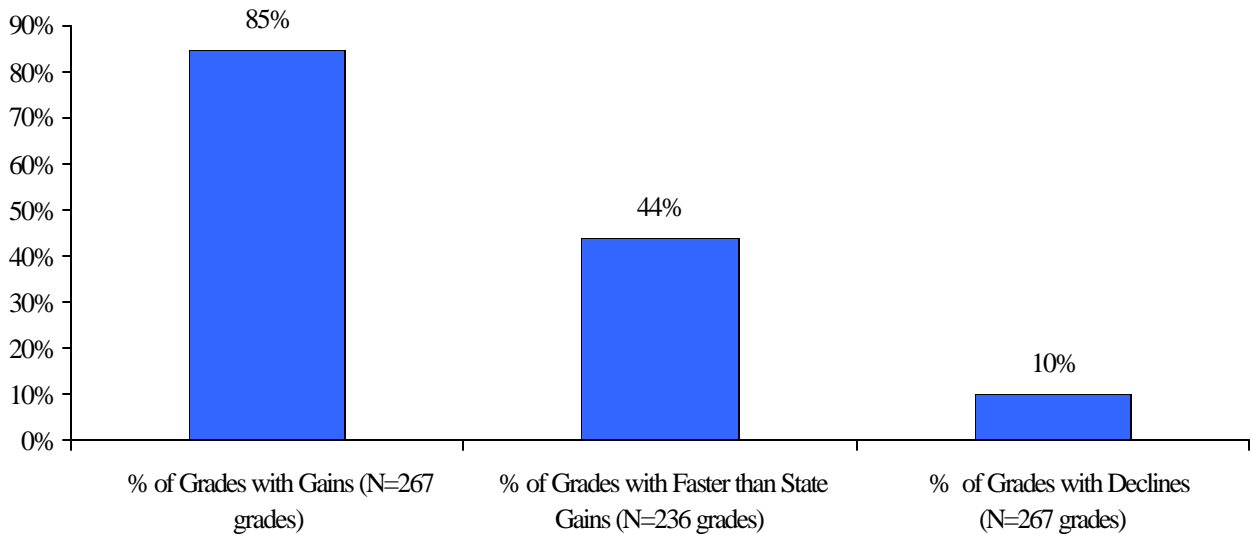
The Council examined data across all grades tested in the 61 districts and calculated the percentage that:

- improved in math;
- improved in math at *faster* rates than the state; and
- decreased in math.

The results of the analysis, shown in Figure 3, indicate that:

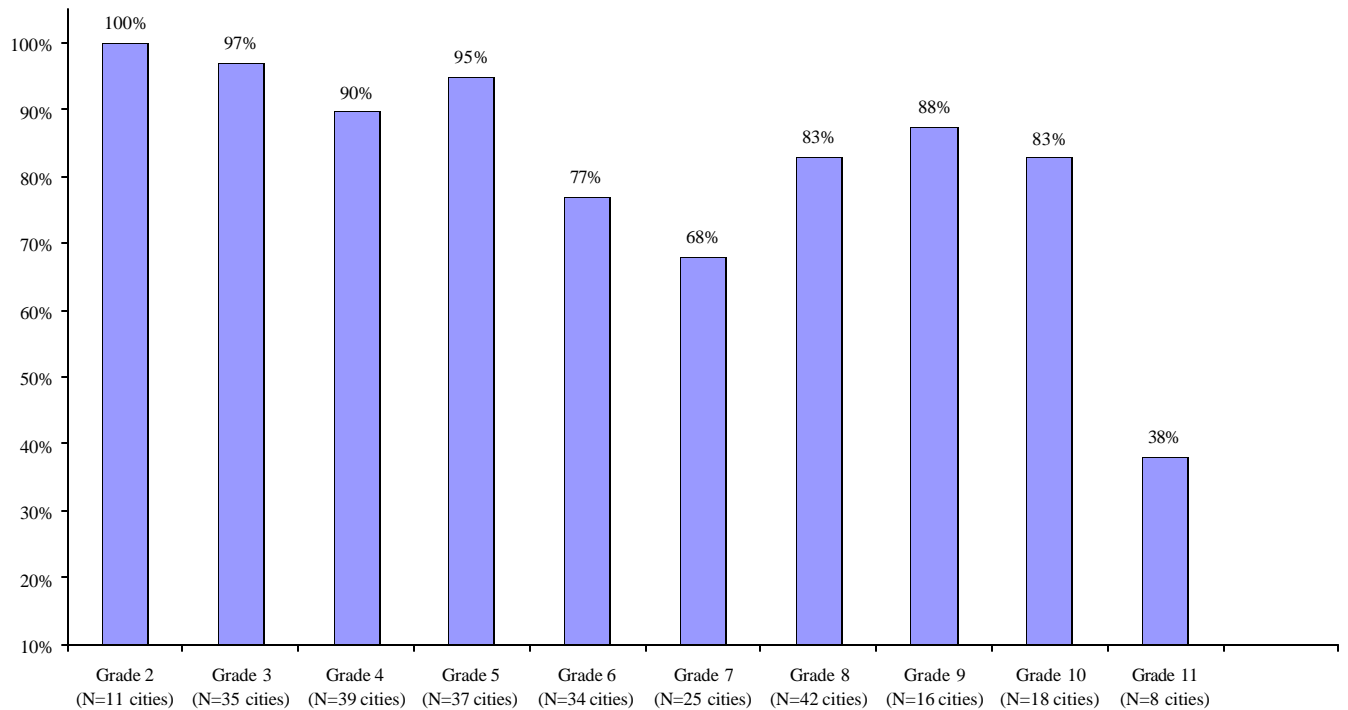
- 84.6% of *all grades* tested showed gains in math scores.¹⁸

Figure 3. Percentage of Grades with Gains (or Declines) in Math



¹⁷ Trend data include the period from when each state first administered its currently-administered test to spring 2003.

¹⁸ Percentage based on 226 of 267 grades in 54 cities. (See appendix for list of cities.)

Figure 4. Percentage of Each Grade with Gains in Math

- 44.1% of *all grades* tested in math improved at faster rates than the states.¹⁹
- 10.1% of *all grades* tested in math declined.²⁰

Trends in Specific Grades

The Council also examined *each grade* to determine which ones were most likely to show improved math scores. Figure 4 shows that:²¹

- 89.7% of all 4th grades tested showed gains on their state math tests.
- 83.3% of all 8th grades tested showed gains on their state math tests.
- 83.3% of all 10th grades tested showed gains on their state math tests.

Changing in Racial Gaps in Math Achievement

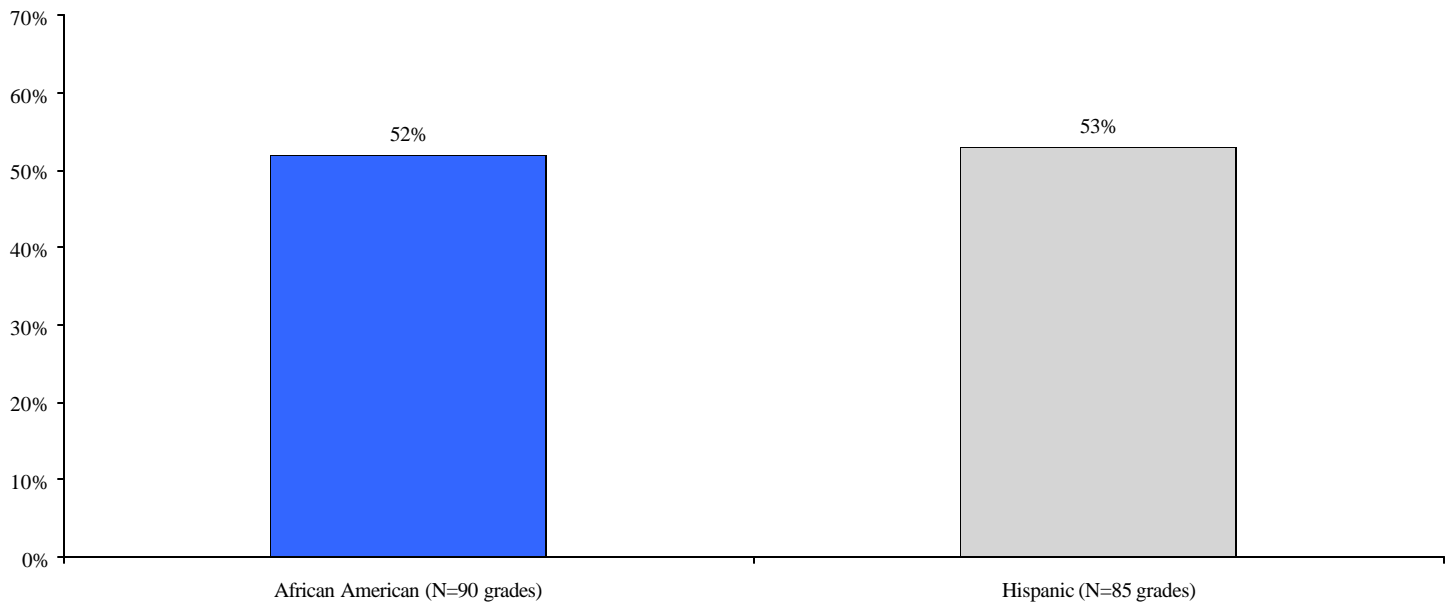
Fourth, the Council examined state assessment data to determine whether racially-identifiable gaps in math achievement were narrowing in city schools. The analysis of gaps focused on data at the elementary, middle and secondary grades in about 33 Great City districts (the number for which state trend data by race were available).

¹⁹ Percentage based on 104 of 236 grades in 49 cities. (See appendix for list of cities.)

²⁰ Percentage based on 27 of 267 grades in 54 cities. (See appendix for list of cities.)

²¹ Only the District of Columbia tested in Grade 1. No district tested in grade 12. N's differ because not all cities tested in the same grades. (See appendix for list of cities.)

Figure 5. Percentage of Selected Grades with Narrowing Achievement Gaps in Math



Reducing Overall Racial Gaps

The Council looked at the percentage of aggregated grades across the cities that had narrowed the gaps in math achievement between: (a) White and African American students; and (b) White and Hispanic students. The results, displayed in Figure 5, show that:²²

- 52.2% of all grades tested reduced the achievement gap between *White and African American* students.²³
- 52.9% of all grades tested reduced the achievement gap between *White and Hispanic* students.²⁴

Narrowing Racial Gaps in Specific Grades

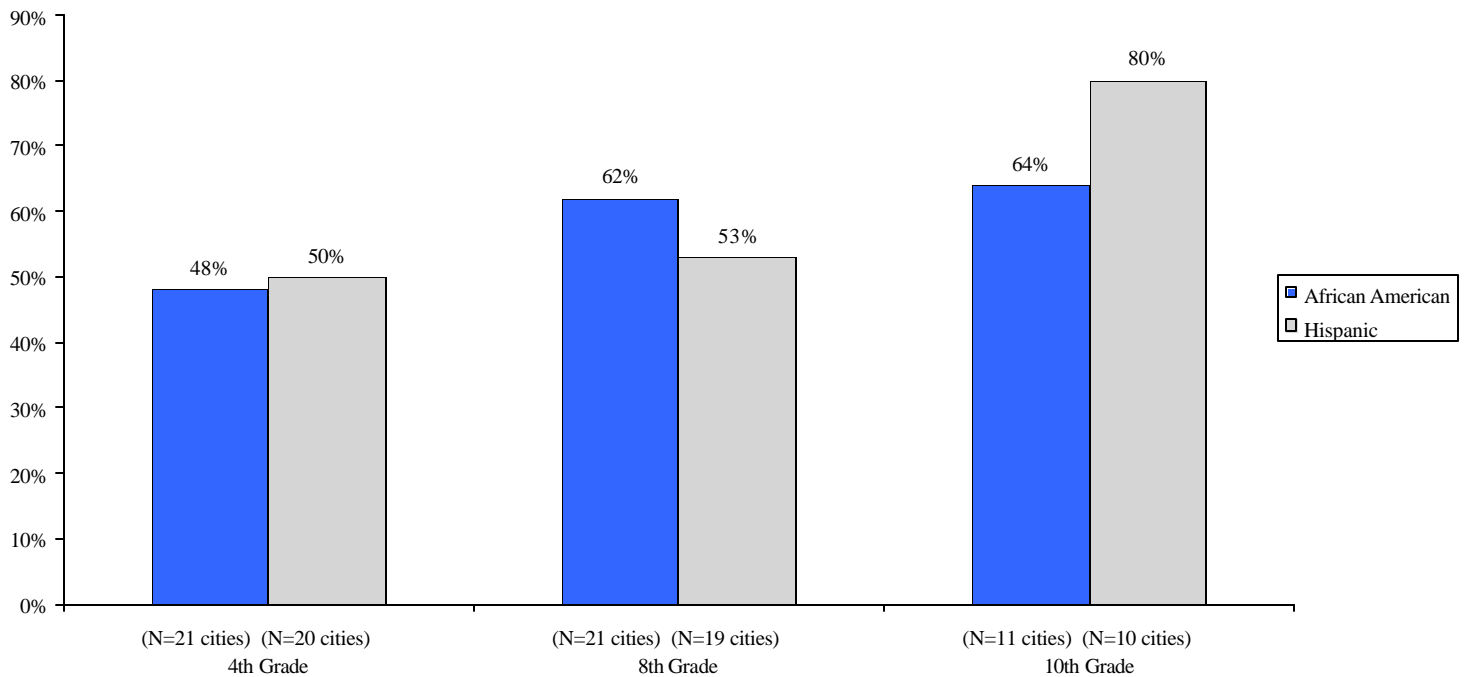
The data were disaggregated further by race *and* grade to see where gaps in math achievement were narrowing the most. Trends specifically in grades 4, 8, and 10 were examined. The analysis involved varying numbers of districts in each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race in each grade.

²² Data based on gaps in the most frequently tested grades in the following bands: 3, 4, or 5; 6, 7, or 8; and 9, 10, or 11.

²³ Percentage based on 47 of 90 grades in 33 cities. (See appendix for list of cities.)

²⁴ Percentage based on 45 of 85 grades in 32 cities. (See appendix for list of cities.)

Figure 6. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Math by Race



The analysis, displayed in Figure 6, shows that:

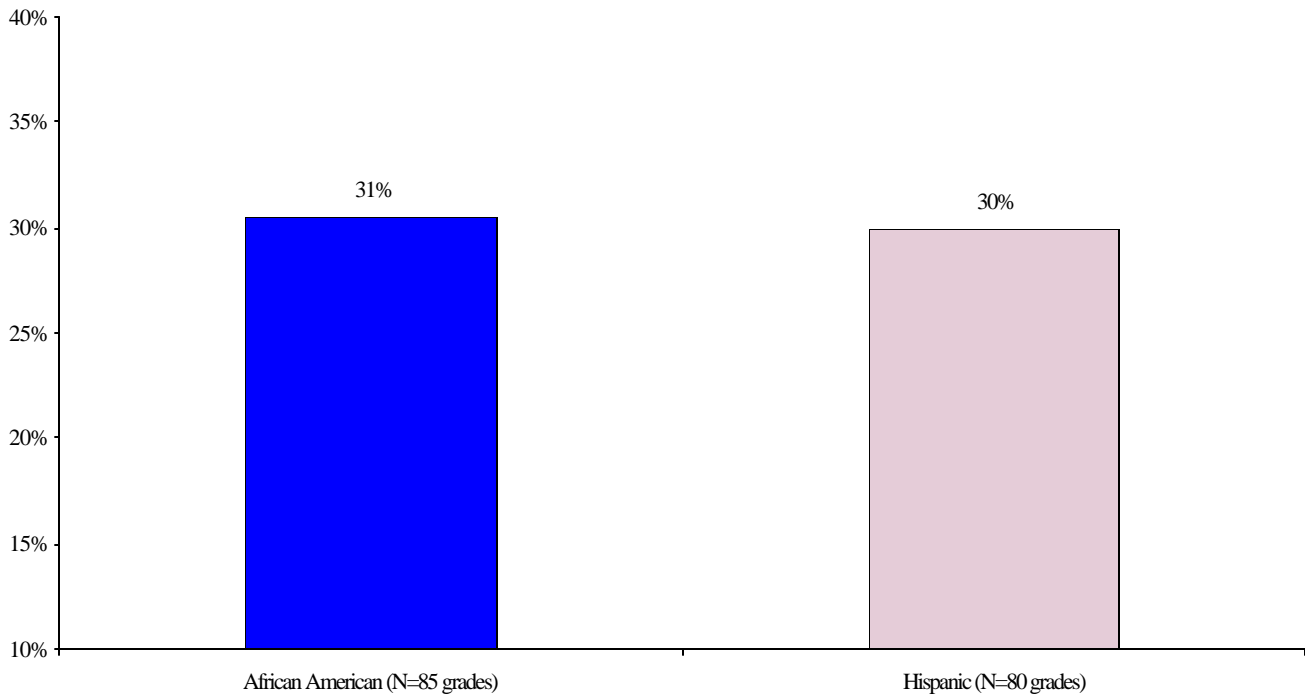
- 47.6% of 4th grades narrowed the achievement gap between *White and African American* students. Some 61.9% of 8th grades narrowed the White-Black gap and 63.6% of 10th grades narrowed the gap.
- 50.0% of 4th grades narrowed the achievement gap between *White and Hispanic* students. Some 52.6% of 8th grades narrowed the White-Hispanic gap and 80.0% of 10th grades narrowed the gap.

Narrowing Gaps Faster than State Rates

The Council also examined all grades at the elementary, middle, and secondary levels to see if racial gaps in math were closing faster or slower than they were closing statewide. The results of the analysis, displayed in Figure 7, show that:²⁵

²⁵ Data based on gaps in the most frequently tested grades in the following bands: 3, 4, or 5; 6, 7, or 8; and 9, 10, or 11.

Figure 7. Percentage of Selected Grades Narrowing Achievement Gaps in Math Faster than State



- 30.6% of all grades tested narrowed the achievement gaps between *White and African American* students faster than statewide averages.²⁶
- 30.0% of all grades tested narrowed the achievement gaps between *White and Hispanic* students faster than statewide averages.²⁷

Changes in Other Gaps in Math Achievement

Fifth, this report also includes performance data on students who are economically disadvantaged, limited English proficient, or disabled. The results of this section should be examined with caution because of the small number of states that reported these 2003 data for their cities.

Reducing Other Gaps

The Council analyzed the achievement gaps between economically disadvantaged and non-economically disadvantaged students, and other groups to see if they were narrowing. The results shown in Figure 8 indicate that:²⁸

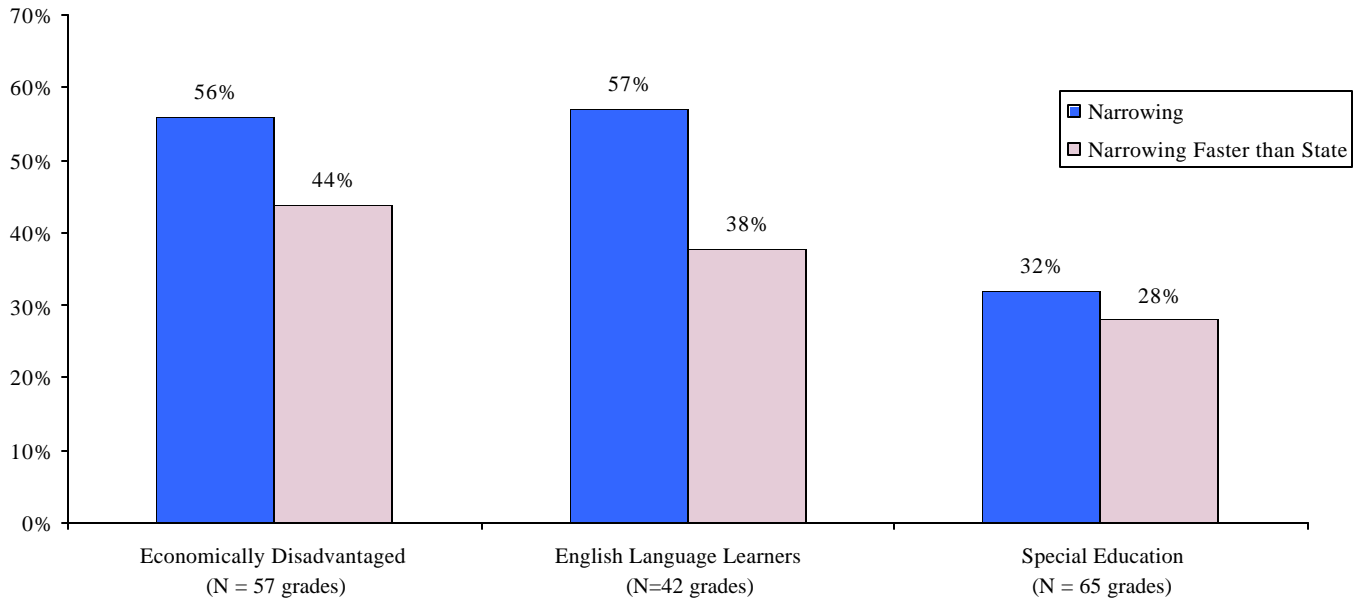
- 56.1% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students.

²⁶ Percentage based on 26 of 85 grades in 31 cities. (See appendix for list of cities.)

²⁷ Percentage based on 24 of 80 grades in 30 cities. (See appendix for list of cities.)

²⁸ Percentage based on 32 of 57 grades in 22 cities for economically disadvantaged; 24 of 42 grades in 17 cities for English language learners and 21 of 65 grades in 24 cities for students with disabilities.

**Figure 8. Percentage of Selected Grades by Subgroup
Narrowing Achievement Gaps in Math**



- 57.1% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners.
- 32.3% of all grades tested narrowed the achievement gaps between students with disabilities and other students.

Narrowing Gaps Faster than State Rates

The analysis also looked to see if the narrowing of these urban gaps was faster or slower than the gaps were closing statewide. The results show that:²⁹

- 44.4% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students faster than statewide averages.
- 37.8% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners faster than statewide averages.
- 27.7% of all grades tested narrowed the achievement between students with disabilities and other students faster than statewide averages.

²⁹ Percentage based on 24 of 54 grades in 21 cities for economically disadvantaged; 14 of 37 grades in 15 cities for English language learners and 18 of 65 grades in 24 cities for students with disabilities.

Comparing Math Achievement in 2002 and 2003

Finally, the Council looked at math performance in 2003 and compared it with achievement in 2002 to determine whether results had improved over a one-year period. This comparison was done by matching 54 identical districts on which data were available for both years. (Comparisons by grade level and race were not conducted because of the complexity of the analysis and differing “n” counts.) The results indicate that:

- 33.3% of urban school *districts* posted math gains in all grades tested between 2002 and 2003.³⁰
- 14.3% of urban school *districts* posted faster math gains than their respective states in all grades tested.³¹
- 75.9% of urban school *districts* posted math gains in *half or more* of the grades tested.³²
- 49.0% of urban school *districts* posted faster math gains than their respective states in *half or more* of the grades tested.³³

Summary and Discussion of Math Achievement Trends

The Council’s analysis indicates that achievement on state math tests is improving in the nation’s urban schools. About 92.6% of all Great City School *districts* showed gains in math scores in *at least half* of the grades tested since the state began using its current assessment. More than half (51.9%) of the cities improved their math scores in *all* grades tested, and 16.3% improved at a rate *faster* than their respective states. In addition, the data indicate that 84.6% of all *grade levels* improved in math, and 44.1% of all grades tested improved *faster* than the state.

In addition, six major cities (10.7% of the Great City School districts) had the same or higher math scores in half or more of the grades tested as their respective states. These districts included Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Hillsborough County (Tampa), and San Francisco. Three of these cities (Anchorage, Broward County, and San Francisco) had the same or higher scores than the statewide average in *all* grades tested.

The results of *Beating the Odds IV* also suggest that racially identifiable achievement gaps in math are narrowing somewhat. The data continue to be inconclusive, however, because so few states have disaggregated their scores by race for any length of time. Still, the available results by race are promising. The data on the gaps within other groups, however, is still too new to draw even preliminary conclusions other than to say that the gaps are wide.

³⁰ Percentage based on 18 of 54 cities (See appendix for list of cities.)

³¹ Percentage based on 7 of 49 cities (See appendix for list of cities.)

³² Percentage based on 41 of 54 cities. (See appendix for list of cities.)

³³ Percentage based on 24 of 49 cities. (See appendix for list of cities.)

It is also clear from the data that the gaps in the cities are about the same as the gaps nationwide. The public conversation about achievement gaps often suggests that the issue is solely an urban one, but the data are clear that the problem is national in scope.

Finally, the analysis looked at the pattern of math scores in 2003 compared with those in 2002. The results show substantial gains in the percentage of cities whose math scores improved in all grades and outpaced their respective states. It is difficult to determine the rate of progress with the kind of analysis used in this report, but it is clear that improvements were made in 2003.

2. READING ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY

Improving Reading Achievement: A New Priority

Until recently, the reading skills of the nation's students have not received as much attention as math. The Sputnik-era did not trigger a national debate about reading performance like it did for math or science. And the Charlottesville Summit did not focus on reading in the same way as it did other goals. A national priority on adult literacy was set following the Charlottesville event, but there was no priority given to making the United States first in the world in reading achievement. The result has been sluggish reading gains for many years.

Still, a considerable amount of important research has been conducted over the last ten years that has important implications for schools. New studies on childhood brain development enhanced our understanding of how youngsters learn and which teaching strategies were most promising. And the research emerging from the National Institute for Child Development, the National Reading Panel, and others clarified the necessary steps in the reading process. Out of this work came President George W. Bush's *Reading First* initiative and a new national priority to raise reading performance for all children.

Beating the Odds IV looked at state test data to determine whether reading progress was evident in city schools.

Reading Achievement in City Schools Compared to the States³⁴

First, the Council examined data on whether city schools were scoring at or above their respective states in **at least half of the grades being tested**. These data were disaggregated by district and the subgroups specified under *No Child Left Behind*. The results showed the following:

- Students in 14.3% of the Great City School *districts* posted average reading scores that were equal to or greater than the average scores of students statewide.³⁵
- African American students in 34.2% of the Great City School *districts* posted average reading scores that were equal to or greater than the average scores of their African American peers statewide.³⁶
- Hispanic students in 29.7% of the Great City School *districts* posted average reading scores that were equal to or greater than the average scores of their Hispanic peers statewide.³⁷
- Economically disadvantaged students in 16.1% of the Great City School *districts* posted average reading scores that were equal to or greater than the average scores of their disadvantaged peers statewide.³⁸

³⁴ Results of the 2003 Trial Urban District Assessment corroborate the data in this section. The large central cities (comprised of the 67 largest city school systems in the nation) posted a 4th grade scale score of 205 and an 8th grade scale score of 249, compared with 216 and 261 respectively at the national level. Approximately 20% of large central city school 4th grade students scored at or above the proficiency level on NAEP, compared with 30% nationally.

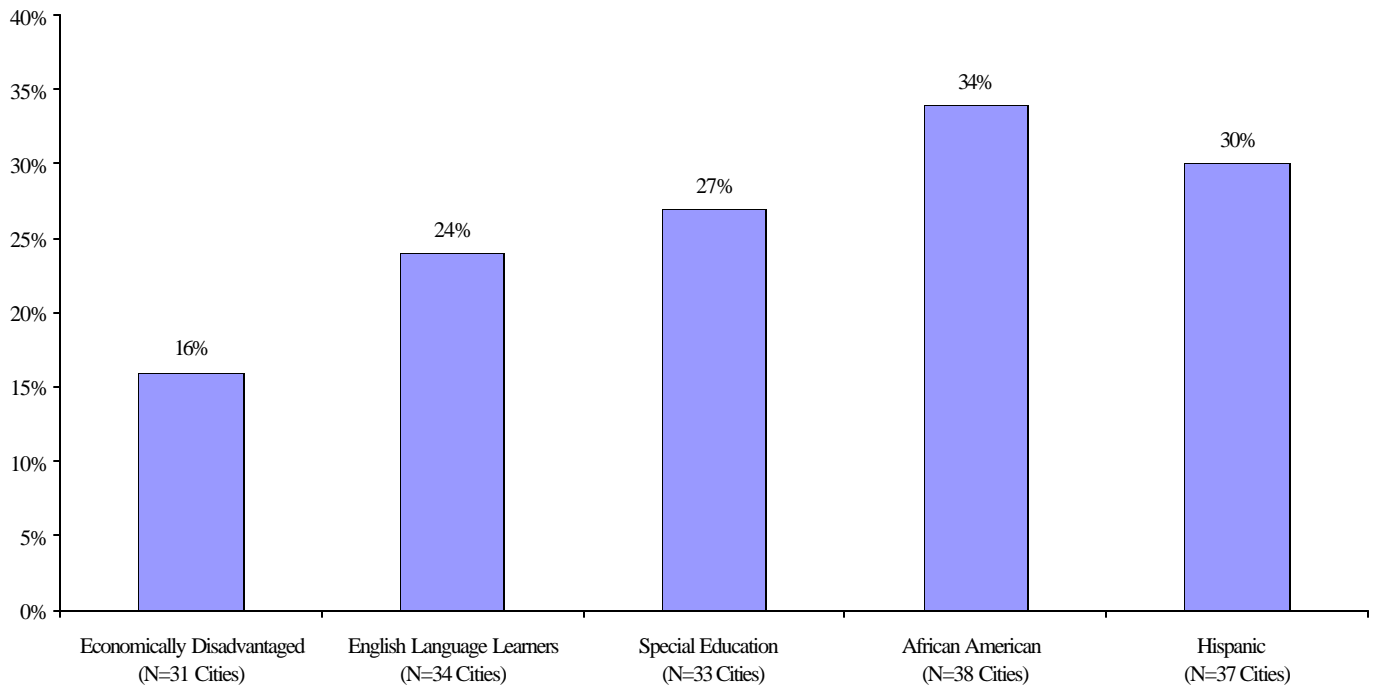
³⁵ Percentage based on 8 of 56 cities.

³⁶ Percentage based on 13 of 38 cities. (See appendix for list of cities.)

³⁷ Percentage based on 11 of 37 cities. (See appendix for list of cities.)

³⁸ Percentage based on 5 of 31 cities. (See appendix for list of cities.)

Figure 9. Percentage of Cities with Subgroups Scoring At or Above the State in Reading



- English language learners in 23.5% of the Great City School *districts* posted average reading scores that were equal to or greater than the average scores of their language peers statewide.³⁹
- Special education students in 27.3% of the Great City School *districts* posted average reading scores that were equal to or greater than the average scores of their disabled peers statewide.⁴⁰

Trends in Reading Achievement at the District Level⁴¹

Second, the Council looked at reading achievement trends at the *district* level.⁴² *District-level* reading scores were analyzed to determine the percentage of cities that:

- improved in *all* grades tested on the state assessments;
- improved at rates *faster* than the statewide averages in *all* grades tested;
- improved in *half or more* of the grades tested; and
- improved at rates *faster* than the statewide average in *half or more* of the grades tested.

³⁹ Percentage based on 8 of 34 cities. (See appendix for list of cities.)

⁴⁰ Percentage based on 9 of 33 cities. (See appendix for list of cities.)

⁴¹ Results of the 2003 Trial Urban District Assessment corroborate the gains at the elementary school level described in this section. The large central cities (comprised of the 67 largest city school systems in the nation) posted statistically-significant gains in fourth grade NAEP scores between 2002 and 2003. Eighth grade scores were unchanged between 2002 and 2003.

⁴² Trend data include the period from when each state first administered its currently-administered test to spring 2003.

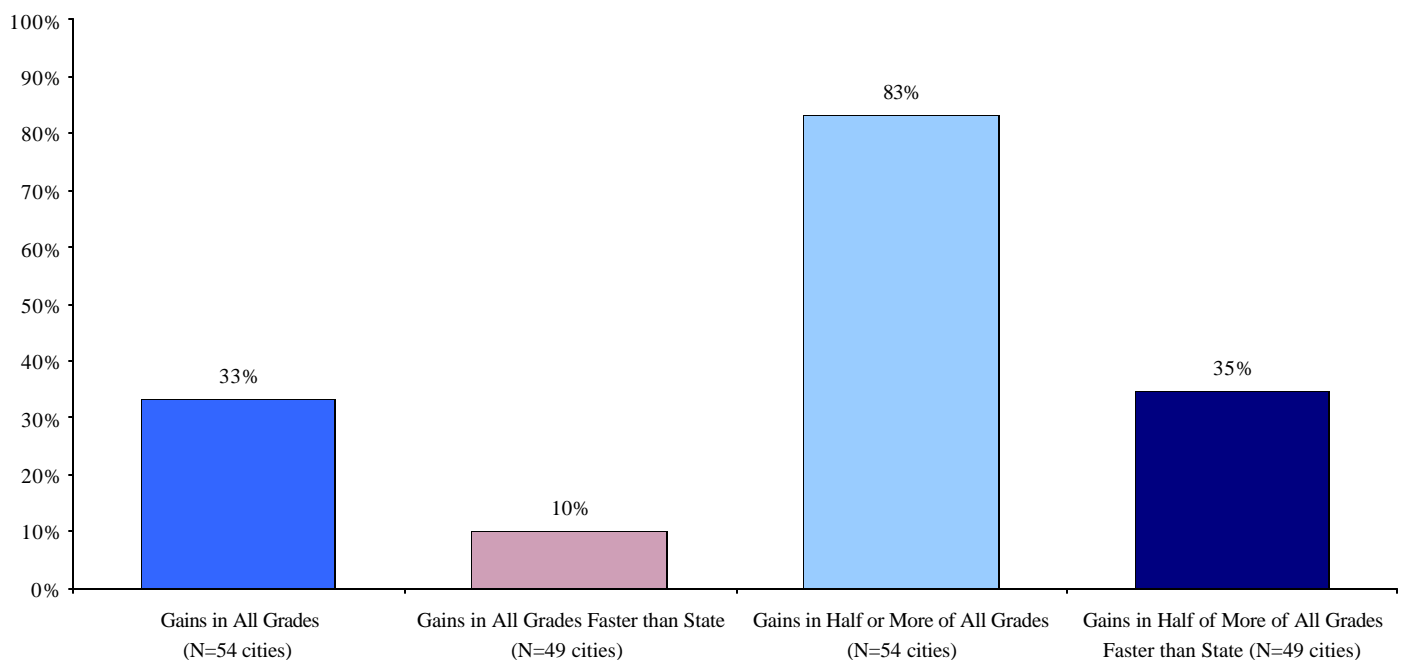
Figure 10 displays the results of the *district-level* analysis. The data showed that:

- 33.3% of the Great City School *districts* increased their reading scores in *all* grades tested.⁴³
- 10.2% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *all* grades tested.⁴⁴
- 83.3% of the Great City School *districts* increased their reading scores in *half or more* of their grades tested.⁴⁵
- 34.7% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *half or more* of the grades tested.⁴⁶

Cities whose reading scores improved faster than their respective states in *all* grades tested included Charlotte-Mecklenburg, Cleveland, Norfolk, Richmond, and St. Paul.

Cities whose reading scores improved faster than the state in *half or more* of the grades tested included Atlanta, Charlotte-Mecklenburg, Chicago, Cleveland, Indianapolis, Long Beach, New Orleans, New York City, Norfolk, Orange County, Philadelphia, Portland, Richmond, Rochester, San Francisco, Seattle, and St. Paul.

Figure 10. Percentage of Cities with Gains in Reading



⁴³ Percentage based on 18 of 54 cities. Results do not include 7 cities for which there is a new test and no trend data. (See appendix for list of cities.)

⁴⁴ Percentage based on 5 of 49 cities. Results do not include 7 cities for which there is a new test and no trend data and 5 cities for which there is no state data available. (See appendix for list of cities.)

⁴⁵ Percentage based on 45 of 54 cities. Results do not include 7 cities for which there is a new test and no trend data. (See appendix for list of cities.)

⁴⁶ Percentage based on 17 of 49 cities. Results do not include 7 cities for which there is a new test and no trend data and 5 cities for which there is no state data available. (See appendix for list of cities.)

Trends in Reading Achievement by Grade Level

Third, the Council looked at reading achievement trends by grade level.⁴⁷ Grade-level scores were analyzed across all grades tested and in specified grades.

Trends Across Grades

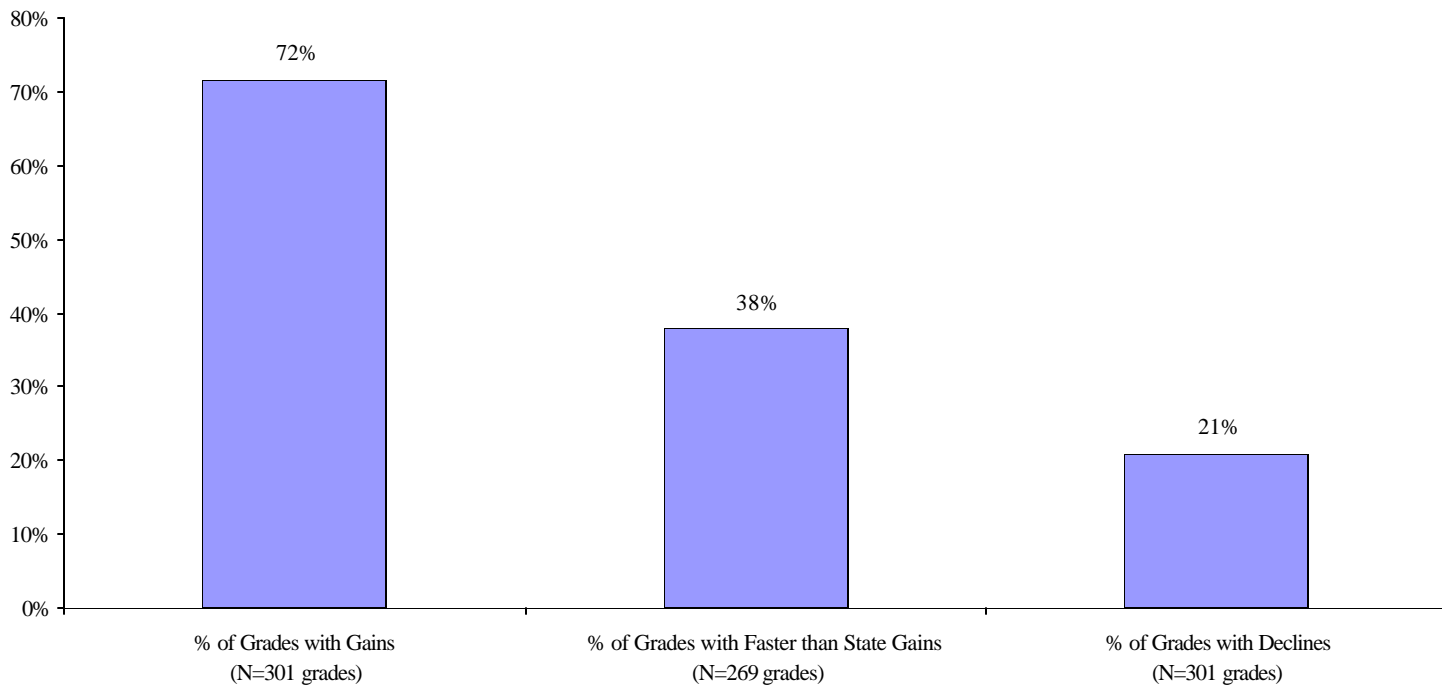
The Council examined data across all grades tested in the 61 districts and calculated the percentage that:

- improved in reading;
- improved in reading at *faster* rates than the state; and
- decreased in reading.

The results of the analysis, shown in Figure 11, indicate that:

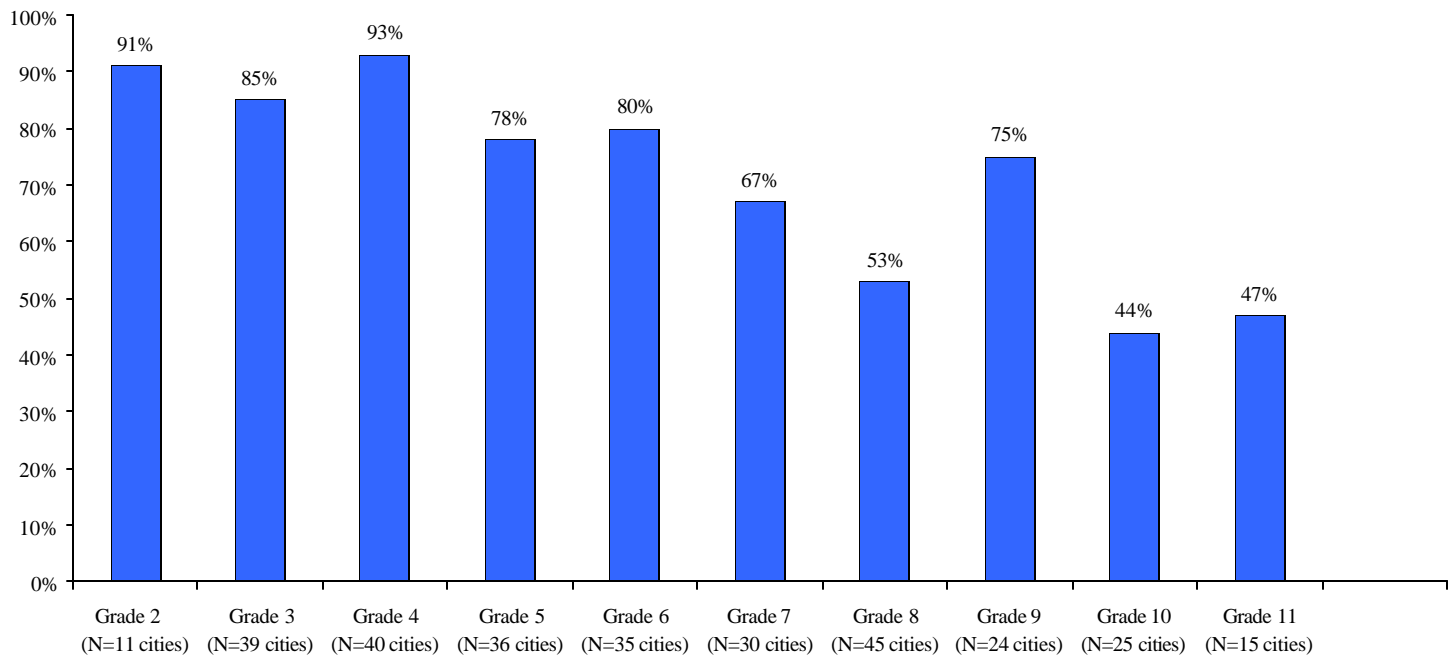
- 72.1% of *all grades* tested showed gains in reading scores.⁴⁸

Figure 11. Percentage of Grades with Gains (or Declines) in Reading



⁴⁷ The 61 city school systems included in this report are located in 37 states, which tested in 353 grades.

⁴⁸ Percentage based on 217 of 301 grades in 54 cities. (See appendix for list of cities.)

Figure 12. Percentage of Each Grade with Gains in Reading

- 38.3% of *all grades* tested in reading improved at faster rates than their states.⁴⁹
- 21.3% of *all grades* tested in reading declined.⁵⁰

Trends in Specific Grades

The Council also examined *each grade* which ones were most likely to show improved reading scores. Figure 12 shows that:⁵¹

- 92.5% of all *4th* grades tested showed gains on their state reading tests.
- 53.3% of all *8th* grades tested showed gains on their state reading tests.
- 44.0% of all *10th* grades tested showed gains on their state reading tests.

Changes in Racial Gaps in Reading Achievement

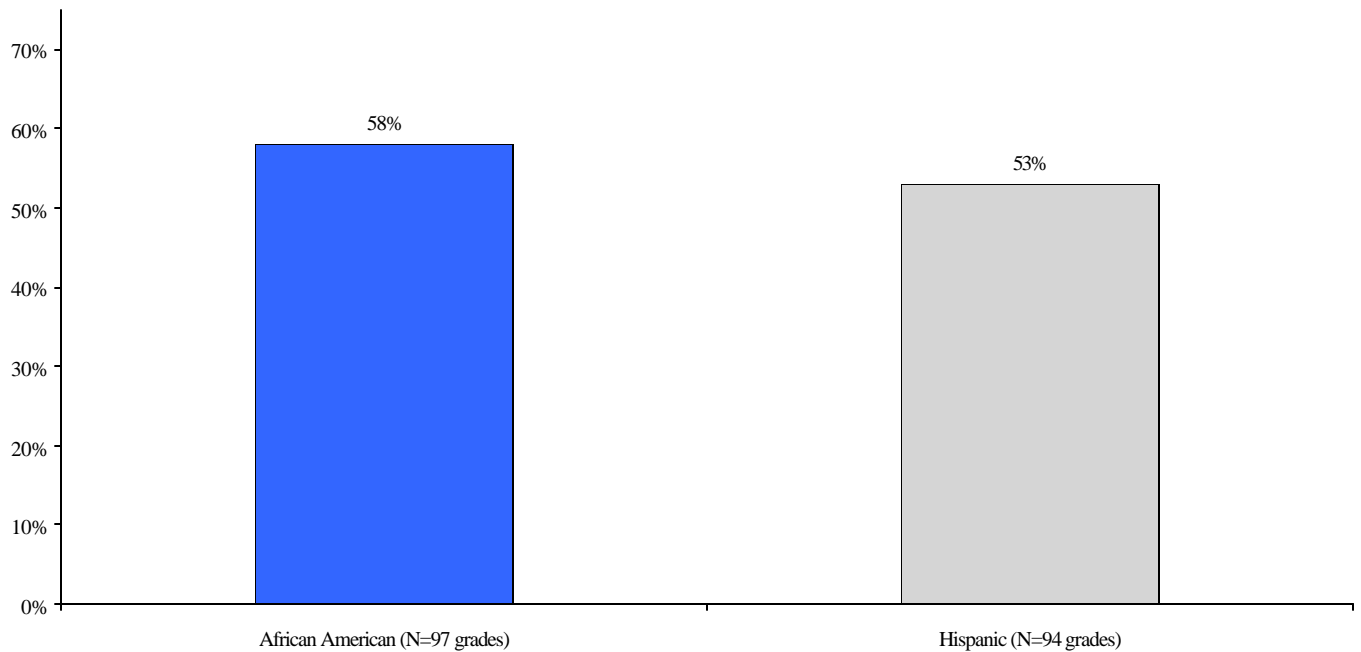
Fourth, the Council examined state assessment data to determine whether racially-identifiable gaps in reading achievement were narrowing in city schools. The analysis of gaps focused on data at the elementary, middle, and secondary grades in about 33 cities (the number for which state trend data by race were available).

⁴⁹ Percentage based on 103 of 269 grades in 49 cities. (See appendix for list of cities.)

⁵⁰ Percentage based on 64 of 301 grades in 54 cities. (See appendix for list of cities.)

⁵¹ Only the District of Columbia tested in Grade 1. No district tested in grade 12. N's differ because not all cities tested in the same grades.

Figure 13. Percentage of Selected Grades Narrowing Achievement Gaps in Reading



Reducing Overall Racial Gaps

The Council looked at the percentage of aggregated grades across the cities that had narrowed the gaps in reading achievement between: (a) White and African American students; and (b) White and Hispanic students. The results, displayed in Figure 13 show that:⁵²

- 57.7% of all grades tested reduced the achievement gap between *White and African American* students.⁵³
- 53.2% of all grades tested reduced the achievement gap between *White and Hispanic* students.⁵⁴

Narrowing Racial Gaps in Specific Grades

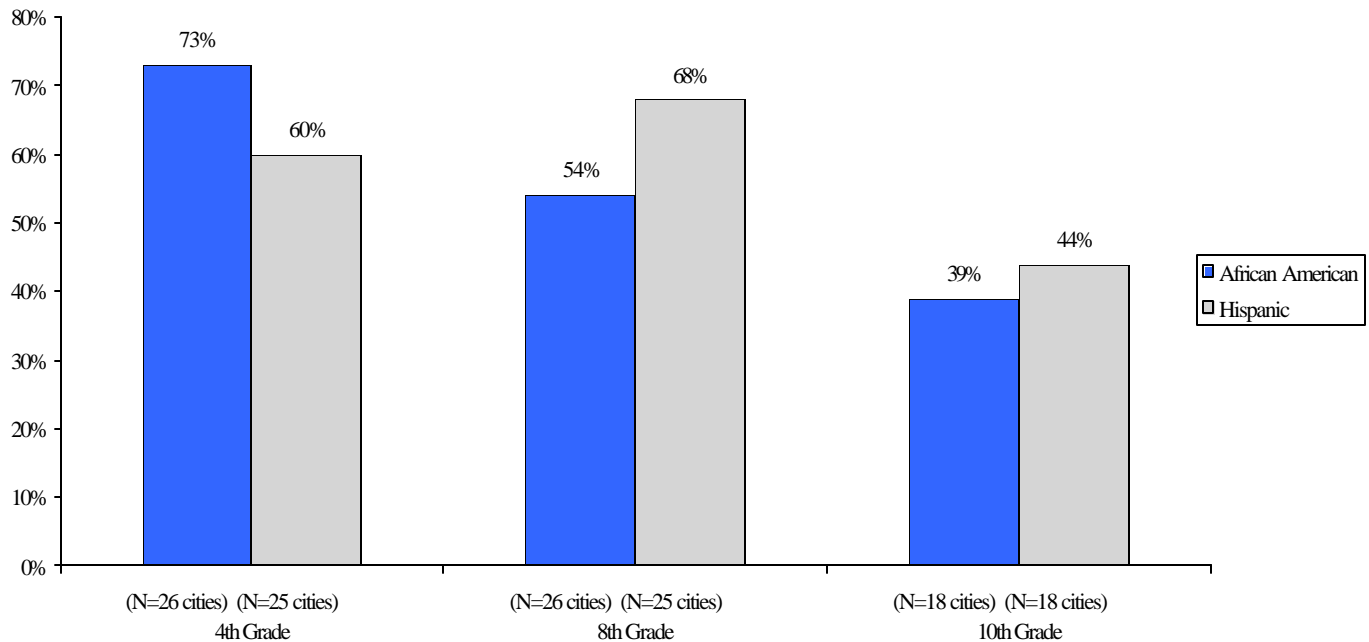
The data were disaggregated further by race *and* grade to see where gaps in math achievement were narrowing the most. Trends specifically in grades 4, 8, and 10 were examined. The analysis involved varying numbers of districts in each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race.

⁵² Data based on gaps in the most frequently tested grades in the following bands: 3, 4, or 5; 6, 7, or 8; and 9, 10, or 11.

⁵³ Percentage based on 56 of 97 grades in 33 cities. (See appendix for list of cities.)

⁵⁴ Percentage based on 50 of 94 grades in 32 cities. (See appendix for list of cities.)

Figure 14. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Reading by Race



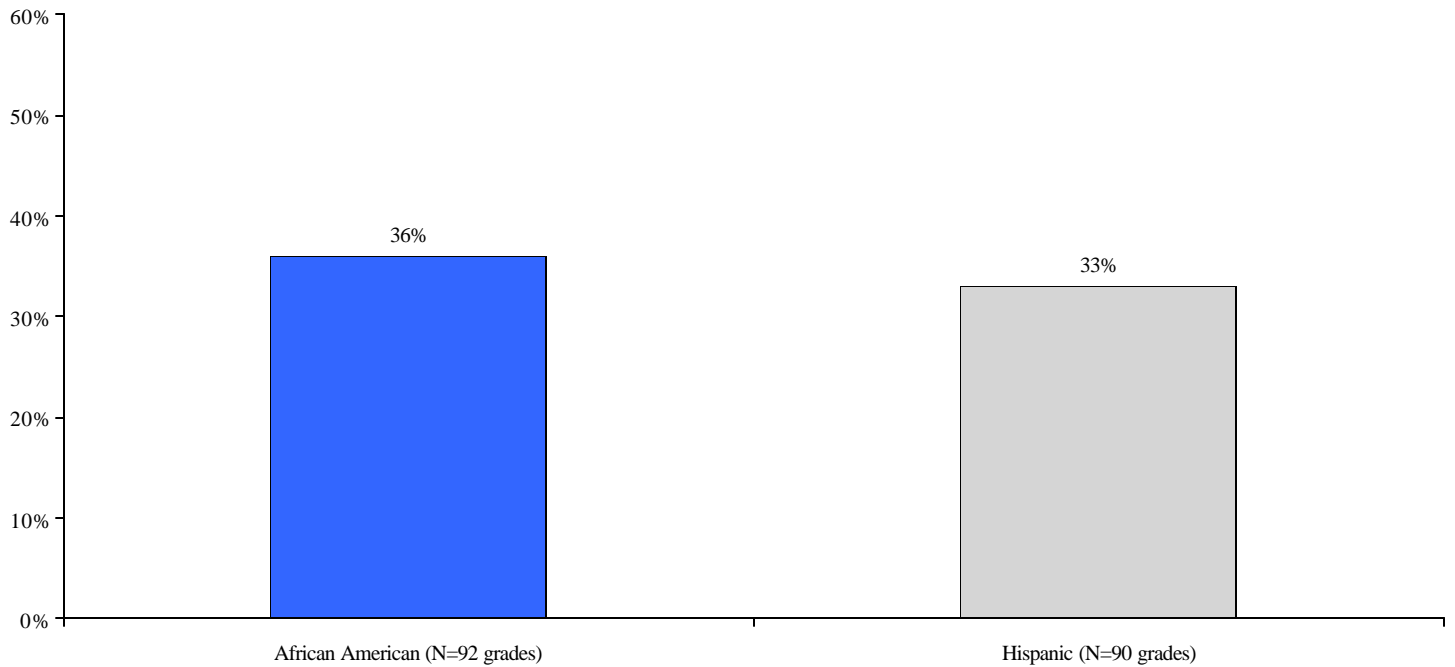
The analysis, displayed in Figure 14, shows that:

- 73.1% of 4th grades narrowed the achievement gap in reading between *White and African American* students. Some 53.8% of 8th grades narrowed the White-Black gap and 38.9% of 10th grades narrowed the gap.
- 60.0% of 4th grades narrowed the achievement gap in reading between *White and Hispanic* students. Some 68.0% of 8th grades narrowed the White-Hispanic gap and 44.4% of 10th grades narrowed the gap.

Narrowing Gaps Faster Than State Rates

The Council also examined all grades at the elementary, middle, and secondary levels to see if racial gaps in reading were closing faster or slower than they were closing statewide. The results of the analysis, displayed in Figure 15, show that:

Figure 15. Percentage of Selected Grades Narrowing Achievement Gaps in Reading Faster than State



- 35.9% of all grades tested narrowed the achievement gaps between *Whites and African American* students faster than statewide averages.⁵⁵
- 32.6% of all grades tested narrowed the achievement gaps between *Whites and Hispanic* students faster than statewide averages.⁵⁶

Changes in Other Gaps in Reading Achievement

Fifth, this report also includes limited performance data on students who were economically disadvantaged, limited English proficient, or disabled. The results of this section should be examined with caution because of the small number of states that reported these 2003 data for their cities.

Reducing Other Gaps

The Council analyzed the achievement gaps between limited English proficient and English-proficient students, and other groups to see if they were narrowing. The results shown in Figure 16 indicate that:⁵⁷

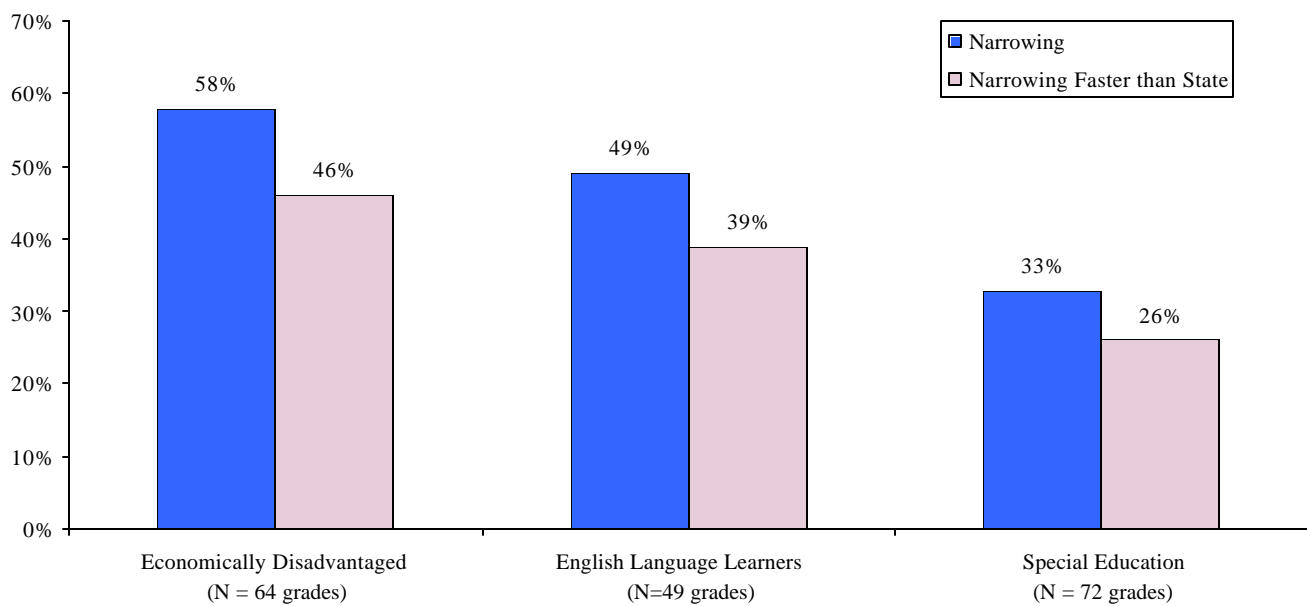
- 57.8% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students.

⁵⁵ Percentage based on 33 of 92 grades in 31 cities. (See appendix for list of cities.)

⁵⁶ Percentage based on 29 of 90 grades in 30 cities. (See appendix for list of cities.)

⁵⁷ Percentage based on 37 of 64 grades in 22 cities for economically disadvantaged; 24 of 49 grades in 17 cities for English language learners and 24 of 72 grades in 24 cities for students with disabilities.

**Figure 16. Percentage of Selected Grades by Subgroup
Narrowing Achievement Gaps in Reading**



- 49.0% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners.
- 33.3% of all grades tested narrowed the achievement gaps between students with disabilities and other students.

Narrowing Gaps Faster than State Rates

The analysis also looked to see if the narrowing of these urban gaps was faster or slower than the gaps were closing statewide. The results show that:⁵⁸

- 45.9% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students faster than statewide averages.
- 38.6% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners faster than statewide averages.
- 26.4% of all grades tested narrowed the achievement gaps between students with disabilities and other students faster than statewide averages.

⁵⁸ Percentage based on 28 of 61 grades in 21 cities for economically disadvantaged; 17 of 44 grades in 15 cities for English language learners and 19 of 72 grades in 24 cities for students with disabilities.

Comparing Reading Achievement in 2003 and 2002

Finally, the Council looked at reading performance in 2003 and compared it with achievement in 2002 to determine whether results had improved over a one-year period. This comparison was done by matching 54 identical districts on which data were available for both years. (Comparisons by grade level and race were not conducted because of the complexity of the analysis and differing “n” counts.) The results indicate that:

- 27.8% of urban school *districts* posted reading gains in all grades tested between 2002 and 2003.⁵⁹
- 14.3% of urban school *districts* posted faster reading gains than their respective states in all grades tested.⁶⁰
- 77.8% of urban school *districts* posted reading gains in *half or more* of the grades tested.⁶¹
- 51.0% of urban school *districts* posted faster reading gains than their respective states in *half or more* of the grades tested.⁶²

Summary and Discussion of Reading Achievement Trends

The Council’s analysis of state assessment results suggests that reading achievement in the nation’s urban schools is improving. About 83.3% of all Great City School *districts* showed gains in reading scores in *at least half* of the grades tested by the state. About 33.3% of the cities improved their reading scores in *all* grades, and about 34.7% improved *faster* than their respective states in *at least half* of the grades tested. In addition, the data indicate that 72.1% of all *grades* improved in reading, and 38.3% of all grades improved *faster* than the states.

In addition, eight major cities (14.3% of the Great City School districts) had the same or higher reading scores in half or more of the grades tested as their respective states. They were Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Portland, San Diego, San Francisco, and Seattle. Three of these cities (Albuquerque, Anchorage, and Greenville) had the same or higher scores than the statewide averages in *all* grades tested.

The results of *Beating the Odds IV* also suggest that racially identifiable achievement gaps in reading have narrowed somewhat, although the data remain inconclusive because so few states have disaggregated their scores by race for any length of time. Preliminary results suggest that gaps may be narrowing fastest in the elementary grades, compared with the middle or secondary grades. Data on the gaps among other groups remains inconclusive.

As is the case with math, gaps in reading performance in the cities are about the same as gaps nationwide.

⁵⁹ Percentage based on 15 of 54 cities.

⁶⁰ Percentage based on 7 of 49 cities.

⁶¹ Percentage based on 42 of 54 cities.

⁶² Percentage based on 25 of 49 cities.

Finally, the analysis examined the reading gains between 2002 and 2003. The results showed substantial improvements in the percentage of cities whose reading scores improved in all grades and whose gains outpaced their states. These results are corroborated by NAEP data showing that the nation's large central city school systems had posted statistically-significant gains in fourth grade reading performance between 2002 and 2003. Urban NAEP scores were flat in the eighth grade, however.

3. STUDENT DEMOGRAPHICS, FINANCE, AND STAFFING

The challenge of the Great City Schools is to increase student achievement in a context far different from that of the average public school system. Urban education is unique, in part, because it serves students who are typically from lower income families, who are learning English as a second language, and who often face discrimination. The role of urban schools is to overcome these barriers and teach all children to the same high standards.

This task is made more difficult by the additional efforts and skills that are needed to overcome the barriers that so many urban children bring to the schoolhouse door.

The challenge is compounded further by the disparities in resources available to schools to meet the needs of their students. Some school systems can have many times more dollars per student than some urban districts. Ironically, it is often the students with the fewest needs who have the most resources, and the students with the greatest needs who have the least resources.

A furious debate has raged in public education over the relative importance of funding to the academic performance of children. The issue involves more than just the relationship between money and achievement, although a sizable body of research has focused on that point. The controversy has largely been over whether education is defined by its inputs or its outputs. Little room has been allowed, unfortunately, for considering an appropriate balance of each.

This chapter examines the context of urban education—a context that should be considered in discussing the achievement data presented in previous chapters. The chapter reviews basic demographic characteristics of the Great City Schools, including student poverty and limited English proficiency, and how they have changed during the period in which state assessments were being implemented.

The chapter also examines financial data, including changes in the aggregate expenditures per pupil of the Great City Schools over the last few years, and changes in state expenditures on urban schools. Finally, the chapter contains some rudimentary data on what money can buy: teachers and schools. Student-teacher ratios and school size data are also presented.

The reader can find individual city data in the Profiles section of this report. All of the demographic, staffing, and financial data for this study come from the National Center for Education Statistics, except for the data designated with an asterisk, which have been provided by the individual cities after reviewing the NCES numbers. No NCES data related to per pupil expenditures were modified in the district review process.

Student Demographics

The demography of urban education continues to be a subject of enormous public interest. Our composition is important because a large body of research continues to show that income, disability, and English-language proficiency are strongly correlated with student achievement.

Student Enrollment in the Great City Schools

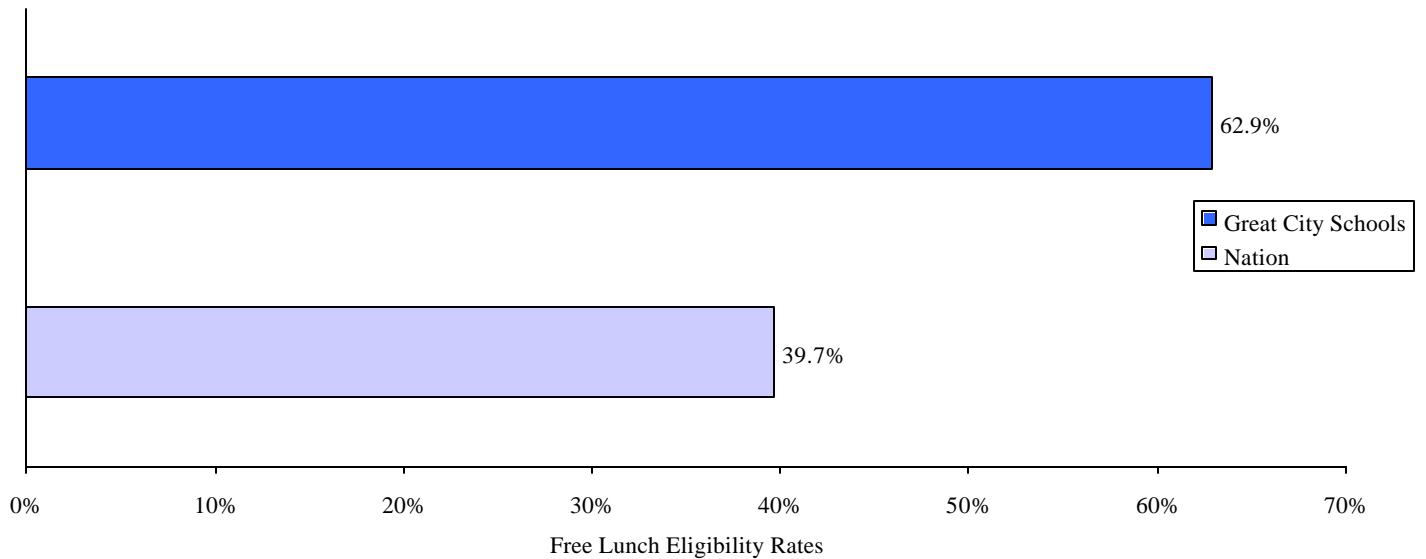
The Great City Schools enroll a significant share of the nation’s students. Figure 17 shows key trends in enrollments, summarized as follows:

- The Great City Schools enrolled 7,276,117 students in 2001-2002 (the most recent year on which federal data are available), an increase of nearly 5.8% over the 6,875,282 students enrolled in 1995-96.
- During the same period, total public school enrollment nationally grew by about 8.2%. Enrollments increased from 44,840,481 students in 1995-96 to 48,521,731 students in 2001-2002.
- The share of the nation’s public school students enrolled in the Great City Schools decreased from 15.3% in 1995-96 to 15.0% in 2001-2002.

Figure 17. Great City School Enrollment Compared with the Nation (N=61 Cities)



**Figure 18. Great City School Free Lunch Eligibility Rate Compared with the Nation
(N=61 Cities)**



Income and Poverty in the Great City Schools

Students in the Great City Schools are far more likely to come from low-income homes than the average student nationally. Figure 18 shows key poverty indicators, include the following:

- In the 2001-2002 school year, 62.9% of students in the Great City Schools were eligible for a free lunch subsidy, compared with the national average of 39.7%.
- About 26.3% of the nation's free-lunch eligible students are enrolled in the Great City Schools.
- Some 82.5% of the nation's Great City School systems have poverty rates (free lunch eligibility) that are higher than their respective states.

English Language Learners and Students with Disabilities

The Great City Schools also serve a higher proportion of English language learners than the average school system. These urban school systems, however, enroll about the same percentage of students with disabilities as the average school district nationally, but the Great City Schools often enroll a greater share of students with high-cost disabilities.

Figure 19. Great City School English Language Learner and Disability Rates Compared with the Nation (N=55 Cities, N=60 Cities)

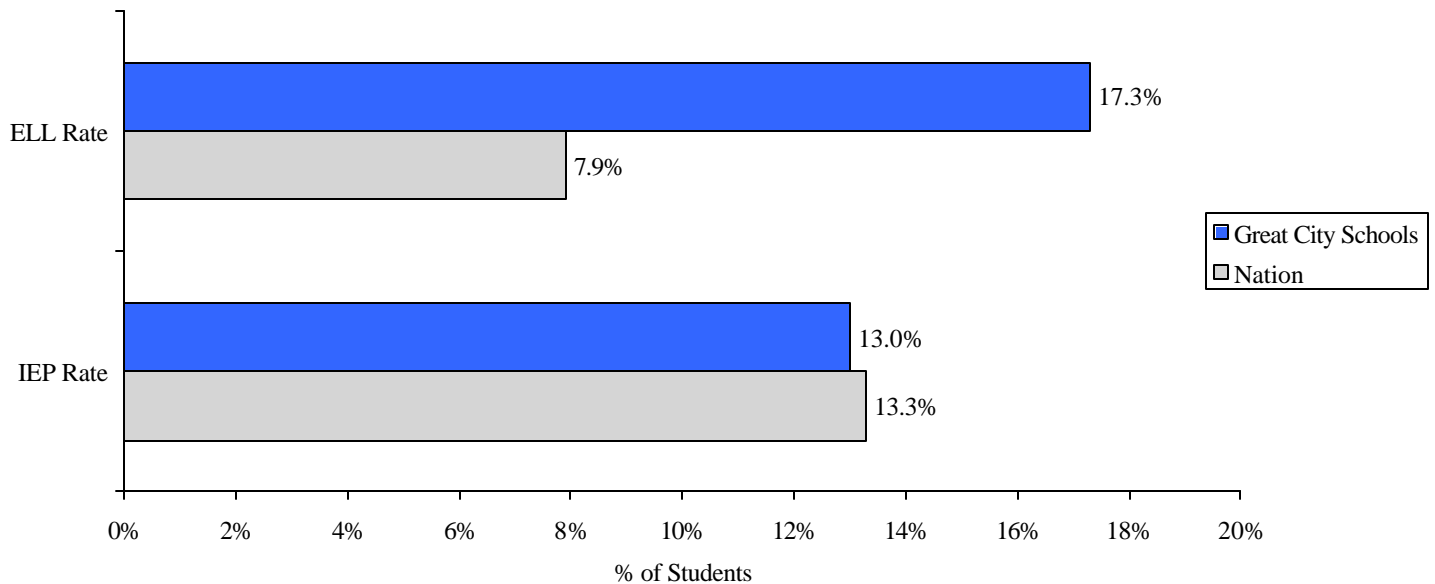


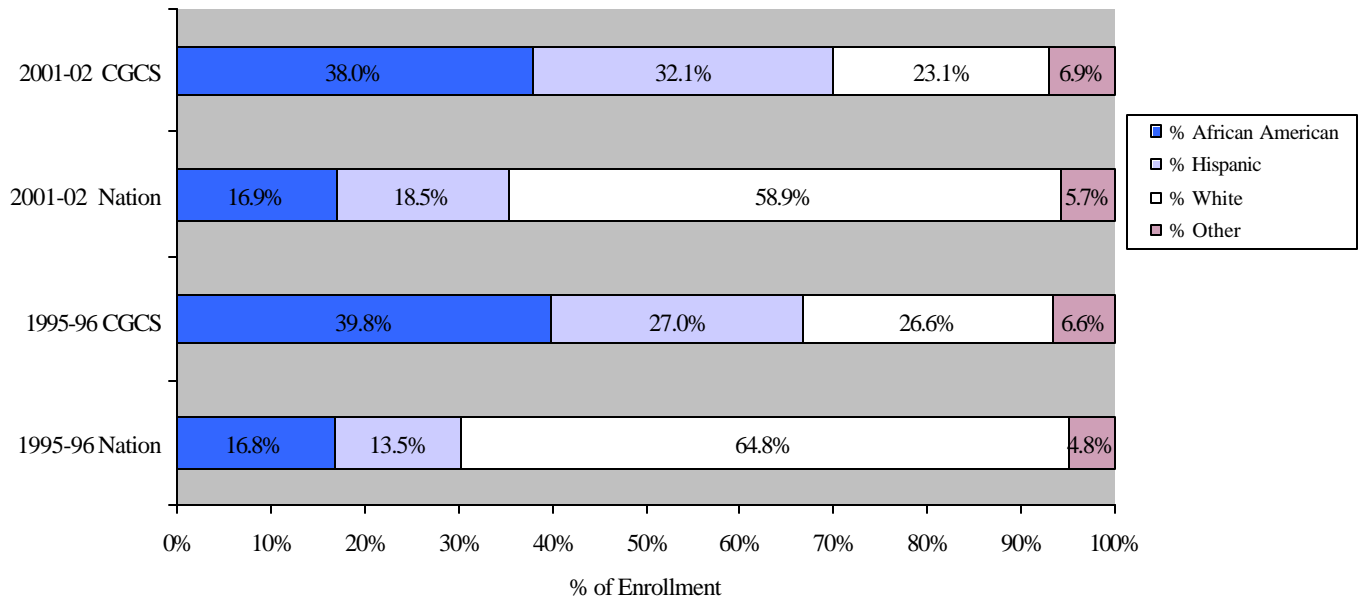
Figure 19 shows the rates of English Language Learners and students with disabilities (those with an Individual Education Plan) enrolled in the Great City Schools. Key indicators include the following:

- About 17.3% of students enrolled in the Great City Schools come from families where English is not the first language, compared with 7.9% of students nationally.
- Some 72.7% of the Great City School districts have higher percentages of ELL students than their respective states.
- About 13.0% of the enrollments in the Great City Schools are students with disabilities, compared with 13.3% of students nationally.
- Some 52.5% of the nation’s Great City School systems have higher percentages of students with disabilities than their states.
- Urban schools tend to enroll more students with low-incidence, high-cost disabilities than the average district. This is probably due to deficiencies in the quality and availability of health, child, and prenatal care in many inner-cities.

Enrollments by Race and Ethnicity in the Great City Schools

The racial characteristics of urban schools are also significantly different from the average school system nationwide. About 76.9% of Great City School students are African American, Hispanic, or Asian American compared with 41.1% nationally. Figure 20 shows the enrollment patterns.

**Figure 20. Great City School Enrollment by Race Compared with the Nation
(N=61 Cities)**



Key statistics include the following:

- About 38.0% of Great City School students were *African American* in 2001-2002, compared with 16.9% nationally.
- About 32.1% of Great City School students were *Hispanic* in 2001-2002, compared with 18.5% nationally.
- About 23.1% of Great City School students were *White* in 2001-2002, compared with 58.9% nationally.
- About 6.9% of Great City School students were *Asian American* and members of other groups in 2001-2002, compared with 5.7% nationally.
- The percentage of the Great City School enrollment that was African American and White declined slightly between 1995-96 and 2001-2002, while the percentage that was Hispanic increased.
- The percentage of the nation's public school enrollment that was White declined slightly between 1995-96 and 2001-2002; the percentage that was Hispanic increased; and the percentage that was African American remained about the same.
- Approximately 32.6% of all students of color in the nation were enrolled in the Great City Schools in 2001-2002.

FINANCE AND STAFFING

The Council examined the financial resources available to urban schools to meet the academic standards that *No Child Left Behind* is requiring. *Beating the Odds IV* looked at the districts’ current per pupil expenditures compared with the nation and the states. The report also examined the proportion of state expenditures devoted to urban schools. Finally, the analysis looked at the numbers of schools and teachers in urban districts compared with the nation.

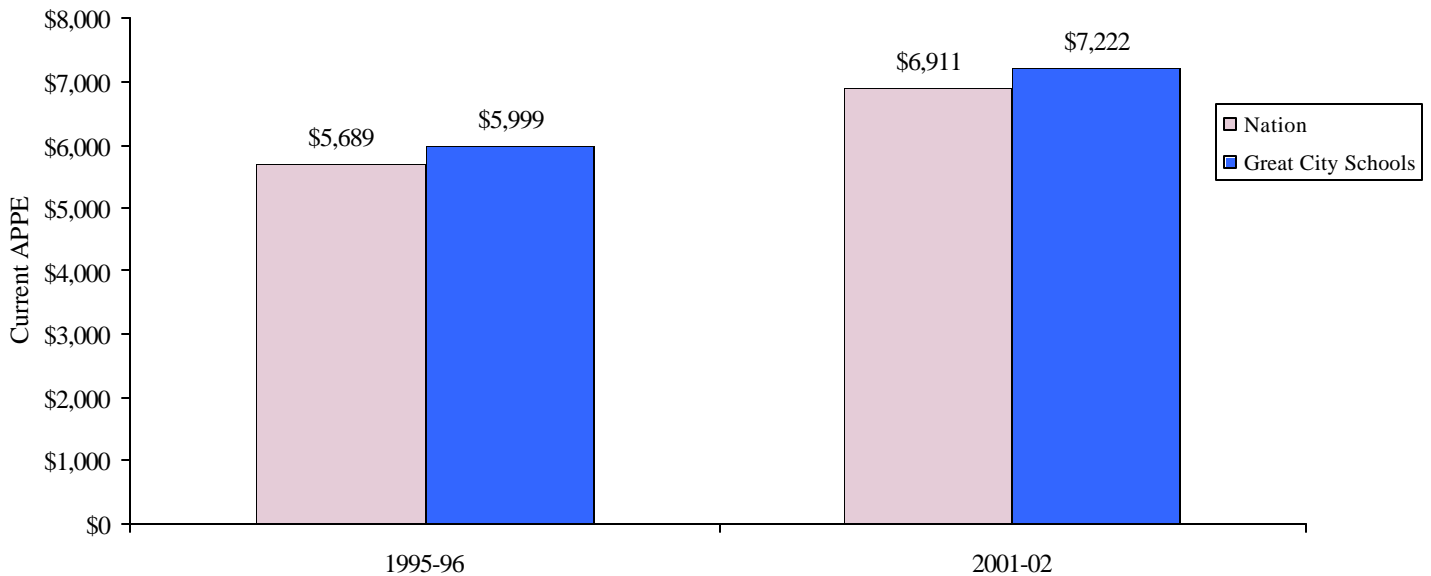
Expenditures Per Pupil

Expenditure trends were analyzed by the Council using “current expenditures per pupil.” This metric is defined as those expenditures that are directly allocable to students and do not include spending on capital needs or debt service. (Figures have been recalculated since *Beating the Odds I*.)

Figure 21 shows key findings on spending levels in the Great City Schools:

- The average “current expenditure” in the Great City Schools was \$7,222 per pupil in 2001-2002,⁶³ up 20.4% from \$5,999 per pupil in 1995-96 (not adjusted for inflation).
- The average “current expenditure” nationally was \$6,911 per pupil in 2001-2002,⁶⁴ up 21.5% from \$5,689 per pupil in 1995-96 (not adjusted for inflation).

Figure 21. Expenditures Per Pupil in the Great City Schools Compared with the Nation (N=61 Cities)



⁶³ Data based on 2000 fiscal year (most recently available NCES data).

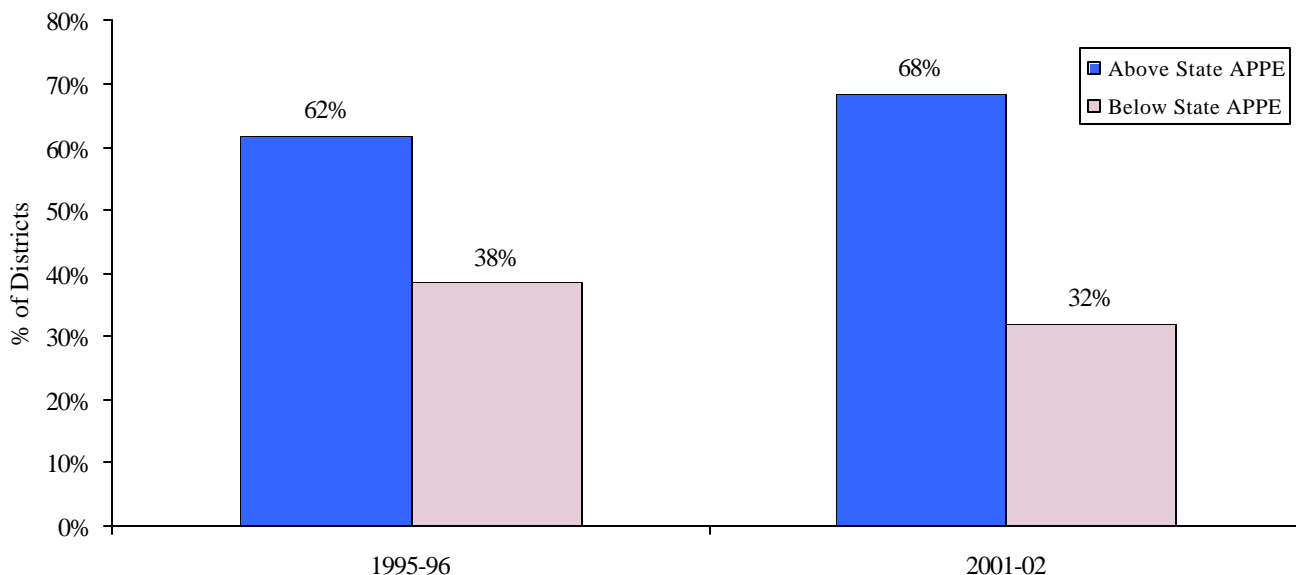
⁶⁴ Data based on 2000 fiscal year.

State Spending on the Great City Schools

The Council also examined statistics on state spending on major city school systems. Key indicators include the following:

- The percentage of total state k-12 education spending devoted to the Great City Schools increased from 16.1% in 1995-96 to 17.4 % in 2001-2002.⁶⁵
- The percentage of Great City School districts with a current per pupil expenditure below that of their state was 31.7% in 2001-2002.⁶⁶
- The total enrollment of all Great City School districts with current per pupil expenditures, which were below statewide averages, was almost three and a half million students (3,227,430)—or about 44.4% of all urban students.

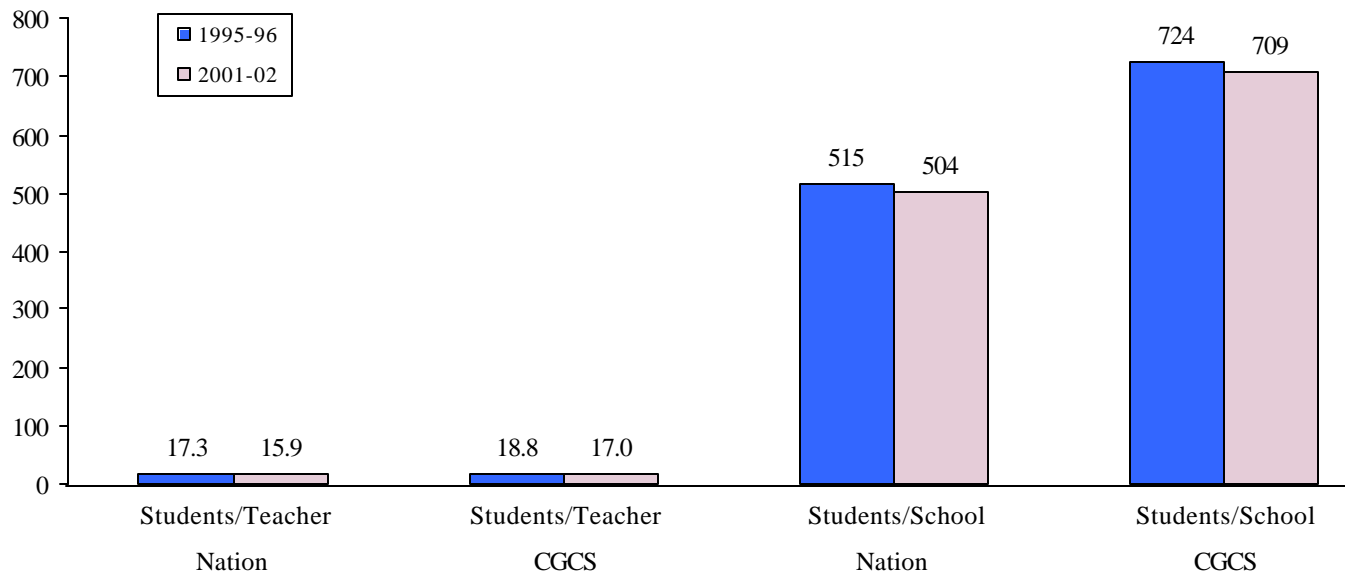
Figure 22. Percentage of Great City Schools Above and Below State Current Per Pupil Expenditures (N=60 Cities)



⁶⁵ Data based on 2000 fiscal year.

⁶⁶ Data based on 2000 fiscal year.

Figure 23. Average Number of Great City School Students Per Teacher and School Compared with the Nation (N=61 Cities)



Student-Teacher Ratios and Average Enrollments Per School

The Council looked at two final contextual variables: student-teacher ratios and average enrollments per school. Student-teacher ratios are not synonymous with class size, because they include special education teachers and other instructional staff.

Figure 23 displays the following key data:

- Student-teacher ratios in the Great City Schools were somewhat higher than the national average: 17.0 students per teacher in the major city schools in 2001-2002, compared with 15.9 nationally.
- Student-teacher ratios in the Great City schools have decreased somewhat since 1995-96 when they averaged 18.8 pupils per teacher. The national ratio also decreased since 1995-1996 when it was 17.3.

Figure 23 also shows data on school size. Some research suggests that smaller schools may be more effective instructionally and interpersonally.

The Council's analysis showed the following trends:

- The average number of students per school in the Great City Schools declined from 724 students in 1995-96 to 709 in 2001-2002 —a drop of about 2.1%.
- The average number of students per school nationally decreased from 515 in 1995-96 to 504 in 2001-2002 —a decline of about 2.2%.
- The average school in the Great Cities enrolled about 40.7% more children (709 students) than the average school nationally (504 students) in 2001-2002.

4. SUMMARY AND DISCUSSION OF CONTEXT VARIABLES

The Data Show Encouraging Trends

This report represents the fourth time that anyone has attempted to examine the status and progress of America's urban schools on state reading and math tests. The report is imperfect for all the reasons indicated in the methodology section. Data are not comparable from one state to another. Test results are reported in different metrics. Not all states publish their disaggregated results. Test participation rates are not available.

Still, the data in *Beating the Odds IV* present an emerging picture of how America's Great City Schools are performing and strongly suggest that they are making progress in both reading and math.

These results are preliminary. No statistical tests on the state data were performed, so there is little way to judge how significant the gains were. No attempt was made to translate state scale scores (where available) into standard deviations or other normalized data for analysis. The Council of the Great City Schools wanted to present raw data so no one would wonder if the real results were hidden behind some statistical trickery.

The Council is committed to improving its reporting of city results on state tests on an annual basis. Every attempt will be made to secure scale scores that can be "normalized" and to estimate test-taking rates. The Council will also make every attempt to continue reporting data in a way that is consistent with the *No Child Left Behind Act*.

City schools, moreover, want to improve their reporting to the nation on other indicators, including course-taking patterns and graduation rates. No single indicator gives the public the entire picture of urban education, any more than one Stock Market index adequately describes the economy.

Finally, the Council will be working to mesh the results of state test data with other indicators. The organization initiated the Trial Urban NAEP (National Assessment of Educational Progress) program so that comparable data on city school performance would be available across state lines. To date, ten urban cities have participated in this trial assessment. It is our hope that more will be able to take part in the future.

Math Results

The trends in math performance are unambiguous for the nation and the Great City Schools. Achievement is improving. The only debate at this point should be about the magnitude of the gains. *Beating the Odds IV* indicates that about half (51.9%) of the Great City School *districts* had improved math scores in *all* grades tested by their states. The vast majority (92.6%) of major city school systems had improved their math scores in *half or more* of their grades. And, 53.1% of the large cities improved *faster* than their respective states in *half or more* of their grades.

The urban data also showed that 84.6% of *all grades* tested had gained and 44.1% had done so *faster* than their states. About 89.7% of 4th grades posted math gains in the Great City Schools.

Gaps by race also appeared to narrow. State test results showed that city schools narrowed gaps between Whites and African Americans in 52.2% of grades tested and between Whites and Hispanics in 52.9% of grades tested.

This report also contains new data on student performance by income, language, and disability. The new data are largely inconclusive, except to say that the gaps between the poor and the non-poor, the limited English proficient and the English proficient, the disabled and the non-disabled are large, but show signs of narrowing with some groups.

Reading Results

Fresh data are available suggesting that reading achievement in the Great City Schools is improving. *Beating the Odds IV* found that 33.3% of the city school *districts* improved their reading performance in *all* grades tested. Some 83.3% of the cities improved in *half or more* of their grades, and 34.7% had improved *faster* than their states in half or more of their grades.

Approximately 72.1% of *all grades* in the Great City Schools posted reading gains and about 38.3% did so *faster* than their respective states. Reading scores improved in 92.5% of the 4th grades, for instance.

Gaps by race also appeared to narrow. State test results show that city schools closed gaps between Whites and African Americans in 57.7% of the grades tested and between Whites and Hispanics in 53.2% of all grades tested. Student performance data are also reported by income, language, and disability and show some signs of improving.

These improvements in reading performance of the Great City Schools are corroborated by new NAEP data, which show statistically significant gains between 2002 and 2003 among fourth graders in the nation's large central city school systems. Trend lines for urban eighth graders were flat, however.

The Urban Context

Progress in math and reading scores is occurring in an urban context that is significantly different from other schools. *Beating the Odds IV* looked at those differences and how they have changed over the last several years. Urban schools enroll students that are about twice as likely to be poor or to be learning English as a second language. In addition, the Great City Schools enroll about one-third (32.6%) of all students of color in the country and disproportionately large numbers of English language learners and poor students. These percentages have remained relatively unchanged in recent years.

Beating the Odds IV also showed some of urban education's resource challenges. The analysis of data from the National Center for Education Statistics showed that the average 'current expenditure' in the Great City Schools was \$7,222 per pupil in fiscal year 2000 (most recent comparable federal data available)—an amount 20.4% higher than 1995-96 (unadjusted for inflation).⁶⁷ Current expenditures nationally rose approximately 21.5% over the same period.

⁶⁷ Expenditures allocable to student costs.

The number of urban school systems, moreover, whose per pupil expenditures are below statewide averages remains high. Some 31.7% of the big city school districts fall into this category, including: New York City, Philadelphia, New Orleans, Norfolk, and others. Together, these school systems enroll 3,227,430 students or over forty percent of the students in the Great City Schools.

The significance of this finding is hard to overstate, particularly as the nation moves to implement *No Child Left Behind*. The nation's urban schools will be expected to overcome disparities in home and school resources, and attain the same academic standards as schools with considerably greater where-withal. We will also be held accountable for the results.

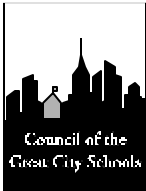
It is clear, nonetheless, that achievement in the Great City Schools is improving. Some of these gains are coming from working harder and smarter and squeezing inefficiencies out of every scarce dollar. Some of the gains, however, come from cities doing what the nation has agreed is likely to work—high standards, strong and stable leadership, better teaching, more instructional time, regular assessments, stronger accountability, and efficient management.

The data suggest that improvement, however modest, is possible on a large scale—not just school-by-school. It is now time to determine how the pace of improvement can be accelerated. The Council of the Great City Schools and its member districts are asking these questions and pursuing the answers aggressively.

The nation, for its part, needs to think long and hard about why urban schools have to beat any odds.

DISTRICT PROFILES

DISTRICT	PAGE
GREAT CITY SCHOOLS.....	48
ALBUQUERQUE	50
ANCHORAGE.....	52
ATLANTA.....	54
AUSTIN.....	60
BALTIMORE.....	64
BIRMINGHAM.....	70
BOSTON.....	74
BROWARD COUNTY (FT. LAUDERDALE).....	76
BUFFALO.....	84
CHARLOTTE-MECKLENBURG.....	86
CHICAGO.....	94
CLARK COUNTY.....	98
CLEVELAND.....	100
COLUMBUS.....	106
DALLAS.....	112
DAYTON.....	116
DENVER.....	122
DES MOINES.....	124
DETROIT.....	126
DUVAL COUNTY.....	128
FORT WORTH.....	136
FRESNO.....	140
GREENSBORO (GUILFORD COUNTY).....	148
GREENVILLE COUNTY.....	156
HILLSBOROUGH COUNTY (TAMPA).....	158
HOUSTON.....	166
INDIANAPOLIS.....	170
JACKSON.....	176
JEFFERSON COUNTY.....	180
LONG BEACH.....	190
LOS ANGELES.....	198
MEMPHIS.....	206
MIAMI-DADE COUNTY.....	208
MILWAUKEE.....	216
MINNEAPOLIS.....	222
NASHVILLE.....	232
NEWARK.....	234
NEW ORLEANS.....	236
NEW YORK CITY.....	238
NORFOLK.....	242
OAKLAND.....	244
OKLAHOMA CITY.....	252
OMAHA.....	254
ORANGE COUNTY (ORLANDO).....	256
PALM BEACH COUNTY.....	264
PHILADELPHIA.....	272
PITTSBURGH.....	276
PORTLAND.....	278
PROVIDENCE.....	280
RICHMOND.....	284
ROCHESTER.....	286
SACRAMENTO.....	288
SALT LAKE CITY.....	296
SAN DIEGO.....	298
SAN FRANCISCO.....	306
SEATTLE.....	314
ST. LOUIS.....	320
ST. PAUL.....	328
TOLEDO.....	338
TUCSON.....	344
WASHINGTON, D.C.	352



GREAT CITY SCHOOLS

DEMOGRAPHICS ¹	GREAT CITY SCHOOLS		NATION	
	1995-96	2001-02	1995-96	2001-02
Number of Students	6,875,282	7,276,117	44,840,481	48,521,731
Percent Free & Reduced Price Lunch Eligible (FRPL) ²	NA	62.9	32.8	39.7
Percent of Students with IEPs ³	10.8	13.0	12.7	13.3
Percent English Language Learners ⁴	NA	17.3	NA	7.9
Percent African American	39.8	38.0	16.8	16.9
Percent Hispanic	27.0	32.1	13.5	18.5
Percent White	26.6	23.1	64.8	58.9
Percent Other	6.6	6.9	4.8	5.7
Number of FTE Teachers	366,466	427,080	2,598,220	3,051,638
Student-Teacher Ratio	18.8	17.0	17.3	15.9
Number of Schools	9,494	10,267	87,125	96,193
Current Expenditures Per Pupil ⁵	\$5,999	\$7,222	\$5,689	\$6,911
Great City Schools as a Percentage of the Nation's Public Schools			1995-96	2001-02
Percent of Students			15.3	15.0
Percent of Minority Students			32.1	32.6
Percent of African American Students			36.4	34.2
Percent of Hispanic Students			30.7	26.4
Percent of FRPL			NA	26.3 ⁶
Percent of IEPs			12.8	14.8
Percent of ELLs			NA	31.4 ⁷
Percent of Schools			10.9	10.7
Percent of Teachers			14.1	14.0
Percent of State Revenue ⁸			16.1	17.4

¹ Aggregated totals include NCES data and corrections submitted by individual school districts.

² Four states (AZ, CT, TN, and WY) did not report free and reduced price lunch eligibility and are not included in the national total for 2001-02. Nine states (AL, AZ, IL, KY, MA, PA, SD, TN, and WA) did not report free and reduced price lunch eligibility and are not included in the national total for 1995-96.

³ N=60, does not include Jefferson County who did not have IEP data for 1995-96.

⁴ N=55, percentage is based on the enrollment of districts who provided ELL data. Four states (ND, PA, TN, and WA) did not report LEP membership and are not included in the national total for 2001-02.

⁵ Current Expenditures Per Pupil reported for the 2001-2002 school year are from the 2000 fiscal year, the most recent year available from NCES.

⁶ The percentage of the nation's FRPL is based on all states who reported FRPL eligibility. (See footnote #2.)

⁷ The percentage of the nation's ELL is based on all states who reported LEP membership. (See footnote #5.)

⁸ Percent of State Revenue data for the 2001-02 school year is from the 2000 fiscal year, the most recent year available from NCES.

DISTRICT ALBUQUERQUE
STATE NEW MEXICO

STATE READING AND MATH ASSESSMENTS			
State Assessment	CTBS/5 & TerraNova	First Year Reported	2002
Grades Tested	3-10	How Reported	Median Percentile Rank and Percent Passing

DEMOGRAPHICS ¹	ALBUQUERQUE		NEW MEXICO	
	1995-96	2001-02	1995-96	2001-02
Number of Students	89,019	87,201	329,640	320,260
Percent Free & Reduced Price Lunch Eligible (FRPL)	40.1*	42.3	NA	54.7
Percent of Students with IEPs	8.2	19.9	13.8	19.6
Percent English Language Learners	NA	17.7	NA	20.6
Percent African American	3.6	3.8	2.4	2.4
Percent Hispanic	45.3*	50.6	46.8	51.0
Percent White	44.3*	38.9	39.5	34.3
Percent Other	6.8*	6.7	11.4	12.3
Number of FTE Teachers	5,526	5,847	19,398	21,823
Student-Teacher Ratio	16.1	14.9	17.0	15.2
Number of Schools	122	138	721	793
Current Expenditures Per Pupil ²	\$4,328	\$5,367	\$4,604	\$5,825
Albuquerque as a Percentage of New Mexico's Public Schools			1995-96	2001-02
Percent of Students			27.0	27.2
Percent of FRPL			NA	21.0
Percent of IEPs			32.6	27.6
Percent of ELLs			NA	23.3
Percent of Schools			16.9	17.4
Percent of Teachers			28.5	26.8
Percent of State Revenue ³			27.9	25.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Albuquerque
CTBS/5 TerraNova
Median National Percentile Rank

	Grade	2002	2003	Annualized Change in NCEs
Reading				
Albuquerque	3	50	55	2.6
New Mexico	3	49	52	1.6
Albuquerque	4	56	58	1.1
New Mexico	4	51	55	2.1
Albuquerque	5	58	59	0.5
New Mexico	5	54	55	0.5
Albuquerque	6	56	55	-0.6
New Mexico	6	51	53	1.1
Albuquerque	7	56	56	0.0
New Mexico	7	48	51	1.6
Albuquerque	8	59	59	0.0
New Mexico	8	52	54	1.0
Albuquerque	9	58	56	-1.1
New Mexico	9	52	53	0.5
Math				
Albuquerque	3	52	55	1.5
New Mexico	3	49	54	2.6
Albuquerque	4	52	54	1.0
New Mexico	4	50	53	1.6
Albuquerque	5	50	52	1.1
New Mexico	5	47	50	1.6
Albuquerque	6	50	49	-0.5
New Mexico	6	50	50	0.0
Albuquerque	7	50	50	0.0
New Mexico	7	46	49	1.6
Albuquerque	8	54	55	0.5
New Mexico	8	48	50	1.1
Albuquerque	9	56	56	0.0
New Mexico	9	47	52	2.7

High School Competency Exam
Percent Passing (10th graders) on First Attempt

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Albuquerque	10	92.6	92.5	90.3	87.6	85.9	68.4	77.5	76.0	-2.4
New Mexico	10	88.7	88.0	85.8	84.0	83.6	64.4	66.1	69.0	-2.8

DISTRICT ANCHORAGE
STATE ALASKA

STATE READING AND MATH ASSESSMENTS				
State Assessment	Alaska Benchmark Examinations, HSGQE		First Year Reported	2000
Grades Tested	3,6,8 & 10	How Reported	Performance Level	
DEMOGRAPHICS ¹	ANCHORAGE		ALASKA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	47,318	49,767	127,618	134,358
Percent Free & Reduced Price Lunch Eligible (FRPL)	33.2*	19.5	NA	25.2
Percent of Students with IEPs	14.4	14.6	13.8	13.3
Percent English Language Learners	8.4*	10.2	NA	15.2
Percent African American	8.6	8.8	4.6	4.7
Percent Hispanic	4.4	6.0	2.7	3.6
Percent White	68.9	61.7	63.7	60.4
Percent Other	18.1	23.5	28.9	31.3
Number of FTE Teachers	2,461	2,813	7,379	8,026
Student-Teacher Ratio	19.2	18.0	17.3	17.2
Number of Schools	84	98	495	522
Current Expenditures Per Pupil ²	\$6,343	\$7,240	\$8,189	\$8,806
Anchorage as a Percentage of Alaska's Public Schools			1995-96	2001-02
Percent of Students			37.1	37.0
Percent of FRPL			NA	28.7
Percent of IEPs			38.7	40.8
Percent of ELLs			NA	24.9
Percent of Schools			17.0	18.8
Percent of Teachers			33.4	35.0
Percent of State Revenue ³			28.4	29.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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**Anchorage
Benchmark Examinations
Percent Scoring Proficient or Advanced**

	Grade	2000	2001	2002	2003	Annualized Change
Reading						
Anchorage	3	75.0	73.3	78.0	77.5	0.8
Alaska	3	72.5	73.0	74.6	73.9	0.5
Anchorage	6	74.4	74.4	75.0	73.7	-0.2
Alaska	6	69.9	69.4	69.8	69.8	0.0
Anchorage	8	87.9	86.6	85.0	71.8	-5.4
Alaska	8	83.2	82.5	81.6	67.9	-5.1

Math

Anchorage	3	66.9	67.6	74.0	75.2	2.8
Alaska	3	65.0	66.3	70.8	71.8	2.3
Anchorage	6	67.1	66.7	69.0	67.6	0.2
Alaska	6	62.2	62.9	63.9	64.3	0.7
Anchorage	8	43.0	43.6	44.0	67.3	8.1
Alaska	8	39.0	39.5	40.2	63.8	8.3

**Anchorage
HSGQE (High School Graduation Qualifying Exam)⁴
Percent Scoring Proficient**

	Grade	2000	2001	2002	2003	Annualized Change
Reading						
Anchorage	10	NA	NA	74.6	72.8	-1.8
Alaska	10	NA	NA	70.4	69.7	-0.7
Math						
Anchorage	10	NA	NA	66.9	74.3	7.4
Alaska	10	NA	NA	64.0	70.2	6.2

⁴ The HSGQE was refocused in 2002 so test results prior to that should not be compared to subsequent results.

DISTRICT ATLANTA
STATE GEORGIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Criterion Referenced Competency Test, GHSGT	First Year Reported	2000
Grades Tested	4,6,8, & 11	How Reported	Performance Level, National Percentile, & Percent Passing

DEMOGRAPHICS ¹	ATLANTA		GEORGIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	60,209	56,586	1,311,126	1,470,634
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	80.1	NA	44.2
Percent of Students with IEPs	6.0	7.4	10.3	11.6
Percent English Language Learners	NA	2.5	NA	4.3
Percent African American	90.4	89.2	37.8	38.2
Percent Hispanic	1.8	3.1	2.2	5.5
Percent White	6.6	6.8	58.2	53.8
Percent Other	1.3	0.9	1.7	2.5
Number of FTE Teachers	3,637	3,742	79,480	92,732
Student-Teacher Ratio	16.6	15.3	16.5	16.2
Number of Schools	102	97	1,763	1,969
Current Expenditures Per Pupil ²	\$6,969	\$8,623	\$5,056	\$6,437

Atlanta as a Percentage of Georgia's Public Schools	1995-96	2001-02
Percent of Students	4.6	3.8
Percent of FRPL	NA	7.0
Percent of IEPs	4.8	2.5
Percent of ELLs	NA	2.2
Percent of Schools	5.8	4.9
Percent of Teachers	4.6	4.0
Percent of State Revenue ³	4.1	3.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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Atlanta
Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

	Grade	2000	2001	2002	2003	Annualized Change
Reading						
Atlanta	4	47	70	72	76	9.7
Georgia	4	65	74	79	80	5.0
Atlanta	6	52	65	64	69	5.7
Georgia	6	71	77	80	82	3.7
Atlanta	8	60	72	68	66	2.0
Georgia	8	75	82	80	81	2.0
Math						
Atlanta	4	43	55	56	67	8.0
Georgia	4	62	63	66	74	4.0
Atlanta	6	46	52	50	47	0.0
Georgia	6	66	69	69	70	1.3
Atlanta	8	36	41	46	44	2.7
Georgia	8	54	59	65	67	4.3

Atlanta
Georgia High School Graduation Test (GHS GT)
Percent Passing on First Administration

	Grade	2000	2001	2002	2003	Annualized Change
English Language Arts						
Atlanta	11	89	90	91	91	1.0
Georgia	11	94	94	95	95	0.5
Math						
Atlanta	11	83	84	81	83	-1.0
Georgia	11	90	91	91	92	0.5

Atlanta
Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

Reading	Grade	2000	2001	2002	2003	Change in Gap	Mathematics	Grade	2000	2001	2002	2003	Change in Gap
Atlanta	4						Atlanta	4					
African American		43	67	70	75		African American		38	52	53	65	
Gap		-47	-29	-25	-20	-27	Gap		-54	-42	-40	-28	-26
White		90	96	95	95		White		92	94	93	93	
Gap		-36	-32	-42	-41	5	Gap		-39	-42	-44	-37	-2
Hispanic		54	64	53	54		Hispanic		53	52	49	56	
Georgia	4						Georgia	4					
African American		51	63	71	73		African American		47	48	52	62	
Gap		-25	-20	-17	-15	-10	Gap		-27	-26	-26	-21	-6
White		76	83	88	88		White		74	74	78	83	
Gap		-29	-26	-23	-23	-6	Gap		-25	-25	-24	-19	-6
Hispanic		47	57	65	65		Hispanic		49	49	54	64	
Atlanta	6						Atlanta	6					
African American		50	64	64	78		African American		43	50	47	45	
Gap		-38	-33	-31	-15	-23	Gap		-46	-47	-41	-41	-5
White		88	97	95	93		White		89	97	88	86	
Gap		-31	-32	-28	-32	1	Gap		-38	-36	-29	-39	1
Hispanic		57	65	67	61		Hispanic		51	61	59	47	
Georgia	6						Georgia	6					
African American		57	65	70	75		African American		51	55	55	56	
Gap		-24	-20	-18	-14	-10	Gap		-26	-24	-24	-25	-1
White		81	85	88	89		White		77	79	79	81	
Gap		-26	-24	-21	-20	-6	Gap		-26	-22	-21	-22	-4
Hispanic		55	61	67	69		Hispanic		51	57	58	59	
Atlanta	8						Atlanta	8					
African American		59	72	67	65		African American		33	38	44	41	
Gap		-35	-23	-21	-25	-10	Gap		-51	-43	-41	-43	-8
White		94	95	88	90		White		84	81	85	84	
Gap		-49	-21	-15	-42	-7	Gap		-52	-35	-30	-44	-8
Hispanic		45	74	73	48		Hispanic		32	46	55	40	
Georgia	8						Georgia	8					
African American		62	74	72	73		African American		36	42	52	52	
Gap		-21	-15	-16	-15	-6	Gap		-28	-28	-25	-18	-10
White		83	89	88	88		White		64	70	77	70	
Gap		-24	-22	-21	-23	-1	Gap		-26	-27	-23	-16	-10
Hispanic		59	67	67	65		Hispanic		38	43	54	54	

Atlanta
Georgia High School Graduation Tests (GHSGT)
Percent Passing on First Administration

	Grade	2000	2001	2002	2003	Change in Gap		Grade	2000	2001	2002	2003	Change in Gap
English/Language Arts							Mathematics						
Atlanta	11						Atlanta	11					
African American		88	89	91	92		African American		82	83	79	82	
Gap		-8	-7	-2	-8	0	Gap		-15	-15	-11	-17	2
White		96	96	93	100		White		97	98	90	99	
Gap		-21	-22	-29	-20	-1	Gap		-7	-23	-3	-17	10
Hispanic		75	74	64	80		Hispanic		90	75	87	82	
Georgia	11						Georgia	11					
African American		88	90	93	82		African American		81	82	84	84	
Gap		-9	-8	-5	-15	6	Gap		-15	-14	-12	-12	-3
White		97	98	98	97		White		96	96	96	96	
Gap		-16	-17	-15	-13	-3	Gap		-11	-11	-10	-11	0
Hispanic		81	81	83	84		Hispanic		85	85	86	85	

Atlanta
Georgia Criterion-Referenced Competency Tests (CRCT)
Limited English Proficient Students
Percent Meeting/Exceeding Standard

Reading	Grade	2000	2001	2002	2003	Annualized Change
Atlanta	4	32	44	43	57	8.3
Georgia	4	22	29	56	47	8.3
Atlanta	6	50	55	39	58	2.7
Georgia	6	28	34	53	52	8.0
Atlanta	8	30	20	43	45	5.0
Georgia	8	28	40	54	46	6.0

Math

Atlanta	4	27	41	40	60	11.0
Georgia	4	31	26	47	50	6.3
Atlanta	6	56	49	30	46	-3.3
Georgia	6	36	39	49	46	3.3
Atlanta	8	26	20	43	49	7.7
Georgia	8	24	28	45	44	6.7

Georgia High School Graduation Tests (GHSGT)
Limited English Proficient Students
Percent Passing on First Administration

	Grade	2000	2001	2002	2003	Annualized Change
English/Language Arts						
Atlanta	11	60	39	47	83	-6.5
Georgia	11	50	49	69	67	9.5
Mathematics						
Atlanta	11	79	73	71	79	-4.0
Georgia	11	72	74	81	75	4.5

Atlanta
Georgia Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

Reading	Grade	2000	2001	2002	2003	Change in Gap	Mathematics	Grade	2000	2001	2002	2003	Change in Gap
Atlanta	4						Atlanta	4					
Students with Disabilities		21	23	38	47		Students with Disabilities		11	15	26	36	
Gap		-27	-49	-36	-31	4	Gap		-33	-43	-34	-34	1
Students without Disabilities		48	72	74	78		Students without Disabilities		44	58	60	70	
Georgia	4						Georgia	4					
Students with Disabilities		29	35	49	51		Students with Disabilities		27	24	35	42	
Gap		-40	-43	-35	-33	-7	Gap		-38	-43	-36	-36	-2
Students without Disabilities		69	78	84	84		Students without Disabilities		65	67	71	78	
Atlanta	6						Atlanta	6					
Students with Disabilities		20	26	22	28		Students with Disabilities		18	16	15	13	
Gap		-34	-41	-47	-46	12	Gap		-30	-38	-38	-37	7
Students without Disabilities		54	67	69	74		Students without Disabilities		48	54	53	50	
Georgia	6						Georgia	6					
Students with Disabilities		30	34	43	48		Students with Disabilities		24	24	29	31	
Gap		-45	-47	-42	-39	-6	Gap		-47	-50	-45	-44	-3
Students without Disabilities		75	81	85	87		Students without Disabilities		71	74	74	75	
Atlanta	8						Atlanta	8					
Students with Disabilities		18	25	22	23		Students with Disabilities		4	11	10	9	
Gap		-44	-51	-50	-48	4	Gap		-33	-33	-40	-39	6
Students without Disabilities		62	76	72	71		Students without Disabilities		37	44	50	48	
Georgia	8						Georgia	8					
Students with Disabilities		32	41	40	43		Students with Disabilities		13	15	23	23	
Gap		-47	-46	-46	-43	-4	Gap		-45	-48	-49	-49	4
Students without Disabilities		79	87	86	86		Students without Disabilities		58	63	72	72	

Georgia High School Graduation Tests (GHS GT)
Percent Passing on First Administration

English/Language Arts

Atlanta	11					
Students with Disabilities		37	51	49	68	
Gap		-53	-40	-43	-25	-28
Students without Disabilities		90	91	92	93	
Georgia	11					
Students with Disabilities		68	68	74	74	
Gap		-27	-27	-23	-23	-4
Students without Disabilities		95	95	97	97	

Mathematics

Atlanta	11					
Students with Disabilities		27	48	26	44	
Gap		-58	-38	-57	-41	-17
Students without Disabilities		85	86	83	85	
Georgia	11					
Students with Disabilities		55	57	60	60	
Gap		-37	-35	-33	-33	-4
Students without Disabilities		92	92	93	93	

DISTRICT AUSTIN
STATE TEXAS

STATE READING AND MATH ASSESSMENTS				
State Assessment	Texas Assessment of Knowledge & Skills (TAKS)		First Year Reported	2003
Grades Tested	3-11	How Reported	Performance Level	
DEMOGRAPHICS ¹	AUSTIN		TEXAS	
	1995-96	2001-02	1995-96	2001-02
Number of Students	74,772*	77,684	3,740,260*	4,163,447
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.8*	50.2	NA	50.5*
Percent of Students with IEPs	11.4	11.9	11.5*	11.9
Percent English Language Learners	13.8*	20.1	12.8*	14.5
Percent African American	18.3	15.0	14.3	14.4
Percent Hispanic	40.3	49.6	36.7	41.7
Percent White	38.9	32.5	46.4	40.9
Percent Other	2.5	2.9	2.6	3.1
Number of FTE Teachers	4,537	5,304	240,371	282,846
Student-Teacher Ratio	16.4	14.8	15.6	14.8
Number of Schools	103	111	6,638	7,761
Current Expenditures Per Pupil ²	\$4,830	\$6,314	\$5,016	\$6,288
Austin as a Percentage of Texas' Public Schools			1995-96	2001-02
Percent of Students			2.0	1.9
Percent of FRPL			2.1	1.9
Percent of IEPs			2.0	1.9
Percent of ELLs			2.1	2.6
Percent of Schools			1.6	1.4
Percent of Teachers			1.9	1.9
Percent of State Revenue ³			1.4	0.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Austin
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Austin	3	NA	89.8	NA	Austin	3	NA	88.3	NA
Texas	3	NA	89.6	NA	Texas	3	NA	90.8	NA
Austin	4	NA	85.2	NA	Austin	4	NA	85.1	NA
Texas	4	NA	85.9	NA	Texas	4	NA	88.0	NA
Austin	5	NA	77.6	NA	Austin	5	NA	85.2	NA
Texas	5	NA	80.0	NA	Texas	5	NA	86.3	NA
Austin	6	NA	83.0	NA	Austin	6	NA	74.1	NA
Texas	6	NA	86.2	NA	Texas	6	NA	79.3	NA
Austin	7	NA	82.2	NA	Austin	7	NA	67.4	NA
Texas	7	NA	88.0	NA	Texas	7	NA	73.4	NA
Austin	8	NA	82.9	NA	Austin	8	NA	65.1	NA
Texas	8	NA	88.7	NA	Texas	8	NA	73.2	NA
Austin	9	NA	75.1	NA	Austin	9	NA	60.0	NA
Texas	9	NA	82.4	NA	Texas	9	NA	65.1	NA
English Language Arts									
Austin	10	NA	67.7	NA	Austin	10	NA	69.7	NA
Texas	10	NA	72.8	NA	Texas	10	NA	74.2	NA
Austin	11	NA	59.9	NA	Austin	11	NA	66.9	NA
Texas	11	NA	69.8	NA	Texas	11	NA	68.5	NA

**Austin
Texas Assessment of Knowledge and Skills (TAKS)
Percent Passing**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Austin	4				Austin	4			
African American		NA	67.7	NA	African American		NA	64.8	NA
Gap		NA	-29.3	NA	Gap		NA	-32.1	NA
White		NA	97.0	NA	White		NA	96.9	NA
Gap		NA	-16.2	NA	Gap		NA	-15.4	NA
Hispanic		NA	80.8	NA	Hispanic		NA	81.5	NA
Texas	4				Texas	4			
African American		NA	76.8		African American		NA	78.6	
Gap		NA	-16.6	NA	Gap		NA	-16.1	NA
White		NA	93.4		White		NA	94.7	
Gap		NA	-12.6	NA	Gap		NA	-10.8	NA
Hispanic		NA	80.8		Hispanic		NA	83.9	
Austin	8				Austin	8			
African American		NA	73.5		African American		NA	45.1	
Gap		NA	-22.7	NA	Gap		NA	-41.9	NA
White		NA	96.2		White		NA	87.0	
Gap		NA	-22.1	NA	Gap		NA	-34.9	NA
Hispanic		NA	74.1		Hispanic		NA	52.1	
Texas	8				Texas	8			
African American		NA	82.5		African American		NA	58.2	
Gap		NA	-12.0	NA	Gap		NA	-26.7	NA
White		NA	94.5		White		NA	84.9	
Gap		NA	-10.9	NA	Gap		NA	-21.4	NA
Hispanic		NA	83.6		Hispanic		NA	63.5	
English Language Arts									
Austin	10				Austin	10			
African American		NA	59.1		African American		NA	53.3	
Gap		NA	-23.2	NA	Gap		NA	-34.4	NA
White		NA	82.3		White		NA	87.7	
Gap		NA	-26.9	NA	Gap		NA	-31.6	NA
Hispanic		NA	55.4		Hispanic		NA	56.1	
Texas	10				Texas	10			
African American		NA	64.3		African American		NA	60.4	
Gap		NA	-16.5	NA	Gap		NA	-24.0	NA
White		NA	80.8		White		NA	84.4	
Gap		NA	-16.8	NA	Gap		NA	-20.1	NA
Hispanic		NA	64.0		Hispanic		NA	64.3	

Austin
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Economically Disadvantaged

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Austin	4	NA	75.6	NA	Austin	4	NA	75.5	NA
Texas	4	NA	78.9	NA	Texas	4	NA	82.2	NA
Austin	8	NA	70.1	NA	Austin	8	NA	45.4	NA
Texas	8	NA	82.2	NA	Texas	8	NA	61.2	NA

English Language Arts

Austin	10	NA	51.8	NA	Austin	10	NA	51.3	NA
Texas	10	NA	61.3	NA	Texas	10	NA	62.1	NA

Austin
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Limited English Proficiency

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Austin	4	NA	70.9	NA	Austin	4	NA	75.7	NA
Texas	4	NA	65.0	NA	Texas	4	NA	74.1	NA
Austin	8	NA	29.8	NA	Austin	8	NA	19.3	NA
Texas	8	NA	45.2	NA	Texas	8	NA	32.6	NA

English Language Arts

Austin	10	NA	21.5	NA	Austin	10	NA	36.4	NA
Texas	10	NA	22.8	NA	Texas	10	NA	43.2	NA

Austin
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Special Education

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Austin	4	NA	78.8	NA	Austin	4	NA	76.5	NA
Texas	4	NA	79.4	NA	Texas	4	NA	80.8	NA
Austin	8	NA	72.8	NA	Austin	8	NA	41.5	NA
Texas	8	NA	71.4	NA	Texas	8	NA	46.8	NA

English Language Arts

Austin	10	NA	23.5	NA	Austin	10	NA	34.3	NA
Texas	10	NA	32.6	NA	Texas	10	NA	39.6	NA

DISTRICT BALTIMORE
STATE MARYLAND

STATE READING AND MATH ASSESSMENTS			
State Assessment	Maryland School Assessment (MSA)	First Year Reported	2003
Grades Tested	3, 5, 8, & 10	How Reported	Performance Level

DEMOGRAPHICS ¹	BALTIMORE		MARYLAND	
	1995-96	2001-02	1995-96	2001-02
Number of Students	109,980	97,817	805,544	860,640
Percent Free & Reduced Price Lunch Eligible (FRPL)	70.1*	67.4	NA	29.7
Percent of Students with IEPs	15.9	16.7	12.7	13.0
Percent English Language Learners	0.4*	1.3	NA	3.8
Percent African American	84.3	88.0	35.0	37.2
Percent Hispanic	0.4	0.9	3.3	5.4
Percent White	14.3	10.2	57.5	52.4
Percent Other	1.1	0.9	4.1	4.9
Number of FTE Teachers	6,291	6,303	47,819	53,774
Student-Teacher Ratio	17.5	15.8	16.8	16.1
Number of Schools	180	177	1,276	1,385
Current Expenditures Per Pupil ²	\$6,370	\$7,846	\$6,593	\$7,731
Baltimore as a Percentage of Maryland's Public Schools			1995-96	2001-02
Percent of Students			13.7	11.4
Percent of FRPL			NA	25.8
Percent of IEPs			17.1	14.7
Percent of ELLs			NA	3.9
Percent of Schools			14.1	12.8
Percent of Teachers			13.2	11.7
Percent of State Revenue ³			19.4	19.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Baltimore
Maryland School Assessment (MSA) ⁴
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Baltimore	3	NA	39.1	NA	Baltimore	3	NA	41.9	NA
Maryland	3	NA	58.1	NA	Maryland	3	NA	65.1	NA
Baltimore	5	NA	44.4	NA	Baltimore	5	NA	31.3	NA
Maryland	5	NA	65.7	NA	Maryland	5	NA	55.0	NA
Baltimore	8	NA	32.8	NA	Baltimore	8	NA	11.5	NA
Maryland	8	NA	59.9	NA	Maryland	8	NA	39.7	NA
Baltimore	10	NA	28.6	NA					
Maryland	10	NA	61.4	NA					

⁴ The state does not administer a math assessment at grade 10.

Baltimore
Maryland School Assessment (MSA) by Ethnicity
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Baltimore	3				Baltimore	3			
African American		NA	37.5		African American		NA	39.8	
Gap		NA	-16.2	NA	Gap		NA	-19.6	NA
White		NA	53.7		White		NA	59.4	
Gap		NA	-22.1	NA	Gap		NA	-22.0	NA
Hispanic		NA	31.6		Hispanic		NA	37.4	
Maryland	3				Maryland	3			
African American		NA	41.4		African American		NA	47.0	
Gap		NA	-30.8	NA	Gap		NA	-32.1	NA
White		NA	72.2		White		NA	79.1	
Gap		NA	-33.1	NA	Gap		NA	-26.1	NA
Hispanic		NA	39.1		Hispanic		NA	53.0	
Baltimore	5				Baltimore	5			
African American		NA	42.9		African American		NA	29.8	
Gap		NA	-12.3	NA	Gap		NA	-11.3	NA
White		NA	55.2		White		NA	41.1	
Gap		NA	-3.2	NA	Gap		NA	2.9	NA
Hispanic		NA	52.0		Hispanic		NA	44.0	
Maryland	5				Maryland	5			
African American		NA	48.1		African American		NA	34.9	
Gap		NA	-31.3	NA	Gap		NA	-34.4	NA
White		NA	79.4		White		NA	69.3	
Gap		NA	-27.9	NA	Gap		NA	-25.7	NA
Hispanic		NA	51.5		Hispanic		NA	43.6	
Baltimore	8				Baltimore	8			
African American		NA	31.0		African American		NA	9.7	
Gap		NA	-17.2	NA	Gap		NA	-16.5	NA
White		NA	48.2		White		NA	26.2	
Gap		NA	-23.6	NA	Gap		NA	-13.9	NA
Hispanic		NA	24.6		Hispanic		NA	12.3	
Maryland	8				Maryland	8			
African American		NA	40.2		African American		NA	17.6	
Gap		NA	-34.1	NA	Gap		NA	-36.2	NA
White		NA	74.3		White		NA	53.8	
Gap		NA	-29.7	NA	Gap		NA	-27.0	NA
Hispanic		NA	44.6		Hispanic		NA	26.8	

Baltimore
Maryland School Assessment (MSA)
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Baltimore	3				Baltimore	3			
FRPL		NA	36.4		FRPL		NA	39.0	
Gap		NA	-14.1	NA	Gap		NA	-14.9	NA
Non-FRPL		NA	50.5		Non-FRPL		NA	53.9	
Maryland	3				Maryland	3			
FRPL		NA	37.0		FRPL		NA	45.2	
Gap		NA	-34.0	NA	Gap		NA	-32.0	NA
Non-FRPL		NA	71.0		Non-FRPL		NA	77.2	
Baltimore	5				Baltimore	5			
FRPL		NA	42.0		FRPL		NA	28.8	
Gap		NA	-11.8	NA	Gap		NA	-12.0	NA
Non-FRPL		NA	53.8		Non-FRPL		NA	40.8	
Maryland	5				Maryland	5			
FRPL		NA	44.9		FRPL		NA	33.3	
Gap		NA	-32.8	NA	Gap		NA	-34.3	NA
Non-FRPL		NA	77.7		Non-FRPL		NA	67.6	
Baltimore	8				Baltimore	8			
FRPL		NA	29.1		FRPL		NA	9.2	
Gap		NA	-12.3	NA	Gap		NA	-8.0	NA
Non-FRPL		NA	41.4		Non-FRPL		NA	17.2	
Maryland	8				Maryland	8			
FRPL		NA	35.5		FRPL		NA	15.8	
Gap		NA	-34.9	NA	Gap		NA	-34.0	NA
Non-FRPL		NA	70.4		Non-FRPL		NA	49.8	

**Baltimore
Maryland School Assessment (MSA)
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Baltimore	3				Baltimore	3			
LEP		NA	9.7		LEP		NA	35.9	
Gap		NA	-29.8	NA	Gap		NA	-6.1	NA
Non-LEP		NA	39.5		Non-LEP		NA	42.0	
Maryland	3				Maryland	3			
LEP		NA	17.7		LEP		NA	38.2	
Gap		NA	-42.1	NA	Gap		NA	-28.1	NA
Non-LEP		NA	59.8		Non-LEP		NA	66.3	
Baltimore	5				Baltimore	5			
LEP		NA	23.5		LEP		NA	20.6	
Gap		NA	-21.2	NA	Gap		NA	-10.8	NA
Non-LEP		NA	44.7		Non-LEP		NA	31.4	
Maryland	5				Maryland	5			
LEP		NA	23.8		LEP		NA	29.2	
Gap		NA	-42.9	NA	Gap		NA	-26.5	NA
Non-LEP		NA	66.7		Non-LEP		NA	55.7	
Baltimore	8				Baltimore	8			
LEP		NA	7.7		LEP		NA	5.8	
Gap		NA	-25.3	NA	Gap		NA	-5.8	NA
Non-LEP		NA	33.0		Non-LEP		NA	11.6	
Maryland	8				Maryland	8			
LEP		NA	12.5		LEP		NA	20.1	
Gap		NA	-48.4	NA	Gap		NA	-19.9	NA
Non-LEP		NA	60.9		Non-LEP		NA	40.0	

Baltimore
Maryland School Assessment (MSA)
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Baltimore	3				Baltimore	3			
Special Education		NA	15.3		Special Education		NA	18.5	
Gap		NA	-27.5	NA	Gap		NA	-27.0	NA
Regular Education		NA	42.8		Regular Education		NA	45.5	
Maryland	3				Maryland	3			
Special Education		NA	25.0		Special Education		NA	37.1	
Gap		NA	-37.4	NA	Gap		NA	-31.6	NA
Regular Education		NA	62.4		Regular Education		NA	68.7	
Baltimore	5				Baltimore	5			
Special Education		NA	17.7		Special Education		NA	11.0	
Gap		NA	-32.3	NA	Gap		NA	-24.5	NA
Regular Education		NA	50.0		Regular Education		NA	35.5	
Maryland	5				Maryland	5			
Special Education		NA	35.2		Special Education		NA	23.3	
Gap		NA	-35.0	NA	Gap		NA	-36.5	NA
Regular Education		NA	70.2		Regular Education		NA	59.8	
Baltimore	8				Baltimore	8			
Special Education		NA	4.6		Special Education		NA	0.5	
Gap		NA	-34.3	NA	Gap		NA	-13.4	NA
Regular Education		NA	38.9		Regular Education		NA	13.9	
Maryland	8				Maryland	8			
Special Education		NA	20.1		Special Education		NA	8.3	
Gap		NA	-45.6	NA	Gap		NA	-35.9	NA
Regular Education		NA	65.7		Regular Education		NA	44.2	

DISTRICT BIRMINGHAM
STATE ALABAMA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Stanford Achievement Test, Tenth Edition (SAT/10)	First Year Reported	2003
Grades Tested	3-8, 11	How Reported	National Percentiles

DEMOGRAPHICS ¹	BIRMINGHAM		ALABAMA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	41,824	37,154	746,149	737,294
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.7	NA	48.0
Percent of Students with IEPs	10.1	14.0	13.1	13.0
Percent English Language Learners	NA	0.6	NA	1.0
Percent African American	93.6	96.4	36.0	35.9
Percent Hispanic	0.2	0.8	0.5	1.5
Percent White	5.9	2.5	62.1	59.5
Percent Other	0.4	0.4	1.3	1.5
Number of FTE Teachers	2,578	2,307	44,056	46,796
Student-Teacher Ratio	16.2	16.2	16.9	15.8
Number of Schools	92	92	1,319	1,526
Current Expenditures Per Pupil ²	\$4,693	\$6,392	\$4,343	\$5,638
Birmingham as a Percentage of Alabama's Public Schools			1995-96	2001-02
Percent of Students			5.6	5.0
Percent of FRPL			NA	8.0
Percent of IEPs			4.3	5.4
Percent of ELLs			NA	3.1
Percent of Schools			7.0	6.0
Percent of Teachers			5.9	4.9
Percent of State Revenue ³			5.1	5.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Birmingham
SAT/10
National Percentiles

	Grade	2002	2003	Change		Grade	2002	2003	Change
Reading					Math				
Birmingham	3	NA	26	NA	Birmingham	3	NA	34	NA
Alabama	3	NA	44	NA	Alabama	3	NA	47	NA
Birmingham	4	NA	39	NA	Birmingham	4	NA	40	NA
Alabama	4	NA	55	NA	Alabama	4	NA	54	NA
Birmingham	5	NA	38	NA	Birmingham	5	NA	35	NA
Alabama	5	NA	53	NA	Alabama	5	NA	46	NA
Birmingham	6	NA	29	NA	Birmingham	6	NA	28	NA
Alabama	6	NA	47	NA	Alabama	6	NA	46	NA
Birmingham	7	NA	37	NA	Birmingham	7	NA	30	NA
Alabama	7	NA	54	NA	Alabama	7	NA	49	NA
Birmingham	8	NA	37	NA	Birmingham	8	NA	32	NA
Alabama	8	NA	51	NA	Alabama	8	NA	51	NA

Birmingham
Alabama High School Graduation Exam
Percent Passing

	Grade	2000	2001	2002	2003	Annualized Change
Reading						
Birmingham	11	75	80	79	83	2.7
Alabama	11	83	88	86	88	1.7
Math						
Birmingham	11	NA	64	65	65	0.6
Alabama	11	NA	83	79	79	-2.0

Birmingham
SAT-10
National Percentiles

Reading				Mathematics					
	Grade	2002	2003	Change in Gap		Grade	2002	2003	Change in Gap
Birmingham				Birmingham					
	4					4			
African American		NA	39		African American		NA	40	
Gap		NA	-27	NA	Gap		NA	-24	NA
White		NA	66		White		NA	64	
Gap		NA	-43	NA	Gap		NA	-37	NA
Hispanic		NA	23		Hispanic		NA	27	
Alabama				Alabama					
	4					4			
African American		NA	37		African American		NA	39	
Gap		NA	-29	NA	Gap		NA	-24	NA
White		NA	66		White		NA	63	
Gap		NA	-30	NA	Gap		NA	-22	NA
Hispanic		NA	36		Hispanic		NA	41	
Birmingham				Birmingham					
	8					8			
African American		NA	35		African American		NA	31	
Gap		NA	-48	NA	Gap		NA	-43	NA
White		NA	83		White		NA	74	
Gap		NA	-68	NA	Gap		NA	-47	NA
Hispanic		NA	15		Hispanic		NA	27	
Alabama				Alabama					
	8					8			
African American		NA	34		African American		NA	35	
Gap		NA	-27	NA	Gap		NA	-25	NA
White		NA	61		White		NA	60	
Gap		NA	-29	NA	Gap		NA	-21	NA
Hispanic		NA	32		Hispanic		NA	39	

Birmingham
SAT/10
National Percentiles

Reading	Grade	2002	2003	Gap	Mathematics	Grade	2002	2003	Gap
Birmingham	4				Birmingham	4			
FRPL		NA	36		FRPL		NA	39	
Gap		NA	-12	NA	Gap		NA	-7	NA
Non-FRPL		NA	48		Non-FRPL		NA	46	
Alabama	4				Alabama	4			
FRPL		NA	41		FRPL		NA	42	
Gap		NA	-30	NA	Gap		NA	-25	NA
Non-FRPL		NA	71		Non-FRPL		NA	67	
Birmingham	8				Birmingham	8			
FRPL		NA	34		FRPL		NA	30	
Gap		NA	-7	NA	Gap		NA	-4	NA
Non-FRPL		NA	41		Non-FRPL		NA	34	
Alabama	8				Alabama	8			
FRPL		NA	37		FRPL		NA	37	
Gap		NA	-27	NA	Gap		NA	-26	NA
Non-FRPL		NA	64		Non-FRPL		NA	63	

Birmingham
SAT/10
National Percentile

Reading	Grade	2002	2003	Gap	Mathematics	Grade	2002	2003	Gap
Birmingham	4				Birmingham	4			
LEP		NA	23		LEP		NA	30	
Gap		NA	-17	NA	Gap		NA	-11	NA
Non-LEP		NA	40		Non-LEP		NA	41	
Alabama	4				Alabama	4			
LEP		NA	26		LEP		NA	36	
Gap		NA	-30	NA	Gap		NA	-18	NA
Non-LEP		NA	56		Non-LEP		NA	54	
Birmingham	8				Birmingham	8			
LEP		NA	9		LEP		NA	21	
Gap		NA	-28	NA	Gap		NA	-11	NA
Non-LEP		NA	37		Non-LEP		NA	32	
Alabama	8				Alabama	8			
LEP		NA	16		LEP		NA	33	
Gap		NA	-35	NA	Gap		NA	-18	NA
Non-LEP		NA	51		Non-LEP		NA	51	

DISTRICT BOSTON
STATE MASSACHUSETTS

STATE READING AND MATH ASSESSMENTS			
State Assessment	Massachusetts Comprehensive Assessment System (MCAS)	First Year Reported	1998
Grades Tested	3-4, 6-8, &10	How Reported	Performance Level

DEMOGRAPHICS ¹	BOSTON		MASSACHUSETTS	
	1995-96	2001-02	1995-96	2000-01
Number of Students	63,293*	62,141	915,007	973,140
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	70.6	NA	25.3
Percent of Students with IEPs	20.7	20.4	17.0	15.4
Percent English Language Learners	NA	21.0	NA	4.7
Percent African American	47.9	47.5	8.2	8.6
Percent Hispanic	24.6	28.4	9.3	10.8
Percent White	17.8	14.7	78.5	75.7
Percent Other	9.6	9.4	4.0	4.9
Number of FTE Teachers	4,080	5,466	62,710	68,942
Student-Teacher Ratio	15.5	N/A	14.6	N/A
Number of Schools	123	134	1,850	1,908
Current Expenditures Per Pupil ²	\$9,126	\$11,503	\$7,033	\$8,761
Boston as a Percentage of Massachusetts' Public Schools			1995-96	2001-02
Percent of Students			6.9	6.4
Percent of FRPL			NA	17.8
Percent of IEPs			4.7	8.4
Percent of ELLs			NA	28.3
Percent of Schools			6.6	7.0
Percent of Teachers			8.5	7.9
Percent of State Revenue ³			7.1	7.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Boston
Massachusetts Comprehensive Assessment System (MCAS) Tests
Percent Scoring Proficient/Above

	Grade	1998	1999	2000	2001	2002	2003	Annualized Change
English Language Arts								
Boston	3	NA	NA	NA	30	35	NA	NA
Massachusetts	3	NA	NA	NA	62	67	NA	NA
Boston	4	4	5	6	24	24	27	4.6
Massachusetts	4	20	21	20	51	54	56	7.2
Boston	7	NA	NA	NA	33	40	42	4.5
Massachusetts	7	NA	NA	NA	55	64	66	5.5
Boston	8	30	34	36	41	NA	NA	NA
Massachusetts	8	55	56	62	67	NA	NA	NA
Boston	10	18	19	22	31	34	36	3.6
Massachusetts	10	38	34	36	51	59	61	4.6
Math								
Boston	4	8	15	14	14	15	16	1.6
Massachusetts	4	34	36	40	34	39	40	1.2
Boston	6	NA	NA	NA	14	16	20	3.0
Massachusetts	6	NA	NA	NA	36	41	42	3.0
Boston	8	14	17	15	20	19	21	1.4
Massachusetts	8	31	28	34	34	34	37	1.2
Boston	10	13	15	22	28	24	37	4.8
Massachusetts	10	24	24	33	45	44	51	5.4

* 2000 grade 4 ELA results are reported using newly-established performance standards.

DISTRICT BROWARD COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Florida Comprehensive Achievement Test (FCAT)	First Year Reported	1999
Grades Tested	3-10	How Reported	Performance Level

DEMOGRAPHICS ¹	BROWARD COUNTY		FLORIDA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	207,345*	262,055	2,176,222	2,500,478
Percent Free & Reduced Price Lunch Eligible (FRPL)	31.6*	38.1	NA	44.6
Percent of Students with IEPs	10.8	11.3	13.4	15.1
Percent English Language Learners	NA	11.6	NA	8.2
Percent African American	34.8*	36.4	25.3	24.9
Percent Hispanic	13.3*	21.2	15.3	20.4
Percent White	49.1*	39.3	57.5	52.5
Percent Other	2.8	3.2	2.0	2.2
Number of FTE Teachers	11,341*	12,763	114,938	134,684
Student-Teacher Ratio	18.3*	19.7	18.9	18.1
Number of Schools	187*	244	2,760	3,419
Current Expenditures Per Pupil ²	\$5,178	\$5,630	\$5,275	\$5,831
Broward as a Percentage of Florida's Public Schools			1995-96	2001-02
Percent of Students			9.5	10.5
Percent of FRPL			NA	9.0
Percent of IEPs			7.7	7.9
Percent of ELLs			NA	14.8
Percent of Schools			6.8	7.1
Percent of Teachers			9.9	9.5
Percent of State Revenue ³			10.6	10.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Broward County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999	2000	2001	2002	2003	Annualized Change
Broward	3	NA	NA	NA	62	63	1.0
Florida	3	NA	NA	NA	60	63	3.0
Broward	4	49	51	54	59	61	3.0
Florida	4	48	52	53	55	60	3.0
Broward	5	NA	NA	NA	54	56	2.0
Florida	5	NA	NA	NA	53	58	5.0
Broward	6	NA	NA	NA	56	57	1.0
Florida	6	NA	NA	NA	51	53	2.0
Broward	7	NA	NA	NA	52	55	3.0
Florida	7	NA	NA	NA	50	52	2.0
Broward	8	46	43	44	47	51	1.3
Florida	8	44	39	43	45	49	1.3
Broward	9	NA	NA	NA	29	31	2.0
Florida	9	NA	NA	NA	29	31	2.0
Broward	10	26	27	37	35	35	2.3
Florida	10	30	29	37	36	36	1.5

**Broward County
 Florida Comprehensive Assessment Test (FCAT)
 Percent Scoring Level 3 & Above**

Mathematics	Grade	1999	2000	2001	2002	2003	Annualized Change
Broward	3	NA	NA	NA	66	66	0.0
Florida	3	NA	NA	NA	59	63	4.0
Broward	4	NA	NA	NA	56	59	3.0
Florida	4	NA	NA	NA	51	54	3.0
Broward	5	40	46	52	55	55	3.8
Florida	5	35	46	48	48	52	4.3
Broward	6	NA	NA	NA	51	51	0.0
Florida	6	NA	NA	NA	43	47	4.0
Broward	7	NA	NA	NA	53	53	0.0
Florida	7	NA	NA	NA	47	47	0.0
Broward	8	47	52	58	55	59	3.0
Florida	8	44	51	55	53	56	3.0
Broward	9	NA	NA	NA	48	52	4.0
Florida	9	NA	NA	NA	47	51	4.0
Broward	10	44	49	60	62	61	4.3
Florida	10	47	51	59	60	60	3.3

Broward County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Broward	4							
African American		25	29	32	39	44	44	
Gap		-42	-36	-35	-30	-27	-32	-10
White		67	65	67	69	71	76	
Gap		-22	-20	-23	-18	-17	-16	-6
Hispanic		45	45	44	51	54	60	
Florida	4							
African American		23	26	32	31	36	41	
Gap		-42	-41	-39	-35	-31	-32	-10
White		65	67	71	66	67	73	
Gap		-27	-26	-23	-23	-21	-22	-5
Hispanic		38	41	48	43	46	51	
Broward	8							
African American		22	24	22	24	29	34	
Gap		-36	-40	-38	-37	-35	-34	-2
White		58	64	60	61	64	68	
Gap		-21	-24	-23	-23	-19	-20	-1
Hispanic		37	40	37	38	45	48	
Florida	8							
African American		21	24	20	21	24	27	
Gap		-34	-37	-38	-35	-34	-35	1
White		55	61	58	56	58	62	
Gap		-22	-24	-23	-25	-23	-24	2
Hispanic		33	37	35	31	35	38	
Broward	10							
African American		13	12	14	18	19	17	
Gap		-24	-28	-26	-34	-29	-34	10
White		37	40	40	52	48	51	
Gap		-18	-18	-19	-21	-19	-22	4
Hispanic		19	22	21	31	29	29	
Florida	10							
African American		12	13	13	15	14	15	
Gap		-26	-29	-27	-34	-33	-32	6
White		38	42	40	49	47	47	
Gap		-18	-19	-18	-24	-23	-23	5
Hispanic		20	23	22	25	24	24	

**Broward County
FCAT-Math
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Broward	5							
African American		12	19	28	34	36	37	
Gap		-37	-37	-34	-34	-34	-34	-3
White		49	56	62	68	70	71	
Gap		-21	-18	-19	-19	-16	-16	-5
Hispanic		28	38	43	49	54	55	
Florida	5							
African American		10	15	26	25	27	30	
Gap		-34	-36	-37	-34	-33	-33	-1
White		44	51	63	59	60	63	
Gap		-22	-22	-19	-19	-17	-18	-4
Hispanic		22	29	44	40	43	45	
Broward	8							
African American		20	21	29	35	34	41	
Gap		-45	-45	-42	-41	-39	-35	-10
White		65	66	71	76	73	76	
Gap		-23	-24	-24	-20	-19	-18	-5
Hispanic		42	42	47	56	54	58	
Florida	8							
African American		19	21	30	30	28	31	
Gap		-40	-43	-41	-38	-39	-39	-1
White		59	64	71	68	67	70	
Gap		-25	-26	-24	-24	-25	-23	-2
Hispanic		34	38	47	44	42	47	
Broward	10							
African American		17	22	25	37	40	39	
Gap		-39	-38	-42	-40	-38	-40	1
White		56	60	67	77	78	79	
Gap		-23	-22	-21	-20	-18	-17	-6
Hispanic		33	38	46	57	60	62	
Florida	10							
African American		15	22	26	32	32	33	
Gap		-39	-41	-44	-40	-41	-42	3
White		54	63	70	72	73	75	
Gap		-24	-25	-26	-24	-25	-23	-1
Hispanic		30	38	44	48	48	52	

**Broward County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Broward	4				Broward	5			
FRPL		45	46		FRPL		40	41	
Gap		-25	-29	4	Gap		-28	-28	0
Non-FRPL		70	75		Non-FRPL		68	69	
Florida	4				Florida	5			
FRPL		43	48		FRPL		35	38	
Gap		-29	-29	0	Gap		-29	-30	1
Non-FRPL		72	77		Non-FRPL		64	68	
Broward	8				Broward	8			
FRPL		31	34		FRPL		36	43	
Gap		-29	-30	1	Gap		-32	-29	-3
Non-FRPL		60	64		Non-FRPL		68	72	
Florida	8				Florida	8			
FRPL		30	33		FRPL		36	40	
Gap		-28	-30	2	Gap		-31	-31	0
Non-FRPL		58	63		Non-FRPL		67	71	
Broward	10				Broward	10			
FRPL		18	19		FRPL		47	47	
Gap		-22	-22	0	Gap		-20	-22	2
Non-FRPL		40	41		Non-FRPL		67	69	
Florida	10				Florida	10			
FRPL		17	20		FRPL		41	45	
Gap		-25	-24	-1	Gap		-26	-25	-1
Non-FRPL		42	44		Non-FRPL		67	70	

**Broward County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above - Limited English Proficient ⁴**

Reading	Grade	2002	2003	Annualized Change	Mathematics	Grade	2002	2003	Annualized Change
Broward	4	NA	36	NA	Broward	5	NA	35	NA
Florida	4	NA	22	NA	Florida	5	NA	23	NA
Broward	8	NA	19	NA	Broward	8	NA	37	NA
Florida	8	NA	9	NA	Florida	8	NA	24	NA
Broward	10	NA	8	NA	Broward	10	NA	48	NA
Florida	10	NA	4	NA	Florida	10	NA	32	NA

**Broward County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Broward	4				Broward	5			
Special Education		28	30		Special Education		26	24	
Gap		-34	-35	1	Gap		-33	-35	2
Regular Education		62	65		Regular Education		59	59	
Florida	4				Florida	5			
Special Education		24	28		Special Education		19	21	
Gap		-37	-39	2	Gap		-35	-36	1
Regular Education		61	67		Regular Education		54	57	
Broward	8				Broward	8			
Special Education		14	18		Special Education		19	22	
Gap		-38	-37	-1	Gap		-40	-42	2
Regular Education		52	55		Regular Education		59	64	
Florida	8				Florida	8			
Special Education		13	15		Special Education		18	18	
Gap		-37	-39	2	Gap		-41	-44	3
Regular Education		50	54		Regular Education		59	62	
Broward	10				Broward	10			
Special Education		11	13		Special Education		28	29	
Gap		-26	-24	-2	Gap		-36	-36	0
Regular Education		37	37		Regular Education		64	65	
Florida	10				Florida	10			
Special Education		10	10		Special Education		25	26	
Gap		-28	-30	2	Gap		-39	-40	1
Regular Education		38	40		Regular Education		64	66	

⁴ The definition of LEP students tested changes from 2002 to 2003.

DISTRICT BUFFALO
 STATE NEW YORK

STATE READING AND MATH ASSESSMENTS			
State Assessment	New York State Assessment Program	First Year Reported	1999
Grades Tested	4 & 8	How Reported	Performance Level

DEMOGRAPHICS ¹	BUFFALO		NEW YORK	
	1995-96	2001-02	1995-96	2001-02
Number of Students	47,998*	44,849	2,813,230	2,872,132
Percent Free & Reduced Price Lunch Eligible (FRPL)	76.5*	74.3	NA	43.2
Percent of Students with IEPs	15.1*	20.4	12.9	14.8
Percent English Language Learners	6.7*	5.7	NA	6.7
Percent African American	53.1	58.1	20.2	19.9
Percent Hispanic	10.1*	11.7	17.4	18.6
Percent White	34.3*	27.5	56.9	54.8
Percent Other	2.5	2.6	5.4	6.6
Number of FTE Teachers	3,820*	3,511	181,559	209,128
Student-Teacher Ratio	12.5*	13.1	15.5	14.9
Number of Schools	76	76	4,149	4,296
Current Expenditures Per Pupil ²	\$8,724	\$11,067	\$8,361	\$9,846

Buffalo as a Percentage of New York's Public Schools	1995-96	2001-02
Percent of Students	1.7	1.6
Percent of FRPL	NA	2.7
Percent of IEPs	1.9	2.2
Percent of ELLs	NA	1.3
Percent of Schools	1.8	1.8
Percent of Teachers	2.1	1.7
Percent of State Revenue ³	2.7	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Buffalo
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999*	2000*	2001*	2002*	2003	Annualized Change
English Language Arts							
Buffalo	4	29.2	32.7	37.7	34.1	33.9	1.2
New York State	4	48.1	58.7	60.0	61.5	64.3	4.1
Buffalo	8	31.3	22.7	23.3	19.8	22.0	-2.3
New York State	8	48.1	44.9	44.9	44.3	45.3	-0.7
Math							
Buffalo	4	53.9	42.5	50.1	44.9	57.6	0.9
New York State	4	66.7	65.0	69.1	67.6	78.1	2.9
Buffalo	8	22.3	19.5	16.0	25.5	30.9	2.2
New York State	8	37.9	40.3	39.4	47.7	51.0	3.3

DISTRICT CHARLOTTE-MECKLENBURG
 STATE NORTH CAROLINA

STATE READING AND MATH ASSESSMENTS			
State Assessment	North Carolina End-of-Grade Tests	First Year Reported	1998
Grades Tested	3-8	How Reported	Percent At/Above Grade Level

DEMOGRAPHICS ¹	CHARLOTTE-MECKLENBURG		NORTH CAROLINA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	87,597*	106,312	1,156,885*	1,315,363
Percent Free & Reduced Price Lunch Eligible (FRPL)	34.1*	36.5	NA	38.4
Percent of Students with IEPs	9.8*	12.0	12.6	14.2
Percent English Language Learners	1.8*	5.7	NA	4.0
Percent African American	40.5*	43.6	30.7	31.3
Percent Hispanic	2.1*	6.8	1.9	5.2
Percent White	53.3*	44.7	64.6	60.0
Percent Other	4.1*	4.9	2.8	3.4
Number of FTE Teachers	5,201*	6,927	73,201	85,684
Student-Teacher Ratio	16.8*	16.4	15.8	14.9
Number of Schools	126	137	1,985	2,234
Current Expenditures Per Pupil ²	\$5,093	\$6,617	\$4,719	\$6,045
Charlotte-Mecklenburg as a Percentage of North Carolina's Public Schools			1995-96	2001-02
Percent of Students			7.6	8.1
Percent of FRPL			NA	7.7
Percent of IEPs			5.8	6.9
Percent of ELLs			NA	11.5
Percent of Schools			6.8	6.1
Percent of Teachers			7.3	8.1
Percent of State Revenue ³			7.1	7.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Charlotte-Mecklenburg
NC End-of-Grade Test
Percent At/Above Grade Level**

	Grade	1998	1999	2000	2001	2002	2003	Annualized Change
Reading								
Charlotte	3	70.2	72.3	72.4	75.1	78.2	81.6	2.3
North Carolina	3	71.6	73.6	74.4	76.4	79.8	82.6	2.2
Charlotte	4	67.8	68.3	69.4	71.5	73.9	82.9	3.0
North Carolina	4	70.9	71.4	72.1	74.6	77.1	83.7	2.6
Charlotte	5	70.5	71.8	75.4	82.1	81.4	86.6	3.2
North Carolina	5	75.2	75.8	79.1	82.7	84.5	88.7	2.7
Charlotte	6	64.9	65.9	63.7	65.8	70.8	76.9	2.4
North Carolina	6	70.0	72.4	69.5	70.6	74.1	81.5	2.3
Charlotte	7	65.0	71.0	68.6	70.5	72.6	81.9	3.4
North Carolina	7	71.2	76.6	75.1	75.3	76.5	85.3	2.8
Charlotte	8	74.3	74.9	77.2	78.4	81.2	83.8	1.9
North Carolina	8	79.5	79.9	82.0	83.3	85.1	87.7	1.6
Math								
Charlotte	3	64.1	67.5	68.5	71.5	75.5	88.0	4.8
North Carolina	3	68.2	70.0	71.8	73.6	77.3	88.8	4.1
Charlotte	4	74.8	77.2	80.2	83.7	87.8	94.7	4.0
North Carolina	4	79.3	82.6	84.5	86.8	88.9	94.7	3.1
Charlotte	5	72.8	77.7	79.0	84.9	86.5	91.8	3.8
North Carolina	5	78.0	82.4	82.9	86.7	88.4	92.6	2.9
Charlotte	6	70.3	73.2	72.6	78.1	85.3	88.4	3.6
North Carolina	6	78.4	81.1	80.9	82.9	86.4	90.0	2.3
Charlotte	7	69.7	75.5	73.0	76.1	79.4	82.4	2.5
North Carolina	7	76.9	82.4	80.7	81.3	83.3	83.7	1.4
Charlotte	8	67.9	69.4	72.2	73.8	79.0	80.8	2.6
North Carolina	8	76.3	77.6	80.5	79.4	82.2	84.1	1.6

**Charlotte-Mecklenberg
NC End-of-Grade Test-Reading
Percent At/Above Grade Level**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Charlotte-Mecklenberg	4							
African American		45.9	49.2	50.1	54.4	57.8	73.3	
Gap		-38.8	-35.2	-36.3	-33.5	-31.9	-20.5	-18.3
White		84.7	84.4	86.4	87.9	89.7	93.8	
Gap		-24.3	-27.3	-30.0	-23.3	-24.3	-21.2	-3.1
Hispanic		60.4	57.1	56.4	64.6	65.4	72.6	
North Carolina	4							
African American		52.3	53.0	53.6	57.3	61.5	73.3	
Gap		-27.9	-27.8	-28.0	-26.5	-24.2	-16.8	-11.1
White		80.2	80.8	81.6	83.8	85.7	90.1	
Gap		-23.0	-22.5	-22.0	-19.7	-18.8	-16.9	-6.1
Hispanic		57.2	58.3	59.6	64.1	66.9	73.2	
Charlotte-Mecklenberg	8							
African American		54.3	56.1	59.9	63.2	68.9	74.4	
Gap		-36.2	-34.4	-31.0	-29.4	-25.3	-20.8	-15.4
White		90.5	90.5	90.9	92.6	94.2	95.2	
Gap		-29.7	-24.7	-20.5	-24.7	-27.3	-25.8	-3.9
Hispanic		60.8	65.8	70.4	67.9	66.9	69.4	
North Carolina	8							
African American		63.8	64.1	68.3	69.2	72.4	77.7	
Gap		-23.1	-23.4	-21.0	-21.2	-19.5	-15.7	-7.4
White		86.9	87.5	89.3	90.4	91.9	93.4	
Gap		-22.2	-21.4	-19.6	-18.9	-20.8	-19.7	-2.5
Hispanic		64.7	66.1	69.7	71.5	71.1	73.7	

**Charlotte-Mecklenberg
NC End-of-Grade Test-Math
Percent At/Above Grade Level**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Charlotte-Mecklenberg	4							
African American		55.0	60.5	65.2	71.5	78.7	91.1	
Gap		-34.8	-30.5	-27.6	-23.8	-17.8	-7.5	-27.3
White		89.8	91.0	92.8	95.3	96.5	98.6	
Gap		-23.3	-23.0	-19.9	-17.1	-13.2	-8.4	-14.9
Hispanic		66.5	68.0	72.9	78.2	83.3	90.2	
North Carolina	4							
African American		62.7	68.2	70.7	74.8	79.1	89.8	
Gap		-24.5	-21.4	-20.4	-18.2	-15.0	-5.2	-19.3
White		87.2	89.6	91.1	93.0	94.1	95.0	
Gap		-16.8	-12.7	-11.2	-10.3	-8.4	-2.2	-14.6
Hispanic		70.4	76.9	79.9	82.7	85.7	92.8	
Charlotte-Mecklenberg	8							
African American		45.1	48.3	51.0	55.8	65.4	68.3	
Gap		-40.5	-37.3	-37.6	-34.3	-27.2	-25.3	-15.2
White		85.6	85.6	88.6	90.1	92.6	93.6	
Gap		-29.3	-21.1	-21.9	-27.3	-25.8	-18.3	-11.0
Hispanic		56.3	64.5	66.7	62.8	66.8	75.3	
North Carolina	8							
African American		57.1	59.0	63.9	63.3	67.5	70.4	
Gap		-27.8	-27.1	-24.4	-23.9	-22.0	-20.8	-7.0
White		84.9	86.1	88.3	87.2	89.5	91.2	
Gap		-19.0	-20.1	-18.0	-18.8	-18.3	-14.7	-4.3
Hispanic		65.9	66.0	70.3	68.4	71.2	76.5	

**Charlotte
NC End-of-Grade Test
Percent At/Above Level III**

Reading	Grade	2001	2002	2003	Change in Gap	Math	Grade	2001	2002	2003	Change in Gap
Charlotte	4					Charlotte	4				
Eligible for FRPL		51.6	55.1	70.6		Eligible for FRPL		70.8	78.0	90.2	
Gap		-35.0	-32.8	-22.2	-12.8	Gap		-22.9	-17.3	-8.3	-14.6
Not Eligible		86.6	87.9	92.8		Not Eligible		93.7	95.3	98.5	
North Carolina	4					North Carolina	4				
Eligible for FRPL		60.0	64.2	74.3		Eligible for FRPL		77.9	81.8	91.1	
Gap		-25.0	-22.9	-17.6	-7.4	Gap		-15.3	-12.8	-3.9	-11.4
Not Eligible		85.0	87.1	91.9		Not Eligible		93.2	94.6	95.0	
Charlotte	8					Charlotte	8				
Eligible for FRPL		58.8	63.4	69.7		Eligible for FRPL		53.4	62.1	66.1	
Gap		-30.7	-27.9	-23.1	-7.6	Gap		-31.9	-26.6	-24.3	-7.6
Not Eligible		89.5	91.3	92.8		Not Eligible		85.3	88.7	90.4	
North Carolina	8					North Carolina	8				
Eligible for FRPL		68.2	73.0	77.6		Eligible for FRPL		63.2	69.7	72.6	
Gap		-20.5	-18.1	-16.5	-4.0	Gap		-22.0	-18.7	-18.9	-3.1
Not Eligible		88.7	91.1	94.1		Not Eligible		85.2	88.4	91.5	

**Charlotte-Mecklenberg
NC End-of-Grade Test
Percent At/Above Level III**

Reading	Grade	2001	2002	2003	Change in Gap	Math	Grade	2001	2002	2003	Change in Gap
Charlotte	4					Charlotte	4				
LEP		45.6	47.4	59.5		LEP		67.9	79.0	87.4	
Gap		-26.5	-27.4	-24.8	-1.7	Gap		-16.2	-9.1	-7.7	-8.5
Non-LEP		72.1	74.8	84.3		Non-LEP		84.1	88.1	95.1	
North Carolina	4					North Carolina	4				
LEP		47.0	51.9	60.6		LEP		74.9	79.5	89.5	
Gap		-28.1	-25.8	-23.9	-4.2	Gap		-12.1	-9.7	-5.4	-6.7
Non-LEP		75.1	77.7	84.5		Non-LEP		87.0	89.2	94.9	
Charlotte	8					Charlotte	8				
LEP		50.5	53.4	54.5		LEP		52.2	60.9	66.8	
Gap		-28.6	-28.6	-30.7	2.1	Gap		-22.1	-18.7	-14.8	-7.3
Non-LEP		79.1	82.0	85.2		Non-LEP		74.3	79.6	81.6	
North Carolina	8					North Carolina	8				
LEP		49.7	53.9	53.9		LEP		54.9	62.9	64.6	
Gap		-34.0	-31.7	-34.5	0.5	Gap		-24.9	-19.6	-20.0	-4.9
Non-LEP		83.7	85.6	88.4		Non-LEP		79.8	82.5	84.6	

**Charlotte-Mecklenberg
NC End-of-Grade Test
Percent At/Above Level III**

Reading	Grade	2001	2002	2003	Change in Gap	Math	Grade	2001	2002	2003	Change in Gap
Charlotte	4					Charlotte	4				
Students with Disabilities		38.5	46.0	52.1		Students with Disabilities		60.7	70.1	79.9	
Gap		-36.4	-30.5	-31.9	-4.5	Gap		-25.7	-19.6	-16.0	-9.7
Non-Disabled Students		74.9	76.5	84.0		Non-Disabled Students		86.4	89.7	95.9	
North Carolina	4					North Carolina	4				
Students with Disabilities		44.1	49.6	55.6		Students with Disabilities		68.2	72.8	81.2	
Gap		-34.5	-31.0	-32.2	-2.3	Gap		-21.1	-18.3	-13.8	-7.3
Non-Disabled Students		78.6	80.6	87.8		Non-Disabled Students		89.3	91.1	95.0	
Charlotte	8					Charlotte	8				
Students with Disabilities		34.7	42.1	43.2		Students with Disabilities		32.1	40.2	41.1	
Gap		-48.1	-42.7	-42.6	-5.5	Gap		-45.8	-42.5	-41.0	-4.8
Non-Disabled Students		82.8	84.8	85.8		Non-Disabled Students		77.9	82.7	82.1	
North Carolina	8					North Carolina	8				
Students with Disabilities		48.4	53.8	55.5		Students with Disabilities		44.6	50.7	50.8	
Gap		-39.2	-35.1	-36.6	-2.6	Gap		-39.2	-35.4	-38.0	-1.2
Non-Disabled Students		87.6	88.9	92.1		Non-Disabled Students		83.8	86.1	88.8	

DISTRICT CHICAGO
STATE ILLINOIS

STATE READING AND MATH ASSESSMENTS			
State Assessment	Illinois Standards Achievement Test (ISAT)	First Year Reported	1999
Grades Tested	3,5, & 8	How Reported	Performance Level

DEMOGRAPHICS ¹	CHICAGO		ILLINOIS	
	1995-96	2001-02	1995-96	2001-02
Number of Students	412,921	437,418	1,943,623	2,071,391
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	78.0	NA	35.2
Percent of Students with IEPs	4.0	12.3	11.6	14.4
Percent English Language Learners	NA	14.0	NA	6.6
Percent African American	54.5	51.3	21.1	21.2
Percent Hispanic	31.3	35.8	12.2	16.2
Percent White	10.8	9.5	63.6	59.0
Percent Other	3.4	3.4	3.1	3.6
Number of FTE Teachers	22,941	24,064	113,538	129,600
Student-Teacher Ratio	18.0	19.0	17.1	16.5
Number of Schools	555	599	4,142	4,351
Current Expenditures Per Pupil ²	\$6,040	\$7,214	\$5,519	\$7,133
Chicago as a Percentage of Illinois' Public Schools			1995-96	2001-02
Percent of Students			21.2	21.1
Percent of FRPL			NA	46.8
Percent of IEPs			7.4	18.2
Percent of ELLs			NA	44.8
Percent of Schools			13.4	13.8
Percent of Teachers			20.2	18.6
Percent of State Revenue ³			27.6	30.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Chicago
Illinois State Assessment Test (ISAT)
Percent Meeting/Exceeding Standard**

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
Chicago	3	33	33	36	35	36	0.7
Illinois	3	61	62	62	63	62	0.2
Chicago	5	37	33	34	37	39	0.5
Illinois	5	61	59	59	59	60	0.0
Chicago	8	57	57	48	55	50	-1.7
Illinois	8	72	72	66	68	64	-2.1
Math							
Chicago	3	41	37	47	46	49	1.9
Illinois	3	68	69	74	74	76	1.9
Chicago	5	29	28	32	36	44	3.8
Illinois	5	56	57	61	63	68	3.2
Chicago	8	19	20	25	31	31	2.9
Illinois	8	43	47	50	52	53	2.6

**Chicago
Illinois State Assessment Test (ISAT)
Percent Meeting/Exceeding Standard**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Chicago	3				Chicago	3			
African American		27.4	28.2		African American		35.7	39.4	
Gap		-38.9	-39.6	0.7	Gap		-42.2	-40.0	-2.2
White		66.3	67.8		White		77.9	79.4	
Gap		-24.3	-24.7	0.4	Gap		-19.1	-17.8	-1.3
Hispanic		42.0	43.1		Hispanic		58.8	61.6	
Illinois	3				Illinois	3			
African American		34.0	34.8		African American		45.3	48.9	
Gap		-42.1	-41.2	-0.9	Gap		-42.2	-39.5	-2.7
White		76.1	76.0		White		87.5	88.4	
Gap		-28.0	-26.7	-1.3	Gap		-21.3	-19.0	-2.3
Hispanic		48.1	49.3		Hispanic		66.2	69.4	
Chicago	5				Chicago	5			
African American		29.4	31.7		African American		24.3	32.6	
Gap		-36.6	-35.5	-1.1	Gap		-44.0	-40.9	-3.1
White		66.0	67.2		White		68.3	73.5	
Gap		-27.7	-27.4	-0.3	Gap		-26.8	-22.9	-3.9
Hispanic		38.3	39.8		Hispanic		41.5	50.6	
Illinois	5				Illinois	5			
African American		33.4	35.8		African American		32.2	40.2	
Gap		-39.2	-37.7	-1.5	Gap		-45.1	-41.1	-4.0
White		72.6	73.5		White		77.3	81.3	
Gap		-32.1	-31.3	-0.8	Gap		-31.0	-26.0	-5.0
Hispanic		40.5	42.2		Hispanic		46.3	55.3	
Chicago	8				Chicago	8			
African American		51.0	46.1		African American		20.8	21.0	
Gap		-23.6	-24.3	0.7	Gap		-37.5	-36.3	-1.2
White		74.6	70.4		White		58.3	57.3	
Gap		-21.6	-21.0	-0.6	Gap		-25.9	-22.6	-3.3
Hispanic		53.0	49.4		Hispanic		32.4	34.7	
Illinois	8				Illinois	8			
African American		48.8	45.3		African American		22.1	23.0	
Gap		-28.0	-27.7	-0.3	Gap		-42.7	-42.9	0.2
White		76.8	73.0		White		64.8	65.9	
Gap		-25.8	-26.1	0.3	Gap		-31.6	-30.4	-1.2
Hispanic		51.0	46.9		Hispanic		33.2	35.5	

Chicago
Illinois State Assessment Test (ISAT)
Percent Meeting/Exceeding Standard

Reading	Grade	2002	2003	Gap	Math	Grade	2002	2003	Gap
Chicago	3				Chicago	3			
FRPL		31.1	31.9		FRPL		41.9	45.3	
Gap		-20.9	-22.0	1.1	Gap		-19.7	-19.2	-0.5
Non-FRPL		52.0	53.9		Non-FRPL		61.6	64.5	
Illinois	3				Illinois	3			
FRPL		40.3	41.3		FRPL		54.4	57.6	
Gap		-34.1	-33.3	-0.8	Gap		-30.9	-29.2	-1.7
Non-FRPL		74.4	74.6		Non-FRPL		85.3	86.8	
Chicago	5				Chicago	5			
FRPL		33.4	35.4		FRPL		32.5	41.1	
Gap		-21.8	-21.1	-0.7	Gap		-19.9	-17.7	-2.2
Non-FRPL		55.2	56.5		Non-FRPL		52.4	58.8	
Illinois	5				Illinois	5			
FRPL		37.4	39.8		FRPL		40.7	49.0	
Gap		-34.0	-33.0	-1.0	Gap		-34.6	-31.0	-3.6
Non-FRPL		71.4	72.8		Non-FRPL		75.3	80.0	
Chicago	8				Chicago	8			
FRPL		53.0	47.9		FRPL		27.5	27.5	
Gap		-9.7	-13.1	3.4	Gap		-14.7	-16.3	1.6
Non-FRPL		62.7	61.0		Non-FRPL		42.2	43.8	
Illinois	8				Illinois	8			
FRPL		50.0	46.0		FRPL		28.9	30.2	
Gap		-25.2	-26.0	0.8	Gap		-33.2	-33.6	0.4
Non-FRPL		75.2	72.0		Non-FRPL		62.1	63.8	

DISTRICT CLARK COUNTY
 STATE NEVADA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Nevada Proficiency Examination Program	First Year Reported	2003
Grades Tested	4, 7, & 10	How Reported	Performance Levels

DEMOGRAPHICS ¹	CLARK COUNTY		NEVADA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	166,788	244,768*	265,041	356,814
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	40.0*	NA	29.8
Percent of Students with IEPs	10.2	10.5	10.6	11.3
Percent English Language Learners	NA	16.0*	NA	11.2
Percent African American	13.8	13.9	9.8	10.3
Percent Hispanic	19.4	30.5	17.2	27.4
Percent White	60.7	47.7	66.5	54.5
Percent Other	6.2	7.9	6.4	7.8
Number of FTE Teachers	8,186	12,514	13,878	19,276
Student-Teacher Ratio	20.4	20.3	19.1	19.6
Number of Schools	198	275	423	531
Current Expenditures Per Pupil ²	\$4,691	\$5,557	\$4,892	\$5,760
Clark County as a Percentage of Nevada's Public Schools			1995-96	2001-02
Percent of Students			62.9	68.6
Percent of FRPL			NA	92.1
Percent of IEPs			60.6	64.2
Percent of ELLs			NA	97.6
Percent of Schools			46.8	51.8
Percent of Teachers			59.0	64.9
Percent of State Revenue ³			56.4	55.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Clark County
Nevada Proficiency Examination Program (Norm-Referenced Test) ⁴
Percent Scoring Levels 3 & 4**

Reading	Grade	2002	2003	Change
Clark County	4	NA	46.3	NA
Nevada	4	NA	48.8	NA
Clark County	7	NA	37.9	NA
Nevada	7	NA	40.6	NA
Clark County	10	NA	42.8	NA
Nevada	10	NA	45.9	NA
Mathematics				
Clark County	4	NA	50.3	NA
Nevada	4	NA	51.3	NA
Clark County	7	NA	39.7	NA
Nevada	7	NA	40.9	NA
Clark County	10	NA	40.0	NA
Nevada	10	NA	42.9	NA

⁴ The Nevada NRT is administered in the fall. The score under 2003 is for the fall 2002 administration during the 2002-2003 school year. This was the first administration of this examination.

DISTRICT CLEVELAND
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	Ohio Proficiency Tests	First Year Reported	1996
Grades Tested	4, 6, 9, & 12	How Reported	Performance Level

DEMOGRAPHICS ¹	CLEVELAND		OHIO	
	1995-96	2001-02	1995-96	2001-02
Number of Students	74,380	72,199	1,836,015	1,830,985
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	76.6	NA	28.0
Percent of Students with IEPs	4.5	15.9	3.7	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	70.5	71.3	15.3	16.5
Percent Hispanic	7.5	8.9	1.4	1.8
Percent White	20.7	18.8	82.2	78.9
Percent Other	1.3	1.1	1.1	1.3
Number of FTE Teachers	4,323	6,619	107,347	122,114
Student-Teacher Ratio	17.2	13.2	17.1	16.6
Number of Schools	131	125	3,865	3,912
Current Expenditures Per Pupil ²	\$6,616	\$7,679	\$5,669	\$7,065
Cleveland as a Percentage of Ohio's Public Schools			1995-96	2001-02
Percent of Students			4.1	3.9
Percent of FRPL			NA	10.8
Percent of IEPs			4.9	5.1
Percent of ELLs			NA	0.3
Percent of Schools			3.4	3.2
Percent of Teachers			4.0	5.4
Percent of State Revenue ³			6.2	5.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Cleveland
Ohio State Proficiency Test
Percent At or Above the Proficient Level**

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Reading										
Cleveland	4	18.4	28.0	22.6	37.0	33.7	33.2	40.1	59.1	5.8
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	3.0
Cleveland	6	11.7	12.6	17.4	17.7	17.6	22.1	21.3	49.4	5.4
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	3.1
Cleveland	9	52.3	55.1	55.4	64.4	65.8	73.9	73.4	79.1	3.8
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	86.9	0.2
Cleveland	12	52.2	39.6	32.3	38.3	40.5	53.4	NA	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA	NA
Math										
Cleveland	4	18.4	19.6	22.4	36.1	34.3	37.9	43.9	50.1	4.5
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	2.0
Cleveland	6	9.6	10.8	12.2	13.9	15.8	23.5	23.6	34.7	3.6
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	1.2
Cleveland	9	18.5	21.4	21.2	27.5	29.0	33.7	33.6	47.5	4.1
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	71.2	1.0
Cleveland	12	19.5	14.0	16.6	20.2	28.8	33.8	NA	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA	NA

Cleveland
Ohio State Proficiency Test-Reading
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Cleveland	4							
African American		19.1	33.5	21.9	29.1	36.7	55.8	
Gap		-14.4	-18.7	-15.0	-15.9	-16.7	-16.4	2.0
White		33.5	52.2	36.9	45.0	53.4	72.2	
Gap		-10.4	-21.5	-3.6	-5.1	-15.4	-14.7	4.3
Hispanic		23.1	30.7	33.3	39.9	38.0	57.5	
Ohio	4							
African American		19.6	32.4	29.7	27.6	38.2	43.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-4.9
White		52.8	64.8	64.3	62.3	74.6	72.0	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-5.0
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	
Cleveland	6							
African American		16.2	16.0	17.0	18.6	18.3	47.9	
Gap		-6.8	-8.1	-4.7	-18.1	-14.8	-9.3	2.5
White		23.0	24.1	21.7	36.7	33.1	57.2	
Gap		-10.1	-9.6	-6.2	-18.1	-12.7	-13.1	3.0
Hispanic		12.9	14.5	15.5	18.6	20.4	44.1	
Ohio	6							
African American		24.9	23.9	24.4	25.0	25.8	40.0	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-2.2
White		58.0	57.6	59.6	65.3	65.2	70.9	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-3.8
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	
Cleveland	9							
African American		55.0	63.5	55.4	72.6	71.5	78.6	
Gap		-3.5	-9.1	-11.9	-8.0	-9.3	-4.2	0.7
White		58.5	72.6	67.3	80.6	80.8	82.8	
Gap		-8.3	-15.1	-5.5	-12.4	-9.7	-7.9	-0.4
Hispanic		50.2	57.5	61.8	68.2	71.1	74.9	
Ohio	9							
African American		68.2	72.1	72.9	75.9	78.6	74.5	
Gap		-22.5	-20.2	-19.9	-17.7	-15.9	-15.4	-7.1
White		90.7	92.3	92.8	93.6	94.5	89.9	
Gap		-20.3	-17.5	-14.3	-17.0	-13.4	-14.5	-5.8
Hispanic		70.4	74.8	78.5	76.6	81.1	75.4	

Cleveland
Ohio State Proficiency Test-Mathematics
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Cleveland	4							
African American		18.0	31.1	18.8	31.4	38.2	45.7	
Gap		-17.9	-23.7	-15.4	-24.3	-24.6	-22.1	4.2
White		35.9	54.8	34.2	55.7	62.8	67.8	
Gap		-13.0	-21.7	-1.6	-7.3	-13.6	-19.1	6.1
Hispanic		22.9	33.1	32.6	48.4	49.2	48.7	
Ohio	4							
African American		14.6	21.7	19.1	26.5	32.2	31.6	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	1.1
White		47.2	56.6	54.8	66.6	69.9	65.3	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-1.0
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	
Cleveland	6							
African American		9.5	11.3	16.2	19.1	19.7	30.8	
Gap		-10.9	-11.5	-6.3	-20.0	-19.5	-14.6	3.7
White		20.4	22.8	22.5	39.1	39.2	45.4	
Gap		-9.2	-11.5	-2.5	-16.8	-15.5	-3.9	-5.3
Hispanic		11.2	11.3	20.0	22.3	23.7	41.5	
Ohio	6							
African American		15.6	18.5	22.3	25.8	27.7	25.4	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-3.7
White		52.8	57.8	61.3	68.4	68.9	58.9	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-9.7
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	
Cleveland	9							
African American		18.2	23.9	17.5	29.3	28.2	43.4	
Gap		-14.1	-19.2	-19.0	-21.6	-24.9	-18.8	4.7
White		32.3	43.1	36.5	50.9	53.1	62.2	
Gap		-13.8	-17.4	-15.9	-18.9	-17.3	-15.6	1.8
Hispanic		18.5	25.7	20.6	32.0	35.8	46.6	
Ohio	9							
African American		28.9	33.0	36.4	38.3	39.5	41.8	
Gap		-43.9	-43.3	-41.3	-41.1	-41.4	-36.2	-7.7
White		72.8	76.3	77.7	79.4	80.9	78.0	
Gap		-34.1	-29.5	-26.7	-31.7	-27.5	-25.3	-8.8
Hispanic		38.7	46.8	51.0	47.7	53.4	52.7	

**Cleveland
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Cleveland	4				Cleveland	4			
LEP		19.9	47.9		LEP		26.0	39.8	
Gap		-20.8	-11.7	-9.1	Gap		-18.4	-10.7	-7.7
Non-LEP		40.7	59.6		Non-LEP		44.4	50.5	
Ohio	4				Ohio	4			
LEP		43.4	42.4		LEP		51.5	41.9	
Gap		-24.6	-24.2	-0.4	Gap		-11.5	-16.9	5.4
Non-LEP		68.0	66.6		Non-LEP		63.0	58.8	
Cleveland	6				Cleveland	6			
LEP		5.9	25.2		LEP		16.6	23.9	
Gap		-15.8	-25.1	9.3	Gap		-7.2	-11.2	4.0
Non-LEP		21.7	50.3		Non-LEP		23.8	35.1	
Ohio	6				Ohio	6			
LEP		31.6	32.1		LEP		49.9	36.3	
Gap		-26.7	-33.2	6.5	Gap		-11.9	-16.6	4.7
Non-LEP		58.3	65.3		Non-LEP		61.8	52.9	
Cleveland	9				Cleveland	9			
LEP		58.2	56.7		LEP		19.9	35.2	
Gap		-15.6	-23.3	7.7	Gap		-14.1	-12.8	-1.3
Non-LEP		73.8	80.0		Non-LEP		34.0	48.0	
Ohio	9				Ohio	9			
LEP		69.3	51.2		LEP		52.3	44.9	
Gap		-22.4	-36.1	13.7	Gap		-21.3	-26.6	5.3
Non-LEP		91.7	87.3		Non-LEP		73.6	71.5	

Cleveland
Ohio State Proficiency Test
Percent Proficient

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Cleveland	4				Cleveland	4			
Disabled		17.4	58.4		Disabled		18.9	58.0	
Gap		-23.8	-0.9	-22.9	Gap		-26.3	9.3	-35.6
Non-Disabled		41.2	59.3		Non-Disabled		45.2	48.7	
Ohio	4				Ohio	4			
Disabled		47.9	35.8		Disabled		45.4	34.3	
Gap		-21.1	-35.7	14.6	Gap		-18.7	-28.4	9.7
Non-Disabled		69.0	71.5		Non-Disabled		64.1	62.7	
Cleveland	6				Cleveland	6			
Disabled		4.4	52.7		Disabled		6.1	50.8	
Gap		-18.1	4.1	-22.2	Gap		-18.7	20.0	-38.7
Non-Disabled		22.5	48.6		Non-Disabled		24.8	30.8	
Ohio	6				Ohio	6			
Disabled		31.3	29.6		Disabled		35.9	24.8	
Gap		-28.3	-41.2	12.9	Gap		-27.3	-32.6	5.3
Non-Disabled		59.6	70.8		Non-Disabled		63.2	57.4	
Cleveland	9				Cleveland	9			
Disabled		31.8	74.8		Disabled		5.9	66.7	
Gap		-44.4	-5.3	-39.1	Gap		-29.8	24.0	-53.8
Non-Disabled		76.2	80.1		Non-Disabled		35.7	42.7	
Ohio	9				Ohio	9			
Disabled		70.1	50.9		Disabled		48.4	35.9	
Gap		-22.9	-41.7	18.8	Gap		-26.6	-40.9	14.3
Non-Disabled		93.0	92.6		Non-Disabled		75.0	76.8	

DISTRICT COLUMBUS
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	Ohio Proficiency Tests First Year Reported		1996
Grades Tested	4, 6, 9, & 12 How Reported		Performance Level

DEMOGRAPHICS ¹	COLUMBUS		OHIO	
	1995-96	2001-02	1995-96	2001-02
Number of Students	63,082	64,833	1,836,015	1,830,985
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.1	NA	28.0
Percent of Students with IEPs	12.3*	12.4	3.7	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	53.8*	60.5	15.3	16.5
Percent Hispanic	0.8*	2.2	1.4	1.8
Percent White	41.8*	34.8	82.2	78.9
Percent Other	3.6*	2.5	1.1	1.3
Number of FTE Teachers	3,799*	4,350	107,347	122,114
Student-Teacher Ratio	16.6	16.2	17.1	16.6
Number of Schools	144	146	3,865	3,912
Current Expenditures Per Pupil ²	\$6,991	\$8,036	\$5,669	\$7,065
Columbus as a Percentage of Ohio's Public Schools			1995-96	2001-02
Percent of Students			3.4	3.5
Percent of FRPL			NA	7.6
Percent of IEPs			11.4	3.6
Percent of ELLs			NA	0.3
Percent of Schools			3.7	3.7
Percent of Teachers			3.5	3.6
Percent of State Revenue ³			3.4	3.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Columbus
Ohio State Proficiency Test
Percent At or Above the Proficient Level

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Reading										
Columbus	4	25.5	31.6	26.8	36.9	37.0	35.8	45.1	44.8	2.8
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	3.0
Columbus	6	22.1	27.1	28.7	25.1	25.6	28.5	31.2	39.4	2.5
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	3.1
Columbus	9	69.5	70.7	73.6	75.5	74.2	76.1	81.2	75.9	0.9
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	86.9	0.2
Columbus	12	57.2	54.8	49.8	52.7	46.4	57.5	NA	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA	NA
Math										
Columbus	4	24.5	19.5	18.5	26.7	27.0	36.1	39.7	37.5	1.9
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	2.0
Columbus	6	23.2	27.0	21.5	21.8	27.0	37.1	41.0	32.6	1.3
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	1.2
Columbus	9	35.2	36.6	38.9	42.9	44.0	47.7	48.5	49.0	2.0
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	71.2	1.0
Columbus	12	27.4	28.3	29.0	31.5	34.6	40.8	NA	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA	NA

Columbus
Ohio State Proficiency Test-Reading
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Columbus	4							
African American		17.9	28.8	28.6	27.3	37.7	38.5	
Gap		-21.5	-20.3	-20.7	-21.5	-19.6	-17.6	-3.9
White		39.4	49.1	49.3	48.8	57.3	56.1	
Gap		-12.4	-15.2	-5.6	-8.4	-9.6	-16.6	4.2
Hispanic		27.0	33.9	43.7	40.4	47.7	39.5	
Ohio	4							
African American		19.6	32.4	29.7	27.6	38.2	43.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-4.9
White		52.8	64.8	64.3	62.3	74.6	72.0	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-5.0
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	
Columbus	6							
African American		22.2	19.2	18.4	21.4	23.9	33.5	
Gap		-15.8	-15.5	-18.9	-19.8	-20.2	-16.8	1.0
White		38.0	34.7	37.3	41.2	44.1	50.3	
Gap		-12.4	-20.7	-24.3	-8.3	-8.1	-8.1	-4.3
Hispanic		25.6	14.0	13.0	32.9	36.0	42.2	
Ohio	6							
African American		24.9	23.9	24.4	25.0	25.8	40.0	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-2.2
White		58.0	57.6	59.6	65.3	65.2	70.9	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-3.8
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	
Columbus	9							
African American		69.7	71.9	69.7	72.3	78.5	73.5	
Gap		-10.2	-9.7	-12.1	-10.5	-7.8	-7.7	-2.5
White		79.9	81.6	81.8	82.8	86.3	81.2	
Gap		-23.4	-18.6	-22.2	-7.2	-3.7	-5.9	-17.5
Hispanic		56.5	63.0	59.6	75.6	82.6	75.3	
Ohio	9							
African American		68.2	72.1	72.9	75.9	78.6	74.5	
Gap		-22.5	-20.2	-19.9	-17.7	-15.9	-15.4	-7.1
White		90.7	92.3	92.8	93.6	94.5	89.9	
Gap		-20.3	-17.5	-14.3	-17.0	-13.4	-14.5	-5.8
Hispanic		70.4	74.8	78.5	76.6	81.1	75.4	

Columbus
Ohio State Proficiency Test-Mathematics
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Columbus	4							
African American		10.5	17.8	17.8	25.5	30.4	30.1	
Gap		-18.9	-21.4	-23.2	-26.5	-24.7	-20.1	1.2
White		29.4	39.2	41.0	52.0	55.1	50.2	
Gap		-10.5	-5.9	-11.4	-12.7	-12.1	-15.0	4.5
Hispanic		18.9	33.3	29.6	39.3	43.0	35.2	
Ohio	4							
African American		14.6	21.7	19.1	26.5	32.2	31.6	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	1.1
White		47.2	56.6	54.8	66.6	69.9	65.3	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-1.0
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	
Columbus	6							
African American		13.7	13.8	18.4	28.9	32.8	25.8	
Gap		-18.9	-19.6	-21.2	-22.9	-22.4	-18.7	-0.2
White		32.6	33.4	39.6	51.8	55.2	44.5	
Gap		-16.8	-8.8	-28.7	-11.8	-10.3	-5.4	-11.4
Hispanic		15.8	24.6	10.9	40.0	44.9	39.1	
Ohio	6							
African American		15.6	18.5	22.3	25.8	27.7	25.4	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-3.7
White		52.8	57.8	61.3	68.4	68.9	58.9	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-9.7
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	
Columbus	9							
African American		30.6	34.4	34.9	39.9	41.5	43.0	
Gap		-19.7	-21.6	-23.5	-21.1	-20.9	-17.9	-1.8
White		50.3	56.0	58.4	61.0	62.4	60.9	
Gap		-30.7	-25.8	-20.9	-11.0	-19.3	-17.3	-13.4
Hispanic		19.6	30.2	37.5	50.0	43.1	43.6	
Ohio	9							
African American		28.9	33.0	36.4	38.3	39.5	41.8	
Gap		-43.9	-43.3	-41.3	-41.1	-41.4	-36.2	-7.7
White		72.8	76.3	77.7	79.4	80.9	78.0	
Gap		-34.1	-29.5	-26.7	-31.7	-27.5	-25.3	-8.8
Hispanic		38.7	46.8	51.0	47.7	53.4	52.7	

**Columbus
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Columbus	4				Columbus	4			
LEP		12.5	31.1		LEP		14.5	30.0	
Gap		-33.1	-14.4	-18.7	Gap		-25.5	-8.0	-17.5
Non-LEP		45.6	45.5		Non-LEP		40.0	38.0	
Ohio	4				Ohio	4			
LEP		43.4	42.4		LEP		51.5	41.9	
Gap		-24.6	-24.2	-0.4	Gap		-11.5	-16.9	5.4
Non-LEP		68.0	66.6		Non-LEP		63.0	58.8	
Columbus	6				Columbus	6			
LEP		12.0	25.1		LEP		26.7	25.4	
Gap		-19.5	-15.0	-4.5	Gap		-14.6	-7.5	-7.1
Non-LEP		31.5	40.1		Non-LEP		41.3	32.9	
Ohio	6				Ohio	6			
LEP		31.6	32.1		LEP		49.9	36.3	
Gap		-26.7	-33.2	6.5	Gap		-11.9	-16.6	4.7
Non-LEP		58.3	65.3		Non-LEP		61.8	52.9	
Columbus	9				Columbus	9			
LEP		81.2	48.8		LEP		44.2	43.7	
Gap		0.0	-29.1	29.1	Gap		-4.4	-5.7	1.3
Non-LEP		81.2	77.9		Non-LEP		48.6	49.4	
Ohio	9				Ohio	9			
LEP		69.3	51.2		LEP		52.3	44.9	
Gap		-22.4	-36.1	13.7	Gap		-21.3	-26.6	5.3
Non-LEP		91.7	87.3		Non-LEP		73.6	71.5	

Columbus
Ohio State Proficiency Test
Percent Proficient

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Columbus	4				Columbus	4			
Disabled		30.1	23.5		Disabled		26.9	20.6	
Gap		-15.6	-24.9	9.3	Gap		-13.3	-19.8	6.5
Non-Disabled		45.7	48.4		Non-Disabled		40.2	40.4	
Ohio	4				Ohio	4			
Disabled		47.9	35.8		Disabled		45.4	34.3	
Gap		-21.1	-35.7	14.6	Gap		-18.7	-28.4	9.7
Non-Disabled		69.0	71.5		Non-Disabled		64.1	62.7	
Columbus	6				Columbus	6			
Disabled		26.9	16.2		Disabled		29.1	13.7	
Gap		-4.4	-27.0	22.6	Gap		-12.3	-21.9	9.6
Non-Disabled		31.3	43.2		Non-Disabled		41.4	35.6	
Ohio	6				Ohio	6			
Disabled		31.3	29.6		Disabled		35.9	24.8	
Gap		-28.3	-41.2	12.9	Gap		-27.3	-32.6	5.3
Non-Disabled		59.6	70.8		Non-Disabled		63.2	57.4	
Columbus	9				Columbus	9			
Disabled		54.9	34.3		Disabled		29.6	20.9	
Gap		-27.2	-48.2	21.0	Gap		-19.5	-32.5	13.0
Non-Disabled		82.1	82.5		Non-Disabled		49.1	53.4	
Ohio	9				Ohio	9			
Disabled		70.1	50.9		Disabled		48.4	35.9	
Gap		-22.9	-41.7	18.8	Gap		-26.6	-40.9	14.3
Non-Disabled		93.0	92.6		Non-Disabled		75.0	76.8	

DISTRICT DALLAS
STATE TEXAS

STATE READING AND MATH ASSESSMENTS				
State Assessment	Texas Assessment of Knowledge & Skills (TAKS)		First Year Reported	2003
Grades Tested	3-11	How Reported	Performance Level	

DEMOGRAPHICS ¹	DALLAS		TEXAS	
	1995-96	2001-02	1995-96	2001-02
Number of Students	148,839	163,562	3,740,260*	4,163,447
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	74.5	NA	50.5*
Percent of Students with IEPs	8.8	7.9	11.5*	11.9
Percent English Language Learners	NA	28.9*	12.8*	14.5
Percent African American	42.6	34.3	14.3	14.4
Percent Hispanic	43.4	56.8	36.7	41.7
Percent White	11.9	7.2	46.4	40.9
Percent Other	2.2	1.7	2.6	3.1
Number of FTE Teachers	8,922	10,562	240,371	282,846
Student-Teacher Ratio	16.9	15.7	15.6	14.8
Number of Schools	195*	216*	6,638	7,761
Current Expenditures Per Pupil ²	\$5,146	\$5,950	\$5,016	\$6,288
Dallas as a Percentage of Texas' Public Schools			1995-96	2001-02
Percent of Students			4.0	3.9
Percent of FRPL			NA	5.8
Percent of IEPs			3.0	2.6
Percent of ELLs			NA	7.9
Percent of Schools			3.1	2.8
Percent of Teachers			3.7	3.7
Percent of State Revenue ³			2.0	1.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Dallas
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Dallas	3	NA	75.9	NA	Dallas	3	NA	81.7	NA
Texas	3	NA	89.6	NA	Texas	3	NA	90.8	NA
Dallas	4	NA	69.7	NA	Dallas	4	NA	73.9	NA
Texas	4	NA	85.9	NA	Texas	4	NA	88.0	NA
Dallas	5	NA	64.9	NA	Dallas	5	NA	73.4	NA
Texas	5	NA	80.0	NA	Texas	5	NA	86.3	NA
Dallas	6	NA	79.5	NA	Dallas	6	NA	74.9	NA
Texas	6	NA	86.2	NA	Texas	6	NA	79.3	NA
Dallas	7	NA	77.1	NA	Dallas	7	NA	58.0	NA
Texas	7	NA	88.0	NA	Texas	7	NA	73.4	NA
Dallas	8	NA	78.8	NA	Dallas	8	NA	57.8	NA
Texas	8	NA	88.7	NA	Texas	8	NA	73.2	NA
Dallas	9	NA	66.9	NA	Dallas	9	NA	46.5	NA
Texas	9	NA	82.4	NA	Texas	9	NA	65.1	NA
English Language Arts									
Dallas	10	NA	62.0	NA	Dallas	10	NA	61.7	NA
Texas	10	NA	72.8	NA	Texas	10	NA	74.2	NA
Dallas	11	NA	63.7	NA	Dallas	11	NA	59.3	NA
Texas	11	NA	69.8	NA	Texas	11	NA	68.5	NA

Dallas
Texas Assessment of Knowledge and Skills (TAKS)
Percent Passing

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Dallas	4				Dallas	4			
African American		NA	68.8		African American		NA	71.7	
Gap		NA	-17.5	NA	Gap		NA	-14.6	NA
White		NA	86.3		White		NA	86.3	
Gap		NA	-17.9	NA	Gap		NA	-12.8	NA
Hispanic		NA	68.4		Hispanic		NA	73.5	
Texas	4				Texas	4			
African American		NA	76.8		African American		NA	78.6	
Gap		NA	-16.6	NA	Gap		NA	-16.1	NA
White		NA	93.4		White		NA	94.7	
Gap		NA	-12.6	NA	Gap		NA	-10.8	NA
Hispanic		NA	80.8		Hispanic		NA	83.9	
Dallas	8				Dallas	8			
African American		NA	77.7		African American		NA	54.0	
Gap		NA	-15.9	NA	Gap		NA	-25.2	NA
White		NA	93.6		White		NA	79.2	
Gap		NA	-16.0	NA	Gap		NA	-22.0	NA
Hispanic		NA	77.6		Hispanic		NA	57.2	
Texas	8				Texas	8			
African American		NA	82.5		African American		NA	58.2	
Gap		NA	-12.0	NA	Gap		NA	-26.7	NA
White		NA	94.5		White		NA	84.9	
Gap		NA	-10.9	NA	Gap		NA	-21.4	NA
Hispanic		NA	83.6		Hispanic		NA	63.5	
English Language Arts									
Dallas	10				Dallas	10			
African American		NA	59.0		African American		NA	57.5	
Gap		NA	-23.1	NA	Gap		NA	-24.8	NA
White		NA	82.1		White		NA	82.3	
Gap		NA	-22.0	NA	Gap		NA	-22.1	NA
Hispanic		NA	60.1		Hispanic		NA	60.2	
Texas	10				Texas	10			
African American		NA	64.3		African American		NA	60.4	
Gap		NA	-16.5	NA	Gap		NA	-24.0	NA
White		NA	80.8		White		NA	84.4	
Gap		NA	-16.8	NA	Gap		NA	-20.1	NA
Hispanic		NA	64.0		Hispanic		NA	64.3	

Dallas
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Economically Disadvantaged

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Dallas	4	NA	67.2	NA	Dallas	4	NA	72.3	NA
Texas	4	NA	78.9	NA	Texas	4	NA	82.2	NA
Dallas	8	NA	76.6	NA	Dallas	8	NA	55.1	NA
Texas	8	NA	82.2	NA	Texas	8	NA	61.2	NA

English Language Arts

Dallas	10	NA	58.1	NA	Dallas	10	NA	59.5	NA
Texas	10	NA	61.3	NA	Texas	10	NA	62.1	NA

Dallas
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Limited English Proficiency

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Dallas	4	NA	49.7	NA	Dallas	4	NA	59.9	NA
Texas	4	NA	65.0	NA	Texas	4	NA	74.1	NA
Dallas	8	NA	40.8	NA	Dallas	8	NA	29.0	NA
Texas	8	NA	45.2	NA	Texas	8	NA	32.6	NA

English Language Arts

Dallas	10	NA	25.3	NA	Dallas	10	NA	38.2	NA
Texas	10	NA	22.8	NA	Texas	10	NA	43.2	NA

Dallas
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Special Education

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Dallas	4	NA	57.7	NA	Dallas	4	NA	56.1	NA
Texas	4	NA	79.4	NA	Texas	4	NA	80.8	NA
Dallas	8	NA	60.1	NA	Dallas	8	NA	35.3	NA
Texas	8	NA	71.4	NA	Texas	8	NA	46.8	NA

English Language Arts

Dallas	10	NA	18.8	NA	Dallas	10	NA	28.8	NA
Texas	10	NA	32.6	NA	Texas	10	NA	39.6	NA

DISTRICT DAYTON
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	Ohio Proficiency Tests First Year Reported		1996
Grades Tested	4, 6, 9, & 12 How Reported		Performance Level

DEMOGRAPHICS ¹	DAYTON		OHIO	
	1995-96	2001-02	1995-96	2001-02
Number of Students	27,942	20,547	1,836,015	1,830,985
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.7	NA	28.0
Percent of Students with IEPs	5.3	20.1	3.7	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	67.8	71.4	15.3	16.5
Percent Hispanic	0.5	1.0	1.4	1.8
Percent White	31.1	27.2	82.2	78.9
Percent Other	0.6	0.5	1.1	1.3
Number of FTE Teachers	1,748	1,437	107,347	122,114
Student-Teacher Ratio	16.0	15.8	17.1	16.6
Number of Schools	50	42	3,865	3,912
Current Expenditures Per Pupil ²	\$6,905	\$8,622	\$5,669	\$7,065
Dayton as a Percentage of Ohio's Public Schools			1995-96	2001-02
Percent of Students			1.5	1.1
Percent of FRPL			NA	3.0
Percent of IEPs			2.2	1.8
Percent of ELLs			NA	0.3
Percent of Schools			1.3	1.1
Percent of Teachers			1.6	1.2
Percent of State Revenue ³			2.0	1.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Dayton
Ohio State Proficiency Test
Percent At or Above the Proficient Level

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Reading										
Dayton	4	20.4	27.1	18.6	27.7	23.4	24.2	22.8	34.3	2.0
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	3.0
Dayton	6	18.5	21.0	25.9	23.4	19.9	23.5	19.2	32.4	2.0
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	3.1
Dayton	9	68.0	85.8	81.5	70.6	70.4	71.0	74.3	69.6	0.2
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	86.9	0.2
Dayton	12	50.0	60.1	48.6	65.9	44.5	67.0	NA	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA	NA
Math										
Dayton	4	19.5	11.7	12.3	18.1	13.9	19.6	23.9	23.9	0.6
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	2.0
Dayton	6	19.4	17.2	19.3	20.4	17.9	22.7	20.2	19.9	0.1
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	1.2
Dayton	9	29.2	32.2	33.3	34.1	31.3	33.4	31.5	35.9	1.0
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	71.2	1.0
Dayton	12	24.8	30.0	31.6	37.9	34.4	42.7	NA	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA	NA

Dayton
Ohio State Proficiency Test-Reading
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Dayton	4							
African American		13.1	24.7	18.7	21.2	18.1	30.8	
Gap		-17.1	-9.2	-15.9	-8.9	-15.5	-12.2	-4.9
White		30.2	33.9	34.6	30.1	33.6	43.0	
Gap		NA	NA	NA	-7.0	-12.2	-30.5	23.5
Hispanic		NA	NA	NA	23.1	21.4	12.5	
Ohio	4							
African American		19.6	32.4	29.7	27.6	38.2	43.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-4.9
White		52.8	64.8	64.3	62.3	74.6	72.0	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-5.0
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	
Dayton	6							
African American		21.9	19.6	16.9	18.3	14.5	27.3	
Gap		-12.7	-13.0	-9.8	-17.2	-14.0	-18.4	5.7
White		34.6	32.6	26.7	35.5	28.5	45.7	
Gap		NA	NA	NA	5.7	3.1	-24.6	30.3
Hispanic		NA	NA	NA	41.2	31.6	21.1	
Ohio	6							
African American		24.9	23.9	24.4	25.0	25.8	40.0	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-2.2
White		58.0	57.6	59.6	65.3	65.2	70.9	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-3.8
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	
Dayton	9							
African American		66.0	68.0	68.4	68.8	72.9	67.5	
Gap		-10.5	-8.5	-7.9	-9.8	-7.8	-9.1	-1.4
White		76.5	76.5	76.3	78.6	80.7	76.6	
Gap		-15.4	-3.8	-12.0	-16.1	-34.5	-16.6	1.2
Hispanic		61.1	72.7	64.3	62.5	46.2	60.0	
Ohio	9							
African American		68.2	72.1	72.9	75.9	78.6	74.5	
Gap		-22.5	-20.2	-19.9	-17.7	-15.9	-15.4	-7.1
White		90.7	92.3	92.8	93.6	94.5	89.9	
Gap		-20.3	-17.5	-14.3	-17.0	-13.4	-14.5	-5.8
Hispanic		70.4	74.8	78.5	76.6	81.1	75.4	

Dayton
Ohio State Proficiency Test-Mathematics
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Dayton	4							
African American		7.9	14.6	10.7	15.6	19.3	19.5	
Gap		-14.1	-10.9	-11.2	-13.4	-15.9	-15.6	1.5
White		22.0	25.5	21.9	29.0	35.2	35.1	
Gap		NA	NA	NA	-5.9	-15.2	-28.8	22.9
Hispanic		NA	NA	NA	23.1	20.0	6.3	
Ohio	4							
African American		14.6	21.7	19.1	26.5	32.2	31.6	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	1.1
White		47.2	56.6	54.8	66.6	69.9	65.3	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-1.0
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	
Dayton	6							
African American		13.8	15.4	13.8	17.6	15.9	16.7	
Gap		-15.9	-17.2	-13.9	-17.3	-13.1	-11.6	-4.3
White		29.7	32.6	27.7	34.9	29.0	28.3	
Gap		NA	NA	NA	-11.4	7.8	-17.8	6.4
Hispanic		NA	NA	NA	23.5	36.8	10.5	
Ohio	6							
African American		15.6	18.5	22.3	25.8	27.7	25.4	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-3.7
White		52.8	57.8	61.3	68.4	68.9	58.9	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-9.7
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	
Dayton	9							
African American		28.7	29.3	27.5	28.9	26.8	31.5	
Gap		-16.8	-15.9	-14.6	-18.2	-21.1	-21.1	4.3
White		45.5	45.2	42.1	47.1	47.9	52.6	
Gap		-17.7	0.3	-20.7	-9.6	-17.1	NA	NA
Hispanic		27.8	45.5	21.4	37.5	30.8	NA	
Ohio	9							
African American		28.9	33.0	36.4	38.3	39.5	41.8	
Gap		-43.9	-43.3	-41.3	-41.1	-41.4	-36.2	-7.7
White		72.8	76.3	77.7	79.4	80.9	78.0	
Gap		-34.1	-29.5	-26.7	-31.7	-27.5	-25.3	-8.8
Hispanic		38.7	46.8	51.0	47.7	53.4	52.7	

**Dayton
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Dayton	4				Dayton	4			
Disabled		10.6	16.7		Disabled		16.1	16.5	
Gap		-13.0	-22.2	9.2	Gap		-8.4	-9.4	1.0
Non-Disabled		23.6	38.9		Non-Disabled		24.5	25.9	
Ohio	4				Ohio	4			
Disabled		47.9	35.8		Disabled		45.4	34.3	
Gap		-21.1	-35.7	14.6	Gap		-18.7	-28.4	9.7
Non-Disabled		69.0	71.5		Non-Disabled		64.1	62.7	
Dayton	6				Dayton	6			
Disabled		5.6	13.4		Disabled		6.6	12.3	
Gap		-15.6	-23.5	7.9	Gap		-15.6	-9.4	-6.2
Non-Disabled		21.2	36.9		Non-Disabled		22.2	21.7	
Ohio	6				Ohio	6			
Disabled		31.3	29.6		Disabled		35.9	24.8	
Gap		-28.3	-41.2	12.9	Gap		-27.3	-32.6	5.3
Non-Disabled		59.6	70.8		Non-Disabled		63.2	57.4	
Dayton	9				Dayton	9			
Disabled		51.3	25.2		Disabled		18.9	15.9	
Gap		-24.0	-53.6	29.6	Gap		-13.1	-24.2	11.1
Non-Disabled		75.3	78.8		Non-Disabled		32.0	40.1	
Ohio	9				Ohio	9			
Disabled		70.1	50.9		Disabled		48.4	35.9	
Gap		-22.9	-41.7	18.8	Gap		-26.6	-40.9	14.3
Non-Disabled		93.0	92.6		Non-Disabled		75.0	76.8	

DISTRICT DENVER
STATE COLORADO

STATE READING AND MATH ASSESSMENTS			
State Assessment	Colorado State Assessment Program (CSAP)	First Year Reported	1997
Grades Tested	3-10	How Reported	Performance Level

DEMOGRAPHICS ¹	DENVER		COLORADO	
	1995-96	2001-02	1995-96	2001-02
Number of Students	64,322	72,361	656,279	742,145
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	61.6	NA	27.5
Percent of Students with IEPs	11.1	11.0	9.9	10.0
Percent English Language Learners	NA	25.3	NA	9.6
Percent African American	21.3	19.7	5.5	5.7
Percent Hispanic	46.4	54.9	18.4	23.3
Percent White	27.1	20.9	72.5	66.8
Percent Other	5.2	4.4	3.6	4.2
Number of FTE Teachers	3,271	4,376	35,388	44,182
Student-Teacher Ratio	19.7	16.6	18.5	16.8
Number of Schools	112	134	1,486	1,667
Current Expenditures Per Pupil ²	\$5,596	\$6,242	\$5,121	\$6,215
Denver as a Percentage of Colorado's Public Schools			1995-96	2001-02
Percent of Students			9.8	9.8
Percent of FRPL			NA	21.8
Percent of IEPs			11.0	10.8
Percent of ELLs			NA	25.8
Percent of Schools			7.5	8.0
Percent of Teachers			9.2	9.9
Percent of State Revenue ³			7.1	7.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Denver
Colorado State Assessment Program (CSAP)⁴
Percent Proficient and Above**

	Grade	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Reading									
Denver	3	NA	46	43	47	49	50	55	1.8
Colorado	3	NA	66	67	69	72	72	75	1.8
Denver	4	33	32	31	38	37	35	37	0.7
Colorado	4	57	57	59	62	63	61	63	1.0
Denver	5	NA	NA	NA	NA	NA	38	41	3.0
Colorado	5	NA	NA	NA	NA	NA	NA	66	NA
Denver	6	NA	NA	NA	NA	NA	37	39	2.0
Colorado	6	NA	NA	NA	NA	NA	NA	67	NA
Denver	7	NA	NA	34	35	35	33	34	0.0
Colorado	7	NA	NA	60	62	63	59	61	0.3
Denver	8	NA	NA	NA	NA	NA	40	40	0.0
Colorado	8	NA	NA	NA	NA	NA	NA	66	NA
Denver	9	NA	NA	NA	NA	NA	40	37	-3.0
Colorado	9	NA	NA	NA	NA	NA	NA	65	NA
Denver	10	NA	NA	NA	NA	35	39	43	4.0
Colorado	10	NA	NA	NA	NA	63	65	67	2.0
Math									
Denver	5	NA	NA	NA	NA	28	30	30	1.0
Colorado	5	NA	NA	NA	NA	53	55	56	1.5
Denver	6	NA	NA	NA	NA	NA	23	23	0.0
Colorado	6	NA	NA	NA	NA	NA	NA	50	NA
Denver	7	NA	NA	NA	NA	NA	14	16	2.0
Colorado	7	NA	NA	NA	NA	NA	NA	41	NA
Denver	8	NA	NA	NA	13	14	14	14	0.3
Colorado	8	NA	NA	NA	35	39	39	38	1.0
Denver	9	NA	NA	NA	NA	NA	11	9	-2.0
Colorado	9	NA	NA	NA	NA	NA	NA	31	NA
Denver	10	NA	NA	NA	NA	9	10	11	1.0
Colorado	10	NA	NA	NA	NA	25	27	27	1.0

⁴ The state does not administer the math assessment at grades 3 and 4.

STATE READING AND MATH ASSESSMENTS			
State Assessment	NA		
District Assessment	Iowa Test of Basic Skills (ITBS)	First Year Reported	1999
Grades Tested	3,4,6-8	How Reported	National Percentile

DEMOGRAPHICS ¹	DES MOINES		IOWA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	32,104*	32,571*	502,343	485,932
Percent Free & Reduced Price Lunch Eligible (FRPL)	38.9*	43.8	NA	26.7
Percent of Students with IEPs	13.9	17.1	12.9	14.9
Percent English Language Learners	5.0*	9.6	NA	2.7
Percent African American	13.8*	15.3	3.3	4.1
Percent Hispanic	4.5*	9.8	2.1	4.0
Percent White	75.9*	69.6	92.7	89.6
Percent Other	5.9	5.2	1.9	2.3
Number of FTE Teachers	2,106	2,276	32,318	34,906
Student-Teacher Ratio	15.4	13.1	15.5	13.4
Number of Schools	65	61	1,556	1,521
Current Expenditures Per Pupil ²	\$5,912	\$7,252	\$5,481	\$6,564
Des Moines as a Percentage of Iowa's Public Schools			1995-96	2001-02
Percent of Students			6.5	6.7
Percent of FRPL			NA	11.0
Percent of IEPs			7.0	7.7
Percent of ELLs			NA	23.4
Percent of Schools			4.2	4.0
Percent of Teachers			6.5	6.5
Percent of State Revenue ³			6.8	7.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Des Moines
ITBS
National Percentiles**

	Grade	1999	2000	2001	2002	2003	Annualized Change in NCEs
Total Reading	3	43	43	49	57	58	2.0
	4	42	47	49	56	57	2.0
	6	41	43	42	42	40	-0.1
	7	43	45	42	44	44	0.1
	8	42	44	42	42	44	0.3
Total Math	3	52	53	58	54	57	0.7
	4	49	55	58	60	62	1.7
	6	48	51	48	49	45	-0.4
	7	52	52	51	49	48	-0.6
	8	50	53	52	48	48	-0.3

* Iowa does not administer a state-wide assessment.

* Special Education students were included in test results for the first time in 1999.

* Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT DETROIT
 STATE MICHIGAN

STATE READING AND MATH ASSESSMENTS			
State Assessment	Michigan Educational Assessment Program	First Year Reported	1995
Grades Tested	4, 7, & 8	How Reported	Performance Level

DEMOGRAPHICS ¹	DETROIT		MICHIGAN	
	1995-96	2001-02	1995-96	2001-02
Number of Students	174,412*	166,675	1,641,456	1,730,668
Percent Free & Reduced Price Lunch Eligible (FRPL)	68.0*	69.9	NA	31.0
Percent of Students with IEPs	5.9	12.0	4.0	13.4
Percent English Language Learners	NA	4.5	NA	2.9
Percent African American	90.2*	90.8	18.4	20.0
Percent Hispanic	2.6*	4.5	2.7	3.6
Percent White	6.0*	3.5	76.4	73.4
Percent Other	1.2	1.2	2.5	3.0
Number of FTE Teachers	7,687	9,053	83,179	98,849
Student-Teacher Ratio	22.6	19.0	19.7	17.6
Number of Schools	259*	271*	3,748	3,984
Current Expenditures Per Pupil ²	\$7,424	\$8,494	\$6,785	\$8,110
Detroit as a Percentage of Michigan's Public Schools			1995-96	2001-02
Percent of Students			10.6	9.6
Percent of FRPL			NA	21.7
Percent of IEPs			15.7	8.6
Percent of ELLs			NA	15.1
Percent of Schools			7.2	6.8
Percent of Teachers			9.2	9.2
Percent of State Revenue ³			12.3	11.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Detroit
Michigan Educational Assessment Program
Percent Meeting & Exceeding Standards**

	Grade	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	Annualized Change
Reading										
Detroit	4	46.4	46.7	52.6	45.4	51.7	40.4	33.2	54.9	1.2
Michigan	4	49.9	49.0	58.6	59.4	58.2	60.4	56.8	75.0	3.6
Detroit	7	30.7	36.6	32.2	34.5	33.2	30.3	21.7	31.5	0.1
Michigan	7	42.3	40.4	48.8	53.0	48.4	57.9	50.9	61.0	2.7
Math										
Detroit	4	48.5	48.7	64.6	58.5	62.4	50.6	46.1	45.4	-0.4
Michigan	4	63.1	60.5	74.1	71.7	74.8	72.3	64.5	65.0	0.3
Detroit	7	31.5	29.1	33.7	36.0	34.5	NA	NA	NA	NA
Michigan	7	55.0	51.4	61.4	63.2	62.8	NA	NA	NA	NA
Detroit	8	NA	NA	NA	NA	NA	NA	20.0	19.9	-0.1
Michigan	8	NA	NA	NA	NA	NA	NA	53.8	52.0	-1.8

DISTRICT DUVAL COUNTY
 STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Florida Comprehensive Achievement Test (FCAT)		1999
Grades Tested	3-10	How Reported	Performance Level

DEMOGRAPHICS ¹	DUVAL COUNTY		FLORIDA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	123,910	127,392	2,176,222	2,500,478
Percent Free & Reduced Price Lunch Eligible (FRPL)	38.3	42.7	NA	44.6
Percent of Students with IEPs	15.4	15.9	13.4	15.1
Percent English Language Learners	NA	1.9	NA	8.2
Percent African American	39.9	43.5	25.3	24.9
Percent Hispanic	2.5	4.1	15.3	20.4
Percent White	54.8	49.4	57.5	52.5
Percent Other	2.8	3.0	2.0	2.2
Number of FTE Teachers	6,090	6,478	114,938	134,684
Student-Teacher Ratio	20.5	19.2	18.9	18.1
Number of Schools	155	178	2,760	3,419
Current Expenditures Per Pupil ²	\$4,683	\$5,354	\$5,275	\$5,831
Duval as a Percentage of Florida's Public Schools			1995-96	2001-02
Percent of Students			5.7	5.1
Percent of FRPL			NA	4.9
Percent of IEPs			6.5	5.4
Percent of ELLs			NA	1.2
Percent of Schools			5.6	5.2
Percent of Teachers			5.3	4.8
Percent of State Revenue ³			NA	5.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Duval County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999*	2000	2001	2002	2003	Annualized Change
Duval	3	NA	NA	NA	60	65	5.0
Florida	3	NA	NA	NA	60	63	3.0
Duval	4	54	50	51	57	60	1.5
Florida	4	52	52	53	55	60	3.0
Duval	5	NA	NA	NA	54	57	3.0
Florida	5	NA	NA	NA	53	58	5.0
Duval	6	NA	NA	NA	48	49	1.0
Florida	6	NA	NA	NA	51	53	2.0
Duval	7	NA	NA	NA	46	47	1.0
Florida	7	NA	NA	NA	50	52	2.0
Duval	8	43	34	39	43	45	0.5
Florida	8	44	39	43	45	49	1.3
Duval	9	NA	NA	NA	26	27	1.0
Florida	9	NA	NA	NA	29	31	2.0
Duval	10	33	28	35	33	34	0.3
Florida	10	30	29	37	36	36	1.5

**Duval County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above**

Mathematics	Grade	1999*	2000	2001	2002	2003	Annualized Change
Duval	3	NA	NA	NA	53	57	4.0
Florida	3	NA	NA	NA	59	63	4.0
Duval	4	NA	NA	NA	42	47	5.0
Florida	4	NA	NA	NA	51	54	3.0
Duval	5	33	41	40	44	46	3.3
Florida	5	35	46	48	48	52	4.3
Duval	6	NA	NA	NA	33	38	5.0
Florida	6	NA	NA	NA	43	47	4.0
Duval	7	NA	NA	NA	38	38	0.0
Florida	7	NA	NA	NA	47	47	0.0
Duval	8	41	45	48	48	49	2.0
Florida	8	44	51	55	53	56	3.0
Duval	9	NA	NA	NA	41	44	3.0
Florida	9	NA	NA	NA	47	51	4.0
Duval	10	49	50	52	55	58	2.3
Florida	10	47	51	59	60	60	3.3

Duval County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000*	2001	2002	2003	Change in Gap
Duval	4							
African American		29	33	30	33	41	44	
Gap		-39	-38	-34	-33	-29	-28	-11
White		68	71	64	66	70	72	
Gap		-20	-23	-15	-15	-12	-13	-7
Hispanic		48	48	49	51	58	59	
Florida	4							
African American		23	26	32	31	36	41	
Gap		-42	-41	-39	-35	-31	-32	-10
White		65	67	71	66	67	73	
Gap		-27	-26	-23	-23	-21	-22	-5
Hispanic		38	41	48	43	46	51	
Duval	8							
African American		21	25	17	21	24	26	
Gap		-31	-32	-31	-35	-33	-34	3
White		52	57	48	56	57	60	
Gap		-13	-12	-16	-25	-16	-24	11
Hispanic		39	45	32	31	41	36	
Florida	8							
African American		21	24	20	21	24	27	
Gap		-34	-37	-38	-35	-34	-35	1
White		55	61	58	56	58	62	
Gap		-22	-24	-23	-25	-23	-24	2
Hispanic		33	37	35	31	35	38	
Duval	10							
African American		12	13	12	16	15	17	
Gap		-25	-29	-25	-32	-30	-30	5
White		37	42	37	48	45	47	
Gap		-13	-13	-9	-18	-19	-14	1
Hispanic		24	29	28	30	26	33	
Florida	10							
African American		12	13	13	15	14	15	
Gap		-26	-29	-27	-34	-33	-32	6
White		38	42	40	49	47	47	
Gap		-18	-19	-18	-24	-23	-23	5
Hispanic		20	23	22	25	24	24	

**Duval County
FCAT-Math
Percent Level 3 and Above**

	Grade	1998	1999	2000*	2001	2002	2003	Change in Gap
Duval	5							
African American		9	14	21	21	25	27	
Gap		-29	-33	-34	-47	-33	-33	4
White		38	47	55	68	58	60	
Gap		-12	-13	-24	-28	-12	-11	-1
Hispanic		26	34	31	40	46	49	
Florida	5							
African American		10	15	26	25	27	30	
Gap		-34	-36	-37	-34	-33	-33	-1
White		44	51	63	59	60	63	
Gap		-22	-22	-19	-19	-17	-18	-4
Hispanic		22	29	44	40	43	45	
Duval	8							
African American		18	20	24	29	26	29	
Gap		-36	-36	-36	-36	-40	-37	1
White		54	56	60	65	66	66	
Gap		-20	-16	-15	-18	-14	-22	2
Hispanic		34	40	45	47	52	44	
Florida	8							
African American		19	21	30	30	28	31	
Gap		-40	-43	-41	-38	-39	-39	-1
White		59	64	71	68	67	70	
Gap		-25	-26	-24	-24	-25	-23	-2
Hispanic		34	38	47	44	42	47	
Duval	10							
African American		12	21	25	35	32	37	
Gap		-35	-40	-39	-35	-38	-38	3
White		47	61	64	70	70	75	
Gap		-16	-18	-19	-18	-20	-19	3
Hispanic		31	43	45	52	50	56	
Florida	10							
African American		15	22	26	32	32	33	
Gap		-39	-41	-44	-40	-41	-42	3
White		54	63	70	72	73	75	
Gap		-24	-25	-26	-24	-25	-23	-1
Hispanic		30	38	44	48	48	52	

**Duval County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Duval County	4				Duval County	5			
FRPL		44	47		FRPL		39	33	
Gap		-30	-30	0	Gap		-30	-30	0
Non-FRPL		74	77		Non-FRPL		69	63	
Florida	4				Florida	5			
FRPL		43	48		FRPL		35	38	
Gap		-29	-29	0	Gap		-29	-30	1
Non-FRPL		72	77		Non-FRPL		64	68	
Duval County	8				Duval County	8			
FRPL		26	27		FRPL		30	33	
Gap		-26	-30	4	Gap		-29	-29	0
Non-FRPL		52	57		Non-FRPL		59	62	
Florida	8				Florida	8			
FRPL		30	33		FRPL		36	40	
Gap		-28	-30	2	Gap		-31	-31	0
Non-FRPL		58	63		Non-FRPL		67	71	
Duval County	10				Duval County	10			
FRPL		15	17		FRPL		35	40	
Gap		-21	-23	2	Gap		-24	-23	-1
Non-FRPL		36	40		Non-FRPL		59	63	
Florida	10				Florida	10			
FRPL		17	20		FRPL		41	45	
Gap		-25	-24	-1	Gap		-26	-25	-1
Non-FRPL		42	44		Non-FRPL		67	70	

**Duval County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above - Limited English Proficient⁴**

Reading	Grade	2002	2003	Change	Mathematics	Grade	2002	2003	Change
Duval	4	NA	21	NA	Duval	5	NA	20	NA
Florida	4	NA	22	NA	Florida	5	NA	23	NA
Duval	8	NA	5	NA	Duval	8	NA	16	NA
Florida	8	NA	9	NA	Florida	8	NA	24	NA
Duval	10	NA	1	NA	Duval	10	NA	35	NA
Florida	10	NA	4	NA	Florida	10	NA	32	NA

**Duval County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Duval County	4				Duval County	5			
Special Education		30	32		Special Education		20	22	
Gap		-32	-33	1	Gap		-29	-28	-1
Regular Education		62	65		Regular Education		49	50	
Florida	4				Florida	5			
Special Education		24	28		Special Education		19	21	
Gap		-37	-39	2	Gap		-35	-36	1
Regular Education		61	67		Regular Education		54	57	
Duval County	8				Duval County	8			
Special Education		10	12		Special Education		14	13	
Gap		-37	-38	1	Gap		-39	-42	3
Regular Education		47	50		Regular Education		53	55	
Florida	8				Florida	8			
Special Education		13	15		Special Education		18	18	
Gap		-37	-39	2	Gap		-41	-44	3
Regular Education		50	54		Regular Education		59	62	
Duval County	10				Duval County	10			
Special Education		7	7		Special Education		13	17	
Gap		-29	-31	2	Gap		-47	-47	0
Regular Education		36	38		Regular Education		60	64	
Florida	10				Florida	10			
Special Education		10	10		Special Education		25	26	
Gap		-28	-30	2	Gap		-39	-40	1
Regular Education		38	40		Regular Education		64	66	

⁴ The definition of LEP students changes from 2002 to 2003

DISTRICT FORT WORTH
STATE TEXAS

STATE READING AND MATH ASSESSMENTS				
State Assessment	Texas Assessment of Knowledge & Skills First Year Reported (TAKS)			2003
Grades Tested	3-11	How Reported		Performance Level

DEMOGRAPHICS ¹	FORT WORTH		TEXAS	
	1995-96	2001-02	1995-96	2001-02
Number of Students	74,021	80,597	3,740,260*	4,163,447
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.1	NA	50.5*
Percent of Students with IEPs	11.1	9.9	11.5*	11.9
Percent English Language Learners	NA	25.7	12.8*	14.5
Percent African American	34.0	29.7	14.3	14.4
Percent Hispanic	36.4	48.1	36.7	41.7
Percent White	27.0	20.1	46.4	40.9
Percent Other	2.7	2.1	2.6	3.1
Number of FTE Teachers	4,165	5,024	240,371	282,846
Student-Teacher Ratio	17.8	16.2	15.6	14.8
Number of Schools	129	143	6,638	7,761
Current Expenditures Per Pupil ²	\$4,967	\$5,990	\$5,016	\$6,288
Fort Worth as a Percentage of Texas' Public Schools			1995-96	2001-02
Percent of Students			2.0	1.9
Percent of FRPL			NA	2.3
Percent of IEPs			1.9	1.6
Percent of ELLs			NA	3.4
Percent of Schools			1.9	1.8
Percent of Teachers			1.7	1.8
Percent of State Revenue ³			2.1	2.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Fort Worth
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Fort Worth	3	NA	83.6	NA	Fort Worth	3	NA	84.7	NA
Texas	3	NA	89.6	NA	Texas	3	NA	90.8	NA
Fort Worth	4	NA	79.3	NA	Fort Worth	4	NA	84.4	NA
Texas	4	NA	85.9	NA	Texas	4	NA	88.0	NA
Fort Worth	5	NA	75.0	NA	Fort Worth	5	NA	83.8	NA
Texas	5	NA	80.0	NA	Texas	5	NA	86.3	NA
Fort Worth	6	NA	77.0	NA	Fort Worth	6	NA	72.4	NA
Texas	6	NA	86.2	NA	Texas	6	NA	79.3	NA
Fort Worth	7	NA	81.9	NA	Fort Worth	7	NA	65.6	NA
Texas	7	NA	88.0	NA	Texas	7	NA	73.4	NA
Fort Worth	8	NA	81.1	NA	Fort Worth	8	NA	59.8	NA
Texas	8	NA	88.7	NA	Texas	8	NA	73.2	NA
Fort Worth	9	NA	75.5	NA	Fort Worth	9	NA	55.3	NA
Texas	9	NA	82.4	NA	Texas	9	NA	65.1	NA
English Language Arts									
Fort Worth	10	NA	70.7	NA	Fort Worth	10	NA	67.7	NA
Texas	10	NA	72.8	NA	Texas	10	NA	74.2	NA
Fort Worth	11	NA	59.3	NA	Fort Worth	11	NA	62.1	NA
Texas	11	NA	69.8	NA	Texas	11	NA	68.5	NA

**Fort Worth
Texas Assessment of Knowledge and Skills (TAKS)
Percent Passing**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Fort Worth	4				Fort Worth	4			
African American		NA	74.9		African American		NA	78.3	
Gap		NA	-16.9	NA	Gap		NA	-17.7	NA
White		NA	91.8		White		NA	96.0	
Gap		NA	-15.2	NA	Gap		NA	-13.2	NA
Hispanic		NA	76.6		Hispanic		NA	82.8	
Texas	4				Texas	4			
African American		NA	76.8		African American		NA	78.6	
Gap		NA	-16.6	NA	Gap		NA	-16.1	NA
White		NA	93.4		White		NA	94.7	
Gap		NA	-12.6	NA	Gap		NA	-10.8	NA
Hispanic		NA	80.8		Hispanic		NA	83.9	
Fort Worth	8				Fort Worth	8			
African American		NA	75.2		African American		NA	46.4	
Gap		NA	-17.4	NA	Gap		NA	-34.4	NA
White		NA	92.6		White		NA	80.8	
Gap		NA	-13.0	NA	Gap		NA	-22.4	NA
Hispanic		NA	79.6		Hispanic		NA	58.4	
Texas	8				Texas	8			
African American		NA	82.5		African American		NA	58.2	
Gap		NA	-12.0	NA	Gap		NA	-26.7	NA
White		NA	94.5		White		NA	84.9	
Gap		NA	-10.9	NA	Gap		NA	-21.4	NA
Hispanic		NA	83.6		Hispanic		NA	63.5	
English Language Arts									
Fort Worth	10				Fort Worth	10			
African American		NA	65.1		African American		NA	55.9	
Gap		NA	-19.4	NA	Gap		NA	-30.0	NA
White		NA	84.5		White		NA	85.9	
Gap		NA	-19.1	NA	Gap		NA	-21.7	NA
Hispanic		NA	65.4		Hispanic		NA	64.2	
Texas	10				Texas	10			
African American		NA	64.3		African American		NA	60.4	
Gap		NA	-16.5	NA	Gap		NA	-24.0	NA
White		NA	80.8		White		NA	84.4	
Gap		NA	-16.8	NA	Gap		NA	-20.1	NA
Hispanic		NA	64.0		Hispanic		NA	64.3	

Fort Worth
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Economically Disadvantaged

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Fort Worth	4	NA	75.4	NA	Fort Worth	4	NA	81.2	NA
Texas	4	NA	78.9	NA	Texas	4	NA	82.2	NA
Fort Worth	8	NA	77.6	NA	Fort Worth	8	NA	53.9	NA
Texas	8	NA	82.2	NA	Texas	8	NA	61.2	NA

English Language Arts

Fort Worth	10	NA	62.0	NA	Fort Worth	10	NA	61.6	NA
Texas	10	NA	61.3	NA	Texas	10	NA	62.1	NA

Fort Worth
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Limited English Proficiency

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Fort Worth	4	NA	62.6	NA	Fort Worth	4	NA	75.4	NA
Texas	4	NA	65.0	NA	Texas	4	NA	74.1	NA
Fort Worth	8	NA	44.0	NA	Fort Worth	8	NA	30.6	NA
Texas	8	NA	45.2	NA	Texas	8	NA	32.6	NA

English Language Arts

Fort Worth	10	NA	26.1	NA	Fort Worth	10	NA	44.0	NA
Texas	10	NA	22.8	NA	Texas	10	NA	43.2	NA

Fort Worth
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Special Education

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Fort Worth	4	NA	72.9	NA	Fort Worth	4	NA	81.0	NA
Texas	4	NA	79.4	NA	Texas	4	NA	80.8	NA
Fort Worth	8	NA	63.5	NA	Fort Worth	8	NA	38.6	NA
Texas	8	NA	71.4	NA	Texas	8	NA	46.8	NA

English Language Arts

Fort Worth	10	NA	38.2	NA	Fort Worth	10	NA	40.2	NA
Texas	10	NA	32.6	NA	Texas	10	NA	39.6	NA

DISTRICT FRESNO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	CAT/6 & California Standards Test (CST)	First Year Reported	2002, 2003	
Grades Tested	3-11	How Reported	Percent At/Above 50th Percentile & Performance Level	

DEMOGRAPHICS ¹	FRESNO		CALIFORNIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	77,880	81,058	5,536,406	6,248,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.7	NA	46.5
Percent of Students with IEPs	11.4	10.9	10.5	10.6
Percent English Language Learners	NA	30.2	NA	24.2
Percent African American	10.9	11.8	8.8	8.2
Percent Hispanic	41.8	50.5	38.7	43.5
Percent White	23.9	19.2	40.4	34.2
Percent Other	23.4	18.5	12.1	11.8
Number of FTE Teachers	3,295	3,859	230,849	304,296
Student-Teacher Ratio	23.6	21.7	24.0	21.0
Number of Schools	89	99	7,876	8,916
Current Expenditures Per Pupil ²	\$4,826	\$6,425	\$4,937	\$6,314
Fresno as a Percentage of California's Public Schools			1995-96	2001-02
Percent of Students			1.4	1.3
Percent of FRPL			NA	2.1
Percent of IEPs			1.5	1.3
Percent of ELLs			NA	1.6
Percent of Schools			1.1	1.1
Percent of Teachers			1.4	1.3
Percent of State Revenue ³			1.6	1.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Fresno
CAT/6
Percent Scoring At/Above 50th NPR**

Reading	Grade	2002	2003	Annualized Change	Math	Grade	2002	2003	Change
Fresno	2	NA	32	NA	Fresno	2	NA	38	NA
California	2	NA	46	NA	California	2	NA	57	NA
Fresno	3	NA	20	NA	Fresno	3	NA	36	NA
California	3	NA	34	NA	California	3	NA	52	NA
Fresno	4	NA	21	NA	Fresno	4	NA	31	NA
California	4	NA	35	NA	California	4	NA	48	NA
Fresno	5	NA	26	NA	Fresno	5	NA	31	NA
California	5	NA	40	NA	California	5	NA	49	NA
Fresno	6	NA	32	NA	Fresno	6	NA	40	NA
California	6	NA	45	NA	California	6	NA	51	NA
Fresno	7	NA	27	NA	Fresno	7	NA	30	NA
California	7	NA	45	NA	California	7	NA	46	NA
Fresno	8	NA	25	NA	Fresno	8	NA	31	NA
California	8	NA	41	NA	California	8	NA	48	NA
Fresno	9	NA	36	NA	Fresno	9	NA	31	NA
California	9	NA	50	NA	California	9	NA	46	NA
Fresno	10	NA	37	NA	Fresno	10	NA	38	NA
California	10	NA	49	NA	California	10	NA	51	NA
Fresno	11	NA	39	NA	Fresno	11	NA	37	NA
California	11	NA	47	NA	California	11	NA	46	NA

**Fresno
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Fresno	2	16	22	6	Fresno	2	23	34	11
California	2	32	36	4	California	2	43	53	10
Fresno	3	17	19	2	Fresno	3	19	27	8
California	3	34	33	-1	California	3	38	46	8
Fresno	4	19	23	4	Fresno	4	18	28	10
California	4	36	39	3	California	4	37	45	8
Fresno	5	16	20	4	Fresno	5	14	17	3
California	5	31	36	5	California	5	29	35	6
Fresno	6	17	21	4	Fresno	6	20	21	1
California	6	30	36	6	California	6	32	34	2
Fresno	7	18	18	0	Fresno	7	17	17	0
California	7	33	36	3	California	7	30	30	0
Fresno	8	18	16	-2					
California	8	32	30	-2					
Fresno	9	20	23	3					
California	9	33	38	5					
Fresno	10	22	19	-3					
California	10	33	33	0					
Fresno	11	24	24	0					
California	11	31	32	1					

Fresno
California Standards Test by Ethnicity
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Fresno	4				Fresno	4			
African American		14	17		African American		9	19	
Gap		-29	-30	1	Gap		-26	-29	3
White		43	47		White		35	48	
Gap		-30	-28	-2	Gap		-22	-25	3
Hispanic		13	19		Hispanic		13	23	
California	4				California	4			
African American		24	27		African American		22	29	
Gap		-32	-32	0	Gap		-31	-32	1
White		56	59		White		53	61	
Gap		-37	-35	-2	Gap		-29	-28	-1
Hispanic		19	24		Hispanic		24	33	
Fresno	8				Fresno	7			
African American		9	11		African American		8	9	
Gap		-33	-27	-6	Gap		-27	-26	-1
White		42	38		White		35	35	
Gap		-30	-28	-2	Gap		-25	-24	-1
Hispanic		12	10		Hispanic		10	11	
California	8				California	7			
African American		17	17		African American		13	12	
Gap		-33	-30	-3	Gap		-30	-32	2
White		50	47		White		43	44	
Gap		-35	-32	-3	Gap		-28	-28	0
Hispanic		15	15		Hispanic		15	16	
Fresno	10								
African American		15	14						
Gap		-31	-30	-1					
White		46	44						
Gap		-32	-31	-1					
Hispanic		14	13						
California	10								
African American		19	19						
Gap		-30	-31	1					
White		49	50						
Gap		-33	-33	0					
Hispanic		16	17						

Fresno
California Standards Test - Economically Disadvantaged (ED)
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Fresno	4				Fresno	4			
ED		12	18		ED		13	24	
Gap		-40	-36	-4	Gap		-31	-28	-3
Non-ED		52	54		Non-ED		44	52	
California	4				California	4			
ED		19	24		ED		24	33	
Gap		-37	-35	-2	Gap		-30	-29	-1
Non-ED		56	59		Non-ED		54	62	
Fresno	8				Fresno	7			
ED		10	9		ED		12	11	
Gap		-30	-30	0	Gap		-24	-26	2
Non-ED		40	39		Non-ED		36	37	
California	8				California	7			
ED		14	15		ED		16	16	
Gap		-32	-27	-5	Gap		-25	-27	2
Non-ED		46	42		Non-ED		41	43	
Fresno	10								
ED		11	11						
Gap		-24	-21	-3					
Non-ED		35	32						
California	10								
ED		14	16						
Gap		-28	-26	-2					
Non-ED		42	42						

Fresno
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Fresno	4				Fresno	4			
English Learners Gap		3 -25	11 -19	-6	English Learners Gap		8 -16	22 -9	-7
English Proficient		28	30		English Proficient		24	31	
California	4				California	4			
English Learners Gap		10 -36	15 -35	-1	English Learners Gap		10 -36	29 -24	-12
English Proficient		46	50		English Proficient		46	53	
Fresno	8				Fresno	7			
English Learners Gap		1 -24	2 -22	-2	English Learners Gap		6 -17	6 -16	-1
English Proficient		25	24		English Proficient		23	22	
California	8				California	7			
English Learners Gap		3 -38	4 -33	-5	English Learners Gap		9 -26	8 -28	2
English Proficient		41	37		English Proficient		35	36	
Fresno	10								
English Learners Gap		1 -29	1 -27	-2					
English Proficient		30	28						
California	10								
English Learners Gap		3 -36	4 -35	-1					
English Proficient		39	39						

**Fresno
California Standards Test - Special Education
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Fresno	4				Fresno	4			
Special Education		8	7		Special Education		7	9	
Gap		-12	-18	6	Gap		-12	-21	9
Regular Education		20	25		Regular Education		19	30	
California	4				California	4			
Special Education		16	15		Special Education		18	20	
Gap		-21	-20	-1	Gap		-22	-28	6
Regular Education		37	35		Regular Education		40	48	
Fresno	8				Fresno	7			
Special Education		3	1		Special Education		2	1	
Gap		-16	-16	0	Gap		-16	-17	1
Regular Education		19	17		Regular Education		18	18	
California	8				California	7			
Special Education		5	5		Special Education		6	6	
Gap		-30	-28	-2	Gap		-25	-27	2
Regular Education		35	33		Regular Education		31	33	
Fresno	10								
Special Education		4	0						
Gap		-19	-22	3					
Regular Education		23	22						
California	10								
Special Education		4	5						
Gap		-31	-31	0					
Regular Education		35	36						

DISTRICT GREENSBORO (GUILFORD COUNTY)
 STATE NORTH CAROLINA

STATE READING AND MATH ASSESSMENTS				
State Assessment	North Carolina End-of-Grade Tests		First Year Reported	1998
Grades Tested	3-8	How Reported	Percent At/Above Grade Level	
DEMOGRAPHICS ¹	GREENSBORO		NORTH CAROLINA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	55,663*	64,546	1,156,885*	1,315,363
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	37.6	NA	38.4
Percent of Students with IEPs	12.8*	15.8	12.6	14.2
Percent English Language Learners	NA	4.6	NA	4.0
Percent African American	38.2	42.9	30.7	31.3
Percent Hispanic	1.3	4.1	1.9	5.2
Percent White	57.2	48.2	64.6	60.0
Percent Other	3.4	4.7	2.8	3.4
Number of FTE Teachers	3,574	4,047	73,201	85,684
Student-Teacher Ratio	16.0	14.9	15.8	14.9
Number of Schools	92	101	1,985	2,234
Current Expenditures Per Pupil ²	\$5,226	\$6,365	\$4,719	\$6,045
Greensboro as a Percentage of North Carolina's Public Schools			1995-96	2001-02
Percent of Students			4.8	4.9
Percent of FRPL			NA	4.8
Percent of IEPs			4.9	5.5
Percent of ELLs			NA	5.6
Percent of Schools			4.7	4.5
Percent of Teachers			4.9	4.7
Percent of State Revenue ³			4.8	4.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Greensboro
NC End-of-Grade Test
Percent At/Above Grade Level**

	Grade	1998	1999	2000	2001	2002	2003	Annualized Change
Reading								
Greensboro	3	69.6	70.8	71.8	73.5	77.0	80.8	2.2
North Carolina	3	71.6	73.6	74.4	76.4	79.8	82.6	2.2
Greensboro	4	71.1	68.6	70.3	71.8	74.0	82.1	2.2
North Carolina	4	70.9	71.4	72.1	74.6	77.1	83.7	2.6
Greensboro	5	75.1	75.8	77.4	81.5	83.2	88.0	2.6
North Carolina	5	75.2	75.8	79.1	82.7	84.5	88.7	2.7
Greensboro	6	72.3	72.6	70.3	69.7	72.1	80.6	1.7
North Carolina	6	70.0	72.4	69.5	70.6	74.1	81.5	2.3
Greensboro	7	73.7	77.8	74.8	74.2	73.6	84.2	2.1
North Carolina	7	71.2	76.6	75.1	75.3	76.5	85.3	2.8
Greensboro	8	80.4	80.3	83.4	81.5	84.7	88.3	1.6
North Carolina	8	79.5	79.9	82.4	83.3	85.1	87.7	1.6
Math								
Greensboro	3	66.1	66.3	68.2	69.9	74.8	87.5	4.3
North Carolina	3	68.2	70.0	71.8	73.6	77.3	88.8	4.1
Greensboro	4	78.3	78.9	82.8	85.1	87.9	94.2	3.2
North Carolina	4	79.3	82.6	84.5	86.8	88.9	94.7	3.1
Greensboro	5	76.5	80.2	79.8	87.1	87.8	92.7	3.2
North Carolina	5	78.0	82.4	82.9	86.7	88.4	92.6	2.9
Greensboro	6	76.6	77.1	80.1	79.0	84.1	89.1	2.5
North Carolina	6	78.3	78.4	80.9	82.9	86.4	90.0	2.3
Greensboro	7	74.6	80.3	76.1	77.8	79.9	81.5	1.4
North Carolina	7	76.9	82.4	80.7	81.2	83.3	83.7	1.4
Greensboro	8	73.0	74.0	77.8	75.5	81.0	82.0	1.8
North Carolina	8	76.3	77.6	80.5	79.5	82.2	84.1	1.6

**Greensboro
NC End-of-Grade Test-Reading
Percent At/Above Grade Level**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Greensboro	4							
African American		53.4	50.8	52.5	56.2	58.8	72.9	
Gap		-30.5	-31.6	-33.0	-30.7	-29.3	-18.8	-11.7
White		83.9	82.4	85.5	86.9	88.1	91.7	
Gap		-15.5	-21.9	-28.6	-23.3	-18.8	-20.7	5.2
Hispanic		68.4	60.5	56.9	63.6	69.3	71.0	
North Carolina	4							
African American		52.3	53.0	53.6	57.3	61.5	73.3	
Gap		-27.9	-27.8	-28.0	-26.5	-24.2	-16.8	-11.1
White		80.2	80.8	81.6	83.8	85.7	90.1	
Gap		-23.0	-22.5	-22.0	-19.7	-18.8	-16.9	-6.1
Hispanic		57.2	58.3	59.6	64.1	66.9	73.2	
Greensboro	8							
African American		66.9	66.3	71.5	67.8	72.5	79.6	
Gap		-22.4	-23.9	-20.3	-24.4	-21.9	-15.4	-7.0
White		89.3	90.2	91.8	92.2	94.4	95.0	
Gap		-20.1	-21.9	-22.8	-23.5	-22.0	-15.7	-4.4
Hispanic		69.2	68.3	69.0	68.7	72.4	79.3	
North Carolina	8							
African American		63.8	64.1	68.3	69.2	72.4	77.7	
Gap		-23.1	-23.4	-21.0	-21.2	-19.5	-15.7	-7.4
White		86.9	87.5	89.3	90.4	91.9	93.4	
Gap		-22.2	-21.4	-19.6	-18.9	-20.8	-19.7	-2.5
Hispanic		64.7	66.1	69.7	71.5	71.1	73.7	

Greensboro
NC End-of-Grade Test-Math
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Greensboro	4							
African American		64.0	64.7	70.9	73.9	78.4	90.2	
Gap		-24.2	-24.5	-21.1	-20.7	-17.7	-4.8	-19.4
White		88.2	89.2	92.0	94.6	96.1	95.0	
Gap		-16.8	-15.1	-13.1	-3.2	-8.4	-4.0	-12.8
Hispanic		71.4	74.1	78.9	91.4	87.7	91.0	
North Carolina	4							
African American		62.7	68.2	70.7	74.8	79.1	89.8	
Gap		-24.5	-21.4	-20.4	-18.2	-15.0	-5.2	-19.3
White		87.2	89.6	91.1	93.0	94.1	95.0	
Gap		-16.8	-12.7	-11.2	-10.3	-8.4	-2.2	-14.6
Hispanic		70.4	76.9	79.9	82.7	85.7	92.8	
Greensboro	8							
African American		55.0	55.0	60.5	58.1	66.5	67.9	
Gap		-29.4	-31.4	-28.7	-30.0	-25.1	-24.7	-4.7
White		84.4	86.4	89.2	88.1	91.6	92.6	
Gap		-10.8	-13.1	-21.4	-15.5	-17.8	-15.2	4.4
Hispanic		73.6	73.3	67.8	72.6	73.8	77.4	
North Carolina	8							
African American		57.1	59.0	63.9	63.3	67.5	70.4	
Gap		-27.8	-27.1	-24.4	-23.9	-22.0	-20.8	-7.0
White		84.9	86.1	88.3	87.2	89.5	91.2	
Gap		-19.0	-20.1	-18.0	-18.8	-18.3	-14.7	-4.3
Hispanic		65.9	66.0	70.3	68.4	71.2	76.5	

**Greensboro
NC End-of-Grade Test
Percent At/Above Level III**

Reading	Grade	2001	2002	2003	Change in Gap	Math	Grade	2001	2002	2003	Change in Gap
Greensboro	4					Greensboro	4				
Eligible for FRPL		55.0	59.1	70.9		Eligible for FRPL		74.1	79.2	89.7	
Gap		-30.1	-27.8	-21.6	-8.5	Gap		-19.6	-16.2	-5.3	-14.3
Not Eligible		85.1	86.9	92.5		Not Eligible		93.7	95.4	95.0	
North Carolina	4					North Carolina	4				
Eligible for FRPL		60.0	64.2	74.3		Eligible for FRPL		77.9	81.8	91.1	
Gap		-25.0	-22.9	-17.6	-7.4	Gap		-15.3	-12.8	-3.9	-11.4
Not Eligible		85.0	87.1	91.9		Not Eligible		93.2	94.6	95.0	
Greensboro	8					Greensboro	8				
Eligible for FRPL		64.1	76.0	77.3		Eligible for FRPL		55.2	72.2	66.6	
Gap		-24.5	-11.8	-17.7	-6.8	Gap		-28.5	-11.8	-25.7	-2.8
Not Eligible		88.6	87.8	95.0		Not Eligible		83.7	84.0	92.3	
North Carolina	8					North Carolina	8				
Eligible for FRPL		68.2	73.0	77.6		Eligible for FRPL		63.2	69.7	72.6	
Gap		-20.5	-18.1	-16.5	-4.0	Gap		-22.0	-18.7	-18.9	-3.1
Not Eligible		88.7	91.1	94.1		Not Eligible		85.2	88.4	91.5	

**Greensboro
NC End-of-Grade Test
Percent At/Above Level III**

Reading	Grade	2001	2002	2003	Change in Gap	Math	Grade	2001	2002	2003	Change in Gap
Greensboro	4					Greensboro	4				
LEP		35.1	53.4	58.7		LEP		76.8	78.8	87.1	
Gap		-37.5	-21.1	-24.2	-13.3	Gap		-8.4	-9.3	-7.3	-1.1
Non-LEP		72.6	74.5	82.9		Non-LEP		85.2	88.1	94.4	
North Carolina	4					North Carolina	4				
LEP		47.0	51.9	60.6		LEP		74.9	79.5	89.5	
Gap		-28.1	-25.8	-23.9	-4.2	Gap		-12.1	-9.7	-5.4	-6.7
Non-LEP		75.1	77.7	84.5		Non-LEP		87.0	89.2	94.9	
Greensboro	8					Greensboro	8				
LEP		35.6	50.6	55.2		LEP		56.2	57.7	56.5	
Gap		-46.8	-34.7	-33.7	-13.1	Gap		-19.7	-23.7	-26.0	6.3
Non-LEP		82.4	85.3	88.9		Non-LEP		75.9	81.4	82.5	
North Carolina	8					North Carolina	8				
LEP		49.7	53.9	53.9		LEP		54.9	62.9	64.6	
Gap		-34.0	-31.7	-34.5	0.5	Gap		-24.9	-19.6	-20.0	-4.9
Non-LEP		83.7	85.6	88.4		Non-LEP		79.8	82.5	84.6	

**Greensboro
NC End-of-Grade Test
Percent At/Above Level III**

Reading	Grade	2001	2002	2003	Change in Gap	Math	Grade	2001	2002	2003	Change in Gap
Greensboro	4					Greensboro	4				
Students with Disabilities		46.2	49.3	60.3		Students with Disabilities		68.7	73.7	83.7	
Gap		-31.0	-30.2	-26.4	-4.6	Gap		-19.9	-17.4	-11.3	-8.6
Non-Disabled Students		77.2	79.5	86.7		Non-Disabled Students		88.6	91.1	95.0	
North Carolina	4					North Carolina	4				
Students with Disabilities		44.1	49.6	55.6		Students with Disabilities		68.2	72.8	81.2	
Gap		-34.5	-31.0	-32.2	-2.3	Gap		-21.1	-18.3	-13.8	-7.3
Non-Disabled Students		78.6	80.6	87.8		Non-Disabled Students		89.3	91.1	95.0	
Greensboro	8					Greensboro	8				
Students with Disabilities		52.9	61.1	64.7		Students with Disabilities		44.6	55.7	58.0	
Gap		-34.1	-27.6	-27.6	-6.5	Gap		-36.8	-29.5	-28.1	-8.7
Non-Disabled Students		87.0	88.7	92.3		Non-Disabled Students		81.4	85.2	86.1	
North Carolina	8					North Carolina	8				
Students with Disabilities		48.4	53.8	55.5		Students with Disabilities		44.6	50.7	50.8	
Gap		-39.2	-35.1	-36.6	-2.6	Gap		-39.2	-35.4	-38.0	-1.2
Non-Disabled Students		87.6	88.9	92.1		Non-Disabled Students		83.8	86.1	88.8	

DISTRICT GREENVILLE
 STATE SOUTH CAROLINA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Palmetto Achievement Challenge (PACT)	First Year Reported	1999
Grades Tested	3-8	How Reported	Percent Proficient & Advanced

DEMOGRAPHICS ¹	GREENVILLE		SOUTH CAROLINA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	54,619	62,817*	645,586	691,078
Percent Free & Reduced Price Lunch Eligible (FRPL)	24.5	33.6	NA	47.5
Percent of Students with IEPs	12.4	16.2*	NA	14.2
Percent English Language Learners	NA	1.0	NA	0.9
Percent African American	26.8	28.1*	42.1	41.5
Percent Hispanic	1.0	4.4	0.7	2.3
Percent White	71.2	65.6*	56.3	54.5
Percent Other	1.0	1.9*	1.0	1.2
Number of FTE Teachers	3,265	3,982	39,922	46,616
Student-Teacher Ratio	16.7	16.2	16.2	14.7
Number of Schools	92	94	1,095	1,145
Current Expenditures Per Pupil ²	\$4,532	\$5,506	\$4,779	\$6,130
Greenville as a Percentage of South Carolina's Public Schools			1995-96	2001-02
Percent of Students			8.5	9.1
Percent of FRPL			NA	6.4
Percent of IEPs			NA	10.3
Percent of ELLs			NA	9.7
Percent of Schools			8.4	8.2
Percent of Teachers			8.2	8.5
Percent of State Revenue ³			7.9	7.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Greenville
Palmetto Achievement Challenge Test Scores (PACT)
Percent Proficient & Advanced**

	Grade	1999	2000	2001	2002	2003	Change
Reading							
Greenville	3	34.8	44.6	47.6	47.4	50.3	3.9
South Carolina	3	28.0	40.0	41.6	41.8	43.8	4.0
Greenville	4	38.6	44.6	46.3	37.9	35.9	-0.7
South Carolina	4	28.0	37.0	37.3	33.5	31.4	0.9
Greenville	5	35.4	37.5	36.3	32.9	22.6	-3.2
South Carolina	5	26.0	27.0	27.4	24.9	19.7	-1.6
Greenville	6	28.3	37.9	38.6	38.7	31.1	0.7
South Carolina	6	24.0	32.0	32.0	33.5	26.8	0.7
Greenville	7	25.7	31.8	32.9	31.9	26.3	0.2
South Carolina	7	24.0	27.0	28.0	26.9	22.7	-0.3
Greenville	8	27.4	28.9	27.6	32.5	24.3	-0.8
South Carolina	8	22.0	24.0	23.6	26.8	19.9	-0.5
Math							
Greenville	3	23.2	29.2	35.3	33.0	40.4	4.3
South Carolina	3	18.0	25.0	33.3	31.5	33.1	3.8
Greenville	4	23.5	27.2	28.4	38.4	36.5	3.3
South Carolina	4	18.0	24.0	26.0	36.0	33.7	3.9
Greenville	5	23.4	26.7	31.8	32.4	30.6	1.8
South Carolina	5	16.0	20.0	27.1	28.7	26.6	2.7
Greenville	6	18.9	24.3	29.0	28.1	38.5	4.9
South Carolina	6	16.0	22.0	26.4	29.1	36.2	5.1
Greenville	7	18.5	23.8	28.8	27.9	28.6	2.5
South Carolina	7	16.0	22.0	25.2	27.0	28.9	3.2
Greenville	8	18.1	21.7	20.0	18.9	19.2	0.3
South Carolina	8	15.0	20.0	18.4	19.1	19.2	1.1

DISTRICT HILLSBOROUGH COUNTY
 STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Florida Comprehensive Achievement Test (FCAT)	First Year Reported	1999
Grades Tested	4, 5, 8, &10	How Reported	Performance Level

DEMOGRAPHICS ¹	HILLSBOROUGH COUNTY		FLORIDA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	143,193	169,789	2,176,222	2,500,478
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	48.8	NA	44.6
Percent of Students with IEPs	12.9	15.1	13.4	15.1
Percent English Language Learners	NA	10.7	NA	8.2
Percent African American	24.0	24.0	25.3	24.9
Percent Hispanic	16.8	22.9	15.3	20.4
Percent White	57.0	50.5	57.5	52.5
Percent Other	2.2	2.5	2.0	2.2
Number of FTE Teachers	8,492	9,975	114,938	134,684
Student-Teacher Ratio	16.9	17.2	18.9	18.1
Number of Schools	172	219	2,760	3,419
Current Expenditures Per Pupil ²	\$5,217	\$5,811	\$5,275	\$5,831
Hillsborough as a Percentage of Florida's Public Schools			1995-96	2001-02
Percent of Students			6.6	6.8
Percent of FRPL			NA	7.4
Percent of IEPs			6.3	6.8
Percent of ELLs			NA	8.9
Percent of Schools			6.2	6.4
Percent of Teachers			7.4	7.4
Percent of State Revenue ³			7.6	8.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Hillsborough County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above**

Reading	Grade	1999	2000	2001	2002	2003	Annualized Change
Hillsborough	3	NA	NA	NA	58	63	5.0
Florida	3	NA	NA	NA	60	63	3.0
Hillsborough	4	49	53	54	54	58	2.3
Florida	4	48	52	53	55	60	3.0
Hillsborough	5	NA	NA	NA	54	56	2.0
Florida	5	NA	NA	NA	53	58	5.0
Hillsborough	6	NA	NA	NA	53	54	1.0
Florida	6	NA	NA	NA	51	53	2.0
Hillsborough	7	NA	NA	NA	51	51	0.0
Florida	7	NA	NA	NA	50	52	2.0
Hillsborough	8	45	41	47	48	51	1.5
Florida	8	44	39	43	45	49	1.3
Hillsborough	9	NA	NA	NA	30	33	3.0
Florida	9	NA	NA	NA	29	31	2.0
Hillsborough	10	34	33	42	40	36	0.5
Florida	10	30	29	37	36	36	1.5

**Hillsborough County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above**

Mathematics	Grade	1999	2000	2001	2002	2003	Annualized Change
Hillsborough	3	NA	NA	NA	62	65	3.0
Florida	3	NA	NA	NA	59	63	4.0
Hillsborough	4	NA	NA	NA	54	54	0.0
Florida	4	NA	NA	NA	51	54	3.0
Hillsborough	5	39	50	50	51	51	3.0
Florida	5	35	46	48	48	52	4.3
Hillsborough	6	NA	NA	NA	50	50	0.0
Florida	6	NA	NA	NA	43	47	4.0
Hillsborough	7	NA	NA	NA	54	52	-2.0
Florida	7	NA	NA	NA	47	47	0.0
Hillsborough	8	49	57	61	61	62	3.3
Florida	8	44	51	55	53	56	3.0
Hillsborough	9	NA	NA	NA	57	60	3.0
Florida	9	NA	NA	NA	47	51	4.0
Hillsborough	10	57	59	67	68	65	2.0
Florida	10	47	51	59	60	60	3.3

**Hillsborough County
FCAT-Reading
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Hillsborough	4							
African American		22	26	34	31	33	38	
Gap		-42	-41	-40	-35	-36	-35	-7
White		64	67	74	66	69	73	
Gap		-27	-27	-25	-23	-24	-26	-1
Hispanic		37	40	49	43	45	47	
Florida	4							
African American		23	26	32	31	36	41	
Gap		-42	-41	-39	-35	-31	-32	-10
White		65	67	71	66	67	73	
Gap		-27	-26	-23	-23	-21	-22	-5
Hispanic		38	41	48	43	46	51	
Hillsborough	8							
African American		20	26	22	24	27	30	
Gap		-33	-37	-38	-36	-35	-35	2
White		53	63	60	60	62	65	
Gap		-23	-27	-30	-26	-25	-27	4
Hispanic		30	36	30	34	37	38	
Florida	8							
African American		21	24	20	21	24	27	
Gap		-34	-37	-38	-35	-34	-35	1
White		55	61	58	56	58	62	
Gap		-22	-24	-23	-25	-23	-24	2
Hispanic		33	37	35	31	35	38	
Hillsborough	10							
African American		13	15	15	18	17	16	
Gap		-24	-31	-30	-35	-35	-33	9
White		37	46	45	53	52	49	
Gap		-19	-21	-18	-23	-26	-24	5
Hispanic		18	25	27	30	26	25	
Florida	10							
African American		12	13	13	15	14	15	
Gap		-26	-29	-27	-34	-33	-32	6
White		38	42	40	49	47	47	
Gap		-18	-19	-18	-24	-23	-23	5
Hispanic		20	23	22	25	24	24	

**Hillsborough County
FCAT-Math
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Hillsborough	5							
African American		12	17	29	24	26	29	
Gap		-36	-41	-40	-40	-37	-36	0
White		48	58	69	64	63	65	
Gap		-25	-25	-21	-23	-20	-21	-4
Hispanic		23	33	48	41	43	44	
Florida	5							
African American		10	15	26	25	27	30	
Gap		-34	-36	-37	-34	-33	-33	-1
White		44	51	63	59	60	63	
Gap		-22	-22	-19	-19	-17	-18	-4
Hispanic		22	29	44	40	43	45	
Hillsborough	8							
African American		18	27	38	38	38	39	
Gap		-38	-40	-39	-35	-36	-37	-1
White		56	67	77	73	74	76	
Gap		-24	-26	-26	-21	-25	-23	-1
Hispanic		32	41	51	52	49	53	
Florida	8							
African American		19	21	30	30	28	31	
Gap		-40	-43	-41	-38	-39	-39	-1
White		59	64	71	68	67	70	
Gap		-25	-26	-24	-24	-25	-23	-2
Hispanic		34	38	47	44	42	47	
Hillsborough	10							
African American		17	31	31	41	40	39	
Gap		-42	-40	-44	-37	-40	-40	-2
White		59	71	75	78	80	79	
Gap		-25	-23	-22	-20	-24	-23	-2
Hispanic		34	48	53	58	56	56	
Florida	10							
African American		15	22	26	32	32	33	
Gap		-39	-41	-44	-40	-41	-42	3
White		54	63	70	72	73	75	
Gap		-24	-25	-26	-24	-25	-23	-1
Hispanic		30	38	44	48	48	52	

**Hillsborough County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Hillsborough	4				Hillsborough	5			
FRPL		39	44		FRPL		34	35	
Gap		-35	-33	-2	Gap		-34	-34	0
Non-FRPL		74	77		Non-FRPL		68	69	
Florida	4				Florida	5			
FRPL		43	48		FRPL		35	38	
Gap		-29	-29	0	Gap		-29	-30	1
Non-FRPL		72	77		Non-FRPL		64	68	
Hillsborough	8				Hillsborough	8			
FRPL		30	33		FRPL		42	46	
Gap		-33	-33	0	Gap		-32	-31	-1
Non-FRPL		63	66		Non-FRPL		74	77	
Florida	8				Florida	8			
FRPL		30	33		FRPL		36	40	
Gap		-28	-30	2	Gap		-31	-31	0
Non-FRPL		58	63		Non-FRPL		67	71	
Hillsborough	10				Hillsborough	10			
FRPL		19	18		FRPL		48	48	
Gap		-29	-29	0	Gap		-27	-28	1
Non-FRPL		48	47		Non-FRPL		75	76	
Florida	10				Florida	10			
FRPL		17	20		FRPL		41	45	
Gap		-25	-24	-1	Gap		-26	-25	-1
Non-FRPL		42	44		Non-FRPL		67	70	

**Hillsborough County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above - Limited English Proficient ⁴**

Reading	Grade	2002	2003	Annualized Change	Mathematics	Grade	2002	2003	Annualized Change
Hillsborough	4	NA	23	NA	Hillsborough	5	NA	26	NA
Florida	4	NA	22	NA	Florida	5	NA	23	NA
Hillsborough	8	NA	9	NA	Hillsborough	8	NA	31	NA
Florida	8	NA	9	NA	Florida	8	NA	24	NA
Hillsborough	10	NA	3	NA	Hillsborough	10	NA	35	NA
Florida	10	NA	4	NA	Florida	10	NA	32	NA

**Hillsborough County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Hillsborough	4				Hillsborough	5			
Special Education		24	28		Special Education		21	23	
Gap		-37	-36	-1	Gap		-35	-34	-1
Regular Education		61	64		Regular Education		56	57	
Florida	4				Florida	5			
Special Education		24	28		Special Education		19	21	
Gap		-37	-39	2	Gap		-35	-36	1
Regular Education		61	67		Regular Education		54	57	
Hillsborough	8				Hillsborough	8			
Special Education		17	19		Special Education		26	28	
Gap		-35	-36	1	Gap		-39	-40	1
Regular Education		52	55		Regular Education		65	68	
Florida	8				Florida	8			
Special Education		13	15		Special Education		18	18	
Gap		-37	-39	2	Gap		-41	-44	3
Regular Education		50	54		Regular Education		59	62	
Hillsborough	10				Hillsborough	10			
Special Education		12	12		Special Education		31	34	
Gap		-30	-28	-2	Gap		-40	-36	-4
Regular Education		42	40		Regular Education		71	70	
Florida	10				Florida	10			
Special Education		10	10		Special Education		25	26	
Gap		-28	-30	2	Gap		-39	-40	1
Regular Education		38	40		Regular Education		64	66	

⁴ The definition of LEP students changes from 2002 to 2003

DISTRICT HOUSTON
STATE TEXAS

STATE READING AND MATH ASSESSMENTS				
State Assessment	Texas Assessment of Knowledge & Skills (TAKS)		First Year Reported	2003
Grades Tested	3-11	How Reported	Performance Level	

DEMOGRAPHICS ¹	HOUSTON		TEXAS	
	1995-96	2001-02	1995-96	2001-02
Number of Students	206,704	210,890*	3,740,260*	4,163,447
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	79.0*	NA	50.5*
Percent of Students with IEPs	9.9*	9.8*	11.5*	11.9
Percent English Language Learners	27.2*	28.4	12.8*	14.5
Percent African American	34.9	31.3	14.3	14.4
Percent Hispanic	50.8	56.1	36.7	41.7
Percent White	11.5*	9.5*	46.4	40.9
Percent Other	2.8	3.1	2.6	3.1
Number of FTE Teachers	11,935	12,097	240,371	282,846
Student-Teacher Ratio	17.3	17.4	15.6	14.8
Number of Schools	258*	299	6,638	7,761
Current Expenditures Per Pupil ²	\$4,987	\$6,196	\$5,016	\$6,288
Houston as a Percentage of Texas' Public Schools			1995-96	2001-02
Percent of Students			5.5	5.1
Percent of FRPL			NA	7.9
Percent of IEPs			4.8	4.2
Percent of ELLs			11.7	10.0
Percent of Schools			3.9	3.9
Percent of Teachers			5.0	4.3
Percent of State Revenue ³			3.4	3.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Houston
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Houston	3	NA	84.5	NA	Houston	3	NA	84.6	NA
Texas	3	NA	89.6	NA	Texas	3	NA	90.8	NA
Houston	4	NA	80.6	NA	Houston	4	NA	83.0	NA
Texas	4	NA	85.9	NA	Texas	4	NA	88.0	NA
Houston	5	NA	72.6	NA	Houston	5	NA	79.6	NA
Texas	5	NA	80.0	NA	Texas	5	NA	86.3	NA
Houston	6	NA	79.0	NA	Houston	6	NA	66.1	NA
Texas	6	NA	86.2	NA	Texas	6	NA	79.3	NA
Houston	7	NA	85.9	NA	Houston	7	NA	60.0	NA
Texas	7	NA	88.0	NA	Texas	7	NA	73.4	NA
Houston	8	NA	86.1	NA	Houston	8	NA	63.1	NA
Texas	8	NA	88.7	NA	Texas	8	NA	73.2	NA
Houston	9	NA	74.5	NA	Houston	9	NA	49.2	NA
Texas	9	NA	82.4	NA	Texas	9	NA	65.1	NA
English Language Arts									
Houston	10	NA	62.1	NA	Houston	10	NA	62.2	NA
Texas	10	NA	72.8	NA	Texas	10	NA	74.2	NA
Houston	11	NA	60.2	NA	Houston	11	NA	62.0	NA
Texas	11	NA	69.8	NA	Texas	11	NA	68.5	NA

Houston
Texas Assessment of Knowledge and Skills (TAKS)
Percent Passing

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Houston	4				Houston	4			
African American		NA	78.6		African American		NA	78.9	
Gap		NA	-16.8	NA	Gap		NA	-17.3	NA
White		NA	95.4		White		NA	96.2	
Gap		NA	-17.7	NA	Gap		NA	-14.1	NA
Hispanic		NA	77.7		Hispanic		NA	82.1	
Texas	4				Texas	4			
African American		NA	76.8		African American		NA	78.6	
Gap		NA	-16.6	NA	Gap		NA	-16.1	NA
White		NA	93.4		White		NA	94.7	
Gap		NA	-12.6	NA	Gap		NA	-10.8	NA
Hispanic		NA	80.8		Hispanic		NA	83.9	
Houston	8				Houston	8			
African American		NA	85.8		African American		NA	57.2	
Gap		NA	-10.4	NA	Gap		NA	-30.3	NA
White		NA	96.2		White		NA	87.5	
Gap		NA	-12.5	NA	Gap		NA	-27.4	NA
Hispanic		NA	83.7		Hispanic		NA	60.1	
Texas	8				Texas	8			
African American		NA	82.5		African American		NA	58.2	
Gap		NA	-12.0	NA	Gap		NA	-26.7	NA
White		NA	94.5		White		NA	84.9	
Gap		NA	-10.9	NA	Gap		NA	-21.4	NA
Hispanic		NA	83.6		Hispanic		NA	63.5	
English Language Arts									
Houston	10				Houston	10			
African American		NA	62.7		African American		NA	55.5	
Gap		NA	-14.4	NA	Gap		NA	-32.1	NA
White		NA	77.1		White		NA	87.6	
Gap		NA	-20.9	NA	Gap		NA	-30.2	NA
Hispanic		NA	56.2		Hispanic		NA	57.4	
Texas	10				Texas	10			
African American		NA	64.3		African American		NA	60.4	
Gap		NA	-16.5	NA	Gap		NA	-24.0	NA
White		NA	80.8		White		NA	84.4	
Gap		NA	-16.8	NA	Gap		NA	-20.1	NA
Hispanic		NA	64.0		Hispanic		NA	64.3	

Houston
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Economically Disadvantaged

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Houston	4	NA	77.2	NA	Houston	4	NA	80.4	NA
Texas	4	NA	78.9	NA	Texas	4	NA	82.2	NA
Houston	8	NA	83.3	NA	Houston	8	NA	58.1	NA
Texas	8	NA	82.2	NA	Texas	8	NA	61.2	NA

English Language Arts

Houston	10	NA	57.1	NA	Houston	10	NA	56.7	NA
Texas	10	NA	61.3	NA	Texas	10	NA	62.1	NA

Houston
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Limited English Proficiency

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Houston	4	NA	67.4	NA	Houston	4	NA	77.5	NA
Texas	4	NA	65.0	NA	Texas	4	NA	74.1	NA
Houston	8	NA	39.2	NA	Houston	8	NA	25.3	NA
Texas	8	NA	45.2	NA	Texas	8	NA	32.6	NA

English Language Arts

Houston	10	NA	15.8	NA	Houston	10	NA	35.1	NA
Texas	10	NA	22.8	NA	Texas	10	NA	43.2	NA

Houston
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard- Special Education

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Houston	4	NA	72.2	NA	Houston	4	NA	69.9	NA
Texas	4	NA	79.4	NA	Texas	4	NA	80.8	NA
Houston	8	NA	65.1	NA	Houston	8	NA	34.5	NA
Texas	8	NA	71.4	NA	Texas	8	NA	46.8	NA

English Language Arts

Houston	10	NA	18.9	NA	Houston	10	NA	24.2	NA
Texas	10	NA	32.6	NA	Texas	10	NA	39.6	NA

DISTRICT INDIANAPOLIS
 STATE INDIANA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Indiana Statewide Testing for Educational Progress	First Year Reported	1997
Grades Tested	3,6,8 & 10	How Reported	Performance Level

DEMOGRAPHICS ¹	INDIANAPOLIS		INDIANA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	44,896	41,195	977,263	996,133
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	76.4	NA	31.1
Percent of Students with IEPs	17.4	17.7	14.0	16.1
Percent English Language Learners	NA	5.8	NA	4.0
Percent African American	57.2	59.9	11.1	11.8
Percent Hispanic	1.4	6.5	2.3	3.9
Percent White	40.6	33.1	85.6	83.0
Percent Other	0.8	0.5	1.0	1.3
Number of FTE Teachers	2,796	2,679	55,281	59,658
Student-Teacher Ratio	16.1	15.5	17.5	16.9
Number of Schools	95	92	1,924	1,980
Current Expenditures Per Pupil ²	\$6,252	\$8,842	\$5,621	\$7,192
Indianapolis as a Percentage of Indiana's Public Schools			1995-96	2001-02
Percent of Students			4.6	4.1
Percent of FRPL			NA	10.2
Percent of IEPs			5.7	4.5
Percent of ELLs			NA	6.0
Percent of Schools			4.9	4.6
Percent of Teachers			5.0	4.5
Percent of State Revenue ³			6.0	5.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT
Percent At/Above Academic Standard

	Grade	1997	1998	1999	2000	2001	2002	2003	Annualized Change
English/Language Arts									
Indianapolis	3	45	45	51	44	50	58	62	2.8
Indiana	3	68	68	68	63	66	72	74	1.0
Indianapolis	6	28	28	29	21	22	40	43	2.5
Indiana	6	61	59	56	52	52	69	69	1.3
Indianapolis	8	38	38	39	38	43	36	37	-0.2
Indiana	8	73	70	68	68	68	64	65	-1.3
Indianapolis	10	42	44	39	37	33	37	38	-0.7
Indiana	10	70	72	70	69	68	68	69	-0.2
Math									
Indianapolis	3	45	42	56	55	59	57	65	3.3
Indiana	3	70	70	73	70	70	67	71	0.2
Indianapolis	6	25	27	33	30	29	32	44	3.2
Indiana	6	59	59	61	62	61	67	72	2.2
Indianapolis	8	24	27	32	30	34	32	36	2.0
Indiana	8	65	63	63	64	66	66	71	1.0
Indianapolis	10	25	29	31	35	31	36	34	1.5
Indiana	10	58	59	63	67	65	68	67	1.5

*The ISTEP is administered in the fall of each school year. The score under 2003 is for the fall administration during the 2003-2004 school year.

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT
Percent At/Above Academic Standard

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Indianapolis	3				Indianapolis	3			
African American <i>Gap</i>		54 -13	57 -15	2	African American <i>Gap</i>		52 -14	60 -13	-1
White <i>Gap</i>		67 -16	72 -14	-2	White <i>Gap</i>		66 -8	73 -9	1
Hispanic		51	58		Hispanic		58	64	
Indiana	3				Indiana	3			
African American <i>Gap</i>		50 -26	54 -24	-2	African American <i>Gap</i>		46 -24	54 -21	-3
White <i>Gap</i>		76 -20	78 -20	0	White <i>Gap</i>		70 -15	75 -15	0
Hispanic		56	58		Hispanic		55	60	
Indianapolis	6				Indianapolis	6			
African American <i>Gap</i>		34 -15	38 -14	-1	African American <i>Gap</i>		27 -14	36 -21	7
White <i>Gap</i>		49 -8	52 -9	1	White <i>Gap</i>		41 -4	57 -3	-1
Hispanic		41	43		Hispanic		37	54	
Indiana	6				Indiana	6			
African American <i>Gap</i>		43 -30	45 -29	-1	African American <i>Gap</i>		37 -36	43 -35	-1
White <i>Gap</i>		73 -20	74 -21	1	White <i>Gap</i>		73 -22	78 -20	-2
Hispanic		53	53		Hispanic		51	58	
Indianapolis	8				Indianapolis	8			
African American <i>Gap</i>		32 -11	32 -14	3	African American <i>Gap</i>		26 -16	31 -14	-2
White <i>Gap</i>		43 -10	46 -11	1	White <i>Gap</i>		42 2	45 -14	16
Hispanic		33	35		Hispanic		44	31	
Indiana	8				Indiana	8			
African American <i>Gap</i>		36 -32	38 -31	-1	African American <i>Gap</i>		33 -39	39 -37	-2
White <i>Gap</i>		68 -23	69 -22	-1	White <i>Gap</i>		72 -21	76 -21	0
Hispanic		45	47		Hispanic		51	55	
Indianapolis	10				Indianapolis	10			
African American <i>Gap</i>		33 -17	34 -21	4	African American <i>Gap</i>		33 -14	29 -20	6
White <i>Gap</i>		50 -19	55 -36	17	White <i>Gap</i>		47 -6	49 -20	14
Hispanic		31	19		Hispanic		41	29	
Indiana	10				Indiana	10			
African American <i>Gap</i>		38 -36	39 -36	0	African American <i>Gap</i>		35 -38	33 -40	2
White <i>Gap</i>		74 -25	75 -31	6	White <i>Gap</i>		73 -24	73 -27	3
Hispanic		49	44		Hispanic		49	46	

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT
Percent At/Above Academic Standard

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Indianapolis	3				Indianapolis	3			
FRPL		57	60		FRPL		56	65	
Gap		-8	-8	0	Gap		-5	-2	-3
Non-FRPL		65	68		Non-FRPL		61	67	
Indiana	3				Indiana	3			
FRPL		59	61		FRPL		54	60	
Gap		-21	-21	0	Gap		-20	-18	-2
Non-FRPL		80	82		Non-FRPL		74	78	
Indianapolis	6				Indianapolis	6			
FRPL		36	41		FRPL		29	42	
Gap		-18	-9	-9	Gap		-15	-8	-7
Non-FRPL		54	50		Non-FRPL		44	50	
Indiana	6				Indiana	6			
FRPL		52	53		FRPL		50	57	
Gap		-25	-25	0	Gap		-26	-24	-2
Non-FRPL		77	78		Non-FRPL		76	81	
Indianapolis	8				Indianapolis	8			
FRPL		33	34		FRPL		29	32	
Gap		-16	-13	-3	Gap		-15	-14	-1
Non-FRPL		49	47		Non-FRPL		44	46	
Indiana	8				Indiana	8			
FRPL		43	45		FRPL		45	51	
Gap		-29	-28	-1	Gap		-30	-28	-2
Non-FRPL		72	73		Non-FRPL		75	79	
Indianapolis	10				Indianapolis	10			
FRPL		35	36		FRPL		34	34	
Gap		-14	-13	-1	Gap		-13	-7	-6
Non-FRPL		49	49		Non-FRPL		47	41	
Indiana	10				Indiana	10			
FRPL		48	48		FRPL		47	46	
Gap		-28	-29	1	Gap		-28	-29	1
Non-FRPL		76	77		Non-FRPL		75	75	

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT
Percent At/Above Academic Standard

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Indianapolis	3				Indianapolis	3			
LEP		45	52		LEP		51	63	
Gap		-14	-11	-3	Gap		-7	-2	-5
Non-LEP		59	63		Non-LEP		58	65	
Indiana	3				Indiana	3			
LEP		51	52		LEP		52	56	
Gap		-22	-23	1	Gap		-15	-16	1
Non-LEP		73	75		Non-LEP		67	72	
Indianapolis	6				Indianapolis	6			
LEP		34	19		LEP		38	30	
Gap		-6	-25	19	Gap		6	-15	21
Non-LEP		40	44		Non-LEP		32	45	
Indiana	6				Indiana	6			
LEP		44	47		LEP		49	56	
Gap		-25	-23	-2	Gap		-19	-17	-2
Non-LEP		69	70		Non-LEP		68	73	
Indianapolis	8				Indianapolis	8			
LEP		19	14		LEP		26	16	
Gap		-18	-24	6	Gap		-6	-21	15
Non-LEP		37	38		Non-LEP		32	37	
Indiana	8				Indiana	8			
LEP		24	40		LEP		34	51	
Gap		-41	-25	-16	Gap		-33	-20	-13
Non-LEP		65	65		Non-LEP		67	71	
Indianapolis	10				Indianapolis	10			
LEP		18	3		LEP		25	18	
Gap		-21	-37	16	Gap		-12	-17	5
Non-LEP		39	40		Non-LEP		37	35	
Indiana	10				Indiana	10			
LEP		24	27		LEP		35	41	
Gap		-46	-43	-3	Gap		-33	-27	-6
Non-LEP		70	70		Non-LEP		68	68	

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT
Percent At/Above Academic Standard

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Indianapolis	3				Indianapolis	3			
Special Education <i>Gap</i>		28 -35	33 -34	-1	Special Education <i>Gap</i>		35 -26	42 -27	1
Regular Education		63	67		Regular Education		61	69	
Indiana	3				Indiana	3			
Special Education <i>Gap</i>		38 -39	44 -36	-3	Special Education <i>Gap</i>		41 -30	47 -29	-1
Regular Education		77	80		Regular Education		71	76	
Indianapolis	6				Indianapolis	6			
Special Education <i>Gap</i>		9 -37	14 -36	-1	Special Education <i>Gap</i>		10 -27	19 -31	4
Regular Education		46	50		Regular Education		37	50	
Indiana	6				Indiana	6			
Special Education <i>Gap</i>		23 -52	27 -49	-3	Special Education <i>Gap</i>		29 -44	35 -44	0
Regular Education		75	76		Regular Education		73	79	
Indianapolis	8				Indianapolis	8			
Special Education <i>Gap</i>		7 -35	9 -35	0	Special Education <i>Gap</i>		7 -30	14 -27	-3
Regular Education		42	44		Regular Education		37	41	
Indiana	8				Indiana	8			
Special Education <i>Gap</i>		17 -54	20 -52	-2	Special Education <i>Gap</i>		22 -51	29 -48	-3
Regular Education		71	72		Regular Education		73	77	
Indianapolis	10				Indianapolis	10			
Special Education <i>Gap</i>		7 -36	3 -41	5	Special Education <i>Gap</i>		10 -31	9 -30	-1
Regular Education		43	44		Regular Education		41	39	
Indiana	10				Indiana	10			
Special Education <i>Gap</i>		20 -54	23 -53	-1	Special Education <i>Gap</i>		27 -46	28 -45	-1
Regular Education		74	76		Regular Education		73	73	

DISTRICT JACKSON
STATE MISSISSIPPI

STATE READING AND MATH ASSESSMENTS			
State Assessment	Mississippi Curriculum Test (MCT)	First Year Reported	2002
Grades Tested	2-8	How Reported	Performance Level

DEMOGRAPHICS ¹	JACKSON		MISSISSIPPI	
	1995-96	2001-02	1995-96	2001-02
Number of Students	32,719	31,436	506,272	493,507
Percent Free & Reduced Price Lunch Eligible (FRPL)	64.7	81.7	54.5	65.3
Percent of Students with IEPs	8.2	9.6	13.2	12.6
Percent English Language Learners	NA	0.3	NA	0.5
Percent African American	86.6	95.0	51.0	51.0
Percent Hispanic	0.2	0.3	0.3	0.9
Percent White	12.9	4.4	47.7	47.3
Percent Other	0.4	0.3	1.0	0.9
Number of FTE Teachers	1,778	1,870	28,997	31,213
Student-Teacher Ratio	18.4	16.9	17.5	15.9
Number of Schools	58	60	1,011	1,037
Current Expenditures Per Pupil ²	\$4,369	\$5,680	\$3,951	\$5,014
Jackson as a Percentage of Mississippi's Public Schools			1995-96	2001-02
Percent of Students			6.5	6.4
Percent of FRPL			7.7	8.0
Percent of IEPs			2.9	4.9
Percent of ELLs			NA	4.4
Percent of Schools			5.7	5.8
Percent of Teachers			6.1	6.0
Percent of State Revenue ³			4.5	5.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Jackson
Mississippi Curriculum Test (MCT)
Percent Scoring Proficient & Above**

Reading	Grade	2002	2003	Change	Mathematics	Grade	2002	2003	Change
Jackson	2	76	78	2	Jackson	2	79	84	5
Mississippi	2	83	86	3	Mississippi	2	87	89	2
Jackson	3	74	77	3	Jackson	3	83	88	5
Mississippi	3	79	81	2	Mississippi	3	86	89	3
Jackson	4	85	86	1	Jackson	4	68	72	4
Mississippi	4	68	72	4	Mississippi	4	72	74	2
Jackson	5	78	83	5	Jackson	5	51	59	8
Mississippi	5	78	84	6	Mississippi	5	58	65	7
Jackson	6	54	56	2	Jackson	6	44	46	2
Mississippi	6	71	74	3	Mississippi	6	61	62	1
Jackson	7	50	49	-1	Jackson	7	29	39	10
Mississippi	7	59	62	3	Mississippi	7	45	53	8
Jackson	8	34	41	7	Jackson	8	26	32	6
Mississippi	8	48	57	9	Mississippi	8	46	48	2

Jackson
Mississippi Curriculum Test (MCT)
Percent Scoring Proficient & Above

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Jackson	4				Jackson	4			
African American <i>Gap</i>		84 -10	86 -10	0	African American <i>Gap</i>		67 -22	71 -21	-1
White		94	96		White		89	92	
Mississippi	4				Mississippi	4			
African American <i>Gap</i>		75 -18	80 -15	-3	African American <i>Gap</i>		57 -30	61 -27	-3
White		93	95		White		87	88	
Jackson	8				Jackson	8			
African American <i>Gap</i>		33 -35	39 -40	5	African American <i>Gap</i>		25 -35	31 -29	-6
White		68	79		White		60	60	
Mississippi	8				Mississippi	8			
African American <i>Gap</i>		31 -34	40 -33	-1	African American <i>Gap</i>		27 -36	31 -34	-2
White		65	73		White		63	65	

Jackson
Mississippi Curriculum Test (MCT)
Percent Scoring Proficient & Above

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Jackson	4				Jackson	4			
ED		92	95		ED		89	91	
Gap		1	4	-3	Gap		11	8	3
Non-ED		91	91		Non-ED		78	83	
Mississippi	4				Mississippi	4			
ED		88	92		ED		85	87	
Gap		-5	-2	-3	Gap		-1	1	-2
Non-ED		93	94		Non-ED		86	86	
Jackson	8				Jackson	8			
ED		59	66		ED		45	56	
Gap		11	13	-2	Gap		5	12	-7
Non-ED		48	53		Non-ED		40	44	
Mississippi	8				Mississippi	8			
ED		66	73		ED		58	63	
Gap		4	3	1	Gap		-2	1	-3
Non-ED		62	70		Non-ED		60	62	

DISTRICT JEFFERSON COUNTY (LOUISVILLE)
 STATE KENTUCKY

STATE READING AND MATH ASSESSMENTS			
State Assessment	Commonwealth Accountability Testing System	First Year Reported	1997
Grades Tested	3-11	How Reported	National Percentile

DEMOGRAPHICS ¹	JEFFERSON COUNTY		KENTUCKY	
	1995-96	2001-02	1995-96	2001-02
Number of Students	93,447*	93,516	659,821	654,363
Percent Free & Reduced Price Lunch Eligible (FRPL)	47.7*	48.6	NA	46.6
Percent of Students with IEPs	NA	14.2	NA	15.0
Percent English Language Learners	NA	2.3	NA	0.9
Percent African American	32.2*	34.3	9.8	9.8
Percent Hispanic	0.6*	1.8	0.4	1.1
Percent White	65.2	62.5	89.1	83.4
Percent Other	1.9	1.4	0.7	0.9
Number of FTE Teachers	5,709*	5,374	39,120	40,375
Student-Teacher Ratio	18.1	23.4	16.9	18.2
Number of Schools	150	172	1,402	1,456
Current Expenditures Per Pupil ²	\$5,565	\$6,775	\$4,807	\$5,921
Jefferson County as a Percentage of Kentucky's Public Schools			1995-96	2001-02
Percent of Students			14.1	14.3
Percent of FRPL			NA	14.9
Percent of IEPs			NA	13.6
Percent of ELLs			NA	36.5
Percent of Schools			10.7	11.8
Percent of Teachers			14.6	13.3
Percent of State Revenue ³			12.3	12.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Jefferson County
CTBS/5
National Percentiles**

	Grade	1997	1998	1999	2000	2001	2002	2003	Annualized Change in NCEs
Reading									
Jefferson	EP ⁴	43	43	46	47	50	52	54	1.0
Kentucky	EP	49	50	51	55	58	59	62	1.2
Jefferson	6	44	45	45	45	45	44	45	0.1
Kentucky	6	53	53	52	53	54	55	56	0.3
Jefferson	9	51	52	48	49	50	50	50	-0.1
Kentucky	9	52	51	51	52	52	54	55	0.3
Math									
Jefferson	EP	43	41	46	47	51	52	57	1.2
Kentucky	EP	49	48	51	55	58	60	63	1.3
Jefferson	6	41	43	41	42	41	43	44	0.3
Kentucky	6	49	49	49	50	51	52	54	0.4
Jefferson	9	44	44	43	43	44	44	45	0.1
Kentucky	9	44	45	46	47	48	49	51	0.6

**Jefferson County
Kentucky Core Content Tests
Academic Index**

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
Jefferson	4	49	50	52	55	56	1.8
Kentucky	4	56	57	58	60	63	1.8
Jefferson	7	42	42	44	48	46	1.0
Kentucky	7	51	51	54	56	57	1.5
Jefferson	10	23	28	30	29	30	1.8
Kentucky	10	24	27	29	29	31	1.8
Math							
Jefferson	5	27	29	32	34	36	2.3
Kentucky	5	28	31	34	36	38	2.5
Jefferson	8	19	19	22	21	25	1.5
Kentucky	8	22	25	28	26	31	2.3
Jefferson	11	28	27	32	34	34	1.5
Kentucky	11	25	26	29	30	33	2.0

⁴ EP is defined as Entering Primary. The state tests grade 3 students at this level.

**Jefferson County
Kentucky Core Content Tests
Percent Proficient & Distinguished**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
Jefferson County	4						
African American		29	31	34	38	41	
Gap		-31	-29	-29	-26	-23	-8
White		60	60	63	64	64	
Gap		-14	-13	-12	-14	-9	-5
Hispanic		46	47	51	50	55	
Kentucky	4						
African American		32	35	37	39	43	
Gap		-27	-25	-24	-24	-22	-5
White		59	60	61	63	65	
Gap		-12	-11	-12	-12	-12	0
Hispanic		47	49	49	51	53	
Jefferson County	7						
African American		25	24	27	30	31	
Gap		-26	-28	-27	-29	-25	-1
White		51	52	54	59	56	
Gap		-4	-24	3	-16	-18	14
Hispanic		47	28	57	43	38	
Kentucky	7						
African American		29	29	32	34	35	
Gap		-24	-24	-25	-25	-25	1
White		53	53	57	59	60	
Gap		-5	-10	-7	-12	-9	4
Hispanic		48	43	50	47	51	
Jefferson County	10						
African American		10	13	13	12	14	
Gap		-18	-21	-24	-24	-23	5
White		28	34	37	36	37	
Gap		-8	-10	-13	-19	-14	6
Hispanic		20	24	24	17	23	
Kentucky	10						
African American		11	13	14	14	15	
Gap		-14	-16	-17	-17	-18	4
White		25	29	31	31	33	
Gap		-7	-5	-6	-9	-10	3
Hispanic		18	24	25	22	23	

**Jefferson County
Kentucky Core Content Tests
Percent Proficient & Distinguished**

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
Jefferson County	5						
African American		10	12	15	18	20	
Gap		-25	-27	-27	-26	-26	1
White		35	39	42	44	46	
Gap		2	-15	-19	-22	-8	10
Hispanic		37	24	23	22	38	
Kentucky	5						
African American		10	12	15	18	19	
Gap		-20	-21	-22	-21	-22	2
White		30	33	37	39	41	
Gap		-6	-10	-12	-11	-10	4
Hispanic		24	23	25	28	31	
Jefferson County	8						
African American		5	6	6	7	8	
Gap		-20	-20	-23	-22	-26	6
White		25	26	29	29	34	
Gap		-14	-14	-21	-4	-15	1
Hispanic		11	12	8	25	19	
Kentucky	8						
African American		6	7	8	8	10	
Gap		-18	-20	-22	-20	-24	6
White		24	27	30	28	34	
Gap		-9	-7	-13	-10	-11	2
Hispanic		15	20	17	18	23	
Jefferson County	11						
African American		10	10	10	12	13	
Gap		-24	-24	-31	-30	-31	7
White		34	34	41	42	44	
Gap		-5	-19	-18	-25	-26	21
Hispanic		29	15	23	17	18	
Kentucky	11						
African American		8	9	10	11	13	
Gap		-18	-19	-21	-21	-22	4
White		26	28	31	32	35	
Gap		-5	-7	-9	-9	-10	5
Hispanic		21	21	22	23	25	

**Jefferson County
Kentucky Core Content Tests
Percent Proficient & Distinguished - Free and Reduced Price Lunch**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
Jefferson County	4						
FRPL		33	34	38	40	43	
Gap		-30	-33	-31	-32	-27	-3
Non-FRPL		63	67	69	72	70	
Kentucky	4						
FRPL		43	44	45	48	51	
Gap		-25	-26	-26	-25	-23	-2
Non-FRPL		68	70	71	73	74	
Jefferson County	7						
FRPL		24	24	28	31	31	
Gap		-28	-33	-30	-34	-30	2
Non-FRPL		52	57	58	65	61	
Kentucky	7						
FRPL		35	35	38	40	43	
Gap		-27	-28	-28	-28	-26	-1
Non-FRPL		62	63	66	68	69	
Jefferson County	10						
FRPL		10	12	12	13	14	
Gap		-17	-22	-25	-25	-25	8
Non-FRPL		27	34	37	38	39	
Kentucky	10						
FRPL		12	14	15	15	16	
Gap		-16	-20	-21	-21	-23	7
Non-FRPL		28	34	36	36	39	

Jefferson County
Kentucky Core Content Tests
Percent Proficient & Distinguished - Free and Reduced Price Lunch

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
Jefferson County	5						
FRPL		10	15	17	21	23	
Gap		-19	-29	-30	-30	-28	9
Non-FRPL		29	44	47	51	51	
Kentucky	5						
FRPL		16	18	21	23	26	
Gap		-23	-25	-25	-26	-25	2
Non-FRPL		39	43	46	49	51	
Jefferson County	8						
FRPL		5	6	7	8	9	
Gap		-20	-22	-25	-25	-29	9
Non-FRPL		25	28	32	33	38	
Kentucky	8						
FRPL		10	12	13	12	17	
Gap		-20	-22	-25	-24	-25	5
Non-FRPL		30	34	38	36	42	
Jefferson County	11						
FRPL		11	10	12	12	15	
Gap		-21	-22	-26	-30	-28	7
Non-FRPL		32	32	38	42	43	
Kentucky	11						
FRPL		11	12	13	14	18	
Gap		-18	-19	-22	-23	-22	4
Non-FRPL		29	31	35	37	40	

**Jefferson County
Kentucky Core Content Tests
Percent Proficient & Distinguished - Students with Limited English Proficiency**

Reading	Grade	1999	2000	2001	2002	2003	Annualized Change
Jefferson	4	38	27	39	43	53	3.8
Kentucky	4	35	32	39	36	39	1.0
Jefferson	7	16	15	25	11	29	3.3
Kentucky	7	25	17	29	28	29	1.0
Jefferson	10	9	7	3	11	11	0.5
Kentucky	10	10	8	8	11	10	0.0
Math							
Jefferson	5	13	23	24	37	32	4.8
Kentucky	5	23	22	23	27	28	1.3
Jefferson	8	*	9	7	11	10	0.3
Kentucky	8	14	13	20	14	15	0.3
Jefferson	11	10	7	12	12	17	1.8
Kentucky	11	16	14	13	15	20	1.0

Jefferson County
Kentucky Core Content Tests
Percent Proficient & Distinguished - Students with Disabilities

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
Jefferson County	4						
Students with Disabilities		24	22	22	29	35	
Gap		-28	-31	-34	-29	-24	-4
Students without Disabilities		52	53	56	58	59	
Kentucky	4						
Students with Disabilities		32	31	32	37	43	
Gap		-30	-30	-30	-26	-22	-8
Students without Disabilities		62	61	62	63	65	
Jefferson County	7						
Students with Disabilities		6	6	8	10	13	
Gap		-40	-41	-41	-43	-38	-2
Students without Disabilities		46	47	49	53	51	
Kentucky	7						
Students with Disabilities		11	10	13	14	19	
Gap		-45	-46	-46	-47	-44	-1
Students without Disabilities		56	56	59	61	63	
Jefferson County	10						
Students with Disabilities		1	1	2	2	10	
Gap		-23	-29	-30	-29	-22	-1
Students without Disabilities		24	30	32	31	32	
Kentucky	10						
Students with Disabilities		2	2	2	2	8	
Gap		-23	-27	-30	-29	-26	3
Students without Disabilities		25	29	32	31	34	

**Jefferson County
Kentucky Core Content Tests
Percent Proficient & Distinguished - Students with Disabilities**

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
Jefferson County	5						
Students with Disabilities		10	8	9	13	19	
Gap		-19	-25	-26	-24	-20	1
Students without Disabilities		29	33	35	37	39	
Kentucky	5						
Students with Disabilities		9	10	11	14	19	
Gap		-22	-24	-26	-26	-22	0
Students without Disabilities		31	34	37	40	41	
Jefferson County	8						
Students with Disabilities		2	2	2	2	7	
Gap		-19	-20	-22	-22	-19	0
Students without Disabilities		21	22	24	24	26	
Kentucky	8						
Students with Disabilities		3	3	4	3	9	
Gap		-22	-25	-27	-26	-25	3
Students without Disabilities		25	28	31	29	34	
Jefferson County	11						
Students with Disabilities		2	2	3	3	10	
Gap		-27	-27	-30	-32	-26	-1
Students without Disabilities		29	29	33	35	36	
Kentucky	11						
Students with Disabilities		3	3	3	3	9	
Gap		-23	-25	-28	-29	-27	4
Students without Disabilities		26	28	31	32	36	

DISTRICT LONG BEACH
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	CAT/6 & California Standards Test (CST)	First Year Reported	2002	
Grades Tested	2-11	How Reported	Percent At/Above 50th Percentile & Performance Level	

DEMOGRAPHICS ¹	LONG BEACH		CALIFORNIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	80,520	96,488	5,536,406	6,248,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	66.9	NA	46.5
Percent of Students with IEPs	8.2	7.7	10.5	10.6
Percent English Language Learners	36.1*	32.9	NA	24.2
Percent African American	21.1	19.5	8.8	8.2
Percent Hispanic	37.4	46.7	38.7	43.5
Percent White	20.6	17.3	40.4	34.2
Percent Other	20.8	16.4	12.1	11.8
Number of FTE Teachers	3,249	4,581	230,849	304,296
Student-Teacher Ratio	24.8	21.5	24.0	21.0
Number of Schools	82	90	7,876	8,916
Current Expenditures Per Pupil ²	\$4,771	\$6,060	\$4,937	\$6,314
Long Beach as a Percentage of California's Public Schools			1995-96	2001-02
Percent of Students			1.5	1.5
Percent of FRPL			NA	2.2
Percent of IEPs			1.1	1.1
Percent of ELLs			NA	2.1
Percent of Schools			1.0	1.0
Percent of Teachers			1.4	1.5
Percent of State Revenue ³			1.5	1.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Long Beach
CAT/6
Percent Scoring At/Above 50th NPR

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Long Beach	2	NA	44	NA	Long Beach	2	NA	37	NA
California	2	NA	46	NA	California	2	NA	57	NA
Long Beach	3	NA	29	NA	Long Beach	3	NA	37	NA
California	3	NA	34	NA	California	3	NA	52	NA
Long Beach	4	NA	30	NA	Long Beach	4	NA	38	NA
California	4	NA	35	NA	California	4	NA	48	NA
Long Beach	5	NA	36	NA	Long Beach	5	NA	38	NA
California	5	NA	40	NA	California	5	NA	49	NA
Long Beach	6	NA	38	NA	Long Beach	6	NA	32	NA
California	6	NA	45	NA	California	6	NA	51	NA
Long Beach	7	NA	37	NA	Long Beach	7	NA	33	NA
California	7	NA	45	NA	California	7	NA	46	NA
Long Beach	8	NA	34	NA	Long Beach	8	NA	39	NA
California	8	NA	41	NA	California	8	NA	48	NA
Long Beach	9	NA	48	NA	Long Beach	9	NA	47	NA
California	9	NA	50	NA	California	9	NA	46	NA
Long Beach	10	NA	47	NA	Long Beach	10	NA	46	NA
California	10	NA	49	NA	California	10	NA	51	NA
Long Beach	11	NA	41	NA	Long Beach	11	NA	40	NA
California	11	NA	47	NA	California	11	NA	46	NA

**Long Beach
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Long Beach	2	33	37	4	Long Beach	2	44	55	11
California	2	32	36	4	California	2	43	53	10
Long Beach	3	30	32	2	Long Beach	3	39	47	8
California	3	34	33	-1	California	3	38	46	8
Long Beach	4	30	37	7	Long Beach	4	33	44	11
California	4	36	39	3	California	4	37	45	8
Long Beach	5	24	32	8	Long Beach	5	28	32	4
California	5	31	36	5	California	5	29	35	6
Long Beach	6	22	30	8	Long Beach	6	28	31	3
California	6	30	36	6	California	6	32	34	2
Long Beach	7	26	30	4	Long Beach	7	25	26	1
California	7	33	36	3	California	7	30	30	0
Long Beach	8	26	27	1					
California	8	32	30	-2					
Long Beach	9	26	35	9					
California	9	33	38	5					
Long Beach	10	27	28	1					
California	10	33	33	0					
Long Beach	11	25	27	2					
California	11	31	32	1					

**Long Beach
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Long Beach	4				Long Beach	4			
African American		22	30		African American		21	30	
Gap		-38	-33	-5	Gap		-36	-36	0
White		60	63		White		57	66	
Gap		-39	-35	-4	Gap		-31	-28	-3
Hispanic		21	28		Hispanic		26	38	
California	4				California	4			
African American		24	27		African American		22	29	
Gap		-32	-32	0	Gap		-31	-32	1
White		56	59		White		53	61	
Gap		-37	-35	-2	Gap		-29	-28	-1
Hispanic		19	24		Hispanic		24	33	
Long Beach	8				Long Beach	7			
African American		17	18		African American		13	13	
Gap		-39	-34	-5	Gap		-32	-37	5
White		56	52		White		45	50	
Gap		-41	-34	-7	Gap		-28	-32	4
Hispanic		15	18		Hispanic		17	18	
California	8				California	7			
African American		17	17		African American		13	12	
Gap		-33	-30	-3	Gap		-30	-32	2
White		50	47		White		43	44	
Gap		-35	-32	-3	Gap		-28	-28	0
Hispanic		15	15		Hispanic		15	16	
Long Beach	10								
African American		20	21						
Gap		-34	-36	2					
White		54	57						
Gap		-39	-39	0					
Hispanic		15	18						
California	10								
African American		19	19						
Gap		-30	-31	1					
White		49	50						
Gap		-33	-33	0					
Hispanic		16	17						

Long Beach
California Standards Test - Economically Disadvantaged (ED)
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Long Beach	4				Long Beach	4			
ED		21	29		ED		27	38	
Gap		-35	-32	-3	Gap		-27	-27	0
Non-ED		56	61		Non-ED		54	65	
California	4				California	4			
ED		19	24		ED		24	33	
Gap		-37	-35	-2	Gap		-30	-29	-1
Non-ED		56	59		Non-ED		54	62	
Long Beach	8				Long Beach	7			
ED		14	18		ED		17	18	
Gap		-31	-24	-7	Gap		-25	-24	-1
Non-ED		45	42		Non-ED		42	42	
California	8				California	7			
ED		14	15		ED		16	16	
Gap		-32	-27	-5	Gap		-25	-27	2
Non-ED		46	42		Non-ED		41	43	
Long Beach	10								
ED		16	17						
Gap		-17	-19	2					
Non-ED		33	36						
California	10								
ED		14	16						
Gap		-28	-26	-2					
Non-ED		42	42						

Long Beach
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Long Beach	4				Long Beach	4			
English Learners		8	16		English Learners		16	29	
Gap		-35	-34	-1	Gap		-28	-24	-4
English Proficient		43	50		English Proficient		44	53	
California	4				California	4			
English Learners		10	15		English Learners		10	29	
Gap		-36	-35	-1	Gap		-36	-24	-12
English Proficient		46	50		English Proficient		46	53	
Long Beach	8				Long Beach	7			
English Learners		1	2		English Learners		4	6	
Gap		-34	-33	-1	Gap		-29	-28	-1
English Proficient		35	35		English Proficient		33	34	
California	8				California	7			
English Learners		3	4		English Learners		9	8	
Gap		-38	-33	-5	Gap		-26	-28	2
English Proficient		41	37		English Proficient		35	36	
Long Beach	10								
English Learners		1	2						
Gap		-34	-35	1					
English Proficient		35	37						
California	10								
English Learners		3	4						
Gap		-36	-35	-1					
English Proficient		39	39						

**Long Beach
California Standards Test - Special Education
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Long Beach	4				Long Beach	4			
Special Education		13	14		Special Education		19	19	
Gap		-18	-25	7	Gap		-15	-27	12
Regular Education		31	39		Regular Education		34	46	
California	4				California	4			
Special Education		16	15		Special Education		18	20	
Gap		-21	-20	-1	Gap		-22	-28	6
Regular Education		37	35		Regular Education		40	48	
Long Beach	8				Long Beach	7			
Special Education		5	3		Special Education		3	5	
Gap		-22	-25	3	Gap		-23	-22	-1
Regular Education		27	28		Regular Education		26	27	
California	8				California	7			
Special Education		5	5		Special Education		6	6	
Gap		-30	-28	-2	Gap		-25	-27	2
Regular Education		35	33		Regular Education		31	33	
Long Beach	10								
Special Education		2	4						
Gap		-27	-27	0					
Regular Education		29	31						
California	10								
Special Education		4	5						
Gap		-31	-31	0					
Regular Education		35	36						

DISTRICT LOS ANGELES
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	CAT/6 & California Standards Test (CST)	First Year Reported	2002
Grades Tested	2-11	How Reported	Percent At/Above 50th Percentile & Performance Level

DEMOGRAPHICS ¹	LOS ANGELES		CALIFORNIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	647,612	735,058	5,536,406	6,248,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.8	NA	46.5
Percent of Students with IEPs	10.1	11.7	10.5	10.6
Percent English Language Learners	NA	41.8	NA	24.2
Percent African American	14.3	12.4	8.8	8.2
Percent Hispanic	67.3	71.4	38.7	43.5
Percent White	11.3	9.6	40.4	34.2
Percent Other	7.2	6.6	12.1	11.8
Number of FTE Teachers	26,438	36,115	230,849	304,296
Student-Teacher Ratio	24.5	20.8	24.0	21.0
Number of Schools	642	663	7,876	8,916
Current Expenditures Per Pupil ²	\$5,393	\$6,740	\$4,937	\$6,314
Los Angeles as a Percentage of California's Public Schools			1995-96	2001-02
Percent of Students			11.7	11.8
Percent of FRPL			NA	18.4
Percent of IEPs			11.2	13.0
Percent of ELLs			NA	20.4
Percent of Schools			8.2	7.4
Percent of Teachers			11.5	11.9
Percent of State Revenue ³			15.0	14.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Los Angeles
CAT/6
Percent Scoring At/Above 50th NPR

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Los Angeles	2	NA	35	NA	Los Angeles	2	NA	47	NA
California	2	NA	46	NA	California	2	NA	57	NA
Los Angeles	3	NA	21	NA	Los Angeles	3	NA	43	NA
California	3	NA	34	NA	California	3	NA	52	NA
Los Angeles	4	NA	21	NA	Los Angeles	4	NA	37	NA
California	4	NA	35	NA	California	4	NA	48	NA
Los Angeles	5	NA	29	NA	Los Angeles	5	NA	39	NA
California	5	NA	40	NA	California	5	NA	49	NA
Los Angeles	6	NA	28	NA	Los Angeles	6	NA	31	NA
California	6	NA	45	NA	California	6	NA	51	NA
Los Angeles	7	NA	26	NA	Los Angeles	7	NA	26	NA
California	7	NA	45	NA	California	7	NA	46	NA
Los Angeles	8	NA	23	NA	Los Angeles	8	NA	28	NA
California	8	NA	41	NA	California	8	NA	48	NA
Los Angeles	9	NA	31	NA	Los Angeles	9	NA	28	NA
California	9	NA	50	NA	California	9	NA	46	NA
Los Angeles	10	NA	38	NA	Los Angeles	10	NA	39	NA
California	10	NA	49	NA	California	10	NA	51	NA
Los Angeles	11	NA	40	NA	Los Angeles	11	NA	38	NA
California	11	NA	47	NA	California	11	NA	46	NA

**Los Angeles
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Los Angeles	2	23	29	6	Los Angeles	2	32	45	13
California	2	32	36	4	California	2	43	53	10
Los Angeles	3	23	23	0	Los Angeles	3	30	39	9
California	3	34	33	-1	California	3	38	46	8
Los Angeles	4	24	28	4	Los Angeles	4	29	40	11
California	4	36	39	3	California	4	37	45	8
Los Angeles	5	18	26	8	Los Angeles	5	19	30	11
California	5	31	36	5	California	5	29	35	6
Los Angeles	6	16	19	3	Los Angeles	6	17	18	1
California	6	30	36	6	California	6	32	34	2
Los Angeles	7	18	20	2	Los Angeles	7	15	16	1
California	7	33	36	3	California	7	30	30	0
Los Angeles	8	17	17	0					
California	8	32	30	-2					
Los Angeles	9	19	22	3					
California	9	33	38	5					
Los Angeles	10	22	22	0					
California	10	33	33	0					
Los Angeles	11	24	26	2					
California	11	31	32	1					

**Los Angeles
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Los Angeles	4				Los Angeles	4			
African American		22	23		African American		21	28	
Gap		-35	-37	2	Gap		-37	-41	4
White		57	60		White		58	69	
Gap		-40	-38	-2	Gap		-34	-33	-1
Hispanic		17	22		Hispanic		24	36	
California	4				California	4			
African American		24	27		African American		22	29	
Gap		-32	-32	0	Gap		-31	-32	1
White		56	59		White		53	61	
Gap		-37	-35	-2	Gap		-29	-28	-1
Hispanic		19	24		Hispanic		24	33	
Los Angeles	8				Los Angeles	7			
African American		14	13		African American		8	9	
Gap		-32	-33	1	Gap		-32	-34	2
White		46	46		White		40	43	
Gap		-36	-35	-1	Gap		-31	-33	2
Hispanic		10	11		Hispanic		9	10	
California	8				California	7			
African American		17	17		African American		13	12	
Gap		-33	-30	-3	Gap		-30	-32	2
White		50	47		White		43	44	
Gap		-35	-32	-3	Gap		-28	-28	0
Hispanic		15	15		Hispanic		15	16	
Los Angeles	10								
African American		18	19						
Gap		-33	-35	2					
White		51	54						
Gap		-37	-39	2					
Hispanic		14	15						
California	10								
African American		19	19						
Gap		-30	-31	1					
White		49	50						
Gap		-33	-33	0					
Hispanic		16	17						

Los Angeles
California Standards Test - Economically Disadvantaged (ED)
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Los Angeles	4				Los Angeles	4			
ED		19	22		ED		24	36	
Gap		-40	-40	0	Gap		-35	-33	-2
Non-ED		59	62		Non-ED		59	69	
California	4				California	4			
ED		19	24		ED		24	33	
Gap		-37	-35	-2	Gap		-30	-29	-1
Non-ED		56	59		Non-ED		54	62	
Los Angeles	8				Los Angeles	7			
ED		11	12		ED		10	12	
Gap		-18	-16	-2	Gap		-17	-16	-1
Non-ED		29	28		Non-ED		27	28	
California	8				California	7			
ED		14	15		ED		16	16	
Gap		-32	-27	-5	Gap		-25	-27	2
Non-ED		46	42		Non-ED		41	43	
Los Angeles	10								
ED		14	17						
Gap		-18	-16	-2					
Non-ED		32	33						
California	10								
ED		14	16						
Gap		-28	-26	-2					
Non-ED		42	42						

Los Angeles
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Los Angeles	4				Los Angeles	4			
English Learners		8	14		English Learners		17	31	
Gap		-30	-30	0	Gap		-23	-21	-2
English Proficient		38	44		English Proficient		40	52	
California	4				California	4			
English Learners		10	15		English Learners		10	29	
Gap		-36	-35	-1	Gap		-36	-24	-12
English Proficient		46	50		English Proficient		46	53	
Los Angeles	8				Los Angeles	7			
English Learners		1	2		English Learners		3	3	
Gap		-21	-21	0	Gap		-17	-19	2
English Proficient		22	23		English Proficient		20	22	
California	8				California	7			
English Learners		3	4		English Learners		9	8	
Gap		-38	-33	-5	Gap		-26	-28	2
English Proficient		41	37		English Proficient		35	36	
Los Angeles	10								
English Learners		2	3						
Gap		-25	-26	1					
English Proficient		27	29						
California	10								
English Learners		3	4						
Gap		-36	-35	-1					
English Proficient		39	39						

**Los Angeles
California Standards Test - Special Education
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Los Angeles	4				Los Angeles	4			
Special Education		9	6		Special Education		11	12	
Gap		-17	-23	6	Gap		-20	-31	11
Regular Education		26	29		Regular Education		31	43	
California	4				California	4			
Special Education		16	15		Special Education		18	20	
Gap		-21	-20	-1	Gap		-22	-28	6
Regular Education		37	35		Regular Education		40	48	
Los Angeles	8				Los Angeles	7			
Special Education		4	2		Special Education		2	2	
Gap		-14	-17	3	Gap		-14	-15	1
Regular Education		18	19		Regular Education		16	17	
California	8				California	7			
Special Education		5	5		Special Education		6	6	
Gap		-30	-28	-2	Gap		-25	-27	2
Regular Education		35	33		Regular Education		31	33	
Los Angeles	10								
Special Education		4	3						
Gap		-19	-22	3					
Regular Education		23	25						
California	10								
Special Education		4	5						
Gap		-31	-31	0					
Regular Education		35	36						

DISTRICT MEMPHIS
STATE TENNESSEE

STATE READING AND MATH ASSESSMENTS			
State Assessment	Tennessee Comprehensive Assessment Program (TCAP)	First Year Reported	1998
Grades Tested	3-8	How Reported	National Percentiles

DEMOGRAPHICS ¹	MEMPHIS		TENNESSEE	
	1995-96	2001-02	1995-96	2001-02
Number of Students	109,286	115,992	875,670*	925,030
Percent Free & Reduced Price Lunch Eligible (FRPL)	61.7*	70.9*	40.2*	NA
Percent of Students with IEPs	12.5	13.0*	19.4*	15.5
Percent English Language Learners	0.01*	0.03*	0.6*	NA
Percent African American	81.7	87.0*	23.1	24.4
Percent Hispanic	0.5	2.0*	0.7	2.0
Percent White	15.7	9.0*	75.3	70.6
Percent Other	2.1	2.0*	0.9	1.3
Number of FTE Teachers	5,699	7,155	49,627*	58,357
Student-Teacher Ratio	19.2	22.0*	17.6	NA
Number of Schools	163	175*	1,563	1,646
Current Expenditures Per Pupil ²	\$4,787	\$6,188	\$4,172	\$5,383
Memphis as a Percentage of Tennessee's Public Schools			1995-96	2001-02
Percent of Students			12.2	12.5
Percent of FRPL			NA	NA
Percent of IEPs			10.9	10.5
Percent of ELLs			NA	NA
Percent of Schools			10.4	10.6
Percent of Teachers			10.7	12.3
Percent of State Revenue ³			11.8	11.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Memphis
TCAP Achievement Test
Median National Percentiles**

	Grade	1998	1999	2000	2001	2002	2003	Annualized Change in NCEs
Reading Composite								
Memphis	3	39	39	36	34	41	37	-0.2
Tennessee	3	56	55	56	51	59	56	0.0
Memphis	4	35	34	38	38	39	36	0.1
Tennessee	4	55	53	55	52	56	56	0.1
Memphis	5	38	35	34	33	34	33	-0.6
Tennessee	5	56	55	56	55	55	54	-0.2
Memphis	6	32	30	32	35	33	37	0.6
Tennessee	6	50	48	51	52	51	54	0.4
Memphis	7	32	32	26	31	30	31	-0.1
Tennessee	7	51	51	46	52	52	51	0.0
Memphis	8	34	40	32	34	33	37	0.3
Tennessee	8	55	58	54	54	54	56	0.1
Math Composite								
Memphis	3	41	45	44	38	54	47	1.4
Tennessee	3	55	58	62	56	67	59	1.3
Memphis	4	39	42	40	41	42	35	0.3
Tennessee	4	56	57	58	59	61	55	0.5
Memphis	5	40	37	36	36	45	39	0.5
Tennessee	5	56	56	53	52	62	59	0.6
Memphis	6	41	35	36	39	36	38	-0.5
Tennessee	6	55	52	53	56	52	55	-0.3
Memphis	7	29	30	29	30	34	31	0.6
Tennessee	7	52	54	53	52	56	56	0.4
Memphis	8	34	36	31	34	31	33	-0.3
Tennessee	8	55	57	58	56	53	57	-0.2

DISTRICT MIAMI-DADE COUNTY
 STATE FLORIDA

STATE READING AND MATH ASSESSMENTS				
State Assessment	Florida Comprehensive Achievement Test (FCAT)		First Year Reported	1999
Grades Tested	3-10	How Reported	Performance Level	
DEMOGRAPHICS ¹	MIAMI-DADE COUNTY		FLORIDA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	333,444*	375,836	2,176,222	2,500,478
Percent Free & Reduced Price Lunch Eligible (FRPL)	58.5*	59.7	NA	44.6
Percent of Students with IEPs	9.4	11.2	13.4	15.1
Percent English Language Learners	16.0	18.5	NA	8.2
Percent African American	33.8	30.3	25.3	24.9
Percent Hispanic	50.6	57.6	15.3	20.4
Percent White	14.2	10.8	57.5	52.5
Percent Other	1.4	1.3	2.0	2.2
Number of FTE Teachers	17,094	19,043	114,938	134,684
Student-Teacher Ratio	19.5	19.5	18.9	18.1
Number of Schools	303*	363	2,760	3,419
Current Expenditures Per Pupil ²	\$5,745	\$6,202	\$5,275	\$5,831
Miami as a Percentage of Florida's Public Schools			1995-96	2001-02
Percent of Students			15.3	15.0
Percent of FRPL			NA	20.1
Percent of IEPs			10.8	11.1
Percent of ELLs			NA	34.0
Percent of Schools			11.0	10.6
Percent of Teachers			14.9	14.1
Percent of State Revenue ³			18.4	16.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Miami-Dade County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999	2000	2001	2002	2003	Annualized Change
Miami-Dade	3	NA	NA	NA	51	53	2.0
Florida	3	NA	NA	NA	60	63	3.0
Miami-Dade	4	36	40	42	48	51	3.8
Florida	4	48	52	53	55	60	3.0
Miami-Dade	5	NA	NA	NA	44	47	3.0
Florida	5	NA	NA	NA	53	58	5.0
Miami-Dade	6	NA	NA	NA	39	41	2.0
Florida	6	NA	NA	NA	51	53	2.0
Miami-Dade	7	NA	NA	NA	37	40	3.0
Florida	7	NA	NA	NA	50	52	2.0
Miami-Dade	8	31	29	30	34	37	1.5
Florida	8	44	39	43	45	49	1.3
Miami-Dade	9	NA	NA	NA	21	21	0.0
Florida	9	NA	NA	NA	29	31	2.0
Miami-Dade	10	20	21	23	24	25	1.3
Florida	10	30	29	37	36	36	1.5

**Miami-Dade County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above**

Mathematics	Grade	1999	2000	2001	2002	2003	Annualized Change
Miami-Dade	3	NA	NA	NA	52	NA	NA
Florida	3	NA	NA	NA	59	63	4.0
Miami-Dade	4	NA	NA	NA	55	48	-7.0
Florida	4	NA	NA	NA	51	54	3.0
Miami-Dade	5	24	37	41	45	46	7.0
Florida	5	35	46	48	48	52	4.3
Miami-Dade	6	NA	NA	NA	32	NA	NA
Florida	6	NA	NA	NA	43	47	4.0
Miami-Dade	7	NA	NA	NA	36	NA	NA
Florida	7	NA	NA	NA	47	47	0.0
Miami-Dade	8	30	37	39	39	42	3.0
Florida	8	44	51	55	53	56	3.0
Miami-Dade	9	NA	NA	NA	34	NA	NA
Florida	9	NA	NA	NA	47	51	4.0
Miami-Dade	10	32	37	49	44	49	4.0
Florida	10	47	51	59	60	60	3.3

**Miami-Dade County
FCAT-Reading
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Miami-Dade	4							
African American		20	23	29	35	36	40	
Gap		-44	-43	-41	-38	-35	-34	-10
White		64	66	70	73	71	74	
Gap		-26	-24	-21	-20	-22	-21	-5
Hispanic		38	42	49	53	49	53	
Florida	4							
African American		23	26	32	31	36	41	
Gap		-42	-41	-39	-35	-31	-32	-10
White		65	67	71	66	67	73	
Gap		-27	-26	-23	-23	-21	-22	-5
Hispanic		38	41	48	43	46	51	
Miami-Dade	8							
African American		18	20	17	20	21	21	
Gap		-42	-44	-45	-40	-37	-41	-1
White		60	64	62	60	58	62	
Gap		-26	-26	-25	-24	-23	-22	-4
Hispanic		34	38	37	36	35	40	
Florida	8							
African American		21	24	20	21	24	27	
Gap		-34	-37	-38	-35	-34	-35	1
White		55	61	58	56	58	62	
Gap		-22	-24	-23	-25	-23	-24	2
Hispanic		33	37	35	31	35	38	
Miami-Dade	10							
African American		11	11	12	13	13	15	
Gap		-37	-35	-34	-39	-36	-35	-2
White		48	46	46	52	49	50	
Gap		-27	-24	-24	-25	-25	-24	-3
Hispanic		21	22	22	27	24	26	
Florida	10							
African American		12	13	13	15	14	15	
Gap		-26	-29	-27	-34	-33	-32	6
White		38	42	40	49	47	47	
Gap		-18	-19	-18	-24	-23	-23	5
Hispanic		20	23	22	25	24	24	

**Miami-Dade County
FCAT-Math
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Miami-Dade	5							
African American		8	13	26	31	32	31	
Gap		-37	-37	-38	-38	-35	-36	-1
White		45	50	64	69	67	67	
Gap		-23	-22	-18	-18	-20	-19	-4
Hispanic		22	28	46	51	47	48	
Florida	5							
African American		10	15	26	25	27	30	
Gap		-34	-36	-37	-34	-33	-33	-1
White		44	51	63	59	60	63	
Gap		-22	-22	-19	-19	-17	-18	-4
Hispanic		22	29	44	40	43	45	
Miami-Dade	8							
African American		17	16	25	28	22	25	
Gap		-46	-47	-45	-44	-44	-41	-5
White		63	63	70	72	66	66	
Gap		-29	-26	-24	-23	-25	-21	-8
Hispanic		34	37	46	49	41	45	
Florida	8							
African American		19	21	30	30	28	31	
Gap		-40	-43	-41	-38	-39	-39	-1
White		59	64	71	68	67	70	
Gap		-25	-26	-24	-24	-25	-23	-2
Hispanic		34	38	47	44	42	47	
Miami-Dade	10							
African American		13	18	22	35	27	32	
Gap		-51	-47	-49	-45	-46	-44	-7
White		64	65	71	80	73	76	
Gap		-35	-30	-29	-22	-31	-24	-11
Hispanic		29	35	42	58	42	52	
Florida	10							
African American		15	22	26	32	32	33	
Gap		-39	-41	-44	-40	-41	-42	3
White		54	63	70	72	73	75	
Gap		-24	-25	-26	-24	-25	-23	-1
Hispanic		30	38	44	48	48	52	

**Miami-Dade County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Miami-Dade	4				Miami-Dade	5			
FRPL		40	44		FRPL		38	38	
Gap		-29	-29	0	Gap		-26	-28	2
Non-FRPL		69	73		Non-FRPL		64	66	
Florida	4				Florida	5			
FRPL		43	48		FRPL		35	38	
Gap		-29	-29	0	Gap		-29	-30	1
Non-FRPL		72	77		Non-FRPL		64	68	
Miami-Dade	8				Miami-Dade	8			
FRPL		27	30		FRPL		31	34	
Gap		-22	-26	4	Gap		-23	-26	3
Non-FRPL		49	56		Non-FRPL		54	60	
Florida	8				Florida	8			
FRPL		30	33		FRPL		36	40	
Gap		-28	-30	2	Gap		-31	-31	0
Non-FRPL		58	63		Non-FRPL		67	71	
Miami-Dade	10				Miami-Dade	10			
FRPL		15	18		FRPL		37	42	
Gap		-14	-16	2	Gap		-14	-14	0
Non-FRPL		29	34		Non-FRPL		51	56	
Florida	10				Florida	10			
FRPL		17	20		FRPL		41	45	
Gap		-25	-24	-1	Gap		-26	-25	-1
Non-FRPL		42	44		Non-FRPL		67	70	

**Miami-Dade County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above - Limited English Proficient⁴**

Reading	Grade	2002	2003	Annualized Change	Mathematics	Grade	2002	2003	Annualized Change
Miami-Dade	4	NA	14	NA	Miami-Dade	5	NA	21	NA
Florida	4	NA	22	NA	Florida	5	NA	23	NA
Miami-Dade	8	NA	7	NA	Miami-Dade	8	NA	19	NA
Florida	8	NA	9	NA	Florida	8	NA	24	NA
Miami-Dade	10	NA	2	NA	Miami-Dade	10	NA	29	NA
Florida	10	NA	4	NA	Florida	10	NA	32	NA

**Miami-Dade County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Miami-Dade	4				Miami-Dade	5			
Special Education		15	17		Special Education		11	13	
Gap		-38	-41	3	Gap		-40	-37	-3
Regular Education		53	58		Regular Education		51	50	
Florida	4				Florida	5			
Special Education		24	28		Special Education		19	21	
Gap		-37	-39	2	Gap		-35	-36	1
Regular Education		61	67		Regular Education		54	57	
Miami-Dade	8				Miami-Dade	8			
Special Education		6	6		Special Education		7	7	
Gap		-31	-36	5	Gap		-36	-40	4
Regular Education		37	42		Regular Education		43	47	
Florida	8				Florida	8			
Special Education		13	15		Special Education		18	18	
Gap		-37	-39	2	Gap		-41	-44	3
Regular Education		50	54		Regular Education		59	62	
Miami-Dade	10				Miami-Dade	10			
Special Education		5	5		Special Education		12	13	
Gap		-21	-24	3	Gap		-36	-40	4
Regular Education		26	29		Regular Education		48	53	
Florida	10				Florida	10			
Special Education		10	10		Special Education		25	26	
Gap		-28	-30	2	Gap		-39	-40	1
Regular Education		38	40		Regular Education		64	66	

⁴ The definition of LEP students changes from 2002 to 2003

DISTRICT MILWAUKEE
STATE WISCONSIN

STATE READING AND MATH ASSESSMENTS			
State Assessment	Wisconsin Knowledge and Concepts Examination		1998
Grades Tested	3,4,8, & 10	How Reported	Performance Level

DEMOGRAPHICS ¹	MILWAUKEE		WISCONSIN	
	1995-96	2001-02	1995-96	2001-02
Number of Students	103,676*	97,762	870,175	879,361
Percent Free & Reduced Price Lunch Eligible (FRPL)	73.3	71.6	NA	26.0
Percent of Students with IEPs	14.0	16.4	12.5	14.3
Percent English Language Learners	NA	5.8	NA	2.7
Percent African American	60.1*	60.3	9.4	10.2
Percent Hispanic	11.9*	16.1	3.3	5.0
Percent White	21.1*	18.3	83.2	80.1
Percent Other	6.9*	5.3	4.1	4.8
Number of FTE Teachers	6,615*	5,980	55,033	60,918
Student-Teacher Ratio	15.7	17.3	15.8	14.8
Number of Schools	159*	208	2,037	2,212
Current Expenditures Per Pupil ²	\$7,353	\$8,688	\$6,517	\$7,806
Milwaukee as a Percentage of Wisconsin's Public Schools			1995-96	2001-02
Percent of Students			11.9	11.1
Percent of FRPL			NA	30.6
Percent of IEPs			12.7	12.7
Percent of ELLs			NA	24.2
Percent of Schools			7.8	9.4
Percent of Teachers			12.0	9.8
Percent of State Revenue ³			17.1	15.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Milwaukee
Wisconsin Knowledge and Concepts Examinations (WKCE) ⁴
Percent Proficient/Advanced**

Reading	Grade	2002	2003	Annualized Change	Math	Grade	2002	2003	Annualized Change
Milwaukee	4	NA	63	NA	Milwaukee	4	NA	47	NA
Wisconsin	4	NA	80	NA	Wisconsin	4	NA	71	NA
Milwaukee	8	NA	56	NA	Milwaukee	8	NA	35	NA
Wisconsin	8	NA	83	NA	Wisconsin	8	NA	73	NA
Milwaukee	10	NA	40	NA	Milwaukee	10	NA	28	NA
Wisconsin	10	NA	71	NA	Wisconsin	10	NA	69	NA

⁴The 2003 WKCE is reported using different cut scores for proficiency levels and all grades have a "new or revised" test. Previous years are not comparable and have been omitted.

**Milwaukee
WKCE
Percent Proficient/Advanced**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Milwaukee	4				Milwaukee	4			
African American		NA	58		African American		NA	40	
Gap		NA	-22	NA	Gap		NA	-27	NA
White		NA	80		White		NA	67	
Gap		NA	-20	NA	Gap		NA	-17	NA
Hispanic		NA	60		Hispanic		NA	50	
Wisconsin	4				Wisconsin	4			
African American		NA	61		African American		NA	41	
Gap		NA	-25	NA	Gap		NA	-35	NA
White		NA	86		White		NA	76	
Gap		NA	-24	NA	Gap		NA	-25	NA
Hispanic		NA	62		Hispanic		NA	51	
Milwaukee	8				Milwaukee	8			
African American		NA	50		African American		NA	24	
Gap		NA	-28	NA	Gap		NA	-40	NA
White		NA	78		White		NA	64	
Gap		NA	-24	NA	Gap		NA	-27	NA
Hispanic		NA	54		Hispanic		NA	37	
Wisconsin	8				Wisconsin	8			
African American		NA	54		African American		NA	30	
Gap		NA	-35	NA	Gap		NA	-51	NA
White		NA	89		White		NA	81	
Gap		NA	-29	NA	Gap		NA	-35	NA
Hispanic		NA	60		Hispanic		NA	46	
Milwaukee	10				Milwaukee	10			
African American		NA	34		African American		NA	19	
Gap		NA	-31	NA	Gap		NA	-36	NA
White		NA	65		White		NA	55	
Gap		NA	-25	NA	Gap		NA	-24	NA
Hispanic		NA	40		Hispanic		NA	31	
Wisconsin	10				Wisconsin	10			
African American		NA	36		African American		NA	23	
Gap		NA	-42	NA	Gap		NA	-53	NA
White		NA	78		White		NA	76	
Gap		NA	-33	NA	Gap		NA	-38	NA
Hispanic		NA	45		Hispanic		NA	38	

**Milwaukee
WKCE
Percent Proficient/Advanced**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Milwaukee	4				Milwaukee	4			
ED		NA	60		ED		NA	44	
Gap		NA	-13	NA	Gap		NA	-14	NA
Non-ED		NA	73		Non-ED		NA	58	
Wisconsin	4				Wisconsin	4			
ED		NA	67		ED		NA	52	
Gap		NA	-20	NA	Gap		NA	-27	NA
Non-ED		NA	87		Non-ED		NA	79	
Milwaukee	8				Milwaukee	8			
ED		NA	52		ED		NA	30	
Gap		NA	-17	NA	Gap		NA	-19	NA
Non-ED		NA	69		Non-ED		NA	49	
Wisconsin	8				Wisconsin	8			
ED		NA	65		ED		NA	49	
Gap		NA	-25	NA	Gap		NA	-33	NA
Non-ED		NA	90		Non-ED		NA	82	
Milwaukee	10				Milwaukee	10			
ED		NA	35		ED		NA	23	
Gap		NA	-15	NA	Gap		NA	-14	NA
Non-ED		NA	50		Non-ED		NA	37	
Wisconsin	10				Wisconsin	10			
ED		NA	50		ED		NA	43	
Gap		NA	-26	NA	Gap		NA	-31	NA
Non-ED		NA	76		Non-ED		NA	74	

**Milwaukee
WKCE
Percent Proficient/Advanced**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Milwaukee	4				Milwaukee	4			
LEP		NA	49		LEP		NA	49	
Gap		NA	-15	NA	Gap		NA	3	NA
Non-LEP		NA	64		Non-LEP		NA	46	
Wisconsin	4				Wisconsin	4			
LEP		NA	51		LEP		NA	47	
Gap		NA	-31	NA	Gap		NA	-25	NA
Non-LEP		NA	82		Non-LEP		NA	72	
Milwaukee	8				Milwaukee	8			
LEP		NA	32		LEP		NA	24	
Gap		NA	-25	NA	Gap		NA	-11	NA
Non-LEP		NA	57		Non-LEP		NA	35	
Wisconsin	8				Wisconsin	8			
LEP		NA	39		LEP		NA	38	
Gap		NA	-46	NA	Gap		NA	-37	NA
Non-LEP		NA	85		Non-LEP		NA	75	
Milwaukee	10				Milwaukee	10			
LEP		NA	15		LEP		NA	16	
Gap		NA	-27	NA	Gap		NA	-13	NA
Non-LEP		NA	42		Non-LEP		NA	29	
Wisconsin	10				Wisconsin	10			
LEP		NA	20		LEP		NA	19	
Gap		NA	-53	NA	Gap		NA	-51	NA
Non-LEP		NA	73		Non-LEP		NA	70	

**Milwaukee
WKCE
Percent Proficient/Advanced**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Milwaukee	4				Milwaukee	4			
Special Education		NA	26		Special Education		NA	25	
Gap		NA	-43	NA	Gap		NA	-26	NA
Regular Education		NA	69		Regular Education		NA	51	
Wisconsin	4				Wisconsin	4			
Special Education		NA	44		Special Education		NA	41	
Gap		NA	-42	NA	Gap		NA	-34	NA
Regular Education		NA	86		Regular Education		NA	75	
Milwaukee	8				Milwaukee	8			
Special Education		NA	18		Special Education		NA	10	
Gap		NA	-46	NA	Gap		NA	-29	NA
Regular Education		NA	64		Regular Education		NA	39	
Wisconsin	8				Wisconsin	8			
Special Education		NA	43		Special Education		NA	31	
Gap		NA	-47	NA	Gap		NA	-50	NA
Regular Education		NA	90		Regular Education		NA	81	
Milwaukee	10				Milwaukee	10			
Special Education		NA	9		Special Education		NA	5	
Gap		NA	-38	NA	Gap		NA	-28	NA
Regular Education		NA	47		Regular Education		NA	33	
Wisconsin	10				Wisconsin	10			
Special Education		NA	27		Special Education		NA	21	
Gap		NA	-51	NA	Gap		NA	-55	NA
Regular Education		NA	78		Regular Education		NA	76	

DISTRICT MINNEAPOLIS
 STATE MINNESOTA

STATE READING AND MATH ASSESSMENTS				
State Assessment	Minnesota Comprehensive Assessment & Basic Skills Test		First Year Reported	1998
Grades Tested	3, 5, & 8		How Reported	Performance Level & Percent Passing
DEMOGRAPHICS ¹	MINNEAPOLIS		MINNESOTA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	46,612	48,155	835,166	851,384
Percent Free & Reduced Price Lunch Eligible (FRPL)	60.4*	66.6	NA	26.4
Percent of Students with IEPs	14.3	13.9	12.4	13.0
Percent English Language Learners	11.6*	24.0	NA	5.6
Percent African American	40.4	43.9	4.8	7.0
Percent Hispanic	4.4	11.1	2.0	3.8
Percent White	36.6	26.6	87.4	82.0
Percent Other	18.7	18.5	5.8	7.2
Number of FTE Teachers	3,080	3,311	46,971	53,081
Student-Teacher Ratio	15.1	14.9	17.8	16.4
Number of Schools	144	144	2,157	2,408
Current Expenditures Per Pupil ²	\$7,831	\$10,348	\$5,801	\$7,190
Minneapolis as a Percentage of Minnesota's Public Schools			1995-96	2001-02
Percent of Students			5.6	5.7
Percent of FRPL			NA	14.3
Percent of IEPs			6.4	6.1
Percent of ELLs			NA	24.1
Percent of Schools			6.7	6.0
Percent of Teachers			6.6	6.2
Percent of State Revenue ³			6.9	7.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb and Above

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
Minneapolis	3	31.8	33.6	40.3	40.7	50.8	4.7
Minnesota	3	56.1	61.6	67.1	66.8	76.3	5.0
Minneapolis	5	30.8	37.8	43.7	45.2	54.2	5.8
Minnesota	5	59.1	66.9	73.8	74.8	80.6	5.4
Math							
Minneapolis	3	34.0	40.1	40.6	43.1	53.3	4.8
Minnesota	3	58.4	64.7	65.5	65.1	74.5	4.0
Minneapolis	5	27.0	34.6	38.8	45.1	51.5	6.1
Minnesota	5	51.6	61.7	67.3	70.2	76.7	6.3

Minneapolis
Minnesota Basic Standards Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Annualized Change
Reading								
Minneapolis	8	41	48	56	51	52.5	54.7	2.6
Minnesota	8	68	75	80	79	80.0	81.0	2.6
Math								
Minneapolis	8	41	42	45	42	47.7	46.6	1.1
Minnesota	8	71	70	72	72	74.5	71.7	0.2

**Minneapolis
Minnesota Comprehensive Assessment (MCA)-Reading
Percent Scoring at Levels IIB & Above**

	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
African American		18.3	20.6	30.4	28.0	40.6	
Gap		-44.9	-47.3	-42.4	-46.5	-40.6	-4.4
White		63.3	68.0	72.8	74.4	81.2	
Gap		-37.6	-43.6	-48.7	-50.5	-48.3	10.7
Hispanic		25.7	24.4	24.2	24.0	32.9	
Minnesota	3						
African American		25.0	28.9	36.8	36.9	47.6	
Gap		-36.8	-39.1	-36.6	-36.4	-35.3	-1.5
White		61.8	68.0	73.4	73.3	82.9	
Gap		-30.0	-33.8	-34.1	-36.1	-37.1	7.0
Hispanic		31.7	34.3	39.2	37.2	45.8	
Minneapolis	5						
African American		17.6	26.1	31.1	33.3	44.9	
Gap		-44.0	-43.6	-47.5	-46.9	-40.0	-4.0
White		61.5	69.6	78.6	80.1	84.9	
Gap		-41.6	-41.5	-47.4	-50.7	-49.6	8.0
Hispanic		19.9	28.1	31.2	29.5	35.3	
Minnesota	5						
African American		25.4	33.1	39.6	42.1	53.4	
Gap		-39.2	-39.7	-40.8	-39.5	-32.8	-6.3
White		64.5	72.8	80.4	81.5	86.2	
Gap		-34.4	-32.5	-34.9	-35.8	-32.7	-1.6
Hispanic		30.2	40.3	45.5	45.7	53.5	

**Minnesota Basic Skills Test (MBST)-Reading
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
African American		23.9	30.2	41.8	36.9	39.7	42.1	
Gap		-48.7	-47.4	-42.2	-45.7	-45.2	-43.9	-4.8
White		72.6	77.6	84.0	82.6	84.9	85.9	
Gap		-48.9	-38.7	-45.8	-44.1	-47.0	-39.9	-9.0
Hispanic		23.7	38.9	38.2	38.5	37.9	46.0	
Minnesota	8							
African American		31.2	38.5	48.1	45.2	46.5	48.7	
Gap		-41.2	-41.3	-36.0	-38.4	-39.1	-38.1	-3.1
White		72.4	79.8	84.1	83.6	85.6	86.8	
Gap		-34.1	-34.6	-31.0	-32.4	-33.6	-32.2	-1.9
Hispanic		38.3	45.2	53.1	51.2	52.0	54.6	

Minneapolis
Minnesota Comprehensive Assessment (MCA)-Math
Percent Scoring at Levels IIB & Above

	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
African American		17.0	24.2	27.7	28.3	38.8	
Gap		-49.9	-47.7	-44.0	-44.7	-42.9	-7.1
White		66.9	71.9	71.8	73.0	81.6	
Gap		-36.6	-41.7	-46.6	-41.7	-36.2	-0.4
Hispanic		30.3	30.2	25.2	31.3	45.4	
Minnesota	3						
African American		21.2	28.6	30.3	32.7	44.1	
Gap		-43.5	-42.2	-41.4	-38.6	-36.5	-7.0
White		64.7	70.8	71.7	71.3	80.6	
Gap		-34.2	-32.5	-35.3	-35.3	-33.5	-0.6
Hispanic		30.5	38.4	36.4	36.0	47.1	
Minneapolis	5						
African American		10.7	19.3	21.6	30.0	36.6	
Gap		-47.6	-47.6	-52.5	-47.4	-47.5	-0.1
White		58.3	66.8	74.1	77.4	84.1	
Gap		-50.0	-54.3	-54.2	-59.8	-64.5	14.5
Hispanic		8.3	12.5	19.8	17.6	19.6	
Minnesota	5						
African American		14.4	22.5	29.0	33.7	41.5	
Gap		-42.7	-45.2	-45.0	-43.0	-41.7	-1.1
White		57.1	67.7	73.9	76.7	83.1	
Gap		-35.5	-36.4	-35.9	-35.7	-34.6	-0.9
Hispanic		21.6	31.3	38.1	41.0	48.6	

Minnesota Basic Skills Test (MBST)-Math
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
African American		21.4	19.8	24.5	22.2	30.1	29.8	
Gap		-51.3	-54.9	-50.3	-52.0	-48.7	-45.4	-6.0
White		72.7	74.7	74.8	74.2	78.8	75.2	
Gap		-51.6	-47.7	-45.7	-42.5	-45.6	-35.7	-15.9
Hispanic		21.1	27.0	29.1	31.7	33.2	39.5	
Minnesota	8							
African American		26.0	26.2	30.6	29.7	33.0	33.0	
Gap		-49.5	-48.9	-46.0	-47.5	-47.5	-44.8	-4.7
White		75.5	75.1	76.6	77.2	80.5	77.8	
Gap		-38.2	-38.1	-37.1	-36.9	-37.6	-34.8	-3.4
Hispanic		37.3	37.0	39.5	40.3	42.9	43.0	

**Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
FRPL		18.4	20.0	27.5	26.7	38.0	
Gap		-45.9	-45.2	-43.8	-47.4	-39.1	-6.8
Non-FRPL		64.3	65.2	71.4	74.1	77.1	
Minnesota	3						
FRPL		34.9	39.0	46.5	45.7	57.2	
Gap		-30.8	-32.7	-29.6	-30.4	-27.7	-3.1
Non-FRPL		65.7	71.7	76.2	76.1	84.9	
Minneapolis	5						
FRPL		17.8	24.7	29.8	32.5	43.3	
Gap		-44.6	-43.5	-46.7	-44.9	-36.8	-7.7
Non-FRPL		62.4	68.2	76.5	77.4	80.1	
Minnesota	5						
FRPL		36.7	44.3	52.0	53.7	63.5	
Gap		-31.9	-31.9	-30.8	-30.3	-24.8	-7.1
Non-FRPL		68.6	76.2	82.7	84.0	88.2	

**Minnesota Basic Skills Test (MBST)
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
FRPL		26.5	32.2	43.0	38.3	39.9	43.1	
Gap		-44.5	-46.3	-36.8	-38.9	-40.7	-39.2	-5.3
Non-FRPL		71.0	78.5	79.9	77.2	80.7	82.3	
Minnesota	8							
FRPL		45.6	53.2	59.6	57.1	59.3	60.4	
Gap		-30.1	-29.6	-26.9	-29.0	-28.3	-28.5	-1.6
Non-FRPL		75.7	82.7	86.4	86.0	87.6	88.9	

Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
FRPL		21.3	28.1	29.2	31.8	42.5	
Gap		-44.2	-40.1	-39.7	-39.1	-33.1	-11.1
Non-FRPL		65.5	68.2	68.9	70.9	75.6	
Minnesota	3						
FRPL		37.7	44.2	45.5	45.3	56.6	
Gap		-30.2	-29.9	-28.9	-28.8	-26.0	-4.1
Non-FRPL		67.9	74.1	74.4	74.1	82.6	
Minneapolis	5						
FRPL		13.9	22.1	25.3	33.6	40.7	
Gap		-44.7	-41.3	-46.1	-40.5	-36.5	-8.2
Non-FRPL		58.6	63.4	71.4	74.1	77.2	
Minnesota	5						
FRPL		29.7	38.1	44.9	48.6	57.6	
Gap		-31.2	-33.3	-31.7	-31.1	-27.8	-3.5
Non-FRPL		60.9	71.4	76.7	79.7	85.4	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
FRPL		26.9	27.6	32.9	30.3	35.3	35.5	
Gap		-43.2	-42.7	-35.5	-36.5	-40.6	-37.3	-5.9
Non-FRPL		70.1	70.3	68.4	66.8	75.9	72.78	
Minnesota	8							
FRPL		48.1	46.9	49.3	47.8	51.7	49.2	
Gap		-30.4	-31.4	-30.1	-32.2	-31.2	-31.1	0.7
Non-FRPL		78.5	78.2	79.4	80.0	82.9	80.3	

**Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
LEP		11.0	10.5	19.8	21.1	31.1	
Gap		-25.9	-29.2	-27.2	-26.5	-27.4	1.5
Non-LEP		36.9	39.7	47.1	47.6	58.5	
Minnesota	3						
LEP		14.3	14.4	26.8	23.8	37.1	
Gap		-44.1	-50.0	-43.2	-46.3	-42.6	-1.5
Non-LEP		58.4	64.4	70.0	70.0	79.7	
Minneapolis	5						
LEP		9.5	11.8	15.6	18.8	30.0	
Gap		-25.9	-32.1	-35.9	-34.0	-31.3	5.5
Non-LEP		35.4	43.9	51.4	52.8	61.4	
Minnesota	5						
LEP		12.0	16.0	27.1	25.3	41.2	
Gap		-49.2	-53.4	-49.7	-52.6	-42.2	-7.1
Non-LEP		61.2	69.4	76.8	77.9	83.3	

**Minnesota Basic Skills Test (MBST)
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
LEP		13.0	15.8	25.6	20.5	21.3	26.9	
Gap		-33.7	-37.7	-37.2	-37.7	-39.6	-35.2	1.5
Non-LEP		46.6	53.5	62.8	58.3	60.9	62.1	
Minnesota	8							
LEP		15.8	21.6	30.5	32.0	30.8	35.3	
Gap		-53.8	-55.3	-51.2	-48.9	-51.8	-48.4	-5.4
Non-LEP		69.6	76.9	81.7	80.9	82.6	83.8	

Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb and Above

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
LEP		18.7	26.5	28.9	33.4	41.1	
Gap		-19.2	-17.4	-15.9	-13.4	-17.1	-2.0
Non-LEP		37.9	43.9	44.8	46.9	58.2	
Minnesota	3						
LEP		18.3	26.2	33.1	30.5	43.1	
Gap		-42.4	-40.9	-34.8	-37.3	-34.2	-8.3
Non-LEP		60.7	67.0	67.9	67.8	77.2	
Minneapolis	5						
LEP		12.2	16.7	18.9	28.6	35.6	
Gap		-18.2	-22.2	-25.6	-21.3	-20.5	2.4
Non-LEP		30.4	39.0	44.6	49.9	56.2	
Minnesota	5						
LEP		11.4	19.6	28.4	29.9	40.1	
Gap		-42.0	-44.3	-41.6	-43.0	-39.3	-2.8
Non-LEP		53.4	63.8	70.0	72.8	79.3	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
LEP		17.0	17.7	27.4	26.3	31.1	36.6	
Gap		-28.8	-28.7	-22.0	-20.1	-21.3	-14.1	-14.8
Non-LEP		45.9	46.4	49.5	46.4	52.3	50.7	
Minnesota	8							
LEP		22.5	24.2	31.4	33.1	32.1	33.7	
Gap		-49.7	-47.6	-42.1	-40.7	-44.8	-40.5	-9.2
Non-LEP		72.2	71.8	73.5	73.8	76.9	74.1	

**Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
Special Education		13.5	9.8	15.6	14.0	20.7	
Gap		-20.3	-26.7	-27.9	-29.5	-33.1	12.8
Regular Education		33.8	36.5	43.6	43.6	53.7	
Minnesota	3						
Special Education		25.4	28.0	34.0	34.7	44.8	
Gap		-34.7	-37.8	-37.2	-36.0	-35.7	1.0
Regular Education		60.1	65.8	71.2	70.7	80.5	
Minneapolis	5						
Special Education		7.5	10.7	15.3	16.7	19.2	
Gap		-27.5	-31.9	-32.6	-32.7	-39.9	12.4
Regular Education		35.0	42.6	47.8	49.5	59.1	
Minnesota	5						
Special Education		23.1	30.6	37.9	39.4	48.2	
Gap		-41.8	-41.8	-41.3	-40.7	-37.2	-4.5
Regular Education		64.8	72.5	79.3	80.1	85.4	

**Minnesota Basic Skills Test (MBST)
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
Special Education		9.6	13.8	20.9	16.6	15.2	17.1	
Gap		-37.1	-40.3	-41.5	-41.4	-44.2	-44.6	7.5
Regular Education		46.7	54.1	62.3	58.0	59.4	61.7	
Minnesota	8							
Special Education		24.9	32.7	39.0	36.7	40.3	42.3	
Gap		-48.9	-48.3	-46.8	-48.2	-45.5	-44.5	-4.4
Regular Education		73.8	81.0	85.8	84.9	85.8	86.8	

Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	3						
Special Education		16.9	16.1	17.1	16.1	24.1	
Gap		-19.3	-27.0	-26.8	-30.2	-32.1	12.8
Regular Education		36.2	43.1	43.9	46.3	56.2	
Minnesota	3						
Special Education		31.2	36.4	37.5	37.7	48.1	
Gap		-30.9	-32.0	-31.7	-30.9	-30.0	-0.9
Regular Education		62.1	68.4	69.2	68.6	78.0	
Minneapolis	5						
Special Education		7.6	10.4	11.7	17.3	22.1	
Gap		-23.1	-28.5	-31.4	-32.0	-33.6	10.6
Regular Education		30.6	38.9	43.1	49.3	55.7	
Minnesota	5						
Special Education		22.0	29.7	34.7	37.2	47.0	
Gap		-34.4	-37.0	-37.8	-38.1	-34.2	-0.2
Regular Education		56.4	66.7	72.5	75.3	81.2	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Minneapolis	8							
Special Education		9.5	11.2	12.9	11.4	10.6	10.8	
Gap		-37.0	-36.7	-38.3	-37.1	-43.9	-42.3	5.4
Regular Education		46.5	47.9	51.2	48.5	54.5	53.2	
Minnesota	8							
Special Education		26.8	27.0	28.7	30.1	33.1	30.2	
Gap		-49.8	-49.2	-49.6	-48.0	-47.5	-47.7	-2.1
Regular Education		76.6	76.2	78.3	78.1	80.6	77.9	

DISTRICT NASHVILLE
 STATE TENNESSEE

STATE READING AND MATH ASSESSMENTS			
State Assessment	Tennessee Comprehensive Assessment Program (TCAP)	First Year Reported	1998
Grades Tested	3-8	How Reported	National Percentiles

DEMOGRAPHICS ¹	NASHVILLE		TENNESSEE	
	1995-96	2001-02	1995-96	2001-02
Number of Students	70,352	68,277*	875,670*	925,030
Percent Free & Reduced Price Lunch Eligible (FRPL)	44.8*	56.7*	40.2*	NA
Percent of Students with IEPs	17.3*	NA	19.4*	15.5
Percent English Language Learners	2.0*	6.8*	0.6*	NA
Percent African American	41.3*	46.7*	23.1	24.4
Percent Hispanic	1.3	6.1*	0.7	2.0
Percent White	54.1*	43.7*	75.3	70.6
Percent Other	3.3*	3.5*	0.9	1.3
Number of FTE Teachers	4,110*	4,700	49,627*	58,357
Student-Teacher Ratio	17.1*	NA	117.6	NA
Number of Schools	122	123	1,563	1,646
Current Expenditures Per Pupil ²	\$5,078	\$6,333	\$4,172	\$5,383
Nashville as a Percentage of Tennessee's Public Schools			1995-96	2001-02
Percent of Students			8.0	7.4
Percent of FRPL			NA	NA
Percent of IEPs			7.2	NA
Percent of ELLs			26.5	NA
Percent of Schools			7.8	7.5
Percent of Teachers			8.3	8.1
Percent of State Revenue ³			6.7	5.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Nashville
TCAP Achievement Test
Median National Percentiles**

Reading	Grade	1998	1999	2000	2001	2002	2003	Annualized Change in NCEs
Nashville	3	49	49	49	47	54	49	0.0
Tennessee	3	56	55	56	51	59	56	0.0
Nashville	4	47	45	47	45	49	49	0.2
Tennessee	4	55	53	55	52	56	56	0.1
Nashville	5	45	45	44	41	41	40	-0.5
Tennessee	5	56	55	56	55	55	54	-0.2
Nashville	6	41	40	44	44	41	45	0.4
Tennessee	6	50	48	51	52	51	54	0.4
Nashville	7	42	43	38	42	44	42	0.0
Tennessee	7	51	51	46	52	52	51	0.0
Nashville	8	47	50	47	45	44	48	0.1
Tennessee	8	55	58	54	54	54	56	0.1
Math								
Nashville	3	49	49	56	48	61	61	1.3
Tennessee	3	55	58	62	56	67	59	0.4
Nashville	4	47	49	48	49	54	49	0.2
Tennessee	4	56	57	58	59	61	55	-0.1
Nashville	5	37	42	38	38	47	44	0.8
Tennessee	5	56	56	53	52	62	59	0.3
Nashville	6	40	41	44	45	42	46	0.6
Tennessee	6	55	52	53	56	52	55	0.0
Nashville	7	41	45	42	40	47	47	0.6
Tennessee	7	52	54	53	52	56	56	0.4
Nashville	8	48	47	48	42	43	46	-0.2
Tennessee	8	55	57	58	56	53	57	0.2

DISTRICT NEWARK
 STATE NEW JERSEY

STATE READING AND MATH ASSESSMENTS			
State Assessment	NJASK 4, GEPA, & HSPT		First Year Reported 1999
Grades Tested	4, 8, & 11		How Reported Percent Passing

DEMOGRAPHICS ¹	NEWARK		NEW JERSEY	
	1995-96	2001-02	1995-96	2001-02
Number of Students	45,805	42,241	1,197,381	1,341,656
Percent Free & Reduced Price Lunch Eligible (FRPL)	81.5*	80.8	NA	27.8
Percent of Students with IEPs	6.6	14.9	NA	16.3
Percent English Language Learners	NA	8.7	NA	4.2
Percent African American	63.4	59.8	18.5	17.9
Percent Hispanic	27.2	30.7	13.5	16.0
Percent White	8.6	8.6	62.5	59.4
Percent Other	0.8	0.9	5.6	6.8
Number of FTE Teachers	3,558	3,567	86,706	103,611
Student-Teacher Ratio	12.9	12.0	13.8	13.4
Number of Schools	80	76	2,279	2,430
Current Expenditures Per Pupil ²	\$11,266	\$13,786	\$9,361	\$10,337
Newark as a Percentage of New Jersey's Public Schools			1995-96	2001-02
Percent of Students			3.8	3.1
Percent of FRPL			NA	9.2
Percent of IEPs			NA	2.9
Percent of ELLs			NA	6.5
Percent of Schools			3.5	3.1
Percent of Teachers			4.1	3.4
Percent of State Revenue ³			9.1	7.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Newark
New Jersey Assessment of Skills and Knowledge (NJASK 4)
Percent Passing

	Grade	1999	2000	2001	2002	2003	Annualized Change
Language Arts	4						
Newark		32.1	31.1	51.9	65.0	55.0	5.7
New Jersey		62.7	61.1	85.2	86.3	NA	NA
Math	4						
Newark		29.2	33.5	32.2	38.9	44.7	3.9
New Jersey		65.7	71.4	71.3	74.2	NA	NA

Newark
Grade Eight Proficiency Assessment (GEPA)
Percent Passing

	Grade	1999	2000	2001	2002	2003 ⁴	Annualized Change
Language Arts	8						
Newark		52.6	47.5	46.3	46.1	43.3	-2.3
New Jersey		85.4	83.7	82.3	82.7	NA	NA
Math	8						
Newark		24.1	21.7	26.5	31.0	26.4	0.6
New Jersey		68.5	67.3	70.1	66.6	NA	NA

Newark
High School Proficiency Assessment
Percent Passing

	Grade	1999	2000	2001	2002	2003	Annualized Change
Language Arts	11						
Newark		NA	NA	NA	51.8	46.0	-5.8
New Jersey		NA	NA	NA	81.1	NA	NA
Math	11						
Newark		NA	NA	NA	27.3	24.2	-3.1
New Jersey		NA	NA	NA	68.6	NA	NA

⁴ As of Beating the Odds IV's publication date, 2003 data were not available for the state.

DISTRICT NEW ORLEANS
 STATE LOUISIANA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Iowa Test of Basic Skills (ITBS), LEAP 21, & GEE	First Year Reported	1999
Grades Tested	3-10	How Reported	Percentile & Performance Level

DEMOGRAPHICS ¹	NEW ORLEANS		LOUISIANA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	85,596	73,185	797,366	731,328
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	77.3	NA	59.1
Percent of Students with IEPs	11.8	9.9	11.1	13.4
Percent English Language Learners	NA	2.0	NA	1.5
Percent African American	90.4	93.0	51.0	47.8
Percent Hispanic	1.3	1.2	1.1	1.6
Percent White	5.7	3.8	46.0	48.7
Percent Other	2.6	2.1	1.9	1.9
Number of FTE Teachers	3,876	4,552	46,980	49,980
Student-Teacher Ratio	22.1	16.5	17.0	14.9
Number of Schools	121	130	1,470	1,540
Current Expenditures Per Pupil ²	\$4,436	\$5,587	\$4,447	\$5,804
New Orleans as a Percentage of Louisiana's Public Schools			1995-96	2001-02
Percent of Students			10.7	10.0
Percent of FRPL			NA	13.1
Percent of IEPs			11.4	7.4
Percent of ELLs			NA	13.7
Percent of Schools			8.2	8.4
Percent of Teachers			8.3	9.1
Percent of State Revenue ³			10.3	9.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**New Orleans
ITBS/ITED
National Percentile Ranks ⁴**

Composite	Grade	1999	2000	2001	2002	2003	Annualized Change in NCEs
New Orleans	3	23	25	28	27	33	1.6
Louisiana	3	45	47	50	50	55	1.3
New Orleans	5	23	25	38	33	39	2.4
Louisiana	5	44	46	52	51	56	1.6
New Orleans	6	26	27	30	33	27	0.2
Louisiana	6	45	47	48	51	44	-0.2
New Orleans	7	24	25	25	27	28	0.7
Louisiana	7	44	46	47	47	48	0.5
New Orleans	9	28	29	39	33	32	0.6
Louisiana	9	44	46	50	48	47	0.4

**New Orleans
LEAP 21
Percent At/Above Basic**

	Grade	1999	2000	2001	2002	2003	Annualized Change
English Language Arts							
New Orleans	4	33	33	38	31	38	1.3
Louisiana	4	55	55	59	57	61	1.5
New Orleans	8	23	29	21	22	22	-0.3
Louisiana	8	43	54	51	48	52	2.3
Math							
New Orleans	4	19	27	30	25	35	4.0
Louisiana	4	42	49	54	50	60	4.5
New Orleans	8	17	22	17	15	20	0.8
Louisiana	8	38	47	46	41	47	2.3

**New Orleans
Louisiana GEE 21-Graduate Exit Exam
Percent At or Above Basic**

	Grade	1999	2000	2001	2002	2003	Annualized Change
English Language Arts							
New Orleans	10	NA	NA	32	30	29	-1.5
Louisiana	10	NA	NA	56	52	53	-1.5
Math							
New Orleans	10	NA	NA	27	21	33	3
Louisiana	10	NA	NA	51	47	59	4

⁴ Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT NEW YORK CITY
 STATE NEW YORK

STATE READING AND MATH ASSESSMENTS			
State Assessment	New York State Assessment Program	First Year Reported	1999
Grades Tested	4 & 8	How Reported	Performance Level

DEMOGRAPHICS ¹	NEW YORK CITY		NEW YORK	
	1995-96	2001-02	1995-96	2001-02
Number of Students	1,049,039	1,049,831	2,813,230	2,872,132
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.3	NA	43.2
Percent of Students with IEPs	11.8	13.9	12.9	14.8
Percent English Language Learners	NA	13.5	NA	6.7
Percent African American	36.4	34.4	20.2	19.9
Percent Hispanic	37.2	37.9	17.4	18.6
Percent White	16.5	15.2	56.9	54.8
Percent Other	10.0	12.6	5.4	6.6
Number of FTE Teachers	66,760*	65,804	181,559	209,128
Student-Teacher Ratio	16.0	16.2	15.5	14.9
Number of Schools	1,108	1,164	4,149	4,296
Current Expenditures Per Pupil ²	\$7,428	\$9,472	\$8,361	\$9,846
New York City as a Percentage of New York's Public Schools			1995-96	2001-02
Percent of Students			37.3	36.6
Percent of FRPL			NA	62.0
Percent of IEPs			34.2	34.5
Percent of ELLs			NA	73.3
Percent of Schools			26.7	27.1
Percent of Teachers			36.1	31.5
Percent of State Revenue ³			34.6	32.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**New York City
New York State Assessment Program
Percent Scoring Level 3 & 4**

	Grade	1999	2000	2001	2002	2003	Annualized Change
English Language Arts							
New York City	4	32.7	41.7	43.9	46.5	52.4	4.9
New York State	4	48.1	58.7	60.0	61.5	64.3	4.1
New York City	8	35.3	32.5	33.1	29.5	32.5	-0.7
New York State	8	48.1	44.9	44.9	44.3	45.3	-0.7
Math							
New York City	4	49.6	46.2	51.8	51.9	66.7	4.3
New York State	4	66.7	65.0	69.1	67.6	78.1	2.9
New York City	8	22.8	22.6	22.8	29.8	34.4	2.9
New York State	8	37.9	40.3	39.4	47.7	51.0	3.3

**New York City
New York State Assessment Program⁴
Percent Scoring Level 3 & 4**

English Language Arts	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
New York City	4				New York City	4			
African American		38.7	46.7		African American		41.2	58.7	
Gap		-32.3	-26.7	-5.6	Gap		-34.6	-25.8	-8.8
White		71.0	73.4		White		75.8	84.5	
Gap		-33.2	-29.9	-3.3	Gap		-30.5	-23.0	-7.5
Hispanic		37.8	43.5		Hispanic		45.3	61.5	
New York City	8				New York City	8			
African American		21.2	25.9		African American		19.2	24.3	
Gap		-33.0	-28.4	-4.6	Gap		-35.1	-32.1	-3.0
White		54.2	54.3		White		54.3	56.4	
Gap		-34.2	-31.0	-3.2	Gap		-34.4	-31.5	-2.9
Hispanic		20.0	23.3		Hispanic		19.9	24.9	

**New York City
New York State Assessment Program
Percent Scoring Level 3 & 4**

English Language Arts	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
New York City	4				New York City	4			
LEP		7.0	5.8		LEP		19.7	37.1	
Gap		-42.0	-48.8	6.8	Gap		-35.0	-32.7	-2.3
Non-LEP		49.0	54.6		Non-LEP		54.7	69.8	
New York City	8				New York City	8			
LEP		1.9	1.2		LEP		10.5	16.1	
Gap		-29.8	-33.5	3.7	Gap		-21.3	-20.7	-0.6
Non-LEP		31.7	34.7		Non-LEP		31.8	36.8	

⁴New York state did not report data by race and was not available for comparison to New York City.

DISTRICT NORFOLK
STATE VIRGINIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	Standards of Learning Assessments,		First Year Reported	1998
Grades Tested	3, 5, & 8		How Reported	Percent Passing
DEMOGRAPHICS ¹	NORFOLK		VIRGINIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	36,084	37,006	1,079,854	1,163,091
Percent Free & Reduced Price Lunch Eligible (FRPL)	65.0	59.8	NA	29.3
Percent of Students with IEPs	11.9	13.1	13.1	14.1
Percent English Language Learners	NA	0.2	NA	3.7
Percent African American	63.4	67.4	26.5	27.1
Percent Hispanic	1.7	2.4	3.2	5.5
Percent White	32.6	28.0	66.6	62.8
Percent Other	2.4	2.2	3.7	4.6
Number of FTE Teachers	2,585	2,755	74,731	89,314
Student-Teacher Ratio	14.0	12.9	14.4	13.5
Number of Schools and Program Sites	58	59	1,889	2,090
Current Expenditures Per Pupil ²	\$5,362	\$6,801	\$5,528	\$6,841
Norfolk as a Percentage of Virginia's Public Schools			1995-96	2001-02
Percent of Students			3.4	3.2
Percent of FRPL			NA	6.5
Percent of IEPs			3.2	2.9
Percent of ELLs			NA	0.1
Percent of Schools			3.1	2.8
Percent of Teachers			3.2	3.1
Percent of State Revenue ³			3.8	4.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Norfolk
Standards of Learning Assessment
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Annualized Change
English								
Norfolk	3	38.2	50.4	51.8	53.9	58.3	66.8	5.7
Virginia	3	54.7	61.4	60.7	64.5	71.6	71.9	3.4
Norfolk	5	49.0	58.8	57.7	63.2	68.7	79.7	6.1
Virginia	5	68.3	69.5	68.4	72.9	77.7	82.3	2.8
Norfolk	8	42.3	49.1	51.9	55.6	58.1	57.2	3.0
Virginia	8	64.7	66.8	69.7	73.0	69.3	67.3	0.5
Math								
Norfolk	3	47.1	56.3	63.5	70.3	72.8	78.8	6.3
Virginia	3	63.5	67.8	71.3	77.1	80.4	83.0	3.9
Norfolk	5	29.8	39.8	56.5	56.5	61.9	66.5	7.3
Virginia	5	46.6	50.6	63.3	66.6	71.1	73.5	5.4
Norfolk	8	26.0	33.5	44.1	49.5	53.3	62.9	7.4
Virginia	8	52.8	60.5	61.3	68.0	70.8	72.4	3.9

DISTRICT OAKLAND
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	CAT/6 & California Standards Test (CST)		First Year Reported	2002
Grades Tested	2-11	How Reported	Percent At/Above 50th Percentile & Performance Level	

DEMOGRAPHICS ¹	OAKLAND		CALIFORNIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	52,452	53,545	5,536,406	6,248,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	51.5	NA	46.5
Percent of Students with IEPs	9.9	10.6	10.5	10.6
Percent English Language Learners	NA	36.2	NA	24.2
Percent African American	52.0	45.0	8.8	8.2
Percent Hispanic	20.6	31.1	38.7	43.5
Percent White	6.8	5.7	40.4	34.2
Percent Other	20.7	18.2	12.1	11.8
Number of FTE Teachers	2,262	2,853	230,849	304,296
Student-Teacher Ratio	23.2	19.5	24.0	21.0
Number of Schools	89	100	7,876	8,916
Current Expenditures Per Pupil ²	\$5,463	\$6,988	\$4,937	\$6,314
Oakland as a Percentage of California's Public Schools			1995-96	2001-02
Percent of Students			0.9	0.9
Percent of FRPL			NA	0.9
Percent of IEPs			0.9	0.9
Percent of ELLs			NA	1.3
Percent of Schools			1.1	1.1
Percent of Teachers			1.0	0.9
Percent of State Revenue ³			1.1	1.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Oakland
CAT/6
Percent Scoring At/Above 50th NPR

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Oakland	2	NA	34	NA	Oakland	2	NA	48	NA
California	2	NA	46	NA	California	2	NA	57	NA
Oakland	3	NA	24	NA	Oakland	3	NA	39	NA
California	3	NA	34	NA	California	3	NA	52	NA
Oakland	4	NA	20	NA	Oakland	4	NA	32	NA
California	4	NA	35	NA	California	4	NA	48	NA
Oakland	5	NA	26	NA	Oakland	5	NA	33	NA
California	5	NA	40	NA	California	5	NA	49	NA
Oakland	6	NA	25	NA	Oakland	6	NA	27	NA
California	6	NA	45	NA	California	6	NA	51	NA
Oakland	7	NA	25	NA	Oakland	7	NA	27	NA
California	7	NA	45	NA	California	7	NA	46	NA
Oakland	8	NA	22	NA	Oakland	8	NA	30	NA
California	8	NA	41	NA	California	8	NA	48	NA
Oakland	9	NA	26	NA	Oakland	9	NA	26	NA
California	9	NA	50	NA	California	9	NA	46	NA
Oakland	10	NA	26	NA	Oakland	10	NA	34	NA
California	10	NA	49	NA	California	10	NA	51	NA
Oakland	11	NA	28	NA	Oakland	11	NA	33	NA
California	11	NA	47	NA	California	11	NA	46	NA

**Oakland
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Oakland	2	23	27	4	Oakland	2	29	39	10
California	2	32	36	4	California	2	43	53	10
Oakland	3	22	23	1	Oakland	3	24	32	8
California	3	34	33	-1	California	3	38	46	8
Oakland	4	20	24	4	Oakland	4	21	28	7
California	4	36	39	3	California	4	37	45	8
Oakland	5	17	21	4	Oakland	5	18	24	6
California	5	31	36	5	California	5	29	35	6
Oakland	6	13	15	2	Oakland	6	15	16	1
California	6	30	36	6	California	6	32	34	2
Oakland	7	16	18	2	Oakland	7	14	15	1
California	7	33	36	3	California	7	30	30	0
Oakland	8	15	15	0					
California	8	32	30	-2					
Oakland	9	15	17	2					
California	9	33	38	5					
Oakland	10	17	14	-3					
California	10	33	33	0					
Oakland	11	18	16	-2					
California	11	31	32	1					

Oakland
California Standards Test by Ethnicity
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Oakland	4				Oakland	4			
African American		15	20		African American		12	18	
Gap		-60	-56	-4	Gap		-54	-55	1
White		75	76		White		66	73	
Gap		-65	-65	0	Gap		-54	-54	0
Hispanic		10	11		Hispanic		12	19	
California	4				California	4			
African American		24	27		African American		22	29	
Gap		-32	-32	0	Gap		-31	-32	1
White		56	59		White		53	61	
Gap		-37	-35	-2	Gap		-29	-28	-1
Hispanic		19	24		Hispanic		24	33	
Oakland	8				Oakland	7			
African American		12	10		African American		6	6	
Gap		-48	-41	-7	Gap		-43	-53	10
White		60	51		White		49	59	
Gap		-53	-43	-10	Gap		-43	-50	7
Hispanic		7	8		Hispanic		6	9	
California	8				California	7			
African American		17	17		African American		13	12	
Gap		-33	-30	-3	Gap		-30	-32	2
White		50	47		White		43	44	
Gap		-35	-32	-3	Gap		-28	-28	0
Hispanic		15	15		Hispanic		15	16	
Oakland	10								
African American		11	10						
Gap		-48	-45	-3					
White		59	55						
Gap		-53	-48	-5					
Hispanic		6	7						
California	10								
African American		19	19						
Gap		-30	-31	1					
White		49	50						
Gap		-33	-33	0					
Hispanic		16	17						

Oakland
California Standards Test - Economically Disadvantaged (ED)
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Oakland	4				Oakland	4			
ED		14	18		ED		15	24	
Gap		-23	-20	-3	Gap		-20	-15	-5
Non-ED		37	38		Non-ED		35	39	
California	4				California	4			
ED		19	24		ED		24	33	
Gap		-37	-35	-2	Gap		-30	-29	-1
Non-ED		56	59		Non-ED		54	62	
Oakland	8				Oakland	7			
ED		10	11		ED		12	13	
Gap		-15	-10	-5	Gap		-6	-8	2
Non-ED		25	21		Non-ED		18	21	
California	8				California	7			
ED		14	15		ED		16	16	
Gap		-32	-27	-5	Gap		-25	-27	2
Non-ED		46	42		Non-ED		41	43	
Oakland	10								
ED		13	10						
Gap		-7	-9	2					
Non-ED		20	19						
California	10								
ED		14	16						
Gap		-28	-26	-2					
Non-ED		42	42						

Oakland
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Oakland	4				Oakland	4			
English Learners		5	6		English Learners		13	20	
Gap		-24	-28	4	Gap		-12	-13	1
English Proficient		29	34		English Proficient		25	33	
California	4				California	4			
English Learners		10	15		English Learners		10	29	
Gap		-36	-35	-1	Gap		-36	-24	-12
English Proficient		46	50		English Proficient		46	53	
Oakland	8				Oakland	7			
English Learners		2	1		English Learners		8	6	
Gap		-21	-20	-1	Gap		-9	-14	5
English Proficient		23	21		English Proficient		17	20	
California	8				California	7			
English Learners		3	4		English Learners		9	8	
Gap		-38	-33	-5	Gap		-26	-28	2
English Proficient		41	37		English Proficient		35	36	
Oakland	10								
English Learners		2	2						
Gap		-22	-18	-4					
English Proficient		24	20						
California	10								
English Learners		3	4						
Gap		-36	-35	-1					
English Proficient		39	39						

**Oakland
California Standards Test - Special Education
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Oakland	4				Oakland	4			
Special Education		14	16		Special Education		12	20	
Gap		-6	-9	3	Gap		-10	-9	-1
Regular Education		20	25		Regular Education		22	29	
California	4				California	4			
Special Education		16	15		Special Education		18	20	
Gap		-21	-20	-1	Gap		-22	-28	6
Regular Education		37	35		Regular Education		40	48	
Oakland	8				Oakland	7			
Special Education		4	5		Special Education		6	8	
Gap		-13	-12	-1	Gap		-9	-8	-1
Regular Education		17	17		Regular Education		15	16	
California	8				California	7			
Special Education		5	5		Special Education		6	6	
Gap		-30	-28	-2	Gap		-25	-27	2
Regular Education		35	33		Regular Education		31	33	
Oakland	10								
Special Education		5	4						
Gap		-12	-11	-1					
Regular Education		17	15						
California	10								
Special Education		4	5						
Gap		-31	-31	0					
Regular Education		35	36						

DISTRICT OKLAHOMA CITY
 STATE OKLAHOMA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Oklahoma Core Curriculum Tests	First Year Reported	1999
Grades Tested	5 & 8	How Reported	Performance Level

DEMOGRAPHICS ¹	OKLAHOMA CITY		OKLAHOMA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	38,829	40,240	616,393	622,139
Percent Free & Reduced Price Lunch Eligible (FRPL)	73.1*	76.6	NA	48.7
Percent of Students with IEPs	15.9	15.4	11.4	14.1
Percent English Language Learners	8.4*	19.5	NA	6.0
Percent African American	40.1*	36.7	10.5	10.8
Percent Hispanic	14.1*	24.6	3.9	6.5
Percent White	37.8*	30.4	69.4	63.7
Percent Other	8.0*	8.3	16.3	18.9
Number of FTE Teachers	2,402	2,637	39,364	41,632
Student-Teacher Ratio	16.6	14.9	15.7	15.2
Number of Schools	86	97	1,830	1,824
Current Expenditures Per Pupil ²	\$4,327	\$5,743	\$4,549	\$5,395
Oklahoma City as a Percentage of Oklahoma's Public Schools			1995-96	2001-02
Percent of Students			6.3	6.5
Percent of FRPL			NA	10.2
Percent of IEPs			8.7	7.1
Percent of ELLs			NA	20.9
Percent of Schools			4.7	5.3
Percent of Teachers			6.1	6.3
Percent of State Revenue ³			6.7	6.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Oklahoma City
Oklahoma Core Curriculum Test
Percent Satisfactory/Advanced**

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
Oklahoma City	5	64	66	63	54	56	-2.0
Oklahoma	5	80	76	74	71	74	-1.5
Oklahoma City	8	59	51	60	54	58	-0.3
Oklahoma	8	81	77	78	77	79	-0.5
Math							
Oklahoma City	5	77	79	66	60	63	-3.5
Oklahoma	5	85	85	72	70	72	-3.3
Oklahoma City	8	50	45	49	47	55	1.3
Oklahoma	8	75	71	71	70	73	-0.5

DISTRICT OMAHA
 STATE NEBRASKA

STATE READING AND MATH ASSESSMENTS			
State Assessment	NA		1994
District Assessment	CAT-5 First Year Reported		
Grades Tested	2, 4-6, & 8	How Reported	National Percentile

DEMOGRAPHICS ¹	OMAHA		NEBRASKA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	44,247	45,782	289,744	285,095
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.8*	49.6	NA	31.2
Percent of Students with IEPs	14.7	14.7*	13.9	14.7*
Percent English Language Learners	NA	9.1*	NA	4.5*
Percent African American	29.7	31.5	5.9	6.9
Percent Hispanic	6.6	14.6	4.4	8.2
Percent White	60.9	50.7	87.2	81.8
Percent Other	2.8	3.2	2.7	3.1
Number of FTE Teachers	3,046	3,100	20,028	21,083
Student-Teacher Ratio	14.7*	15.0	14.5	13.6
Number of Schools	82	83	1,411	1,307
Current Expenditures Per Pupil ²	\$5,276	\$6,063	\$5,688	\$6,683
Omaha as a Percentage of Nebraska's Public Schools			1995-96	2001-02
Percent of Students			15.3	16.1
Percent of FRPL			NA	25.5
Percent of IEPs			16.1	16.1
Percent of ELLs			NA	32.5
Percent of Schools			5.8	6.4
Percent of Teachers			15.2	14.7
Percent of State Revenue ³			14.5	16.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Omaha
CAT/5
National Percentiles**

Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	Annualized Change in NCEs
Total Reading											
2	57	58	59	59	59	59	61	61	61	62	0.3
4	61	60	58	60	61	61	58	60	59	61	0.0
5	NA	NA	NA	NA	NA	57	57	55	55	57	0.0
6	59	58	58	59	57	59	58	57	53	56	-0.2
8	59	59	58	56	57	56	56	56	55	53	-0.4
Total Math											
2	70	71	71	72	75	73	76	76	75	76	0.4
4	67	67	64	68	70	68	65	68	68	68	0.1
5	NA	NA	NA	NA	NA	64	64	63	63	65	0.2
6	68	67	66	68	67	69	69	67	67	68	0.0
8	61	61	61	60	59	58	56	57	59	56	-0.3

DISTRICT ORANGE COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Florida Comprehensive Achievement Test First Year Reported (FCAT)		1999
Grades Tested	3-10	How Reported	Performance Level

DEMOGRAPHICS ¹	ORANGE COUNTY		FLORIDA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	123,165	157,433	2,176,222	2,500,478
Percent Free & Reduced Price Lunch Eligible (FRPL)	54.7	43.8	52.6*	44.6
Percent of Students with IEPs	12.5	15.8	13.4	15.1
Percent English Language Learners	7.4*	11.6	7.6*	8.2
Percent African American	28.0	28.9	25.3	24.9
Percent Hispanic	16.1	24.5	15.3	20.4
Percent White	52.3	42.6	57.5	52.5
Percent Other	3.6	4.0	2.0	2.2
Number of FTE Teachers	6,394	8,946	114,938	134,684
Student-Teacher Ratio	19.2	17.0	18.9	18.1
Number of Schools	172	184	2,760	3,419
Current Expenditures Per Pupil ²	\$4,997	\$5,485	\$5,275	\$5,831
Orange County as a Percentage of Florida's Public Schools			1995-96	2001-02
Percent of Students			5.7	6.3
Percent of FRPL			5.8	6.2
Percent of IEPs			5.3	6.6
Percent of ELLs			5.5	9.0
Percent of Schools			5.7	5.4
Percent of Teachers			5.6	6.6
Percent of State Revenue ³			5.4	7.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Orange County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999	2000	2001	2002	2003	Annualized Change
Orange	3	NA	NA	NA	52	58	6.0
Florida	3	NA	NA	NA	60	63	3.0
Orange	4	42	43	46	49	55	3.3
Florida	4	48	52	53	55	60	3.0
Orange	5	NA	NA	NA	47	56	9.0
Florida	5	NA	NA	NA	53	58	5.0
Orange	6	NA	NA	NA	46	49	3.0
Florida	6	NA	NA	NA	51	53	2.0
Orange	7	NA	NA	NA	44	45	1.0
Florida	7	NA	NA	NA	50	52	2.0
Orange	8	41	35	40	41	44	0.8
Florida	8	44	39	43	45	49	1.3
Orange	9	NA	NA	NA	27	29	2.0
Florida	9	NA	NA	NA	29	31	2.0
Orange	10	32	29	36	34	34	0.5
Florida	10	30	29	37	36	36	1.5

**Orange County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above**

Mathematics	Grade	1999	2000	2001	2002	2003	Annualized Change
Orange	3	NA	NA	NA	54	59	5.0
Florida	3	NA	NA	NA	59	63	4.0
Orange	4	NA	NA	NA	48	50	2.0
Florida	4	NA	NA	NA	51	54	3.0
Orange	5	33	41	40	42	49	4.0
Florida	5	35	46	48	48	52	4.3
Orange	6	NA	NA	NA	40	44	4.0
Florida	6	NA	NA	NA	43	47	4.0
Orange	7	NA	NA	NA	42	43	1.0
Florida	7	NA	NA	NA	47	47	0.0
Orange	8	43	47	52	50	52	2.3
Florida	8	44	51	55	53	56	3.0
Orange	9	NA	NA	NA	45	48	3.0
Florida	9	NA	NA	NA	47	51	4.0
Orange	10	49	54	59	58	59	2.5
Florida	10	47	51	59	60	60	3.3

**Orange County
FCAT-Reading
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Orange	4							
African American		22	23	30	28	31	39	
Gap		-40	-41	-39	-36	-35	-34	-6
White		62	64	69	64	66	73	
Gap		-28	-27	-29	-30	-28	-29	1
Hispanic		34	37	40	34	38	44	
Florida	4							
African American		23	26	32	31	36	41	
Gap		-42	-41	-39	-35	-31	-32	-10
White		65	67	71	66	67	73	
Gap		-27	-26	-23	-23	-21	-22	-5
Hispanic		38	41	48	43	46	51	
Orange	8							
African American		23	24	21	21	24	25	
Gap		-36	-37	-35	-35	-33	-38	2
White		59	61	56	56	57	63	
Gap		-28	-27	-27	-30	-27	-30	2
Hispanic		31	34	29	26	30	33	
Florida	8							
African American		21	24	20	21	24	27	
Gap		-34	-37	-38	-35	-34	-35	1
White		55	61	58	56	58	62	
Gap		-22	-24	-23	-25	-23	-24	2
Hispanic		33	37	35	31	35	38	
Orange	10							
African American		13	17	15	16	13	17	
Gap		-29	-30	-28	-35	-36	-33	4
White		42	47	43	51	49	50	
Gap		-20	-24	-23	-29	-29	-27	7
Hispanic		22	23	20	22	20	23	
Florida	10							
African American		12	13	13	15	14	15	
Gap		-26	-29	-27	-34	-33	-32	6
White		38	42	40	49	47	47	
Gap		-18	-19	-18	-24	-23	-23	5
Hispanic		20	23	22	25	24	24	

**Orange County
FCAT-Math
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Orange	5							
African American		8	16	25	20	24	28	
Gap		-36	-37	-40	-37	-35	-38	2
White		44	53	65	57	59	66	
Gap		-25	-27	-25	-28	-26	-28	3
Hispanic		19	26	40	29	33	38	
Florida	5							
African American		10	15	26	25	27	30	
Gap		-34	-36	-37	-34	-33	-33	-1
White		44	51	63	59	60	63	
Gap		-22	-22	-19	-19	-17	-18	-4
Hispanic		22	29	44	40	43	45	
Orange	8							
African American		18	22	32	31	28	32	
Gap		-43	-43	-39	-38	-40	-39	-4
White		61	65	71	69	68	71	
Gap		-28	-28	-29	-29	-30	-28	0
Hispanic		33	37	42	40	38	43	
Florida	8							
African American		19	21	30	30	28	31	
Gap		-40	-43	-41	-38	-39	-39	-1
White		59	64	71	68	67	70	
Gap		-25	-26	-24	-24	-25	-23	-2
Hispanic		34	38	47	44	42	47	
Orange	10							
African American		15	25	31	34	35	38	
Gap		-44	-43	-42	-41	-41	-38	-6
White		59	68	73	75	76	76	
Gap		-29	-31	-28	-30	-31	-28	-1
Hispanic		30	37	45	45	45	48	
Florida	10							
African American		15	22	26	32	32	33	
Gap		-39	-41	-44	-40	-41	-42	3
White		54	63	70	72	73	75	
Gap		-24	-25	-26	-24	-25	-23	-1
Hispanic		30	38	44	48	48	52	

**Orange County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Orange County	4				Orange County	5			
FRPL		36	43		FRPL		29	35	
Gap		-29	-32	3	Gap		-29	-33	4
Non-FRPL		65	75		Non-FRPL		58	68	
Florida	4				Florida	5			
FRPL		43	48		FRPL		35	38	
Gap		-29	-29	0	Gap		-29	-30	1
Non-FRPL		72	77		Non-FRPL		64	68	
Orange County	8				Orange County	8			
FRPL		27	31		FRPL		37	40	
Gap		-24	-27	3	Gap		-24	-26	2
Non-FRPL		51	58		Non-FRPL		61	66	
Florida	8				Florida	8			
FRPL		30	33		FRPL		36	40	
Gap		-28	-30	2	Gap		-31	-31	0
Non-FRPL		58	63		Non-FRPL		67	71	
Orange County	10				Orange County	10			
FRPL		18	21		FRPL		44	46	
Gap		-21	-22	1	Gap		-20	-23	3
Non-FRPL		39	43		Non-FRPL		64	69	
Florida	10				Florida	10			
FRPL		17	20		FRPL		41	45	
Gap		-25	-24	-1	Gap		-26	-25	-1
Non-FRPL		42	44		Non-FRPL		67	70	

**Orange County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above - Limited English Proficient ⁴**

Reading	Grade	2002	2003	Annualized Change	Math	Grade	2002	2003	Annualized Change
Orange	4	NA	19	NA	Orange	5	NA	20	NA
Florida	4	NA	22	NA	Florida	5	NA	23	NA
Orange	8	NA	9	NA	Orange	8	NA	21	NA
Florida	8	NA	9	NA	Florida	8	NA	24	NA
Orange	10	NA	2	NA	Orange	10	NA	28	NA
Florida	10	NA	4	NA	Florida	10	NA	32	NA

**Orange County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Orange County	4				Orange County	5			
Special Education		19	25		Special Education		15	19	
Gap		-36	-37	1	Gap		-32	-37	5
Regular Education		55	62		Regular Education		47	56	
Florida	4				Florida	5			
Special Education		24	28		Special Education		19	21	
Gap		-37	-39	2	Gap		-35	-36	1
Regular Education		61	67		Regular Education		54	57	
Orange County	8				Orange County	8			
Special Education		13	15		Special Education		16	20	
Gap		-33	-35	2	Gap		-39	-40	1
Regular Education		46	50		Regular Education		55	60	
Florida	8				Florida	8			
Special Education		13	15		Special Education		18	18	
Gap		-37	-39	2	Gap		-41	-44	3
Regular Education		50	54		Regular Education		59	62	
Orange County	10				Orange County	10			
Special Education		12	13		Special Education		32	32	
Gap		-23	-25	2	Gap		-29	-34	5
Regular Education		35	38		Regular Education		61	66	
Florida	10				Florida	10			
Special Education		10	10		Special Education		25	26	
Gap		-28	-30	2	Gap		-39	-40	1
Regular Education		38	40		Regular Education		64	66	

⁴ The definition of LEP students changes from 2002 to 2003

DISTRICT PALM BEACH COUNTY
 STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Florida Comprehensive Achievement Test (FCAT)	First Year Reported	1999
Grades Tested	3-10	How Reported	Performance Level

DEMOGRAPHICS ¹	PALM BEACH COUNTY		FLORIDA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	132,215	160,223	2,176,222	2,500,478
Percent Free & Reduced Price Lunch Eligible (FRPL)	30.4	41.2	NA	44.6
Percent of Students with IEPs	13.2	14.0	13.4	15.1
Percent English Language Learners	NA	11.5	NA	8.2
Percent African American	29.1	30.0	25.3	24.9
Percent Hispanic	13.6	19.0	15.3	20.4
Percent White	55.0	48.3	57.5	52.5
Percent Other	2.3	2.7	2.0	2.2
Number of FTE Teachers	7,090	8,678	114,938	134,684
Student-Teacher Ratio	18.0	17.9	18.9	18.1
Number of Schools	133	193	2,760	3,419
Current Expenditures Per Pupil ²	\$5,476	\$5,950	\$5,275	\$5,831
Palm Beach County as a Percentage of Florida's Public Schools			1995-96	2001-02
Percent of Students			6.1	6.4
Percent of FRPL			NA	5.9
Percent of IEPs			6.0	5.9
Percent of ELLs			NA	9.0
Percent of Schools			4.8	5.6
Percent of Teachers			6.2	6.4
Percent of State Revenue ³			4.4	4.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Palm Beach County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999	2000	2001	2002	2003	Annualized Change
Palm Beach	3	NA	NA	NA	58	62	4.0
Florida	3	NA	NA	NA	60	63	3.0
Palm Beach	4	47	48	52	54	58	2.8
Florida	4	48	52	53	55	60	3.0
Palm Beach	5	NA	NA	NA	53	56	3.0
Florida	5	NA	NA	NA	53	58	5.0
Palm Beach	6	NA	NA	NA	52	55	3.0
Florida	6	NA	NA	NA	51	53	2.0
Palm Beach	7	NA	NA	NA	51	52	1.0
Florida	7	NA	NA	NA	50	52	2.0
Palm Beach	8	48	41	45	44	49	0.3
Florida	8	44	39	43	45	49	1.3
Palm Beach	9	NA	NA	NA	27	31	4.0
Florida	9	NA	NA	NA	29	31	2.0
Palm Beach	10	33	28	38	38	32	-0.3
Florida	10	30	29	37	36	36	1.5

**Palm Beach County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above**

Mathematics	Grade	1999	2000	2001	2002	2003	Annualized Change
Palm Beach	3	NA	NA	NA	55	63	8.0
Florida	3	NA	NA	NA	59	63	4.0
Palm Beach	4	NA	NA	NA	50	52	2.0
Florida	4	NA	NA	NA	51	54	3.0
Palm Beach	5	37	49	51	50	52	3.8
Florida	5	35	46	48	48	52	4.3
Palm Beach	6	NA	NA	NA	44	49	5.0
Florida	6	NA	NA	NA	43	47	4.0
Palm Beach	7	NA	NA	NA	49	49	0.0
Florida	7	NA	NA	NA	47	47	0.0
Palm Beach	8	48	52	56	54	56	2.0
Florida	8	44	51	55	53	56	3.0
Palm Beach	9	NA	NA	NA	47	55	8.0
Florida	9	NA	NA	NA	47	51	4.0
Palm Beach	10	53	51	58	64	58	1.3
Florida	10	47	51	59	60	60	3.3

**Palm Beach
FCAT-Reading
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Palm Beach	4							
African American		NA	NA	NA	NA	29	36	
Gap		NA	NA	NA	NA	-43	-38	-5
White		NA	NA	NA	NA	72	74	
Gap		NA	NA	NA	NA	-27	-26	-1
Hispanic		NA	NA	NA	NA	45	48	
Florida	4							
African American		23	26	32	31	36	41	
Gap		-42	-41	-39	-35	-31	-32	-10
White		65	67	71	66	67	73	
Gap		-27	-26	-23	-23	-21	-22	-5
Hispanic		38	41	48	43	46	51	
Palm Beach	8							
African American		NA	NA	NA	NA	21	23	
Gap		NA	NA	NA	NA	-39	-43	4
White		NA	NA	NA	NA	60	66	
Gap		NA	NA	NA	NA	-25	-27	2
Hispanic		NA	NA	NA	NA	35	39	
Florida	8							
African American		21	24	20	21	24	27	
Gap		-34	-37	-38	-35	-34	-35	1
White		55	61	58	56	58	62	
Gap		-22	-24	-23	-25	-23	-24	2
Hispanic		33	37	35	31	35	38	
Palm Beach	10							
African American		NA	NA	NA	NA	13	10	
Gap		NA	NA	NA	NA	-41	-40	-1
White		NA	NA	NA	NA	54	50	
Gap		NA	NA	NA	NA	-29	-27	-2
Hispanic		NA	NA	NA	NA	25	23	
Florida	10							
African American		12	13	13	15	14	15	
Gap		-26	-29	-27	-34	-33	-32	6
White		38	42	40	49	47	47	
Gap		-18	-19	-18	-24	-23	-23	5
Hispanic		20	23	22	25	24	24	

**Palm Beach County
FCAT-Math
Percent Level 3 and Above**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Palm Beach	5							
African American		NA	NA	NA	NA	25	27	
Gap		NA	NA	NA	NA	-42	-41	-1
White		NA	NA	NA	NA	67	68	
Gap		NA	NA	NA	NA	-24	-23	-1
Hispanic		NA	NA	NA	NA	43	45	
Florida	5							
African American		10	15	26	25	27	30	
Gap		-34	-36	-37	-34	-33	-33	-1
White		44	51	63	59	60	63	
Gap		-22	-22	-19	-19	-17	-18	-4
Hispanic		22	29	44	40	43	45	
Palm Beach	8							
African American		NA	NA	NA	NA	25	29	
Gap		NA	NA	NA	NA	-46	-47	1
White		NA	NA	NA	NA	71	76	
Gap		NA	NA	NA	NA	-26	-26	0
Hispanic		NA	NA	NA	NA	45	50	
Florida	8							
African American		19	21	30	30	28	31	
Gap		-40	-43	-41	-38	-39	-39	-1
White		59	64	71	68	67	70	
Gap		-25	-26	-24	-24	-25	-23	-2
Hispanic		34	38	47	44	42	47	
Palm Beach	10							
African American		NA	NA	NA	NA	32	28	
Gap		NA	NA	NA	NA	-50	-49	-1
White		NA	NA	NA	NA	82	77	
Gap		NA	NA	NA	NA	-30	-6	-24
Hispanic		NA	NA	NA	NA	52	71	
Florida	10							
African American		15	22	26	32	32	33	
Gap		-39	-41	-44	-40	-41	-42	3
White		54	63	70	72	73	75	
Gap		-24	-25	-26	-24	-25	-23	-1
Hispanic		30	38	44	48	48	52	

**Palm Beach County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Palm Beach	4				Palm Beach	5			
FRPL		37	42		FRPL		34	35	
Gap		-36	-35	-1	Gap		-33	-37	4
Non-FRPL		73	77		Non-FRPL		67	72	
Florida	4				Florida	5			
FRPL		43	48		FRPL		35	38	
Gap		-29	-29	0	Gap		-29	-30	1
Non-FRPL		72	77		Non-FRPL		64	68	
Palm Beach	8				Palm Beach	8			
FRPL		25	29		FRPL		32	38	
Gap		-33	-33	0	Gap		-35	-32	-3
Non-FRPL		58	62		Non-FRPL		67	70	
Florida	8				Florida	8			
FRPL		30	33		FRPL		36	40	
Gap		-28	-30	2	Gap		-31	-31	0
Non-FRPL		58	63		Non-FRPL		67	71	
Palm Beach	10				Palm Beach	10			
FRPL		13	14		FRPL		36	37	
Gap		-31	-28	-3	Gap		-35	-30	-5
Non-FRPL		44	42		Non-FRPL		71	67	
Florida	10				Florida	10			
FRPL		17	20		FRPL		41	45	
Gap		-25	-24	-1	Gap		-26	-25	-1
Non-FRPL		42	44		Non-FRPL		67	70	

**Palm Beach County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above - Limited English Proficient ⁴**

Reading	Grade	2002	2003	Annualized Change	Mathematics	Grade	2002	2003	Annualized Change
Palm Beach	4	NA	21	NA	Palm Beach	5	NA	20	NA
Florida	4	NA	22	NA	Florida	5	NA	23	NA
Palm Beach	8	NA	8	NA	Palm Beach	8	NA	19	NA
Florida	8	NA	9	NA	Florida	8	NA	24	NA
Palm Beach	10	NA	3	NA	Palm Beach	10	NA	23	NA
Florida	10	NA	4	NA	Florida	10	NA	32	NA

**Palm Beach County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Palm Beach	4				Palm Beach	5			
Special Education		22	24		Special Education		22	19	
Gap		-37	-40	3	Gap		-34	-40	6
Regular Education		59	64		Regular Education		56	59	
Florida	4				Florida	5			
Special Education		24	28		Special Education		19	21	
Gap		-37	-39	2	Gap		-35	-36	1
Regular Education		61	67		Regular Education		54	57	
Palm Beach	8				Palm Beach	8			
Special Education		10	14		Special Education		16	19	
Gap		-40	-40	0	Gap		-42	-44	2
Regular Education		50	54		Regular Education		58	63	
Florida	8				Florida	8			
Special Education		13	15		Special Education		18	18	
Gap		-37	-39	2	Gap		-41	-44	3
Regular Education		50	54		Regular Education		59	62	
Palm Beach	10				Palm Beach	10			
Special Education		11	10		Special Education		30	25	
Gap		-29	-28	-1	Gap		-38	-38	0
Regular Education		40	38		Regular Education		68	63	
Florida	10				Florida	10			
Special Education		10	10		Special Education		25	26	
Gap		-28	-30	2	Gap		-39	-40	1
Regular Education		38	40		Regular Education		64	66	

⁴The definition of LEP students changes from 2002 to 2003

DISTRICT PHILADELPHIA
STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	Pennsylvania System of Student Assessments		First Year Reported	2001
Grades Tested	5,8, &11		How Reported	Performance Level
DEMOGRAPHICS ¹	PHILADELPHIA		PENNSYLVANIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	210,503	197,083	1,787,533	1,821,627
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.0	NA	28.4
Percent of Students with IEPs	10.5	11.9	10.6	12.7
Percent English Language Learners	NA	NA	NA	NA
Percent African American	63.5	65.4	14.0	15.3
Percent Hispanic	11.2	13.5	3.5	4.8
Percent White	20.4	15.9	80.6	77.7
Percent Other	4.9	5.2	1.9	2.2
Number of FTE Teachers	11,105	10,686	104,921	118,470
Student-Teacher Ratio	19.0	18.8	17.0	16.2
Number of Schools	258	263	3,182	3,251
Current Expenditures Per Pupil ²	\$5,575	\$6,388	\$6,922	\$7,772
Philadelphia as a Percentage of Pennsylvania's Public Schools			1995-96	2001-02
Percent of Students			11.8	10.8
Percent of FRPL			NA	27.0
Percent of IEPs			11.6	10.1
Percent of ELLs			NA	NA
Percent of Schools			8.1	8.1
Percent of Teachers			10.6	9.0
Percent of State Revenue ³			13.6	13.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Philadelphia
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
Philadelphia	5	NA	NA	18.8	20.8	23.4	2.3
Pennsylvania	5	NA	NA	56.1	57.0	58.0	0.9
Philadelphia	8	NA	NA	23.0	24.1	30.4	3.7
Pennsylvania	8	NA	NA	60.1	58.8	63.4	1.7
Philadelphia	11	NA	NA	34.0	28.7	30.1	-2.0
Pennsylvania	11	NA	NA	58.1	59.0	59.2	0.6
Math							
Philadelphia	5	NA	NA	17.5	18.7	23.1	2.8
Pennsylvania	5	NA	NA	53.0	53.1	56.3	1.7
Philadelphia	8	NA	NA	16.2	17.9	19.7	1.8
Pennsylvania	8	NA	NA	51.0	51.7	51.3	0.1
Philadelphia	11	NA	NA	23.8	23.6	21.6	-1.1
Pennsylvania	11	NA	NA	47.9	49.6	49.1	0.6

Philadelphia
Pennsylvania System of School Assessment
Percent At/Above Basic

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Philadelphia	5				Philadelphia	5			
African American		15.2	19.3		African American		11.8	16.8	
Gap		-28.5	-25.0	-3.5	Gap		-30.9	-30.2	-0.7
White		43.7	44.3		White		42.7	47.0	
Gap		-25.5	-27.6	2.1	Gap		-23.1	-26.7	3.6
Hispanic		18.2	16.7		Hispanic		19.6	20.3	
Pennsylvania	5				Pennsylvania	5			
African American		22.0	28.3		African American		18.2	25.1	
Gap		-43.7	-38.2	-5.5	Gap		-43.2	-39.4	-3.8
White		65.7	66.5		White		61.4	64.5	
Gap		-36.9	-36.7	-0.2	Gap		-32.6	-32.5	-0.1
Hispanic		28.8	29.8		Hispanic		28.8	32.0	
Philadelphia	8				Philadelphia	8			
African American		18.2	25.8		African American		10.7	14.1	
Gap		-27.4	-26.1	-1.3	Gap		-27.1	-25.0	-2.1
White		45.6	51.9		White		37.8	39.1	
Gap		-28.9	-29.4	0.5	Gap		-25.0	-24.9	-0.1
Hispanic		16.7	22.5		Hispanic		12.8	14.2	
Pennsylvania	8				Pennsylvania	8			
African American		24.0	32.5		African American		15.5	18.7	
Gap		-42.7	-38.5	-4.2	Gap		-44.1	-40.0	-4.1
White		66.7	71.0		White		59.6	58.7	
Gap		-36.7	-38.9	2.2	Gap		-35.9	-36.6	0.7
Hispanic		30.0	32.1		Hispanic		23.7	22.1	
Philadelphia	11				Philadelphia	11			
African American		21.4	22.7		African American		15.7	13.6	
Gap		-29.4	-30.3	0.9	Gap		-26.9	-27.1	0.2
White		50.8	53.0		White		42.6	40.7	
Gap		-31.2	-32.1	0.9	Gap		-29.3	-27.9	-1.4
Hispanic		19.6	20.9		Hispanic		13.3	12.8	
Pennsylvania	11				Pennsylvania	11			
African American		25.9	28.2		African American		17.3	15.9	
Gap		-38.2	-36.4	-1.8	Gap		-36.8	-38.4	1.6
White		64.1	64.6		White		54.1	54.3	
Gap		-35.4	-37.1	1.7	Gap		-32.8	-34.8	2.0
Hispanic		28.7	27.5		Hispanic		21.3	19.5	

DISTRICT PITTSBURGH
 STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	Pennsylvania System of Student Assessments		First Year Reported	2001
Grades Tested	5,8, &11		How Reported	Performance Level
DEMOGRAPHICS ¹	PITTSBURGH		PENNSYLVANIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	39,761	37,612	1,787,533	1,821,627
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.3*	NA	28.4
Percent of Students with IEPs	11.1	16.3	10.6	12.7
Percent English Language Learners	NA	NA	NA	NA
Percent African American	55.6	58.0	14.0	15.3
Percent Hispanic	0.4	0.5	3.5	4.8
Percent White	42.6	39.9	80.6	77.7
Percent Other	1.5	1.6	1.9	2.2
Number of FTE Teachers	2,477	2,357*	104,921	118,470
Student-Teacher Ratio	16.1	15.9	17.0	16.2
Number of Schools	80	91	3,182	3,251
Current Expenditures Per Pupil ²	\$8,524	\$9,058	\$6,922	\$7,772
Pittsburgh as a Percentage of Pennsylvania's Public Schools			1995-96	2001-02
Percent of Students			2.2	2.1
Percent of FRPL			NA	4.4
Percent of IEPs			2.3	2.6
Percent of ELLs			NA	NA
Percent of Schools			2.5	2.8
Percent of Teachers			2.4	2.0
Percent of State Revenue ³			2.8	2.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Pittsburgh
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
Pittsburgh	5	NA	NA	40.3	36.5	41.9	0.8
Pennsylvania	5	NA	NA	56.1	57.0	58.0	0.9
Pittsburgh	8	NA	NA	42.6	38.9	45.6	1.5
Pennsylvania	8	NA	NA	60.1	58.8	63.4	1.7
Pittsburgh	11	NA	NA	36.9	45.6	50.3	6.7
Pennsylvania	11	NA	NA	58.1	59.0	59.2	0.6
Math							
Pittsburgh	5	NA	NA	37.1	33.6	43.7	3.3
Pennsylvania	5	NA	NA	53.0	53.1	56.3	1.7
Pittsburgh	8	NA	NA	28.0	30.1	30.5	1.3
Pennsylvania	8	NA	NA	51.0	51.7	51.3	0.1
Pittsburgh	11	NA	NA	31.6	38.6	38.1	3.3
Pennsylvania	11	NA	NA	47.9	49.6	49.1	0.6

DISTRICT PORTLAND
 STATE OREGON

STATE READING AND MATH ASSESSMENTS			
State Assessment	Oregon Statewide Assessments	First Year Reported	2002
Grades Tested	3,5,8, &10	How Reported	Performance Level

DEMOGRAPHICS ¹	PORTLAND		OREGON	
	1995-96	2001-02	1995-96	2001-02
Number of Students	55,130	52,908	527,914	551,480
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	41.2	NA	36.2
Percent of Students with IEPs	9.9	12.3	11.0	12.7
Percent English Language Learners	NA	11.0	NA	8.0
Percent African American	16.1	16.6	2.6	2.9
Percent Hispanic	5.2	10.0	6.8	11.3
Percent White	67.7	60.4	85.3	77.6
Percent Other	11.1	13.1	6.4	6.2
Number of FTE Teachers	3,073	3,016	26,680	28,402
Student-Teacher Ratio	17.9	18.7	19.8	20.0
Number of Schools	101	107	1,216	1,300
Current Expenditures Per Pupil ²	\$6,622	\$7,669	\$5,790	\$7,149
Portland as a Percentage of Oregon's Public Schools			1995-96	2001-02
Percent of Students			10.4	9.6
Percent of FRPL			NA	10.9
Percent of IEPs			9.4	9.3
Percent of ELLs			NA	13.2
Percent of Schools			8.3	8.2
Percent of Teachers			11.5	10.6
Percent of State Revenue ³			10.6	8.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Portland
Oregon State Assessment
Percent Meeting/Exceeding Standard**

	Grade	2001	2002	2003	Annualized Change
Reading/Literature					
Portland	3	NA	79	84	5
Oregon	3	NA	80	82	2
Portland	5	NA	72	77	5
Oregon	5	NA	74	76	2
Portland	8	NA	63	62	-1
Oregon	8	NA	61	61	0
Portland	10	NA	51	48	-3
Oregon	10	NA	52	52	0
Math					
Portland	3	NA	73	76	3
Oregon	3	NA	74	78	4
Portland	5	NA	72	76	4
Oregon	5	NA	72	76	4
Portland	8	NA	56	61	5
Oregon	8	NA	54	59	5
Portland	10	NA	44	45	1
Oregon	10	NA	43	45	2

DISTRICT PROVIDENCE
 STATE RHODE ISLAND

STATE READING AND MATH ASSESSMENTS			
State Assessment	New Standards Exam	First Year Reported	2002
Grades Tested	4,8, &10	How Reported	Performance Level

DEMOGRAPHICS ¹	PROVIDENCE		RHODE ISLAND	
	1995-96	2001-02	1995-96	2001-02
Number of Students	24,069	27,159	149,799	158,046
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	79.6	NA	33.6
Percent of Students with IEPs	13.6	19.1	17.3	20.0
Percent English Language Learners	NA	20.6	NA	6.4
Percent African American	23.1	22.6	7.0	8.1
Percent Hispanic	41.2	51.6	10.3	14.8
Percent White	24.1	16.3	78.9	73.4
Percent Other	11.6	9.6	3.8	3.8
Number of FTE Teachers	1,377	1,712	10,482	11,103
Student-Teacher Ratio	17.5	15.9	14.3	14.2
Number of Schools	42	54	310	333
Current Expenditures Per Pupil ²	\$6,788	\$9,016	\$7,304	\$8,904
Providence as a Percentage of Rhode Island's Public Schools			1995-96	2001-02
Percent of Students			16.1	17.2
Percent of FRPL			NA	40.7
Percent of IEPs			12.6	16.4
Percent of ELLs			NA	55.1
Percent of Schools			13.5	16.2
Percent of Teachers			13.1	15.4
Percent of State Revenue ³			22.6	26.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Providence
New Standards Exam
Percent Met/Exceeded Standard**

English Language Arts	Grade	2002	2003	Change
Providence	4	36.8	37.0	0.2
Rhode Island	4	62.6	61.8	-0.8
Providence	8	19.8	19.0	-0.8
Rhode Island	8	43.9	41.4	-2.5
Providence	10	23.9	23.7	-0.2
Rhode Island	10	44.8	42.7	-2.1
Mathematics				
Providence	4	19.5	18.5	-1.0
Rhode Island	4	44.4	41.8	-2.6
Providence	8	8.8	11.0	2.2
Rhode Island	8	33.9	34.4	0.5
Providence	10	12.2	14.1	1.9
Rhode Island	10	31.4	34.1	2.7

**Providence
New Standards Exam
Percent Met/Exceeded Standard**

English Language Arts	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Providence	4				Providence	4			
African American		33.4	35.5		African American		15.7	14.7	
Gap		-17.1	-10.4	-6.7	Gap		-14.0	-11.1	-2.9
White		50.5	45.9		White		29.7	25.8	
Gap		-16.1	-10.8	-5.3	Gap		-11.8	-7.7	-4.1
Hispanic		34.4	35.1		Hispanic		17.9	18.1	
Rhode Island	4				Rhode Island	4			
African American		42.5	42.3		African American		23.6	20.3	
Gap		-28.8	-28.9	0.1	Gap		-29.3	-29.9	0.6
White		71.3	71.2		White		52.9	50.2	
Gap		-31.9	-31.5	-0.4	Gap		-31.1	-28.4	-2.7
Hispanic		39.4	39.7		Hispanic		21.8	21.8	
Providence	8				Providence	8			
African American		19.5	19.3		African American		7.1	9.8	
Gap		-10.7	-8.2	-2.5	Gap		-9.7	-9.9	0.2
White		30.2	27.5		White		16.8	19.7	
Gap		-13.0	-11.8	-1.2	Gap		-9.8	-11.4	1.6
Hispanic		17.2	15.7		Hispanic		7.0	8.3	
Rhode Island	8				Rhode Island	8			
African American		25.3	25.9		African American		13.2	15.2	
Gap		-26.2	-22.8	-3.4	Gap		-28.7	-27.0	-1.7
White		51.5	48.7		White		41.9	42.2	
Gap		-27.9	-27.1	-0.8	Gap		-30.5	-28.9	-1.6
Hispanic		23.6	21.6		Hispanic		11.4	13.3	
Providence	10				Providence	10			
African American		24.2	22.4		African American		8.0	10.8	
Gap		-18.7	-18.4	-0.3	Gap		-23.2	-21.8	-1.4
White		42.9	40.8		White		31.2	32.6	
Gap		-24.7	-22.9	-1.8	Gap		-24.5	-23.8	-0.7
Hispanic		18.2	17.9		Hispanic		6.7	8.8	
Rhode Island	10				Rhode Island	10			
African American		26.7	25.7		African American		11.8	13.2	
Gap		-25.8	-24.7	-1.1	Gap		-27.0	-29.0	2.0
White		52.5	50.4		White		38.8	42.2	
Gap		-29.1	-27.2	-1.9	Gap		-27.3	-29.3	2.0
Hispanic		23.4	23.2		Hispanic		11.5	12.9	

**Providence
New Standards Exam
Percent Met/Exceeded Standard - Students with Disabilities**

English Language Arts	Grade	2002	2003	Annualized Change	Mathematics	Grade	2002	2003	Annualized Change
Providence	4	11.2	14.4	3.2	Providence	4	9.4	11.5	2.1
Rhode Island	4	30.7	30.3	-0.4	Rhode Island	4	24.0	24.1	0.1
Providence	8	3.9	3.1	-0.8	Providence	8	0.8	3.7	2.9
Rhode Island	8	15.4	14.4	-1.0	Rhode Island	8	9.4	11.3	1.9
Providence	10	3.2	5.7	2.5	Providence	10	1.0	3.0	2.0
Rhode Island	10	15.3	16.6	1.3	Rhode Island	10	8.4	9.5	1.1

**Providence
New Standards Exam
Percent Met/Exceeded Standard - Limited English Proficiency**

English Language Arts	Grade	2002	2003	Annualized Change	Mathematics	Grade	2002	2003	Annualized Change
Providence	4	20.5	23.0	2.5	Providence	4	11.1	12.7	1.6
Rhode Island	4	22.7	22.1	-0.6	Rhode Island	4	13.0	13.5	0.5
Providence	8	5.0	6.3	1.3	Providence	8	3.9	4.4	0.5
Rhode Island	8	7.3	10.3	3.0	Rhode Island	8	4.7	7.5	2.8
Providence	10	2.6	3.1	0.5	Providence	10	1.3	3.7	2.4
Rhode Island	10	5.7	6.5	0.8	Rhode Island	10	4.0	4.7	0.7

**Providence
New Standards Exam
Percent Met/Exceeded Standard - Economically Disadvantaged**

English Language Arts	Grade	2002	2003	Annualized Change	Mathematics	Grade	2002	2003	Annualized Change
Providence	4	34.3	36.2	1.9	Providence	4	17.3	18.2	0.9
Rhode Island	4	43.9	43.9	0.0	Rhode Island	4	25.6	25.8	0.2
Providence	8	18.8	17.1	-1.7	Providence	8	7.4	8.9	1.5
Rhode Island	8	25.0	23.3	-1.7	Rhode Island	8	12.8	14.8	2.0
Providence	10	21.6	17.7	-3.9	Providence	10	9.5	6.0	-3.5
Rhode Island	10	23.5	23.3	-0.2	Rhode Island	10	12.5	13.1	0.6

DISTRICT RICHMOND
STATE VIRGINIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Standards of Learning Assessments	First Year Reported	1998
Grades Tested	3, 5, & 8	How Reported	Percent Passing

DEMOGRAPHICS ¹	RICHMOND		VIRGINIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	27,708	26,840	1,079,854	1,163,091
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	61.0	NA	29.3
Percent of Students with IEPs	12.0*	16.0	13.1	14.1
Percent English Language Learners	NA	1.4	NA	3.7
Percent African American	90.6	90.8	26.5	27.1
Percent Hispanic	0.7	1.7	3.2	5.5
Percent White	7.9	6.9	66.6	62.8
Percent Other	0.8	0.6	3.7	4.6
Number of FTE Teachers	1,982	2,078	74,731	89,314
Student-Teacher Ratio	14.0	15.5	14.4	13.5
Number of Schools	54*	63	1,889	2,090
Current Expenditures Per Pupil ²	\$7,054	\$8,357	\$5,528	\$6,841
Richmond as a Percentage of Virginia's Public Schools			1995-96	2001-02
Percent of Students			2.6	2.3
Percent of FRPL			NA	4.8
Percent of IEPs			2.4	2.6
Percent of ELLs			NA	0.8
Percent of Schools			2.9	3.0
Percent of Teachers			2.7	2.3
Percent of State Revenue ³			2.4	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**Richmond
Standards of Learning Assessment
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Annualized Change
English								
Richmond	3	35.0	40.1	37.3	39.8	53.5	56.3	4.3
Virginia	3	54.7	61.4	60.7	64.5	71.6	71.9	3.4
Richmond	5	46.0	40.3	43.0	52.4	56.6	69.9	4.8
Virginia	5	68.3	69.5	68.4	72.9	77.7	82.3	2.8
Richmond	8	45.4	37.3	44.5	49.4	48.2	50.8	1.1
Virginia	8	64.7	66.8	69.7	73.0	69.3	67.3	0.5
Math								
Richmond	3	40.3	40.6	44.2	49.5	60.1	75.0	6.9
Virginia	3	63.5	67.8	71.3	77.1	80.4	83.0	3.9
Richmond	5	22.3	20.4	37.1	39.4	50.2	62.1	8.0
Virginia	5	46.6	50.6	63.3	66.6	71.1	73.5	5.4
Richmond	8	22.9	28.5	30.7	38.1	42.0	55.6	6.5
Virginia	8	52.8	60.5	61.3	68.0	70.8	72.4	3.9

DISTRICT ROCHESTER
STATE NEW YORK

STATE READING AND MATH ASSESSMENTS			
State Assessment	New York State Assessment Program	First Year Reported	1999
Grades Tested	4 & 8	How Reported	Performance Level

DEMOGRAPHICS ¹	ROCHESTER		NEW YORK	
	1995-96	2001-02	1995-96	2001-02
Number of Students	36,195*	36,235	2,813,230	2,872,132
Percent Free & Reduced Price Lunch Eligible (FRPL)	78.8	76.7	NA	43.2
Percent of Students with IEPs	16.2	18.9	12.9	14.8
Percent English Language Learners	7.9	6.6	NA	6.7
Percent African American	59.2*	63.4	20.2	19.9
Percent Hispanic	17.5*	19.1	17.4	18.6
Percent White	20.6*	15.3	56.9	54.8
Percent Other	2.7*	2.2	5.4	6.6
Number of FTE Teachers	2,475	3,169	181,559	209,128
Student-Teacher Ratio	14.6	11.7	15.5	14.9
Number of Schools	55	62	4,149	4,296
Current Expenditures Per Pupil ²	\$8,931	\$10,257	\$8,361	\$9,846
Rochester as a Percentage of New York's Public Schools			1995-96	2001-02
Percent of Students			1.3	1.3
Percent of FRPL			NA	2.2
Percent of IEPs			1.5	1.6
Percent of ELLs			NA	1.2
Percent of Schools			1.4	1.4
Percent of Teachers			1.4	1.5
Percent of State Revenue ³			2.0	1.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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Rochester
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999	2000	2001	2002	2003	Annualized Change
English Language Arts							
Rochester	4	24.4	37.5	41.9	46.4	42.9	4.6
New York State	4	48.1	58.7	60.0	61.5	64.3	4.1
Rochester	8	23.8	26.6	25.1	18.3	17.7	-1.5
New York State	8	48.1	44.9	44.9	44.3	45.3	-0.7
Math							
Rochester	4	39.9	37.7	47.5	45.1	57.4	4.4
New York State	4	66.7	65.0	69.1	67.6	78.1	2.9
Rochester	8	10.2	11.8	10.7	12.1	9.5	-0.2
New York State	8	37.9	40.3	39.4	47.7	51.0	3.3

DISTRICT SACRAMENTO
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	CAT/6 & California Standards Test		First Year Reported	2002
Grades Tested	2-11	How Reported	Percent At or Above 50th Percentile & Performance Level	

DEMOGRAPHICS ¹	SACRAMENTO		CALIFORNIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	50,104	53,418	5,536,406	6,248,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	63.1	NA	46.5
Percent of Students with IEPs	11.1	12.2	10.5	10.6
Percent English Language Learners	NA	28.8	NA	24.2
Percent African American	21.2	22.2	8.8	8.2
Percent Hispanic	22.2	27.3	38.7	43.5
Percent White	28.5	23.4	40.4	34.2
Percent Other	28.1	27.2	12.1	11.8
Number of FTE Teachers	1,944	2,471	230,849	304,296
Student-Teacher Ratio	25.8	22.0	24.0	21.0
Number of Schools	75	79	7,876	8,916
Current Expenditures Per Pupil ²	\$4,914	\$6,017	\$4,937	\$6,314
Sacramento as a Percentage of California's Public Schools			1995-96	2001-02
Percent of Students			0.9	0.9
Percent of FRPL			NA	1.2
Percent of IEPs			1.0	1.0
Percent of ELLs			NA	1.0
Percent of Schools			1.0	0.9
Percent of Teachers			0.8	0.8
Percent of State Revenue ³			1.0	1.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

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Sacramento
CAT/6
Percent Scoring At/Above 50th NPR

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Sacramento	2	NA	42	NA	Sacramento	2	NA	52	NA
California	2	NA	46	NA	California	2	NA	57	NA
Sacramento	3	NA	29	NA	Sacramento	3	NA	49	NA
California	3	NA	34	NA	California	3	NA	52	NA
Sacramento	4	NA	28	NA	Sacramento	4	NA	46	NA
California	4	NA	35	NA	California	4	NA	48	NA
Sacramento	5	NA	35	NA	Sacramento	5	NA	45	NA
California	5	NA	40	NA	California	5	NA	49	NA
Sacramento	6	NA	42	NA	Sacramento	6	NA	53	NA
California	6	NA	45	NA	California	6	NA	51	NA
Sacramento	7	NA	40	NA	Sacramento	7	NA	46	NA
California	7	NA	45	NA	California	7	NA	46	NA
Sacramento	8	NA	36	NA	Sacramento	8	NA	46	NA
California	8	NA	41	NA	California	8	NA	48	NA
Sacramento	9	NA	43	NA	Sacramento	9	NA	44	NA
California	9	NA	50	NA	California	9	NA	46	NA
Sacramento	10	NA	40	NA	Sacramento	10	NA	45	NA
California	10	NA	49	NA	California	10	NA	51	NA
Sacramento	11	NA	40	NA	Sacramento	11	NA	42	NA
California	11	NA	47	NA	California	11	NA	46	NA

**Sacramento
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
Sacramento	2	30	37	7	Sacramento	2	36	43	7
California	2	32	36	4	California	2	43	53	10
Sacramento	3	28	30	2	Sacramento	3	30	39	9
California	3	34	33	-1	California	3	38	46	8
Sacramento	4	32	33	1	Sacramento	4	39	43	4
California	4	36	39	3	California	4	37	45	8
Sacramento	5	26	31	5	Sacramento	5	26	31	5
California	5	31	36	5	California	5	29	35	6
Sacramento	6	27	32	5	Sacramento	6	34	35	1
California	6	30	36	6	California	6	32	34	2
Sacramento	7	31	31	0	Sacramento	7	28	29	1
California	7	33	36	3	California	7	30	30	0
Sacramento	8	31	27	-4					
California	8	32	30	-2					
Sacramento	9	24	32	8					
California	9	33	38	5					
Sacramento	10	26	25	-1					
California	10	33	33	0					
Sacramento	11	28	26	-2					
California	11	31	32	1					

Sacramento
California Standards Test by Ethnicity
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Sacramento	4				Sacramento	4			
African American		24	23		African American		22	25	
Gap		-25	-30	5	Gap		-33	-36	3
White		49	53		White		55	61	
Gap		-26	-30	4	Gap		-24	-28	4
Hispanic		23	23		Hispanic		31	33	
California	4				California	4			
African American		24	27		African American		22	29	
Gap		-32	-32	0	Gap		-31	-32	1
White		56	59		White		53	61	
Gap		-37	-35	-2	Gap		-29	-28	-1
Hispanic		19	24		Hispanic		24	33	
Sacramento	8				Sacramento	7			
African American		18	16		African American		14	13	
Gap		-32	-31	-1	Gap		-26	-30	4
White		50	47		White		40	43	
Gap		-33	-30	-3	Gap		-23	-26	3
Hispanic		17	17		Hispanic		17	17	
California	8				California	7			
African American		17	17		African American		13	12	
Gap		-33	-30	-3	Gap		-30	-32	2
White		50	47		White		43	44	
Gap		-35	-32	-3	Gap		-28	-28	0
Hispanic		15	15		Hispanic		15	16	
Sacramento	10								
African American		16	13						
Gap		-32	-29	-3					
White		48	42						
Gap		-31	-29	-2					
Hispanic		17	13						
California	10								
African American		19	19						
Gap		-30	-31	1					
White		49	50						
Gap		-33	-33	0					
Hispanic		16	17						

Sacramento
California Standards Test - Economically Disadvantaged (ED)
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Sacramento	4				Sacramento	4			
ED		21	25		ED		30	36	
Gap		-40	-35	-5	Gap		-34	-30	-4
Non-ED		61	60		Non-ED		64	66	
California	4				California	4			
ED		19	24		ED		24	33	
Gap		-37	-35	-2	Gap		-30	-29	-1
Non-ED		56	59		Non-ED		54	62	
Sacramento	8				Sacramento	7			
ED		15	15		ED		19	19	
Gap		-38	-30	-8	Gap		-25	-26	1
Non-ED		53	45		Non-ED		44	45	
California	8				California	7			
ED		14	15		ED		16	16	
Gap		-32	-27	-5	Gap		-25	-27	2
Non-ED		46	42		Non-ED		41	43	
Sacramento	10								
ED		15	11						
Gap		-19	-24	5					
Non-ED		34	35						
California	10								
ED		14	16						
Gap		-28	-26	-2					
Non-ED		42	42						

Sacramento
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Sacramento	4				Sacramento	4			
English Learners		12	22		English Learners		29	41	
Gap		-28	-19	-9	Gap		-14	-4	-10
English Proficient		40	41		English Proficient		43	45	
California	4				California	4			
English Learners		10	15		English Learners		10	29	
Gap		-36	-35	-1	Gap		-36	-24	-12
English Proficient		46	50		English Proficient		46	53	
Sacramento	8				Sacramento	7			
English Learners		2	4		English Learners		13	17	
Gap		-36	-30	-6	Gap		-21	-15	-6
English Proficient		38	34		English Proficient		34	32	
California	8				California	7			
English Learners		3	4		English Learners		9	8	
Gap		-38	-33	-5	Gap		-26	-28	2
English Proficient		41	37		English Proficient		35	36	
Sacramento	10								
English Learners		1	2						
Gap		-32	-30	-2					
English Proficient		33	32						
California	10								
English Learners		3	4						
Gap		-36	-35	-1					
English Proficient		39	39						

**Sacramento
California Standards Test - Special Education
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
Sacramento	4				Sacramento	4			
Special Education		16	12		Special Education		22	17	
Gap		-17	-25	8	Gap		-18	-30	12
Regular Education		33	37		Regular Education		40	47	
California	4				California	4			
Special Education		16	15		Special Education		18	20	
Gap		-21	-20	-1	Gap		-22	-28	6
Regular Education		37	35		Regular Education		40	48	
Sacramento	8				Sacramento	7			
Special Education		3	3		Special Education		5	4	
Gap		-29	-26	-3	Gap		-26	-27	1
Regular Education		32	29		Regular Education		31	31	
California	8				California	7			
Special Education		5	5		Special Education		6	6	
Gap		-30	-28	-2	Gap		-25	-27	2
Regular Education		35	33		Regular Education		31	33	
Sacramento	10								
Special Education		2	1						
Gap		-26	-26	0					
Regular Education		28	27						
California	10								
Special Education		4	5						
Gap		-31	-31	0					
Regular Education		35	36						

DISTRICT SALT LAKE CITY
 STATE UTAH

STATE READING AND MATH ASSESSMENTS			
State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1997
Grades Tested	3, 5, 8 & 11	How Reported	National Percentile

DEMOGRAPHICS ¹	SALT LAKE CITY		UTAH	
	1995-96	2001-02	1995-96	2001-02
Number of Students	25,712	25,161	477,121	484,677
Percent Free & Reduced Price Lunch Eligible (FRPL)	45.3*	52.9	NA	29.0
Percent of Students with IEPs	13.1	12.9	11.2	11.3
Percent English Language Learners	NA	33.5	NA	8.5
Percent African American	2.7*	4.1	0.7	1.0
Percent Hispanic	18.3*	30.3	5.3	9.9
Percent White	67.8	53.9	90.4	84.7
Percent Other	11.2	11.8	3.6	4.4
Number of FTE Teachers	1,216*	1,239	20,039	22,211
Student-Teacher Ratio	19.9	20.6	23.8	21.8
Number of Schools	40	42	735	791
Current Expenditures Per Pupil ²	\$4,595	\$5,083	\$3,604	\$4,378
Salt Lake City as a Percentage of Utah's Public Schools			1995-96	2001-02
Percent of Students			5.4	5.2
Percent of FRPL			NA	9.5
Percent of IEPs			6.3	5.9
Percent of ELLs			NA	20.4
Percent of Schools			5.4	5.3
Percent of Teachers			6.1	5.6
Percent of State Revenue ³			4.4	4.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Salt Lake City
SAT-9
National Percentile

	Grade	1997	1998	1999	2000	2001	2002	2003 ⁴	Annualized Change in NCEs
Reading									
Salt Lake City	3	NA	NA	NA	NA	45	44	44	-0.3
Utah	3	NA	NA	NA	NA	59	60	NA	NA
Salt Lake City	5	42	36	39	49	39	36	36	-0.5
Utah	5	49	47	47	49	49	49	NA	NA
Salt Lake City	8	46	46	46	53	41	43	36	-0.9
Utah	8	53	53	53	53	53	51	NA	NA
Salt Lake City	11	60	60	60	60	50	50	45	-1.3
Utah	11	60	60	60	60	55	55	NA	NA
Math									
Salt Lake City	3	NA	NA	NA	NA	45	48	48	0.8
Utah	3	NA	NA	NA	NA	54	59	NA	NA
Salt Lake City	5	46	39	46	44	44	42	39	-0.6
Utah	5	52	49	49	49	49	49	NA	NA
Salt Lake City	8	47	50	47	58	41	39	43	-0.4
Utah	8	60	58	58	58	58	56	NA	NA
Salt Lake City	11	63	63	68	63	63	63	57	-0.5
Utah	11	68	68	68	68	68	68	NA	NA

⁴ As of Beating the Odds IV's publication date, 2003 data were not available for the state.

DISTRICT SAN DIEGO
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	CAT/6 & California Standards Test (CST)		First Year Reported	2002
Grades Tested	2-11	How Reported	Percent At/Above 50th Percentile & Performance Level	
DEMOGRAPHICS ¹	SAN DIEGO		CALIFORNIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	130,360	141,599	5,536,406	6,248,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	59.7*	56.3*	NA	46.5
Percent of Students with IEPs	10.2	10.5*	10.5	10.6
Percent English Language Learners	27.4*	29.6*	NA	24.2
Percent African American	16.9	15.6	8.8	8.2
Percent Hispanic	33.3	39.7	38.7	43.5
Percent White	30.0	26.6	40.4	34.2
Percent Other	19.8	18.2	12.1	11.8
Number of FTE Teachers	5,786	7,501	230,849	304,296
Student-Teacher Ratio	22.5	19.8	24.0	21.0
Number of Schools	164	182	7,876	8,916
Current Expenditures Per Pupil ²	\$5,328	\$6,765	\$4,937	\$6,314
San Diego as a Percentage of California's Public Schools			1995-96	2001-02
Percent of Students			2.4	2.3
Percent of FRPL			NA	2.7
Percent of IEPs			2.3	2.2
Percent of ELLs			NA	2.8
Percent of Schools			2.1	2.0
Percent of Teachers			2.5	2.5
Percent of State Revenue ³			2.1	1.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

San Diego
CAT/6
Percent Scoring At/Above 50th NPR

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
San Diego	2	NA	51	NA	San Diego	2	NA	56	NA
California	2	NA	46	NA	California	2	NA	57	NA
San Diego	3	NA	36	NA	San Diego	3	NA	54	NA
California	3	NA	34	NA	California	3	NA	52	NA
San Diego	4	NA	37	NA	San Diego	4	NA	46	NA
California	4	NA	35	NA	California	4	NA	48	NA
San Diego	5	NA	39	NA	San Diego	5	NA	45	NA
California	5	NA	40	NA	California	5	NA	49	NA
San Diego	6	NA	45	NA	San Diego	6	NA	49	NA
California	6	NA	45	NA	California	6	NA	51	NA
San Diego	7	NA	46	NA	San Diego	7	NA	45	NA
California	7	NA	45	NA	California	7	NA	46	NA
San Diego	8	NA	41	NA	San Diego	8	NA	45	NA
California	8	NA	41	NA	California	8	NA	48	NA
San Diego	9	NA	51	NA	San Diego	9	NA	44	NA
California	9	NA	50	NA	California	9	NA	46	NA
San Diego	10	NA	51	NA	San Diego	10	NA	52	NA
California	10	NA	49	NA	California	10	NA	51	NA
San Diego	11	NA	49	NA	San Diego	11	NA	47	NA
California	11	NA	47	NA	California	11	NA	46	NA

**San Diego
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
San Diego	2	37	40	3	San Diego	2	41	50	9
California	2	32	36	4	California	2	43	53	10
San Diego	3	37	36	-1	San Diego	3	35	45	10
California	3	34	33	-1	California	3	38	46	8
San Diego	4	36	40	4	San Diego	4	31	39	8
California	4	36	39	3	California	4	37	45	8
San Diego	5	31	34	3	San Diego	5	23	28	5
California	5	31	36	5	California	5	29	35	6
San Diego	6	30	36	6	San Diego	6	29	31	2
California	6	30	36	6	California	6	32	34	2
San Diego	7	32	35	3	San Diego	7	29	29	0
California	7	33	36	3	California	7	30	30	0
San Diego	8	32	33	1					
California	8	32	30	-2					
San Diego	9	34	39	5					
California	9	33	38	5					
San Diego	10	33	35	2					
California	10	33	33	0					
San Diego	11	33	35	2					
California	11	31	32	1					

**San Diego
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Diego	4				San Diego	4			
African American		25	29		African American		17	26	
Gap		-36	-35	-1	Gap		-34	-32	-2
White		61	64		White		51	58	
Gap		-41	-40	-1	Gap		-33	-31	-2
Hispanic		20	24		Hispanic		18	27	
California	4				California	4			
African American		24	27		African American		22	29	
Gap		-32	-32	0	Gap		-31	-32	1
White		56	59		White		53	61	
Gap		-37	-35	-2	Gap		-29	-28	-1
Hispanic		19	24		Hispanic		24	33	
San Diego	8				San Diego	7			
African American		18	21		African American		14	14	
Gap		-38	-35	-3	Gap		-35	-35	0
White		56	56		White		49	49	
Gap		-42	-40	-2	Gap		-35	-33	-2
Hispanic		14	16		Hispanic		14	16	
California	8				California	7			
African American		17	17		African American		13	12	
Gap		-33	-30	-3	Gap		-30	-32	2
White		50	47		White		43	44	
Gap		-35	-32	-3	Gap		-28	-28	0
Hispanic		15	15		Hispanic		15	16	
San Diego	10								
African American		18	21						
Gap		-40	-39	-1					
White		58	60						
Gap		-43	-44	1					
Hispanic		15	16						
California	10								
African American		19	19						
Gap		-30	-31	1					
White		49	50						
Gap		-33	-33	0					
Hispanic		16	17						

**San Diego
California Standards Test - Economically Disadvantaged (ED)
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Diego	4				San Diego	4			
ED		22	26		ED		20	27	
Gap		-39	-38	-1	Gap		-31	-33	2
Non-ED		61	64		Non-ED		51	60	
California	4				California	4			
ED		19	24		ED		24	33	
Gap		-37	-35	-2	Gap		-30	-29	-1
Non-ED		56	59		Non-ED		54	62	
San Diego	8				San Diego	7			
ED		15	19		ED		17	17	
Gap		-34	-31	-3	Gap		-28	-27	-1
Non-ED		49	50		Non-ED		45	44	
California	8				California	7			
ED		14	15		ED		16	16	
Gap		-32	-27	-5	Gap		-25	-27	2
Non-ED		46	42		Non-ED		41	43	
San Diego	10								
ED		16	19						
Gap		-29	-26	-3					
Non-ED		45	45						
California	10								
ED		14	16						
Gap		-28	-26	-2					
Non-ED		42	42						

San Diego
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Diego	4				San Diego	4			
English Learners		12	17		English Learners		14	24	
Gap		-37	-36	-1	Gap		-26	-23	-3
English Proficient		49	53		English Proficient		40	47	
California	4				California	4			
English Learners		10	15		English Learners		10	29	
Gap		-36	-35	-1	Gap		-36	-24	-12
English Proficient		46	50		English Proficient		46	53	
San Diego	8				San Diego	7			
English Learners		3	3		English Learners		8	8	
Gap		-36	-38	2	Gap		-28	-29	1
English Proficient		39	41		English Proficient		36	37	
California	8				California	7			
English Learners		3	4		English Learners		9	8	
Gap		-38	-33	-5	Gap		-26	-28	2
English Proficient		41	37		English Proficient		35	36	
San Diego	10								
English Learners		2	1						
Gap		-39	-42	3					
English Proficient		41	43						
California	10								
English Learners		3	4						
Gap		-36	-35	-1					
English Proficient		39	39						

**San Diego
California Standards Test - Special Education
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Diego	4				San Diego	4			
Special Education		8	16		Special Education		7	20	
Gap		-31	-27	-4	Gap		-26	-22	
Regular Education		39	43		Regular Education		33	42	-4
California	4				California	4			
Special Education		16	15		Special Education		18	20	
Gap		-21	-20	-1	Gap		-22	-28	6
Regular Education		37	35		Regular Education		40	48	
San Diego	8				San Diego	7			
Special Education		6	9		Special Education		6	8	
Gap		-29	-26	-3	Gap		-25	-23	-2
Regular Education		35	35		Regular Education		31	31	
California	8				California	7			
Special Education		5	5		Special Education		6	6	
Gap		-30	-28	-2	Gap		-25	-27	2
Regular Education		35	33		Regular Education		31	33	
San Diego	10								
Special Education		6	11						
Gap		-29	-26	-3					
Regular Education		35	37						
California	10								
Special Education		4	5						
Gap		-31	-31	0					
Regular Education		35	36						

DISTRICT SAN FRANCISCO
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS				
State Assessment	CAT/6 & California Standards Test (CST)		First Year Reported	2002
Grades Tested	2-11	How Reported	Percent At/Above 50th Percentile & Performance Level	

DEMOGRAPHICS ¹	SAN FRANCISCO		CALIFORNIA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	61,734*	58,566	5,536,406	6,248,610
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.7*	54.5	NA	46.5
Percent of Students with IEPs	9.1*	11.9	10.5	10.6
Percent English Language Learners	30.5*	30.8	NA	24.2
Percent African American	17.4*	15.5	8.8	8.2
Percent Hispanic	20.5	21.6	38.7	43.5
Percent White	13.1	10.5	40.4	34.2
Percent Other	49.0*	52.5	12.1	11.8
Number of FTE Teachers	2,972	3,274	230,849	304,296
Student-Teacher Ratio	20.8	18.5	24.0	21.0
Number of Schools	111	113	7,876	8,916
Current Expenditures Per Pupil ²	\$5,357	\$5,816	\$4,937	\$6,314
San Francisco as a Percentage of California's Public Schools			1995-96	2001-02
Percent of Students			1.1	0.9
Percent of FRPL			NA	1.1
Percent of IEPs			1.0	1.0
Percent of ELLs			NA	1.2
Percent of Schools			1.4	1.3
Percent of Teachers			1.3	1.1
Percent of State Revenue ³			0.8	0.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

San Francisco
CAT/6
Percent Scoring At/Above 50th NPR

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
San Francisco	2	NA	45	NA	San Francisco	2	NA	61	NA
California	2	NA	46	NA	California	2	NA	57	NA
San Francisco	3	NA	32	NA	San Francisco	3	NA	58	NA
California	3	NA	34	NA	California	3	NA	52	NA
San Francisco	4	NA	37	NA	San Francisco	4	NA	54	NA
California	4	NA	35	NA	California	4	NA	48	NA
San Francisco	5	NA	42	NA	San Francisco	5	NA	53	NA
California	5	NA	40	NA	California	5	NA	49	NA
San Francisco	6	NA	45	NA	San Francisco	6	NA	54	NA
California	6	NA	45	NA	California	6	NA	51	NA
San Francisco	7	NA	45	NA	San Francisco	7	NA	52	NA
California	7	NA	45	NA	California	7	NA	46	NA
San Francisco	8	NA	40	NA	San Francisco	8	NA	56	NA
California	8	NA	41	NA	California	8	NA	48	NA
San Francisco	9	NA	54	NA	San Francisco	9	NA	56	NA
California	9	NA	50	NA	California	9	NA	46	NA
San Francisco	10	NA	55	NA	San Francisco	10	NA	62	NA
California	10	NA	49	NA	California	10	NA	51	NA
San Francisco	11	NA	55	NA	San Francisco	11	NA	64	NA
California	11	NA	47	NA	California	11	NA	46	NA

**San Francisco
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change	Math	Grade	2002	2003	Change
San Francisco	2	33	38	5	San Francisco	2	43	54	11
California	2	32	36	4	California	2	43	53	10
San Francisco	3	36	35	-1	San Francisco	3	41	52	11
California	3	34	33	-1	California	3	38	46	8
San Francisco	4	39	43	4	San Francisco	4	36	48	12
California	4	36	39	3	California	4	37	45	8
San Francisco	5	32	39	7	San Francisco	5	32	37	5
California	5	31	36	5	California	5	29	35	6
San Francisco	6	29	36	7	San Francisco	6	36	40	4
California	6	30	36	6	California	6	32	34	2
San Francisco	7	34	37	3	San Francisco	7	32	36	4
California	7	33	36	3	California	7	30	30	0
San Francisco	8	32	33	1					
California	8	32	30	-2					
San Francisco	9	38	44	6					
California	9	33	38	5					
San Francisco	10	39	37	-2					
California	10	33	33	0					
San Francisco	11	38	41	3					
California	11	31	32	1					

**San Francisco
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Francisco	4				San Francisco	4			
African American		17	17		African American		11	14	
Gap		-41	-45	4	Gap		-33	-42	9
White		58	62		White		44	56	
Gap		-40	-38	-2	Gap		-30	-30	0
Hispanic		18	24		Hispanic		14	26	
California	4				California	4			
African American		24	27		African American		22	29	
Gap		-32	-32	0	Gap		-31	-32	1
White		56	59		White		53	61	
Gap		-37	-35	-2	Gap		-29	-28	-1
Hispanic		19	24		Hispanic		24	33	
San Francisco	8				San Francisco	7			
African American		12	12		African American		7	8	
Gap		-39	-42	3	Gap		-36	-40	4
White		51	54		White		43	48	
Gap		-37	-38	1	Gap		-33	-33	0
Hispanic		14	16		Hispanic		10	15	
California	8				California	7			
African American		17	17		African American		13	12	
Gap		-33	-30	-3	Gap		-30	-32	2
White		50	47		White		43	44	
Gap		-35	-32	-3	Gap		-28	-28	0
Hispanic		15	15		Hispanic		15	16	
San Francisco	10								
African American		13	13						
Gap		-48	-48	0					
White		61	61						
Gap		-45	-42	-3					
Hispanic		16	19						
California	10								
African American		19	19						
Gap		-30	-31	1					
White		49	50						
Gap		-33	-33	0					
Hispanic		16	17						

**San Francisco
California Standards Test - Economically Disadvantaged (ED)
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Francisco	4				San Francisco	4			
ED		31	36		ED		32	44	
Gap		-22	-19	-3	Gap		-11	-10	-1
Non-ED		53	55		Non-ED		43	54	
California	4				California	4			
ED		19	24		ED		24	33	
Gap		-37	-35	-2	Gap		-30	-29	-1
Non-ED		56	59		Non-ED		54	62	
San Francisco	8				San Francisco	7			
ED		24	26		ED		29	32	
Gap		-16	-12	-4	Gap		-7	-9	2
Non-ED		40	38		Non-ED		36	41	
California	8				California	7			
ED		14	15		ED		16	16	
Gap		-32	-27	-5	Gap		-25	-27	2
Non-ED		46	42		Non-ED		41	43	
San Francisco	10								
ED		24	26						
Gap		-22	-17	-5					
Non-ED		46	43						
California	10								
ED		14	16						
Gap		-28	-26	-2					
Non-ED		42	42						

San Francisco
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Francisco	4				San Francisco	4			
English Learners		24	25		English Learners		30	41	
Gap		-24	-28	4	Gap		-10	-11	1
English Proficient		48	53		English Proficient		40	52	
California	4				California	4			
English Learners		10	15		English Learners		10	29	
Gap		-36	-35	-1	Gap		-36	-24	-12
English Proficient		46	50		English Proficient		46	53	
San Francisco	8				San Francisco	7			
English Learners		4	3		English Learners		14	16	
Gap		-36	-37	1	Gap		-23	-25	2
English Proficient		40	40		English Proficient		37	41	
California	8				California	7			
English Learners		3	4		English Learners		9	8	
Gap		-38	-33	-5	Gap		-26	-28	2
English Proficient		41	37		English Proficient		35	36	
San Francisco	10								
English Learners		4	3						
Gap		-44	-42	-2					
English Proficient		48	45						
California	10								
English Learners		3	4						
Gap		-36	-35	-1					
English Proficient		39	39						

**San Francisco
California Standards Test - Special Education
Percent Proficient & Advanced**

Reading	Grade	2002	2003	Change in Gap	Math	Grade	2002	2003	Change in Gap
San Francisco	4				San Francisco	4			
Special Education		14	14		Special Education		13	16	
Gap		-28	-33	5	Gap		-25	-36	11
Regular Education		42	47		Regular Education		38	52	
California	4				California	4			
Special Education		16	15		Special Education		18	20	
Gap		-21	-20	-1	Gap		-22	-28	6
Regular Education		37	35		Regular Education		40	48	
San Francisco	8				San Francisco	7			
Special Education		5	6		Special Education		6	6	
Gap		-30	-30	0	Gap		-29	-35	6
Regular Education		35	36		Regular Education		35	41	
California	8				California	7			
Special Education		5	5		Special Education		6	6	
Gap		-30	-28	-2	Gap		-25	-27	2
Regular Education		35	33		Regular Education		31	33	
San Francisco	10								
Special Education		7	7						
Gap		-34	-34	0					
Regular Education		41	41						
California	10								
Special Education		4	5						
Gap		-31	-31	0					
Regular Education		35	36						

DISTRICT SEATTLE
STATE WASHINGTON

STATE READING AND MATH ASSESSMENTS			
State Assessment	Washington Assessment of Student Learning, First Year Reported & ITBS		1998
Grades Tested	3, 4, 6, 7, 9 & 10	How Reported	Performance Level & National Percentile

DEMOGRAPHICS ¹	SEATTLE		WASHINGTON	
	1995-96	2001-02	1995-96	2001-02
Number of Students	46,757	47,449	956,572	1,009,200
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	39.6	NA	31.4
Percent of Students with IEPs	9.9	12.6	11.1	12.0
Percent English Language Learners	NA	11.7	NA	7.0
Percent African American	23.0	23.1	4.7	5.4
Percent Hispanic	8.0	10.8	7.8	10.9
Percent White	41.1	40.1	78.3	73.5
Percent Other	27.9	26.0	9.1	10.1
Number of FTE Teachers	2,420	2,652	46,907	52,534
Student-Teacher Ratio	19.3	18.8	20.4	19.6
Number of Schools	114	129	2,124	2,233
Current Expenditures Per Pupil ²	\$6,723	\$7,538	\$5,639	\$6,376
Seattle as a Percentage of Washington's Public Schools			1995-96	2001-02
Percent of Students			4.9	4.7
Percent of FRPL			NA	5.9
Percent of IEPs			4.4	4.9
Percent of ELLs			NA	7.9
Percent of Schools			5.4	5.8
Percent of Teachers			5.2	5.0
Percent of State Revenue ³			4.7	4.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Seattle
Washington Assessment of Student Learning (WASL)
Percent Meeting Standard

Reading	Grade	1998	1999	2000	2001	2002	2003	Annualized Change
Seattle	4	52.3	56.0	63.6	63.5	64.2	64.0	2.3
Washington	4	55.6	59.1	65.8	66.1	65.6	66.7	2.2
Seattle	7	33.8	40.1	39.8	38.9	44.3	47.9	2.8
Washington	7	38.4	40.8	41.5	39.8	44.5	47.9	1.9
Seattle	10	NA	36.0	49.8	49.5	52.4	53.1	4.3
Washington	10	NA	51.4	59.8	62.4	59.2	60.0	2.2
Math								
Seattle	4	34.8	35.8	44.3	43.5	51.1	53.1	3.7
Washington	4	31.2	37.3	41.8	43.4	51.8	55.2	4.8
Seattle	7	21.8	26.9	30.9	29.9	29.8	33.9	2.4
Washington	7	20.1	24.2	28.2	27.4	30.4	36.8	3.3
Seattle	10	NA	24.8	32.2	33.7	35.3	34.9	2.5
Washington	10	NA	33.0	35.0	38.9	37.3	39.4	1.6

Seattle
ITBS
National Percentile

Reading		1999	2000	2001	2002	2003	Annualized Change in NCEs
Seattle	3	59	60	60	61	61	0.3
Washington	3	55	56	57	57	58	0.4
Seattle	6	NA	57	55	57	56	-0.2
Washington	6	NA	54	53	54	55	0.2
Seattle	9	NA	52	53	51	54	0.3
Washington	9	NA	54	53	54	53	-0.2

**Quantitative
Thinking**

Seattle	3	69	69	68	71	71	0.3
Washington	3	60	63	64	66	67	1.0
Seattle	6	NA	60	56	58	57	-0.5
Washington	6	NA	56	56	58	58	0.4
Seattle	9	NA	NA	NA	57	60	1.6
Washington	9	NA	NA	NA	59	59	0.0

**Seattle
WASL-Reading
Percent Meeting Standard**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Seattle	4							
African American		30.6	33.5	40.3	41.3	43.3	47.7	
Gap		-41.7	-43.5	-41.1	-41.0	-37.1	-34.9	-6.8
White		72.3	77.0	81.4	82.3	80.4	82.6	
Gap		-32.1	-34.2	-30.7	-34.3	-28.6	-36.9	4.8
Hispanic		40.2	42.8	50.7	48.0	51.8	45.7	
Washington	4							
African American		35.4	39.3	47.7	48.2	49.2	52.4	
Gap		-26.1	-26.0	-24.1	-23.9	-21.9	-20.7	-5.4
White		61.5	65.3	71.8	72.1	71.1	73.1	
Gap		-33.9	-34.0	-32.4	-31.7	-29.2	-31.8	-2.1
Hispanic		27.6	31.3	39.4	40.4	41.9	41.3	
Seattle	7							
African American		12.2	16.7	15.4	15.9	20.0	21.4	
Gap		-40.9	-45.9	-42.7	-41.9	-43.2	-45.0	4.1
White		53.1	62.6	58.1	57.8	63.2	66.4	
Gap		-32.3	-34.5	-24.6	-33.6	-31.0	-32.0	-0.3
Hispanic		20.8	28.1	33.5	24.2	32.2	34.4	
Washington	7							
African American		17.5	19.5	20.4	20.4	24.2	28.2	
Gap		-25.8	-26.8	-26.7	-24.5	-25.4	-25.0	-0.8
White		43.3	46.3	47.1	44.9	49.6	53.2	
Gap		-28.6	-28.5	-29.4	-28.2	-28.4	-29.6	1.0
Hispanic		14.7	17.8	17.7	16.7	21.2	23.6	
Seattle	10							
African American		NA	15.9	25.4	26.5	23.0	24.2	
Gap		NA	-38.8	-45.1	-41.2	-48.0	-48.3	9.5
White		NA	54.7	70.5	67.7	71.0	72.5	
Gap		NA	-34.3	-26.7	-31.9	-29.1	-32.9	-1.4
Hispanic		NA	20.4	43.8	35.8	41.9	39.6	
Washington	10							
African American		NA	26.1	38.2	40.6	36.0	37.1	
Gap		NA	-32.2	-27.9	-27.2	-28.5	-28.0	-4.2
White		NA	58.3	66.1	67.8	64.5	65.1	
Gap		NA	-32.3	-30.2	-29.4	-29.7	-30.5	-1.8
Hispanic		NA	26.0	35.9	38.4	34.8	34.6	

**Seattle
WASL-Math
Percent Meeting Standard**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Seattle	4							
African American		14.2	12.0	17.2	15.0	22.2	31.1	
Gap		-38.3	-43.1	-45.7	-50.6	-47.7	-40.7	2.4
White		52.5	55.1	62.9	65.6	69.9	71.8	
Gap		-29.0	-32.1	-31.4	-36.9	-31.9	-35.5	6.5
Hispanic		23.5	23.0	31.5	28.7	38.0	36.3	
Washington	4							
African American		13.0	15.3	18.7	19.5	28.6	35.5	
Gap		-22.4	-27.2	-28.5	-29.6	-28.8	-26.0	3.6
White		35.4	42.5	47.2	49.1	57.4	61.5	
Gap		-24.0	-28.3	-29.0	-29.1	-28.1	-30.8	6.8
Hispanic		11.4	14.2	18.2	20.0	29.3	30.7	
Seattle	7							
African American		2.3	4.7	6.3	5.1	6.8	7.3	
Gap		-32.7	-41.8	-41.9	-43.3	-38.7	-42.7	10.0
White		35.0	46.5	48.2	48.4	45.5	50.0	
Gap		-24.1	-31.1	-26.7	-30.9	-29.2	-30.8	6.7
Hispanic		10.9	15.4	21.5	17.5	16.3	19.2	
Washington	7							
African American		4.9	6.8	8.7	7.8	10.3	14.1	
Gap		-17.9	-21.3	-23.7	-23.8	-24.1	-27.5	9.6
White		22.8	28.1	32.4	31.6	34.4	41.6	
Gap		-17.3	-20.9	-22.7	-23.2	-22.8	-26.9	9.6
Hispanic		5.5	7.2	9.7	8.4	11.6	14.7	
Seattle	10							
African American		NA	5.4	8.3	6.1	8.1	7.0	
Gap		NA	-35.9	-40.2	-46.6	-45.6	-45.5	9.6
White		NA	41.3	48.5	52.7	53.7	52.5	
Gap		NA	-30.4	-26.4	-34.9	-33.9	-29.4	-1.0
Hispanic		NA	10.9	22.1	17.8	19.8	23.1	
Washington	10							
African American		NA	9.5	11.7	11.9	13.0	14.2	
Gap		NA	-28.6	-28.4	-31.8	-28.9	-29.8	1.2
White		NA	38.1	40.1	43.7	41.9	44.0	
Gap		NA	-26.5	-27.5	-29.1	-27.6	-27.8	1.3
Hispanic		NA	11.6	12.6	14.6	14.3	16.2	

**Seattle
WASL
Percent Students Meeting Standard - Low Income**

Reading	Grade	2000	2001	2002	2003	Change
Seattle	4	NA	NA	50.9	49.3	-1.6
Washington	4	NA	NA	NA	52.0	NA
Seattle	7	NA	NA	22.9	22.0	-0.9
Washington	7	NA	NA	NA	29.6	NA

Math

Seattle	4	NA	NA	35.3	37.8	2.5
Washington	4	NA	NA	NA	40.4	NA
Seattle	7	NA	NA	3.4	7.1	3.7
Washington	7	NA	NA	NA	19.8	NA

**Seattle
WASL
Percent Students Meeting Standard - Limited English**

Reading	Grade	1999	2000	2001	2002	2003	Change
Seattle	4	NA	NA	24.4	25.9	21.5	-1.5
Washington	4	NA	NA	24.0	24.8	23.7	-0.2
Seattle	7	NA	NA	1.7	5.0	8.4	3.4
Washington	7	NA	NA	3.8	6.7	6.7	1.5
Seattle	10	NA	NA	11.0	8.5	10.5	-0.3
Washington	10	NA	NA	17.8	13.0	11.7	-3.1

Math

Seattle	4	NA	NA	9.0	18.2	17.2	4.1
Washington	4	NA	NA	11.6	18.2	19.9	4.2
Seattle	7	NA	NA	2.5	4.3	7.3	2.4
Washington	7	NA	NA	3.8	6.8	5.9	1.1
Seattle	10	NA	NA	9.7	10.1	10.0	0.2
Washington	10	NA	NA	12.0	8.7	8.1	-2.0

**Seattle
WASL
Percent Students Meeting Standard - Special Education**

Reading	Grade	1999	2000	2001	2002	2003	Change
Seattle	4	18.5	25.5	30.0	35.9	34.2	3.9
Washington	4	19.7	27.2	29.0	30.2	30.6	2.7
Seattle	7	6.5	7.2	9.3	11.0	13.0	1.6
Washington	7	7.1	6.7	6.5	8.3	9.6	0.6
Seattle	10	7.3	10.0	14.1	16.1	14.8	1.9
Washington	10	11.3	14.5	14.8	12.6	11.9	0.2
Math							
Seattle	4	7.7	14.2	15.7	28.7	26.4	4.7
Washington	4	11.5	14.5	16.4	22.9	25.3	3.5
Seattle	7	3.9	3.8	4.9	4.0	5.3	0.4
Washington	7	3.3	3.1	3.4	3.9	5.2	0.5
Seattle	10	3.7	2.1	7.0	6.5	5.8	0.5
Washington	10	4.7	4.5	5.3	4.3	4.0	-0.2

DISTRICT ST. LOUIS
STATE MISSOURI

STATE READING AND MATH ASSESSMENTS				
State Assessment	Missouri Assessment Program	First Year Reported	1997	
Grades Tested	3,4,7,8,10, & 11	How Reported	Performance Level	
DEMOGRAPHICS ¹	ST. LOUIS		MISSOURI	
	1995-96	2001-02	1995-96	2001-02
Number of Students	41,711*	43,969	889,881	909,792
Percent Free & Reduced Price Lunch Eligible (FRPL)	83.0*	82.3*	NA	35.2
Percent of Students with IEPs	15.3*	16.4	15.2	15.5
Percent English Language Learners	NA	6.1	NA	0.9
Percent African American	79.7	81.5	16.1	17.5
Percent Hispanic	0.7	1.1	1.0	2.0
Percent White	18.0	15.9	81.7	79.0
Percent Other	1.7	1.4	1.2	1.5
Number of FTE Teachers	3,152	3,453	57,951	65,240
Student-Teacher Ratio	13.2	13.5	15.4	13.7
Number of Schools	105	123	2,256	2,380
Current Expenditures Per Pupil ²	\$7,696	\$8,192	\$5,092	\$6,187
St. Louis as a Percentage of Missouri's Public Schools			1995-96	2001-02
Percent of Students			4.7	4.8
Percent of FRPL			NA	11.3
Percent of IEPs			4.6	5.1
Percent of ELLs			NA	32.8
Percent of Schools			5.0	5.2
Percent of Teachers			5.4	5.3
Percent of State Revenue ³			7.9	8.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced

	Grade	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Communication Arts									
St. Louis	3	NA	10.1	12.0	14.0	17.4	21.1	22.7	2.5
Missouri	3	NA	28.6	28.8	31.7	31.6	35.4	34.1	1.1
St. Louis	7	NA	11.7	10.7	12.8	11.7	15.5	12.6	0.2
Missouri	7	NA	30.3	30.5	32.3	34.2	32.0	32.5	0.4
St. Louis	11	NA	10.4	10.0	9.6	8.1	6.9	5.1	-1.1
Missouri	11	NA	20.7	23.4	22.8	22.6	23.7	21.8	0.2
Math									
St. Louis	4	10.6	11.8	17.6	17.9	19.3	20.5	24.1	2.3
Missouri	4	34.1	31.8	35.3	36.7	37.7	37.6	37.2	0.5
St. Louis	8	3.5	3.6	3.0	4.3	6.3	5.3	6.2	0.5
Missouri	8	13.5	12.6	10.4	14.1	14.7	13.7	13.9	0.1
St. Louis	10	5.7	3.0	3.3	3.2	2.6	2.5	2.6	-0.5
Missouri	10	11.4	7.0	9.7	10.3	12.7	10.7	12.3	0.1

**St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced**

Communication Arts	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Louis	3							
African American		7.0	9.3	11.5	15.6	19.4	21.2	
Gap		-17.4	-17.3	-18.3	-11.2	-10.0	-10.1	-7.3
White		24.4	26.6	29.8	26.8	29.4	31.3	
Gap		-10.6	-9.4	-17.6	-4.8	-6.3	-13.8	3.2
Hispanic		13.8	17.2	12.2	22.0	23.1	17.5	
Missouri	3							
African American		9.5	10.7	14.6	14.9	18.6	16.2	
Gap		-24.7	-22.6	-21.6	-21.2	-21.4	-22.7	-2.0
White		34.2	33.3	36.2	36.1	40.0	38.9	
Gap		-16.0	-14.6	-15.8	-17.1	-18.5	-17.0	1.0
Hispanic		18.2	18.7	20.4	19.0	21.5	21.9	
St. Louis	7							
African American		7.5	6.6	8.6	7.9	11.9	8.9	
Gap		-18.4	-18.9	-19.2	-16.7	-15.1	-18.1	-0.3
White		25.9	25.5	27.8	24.6	27.0	27.0	
Gap		-9.2	NA	-14.5	NA	4.0	-2.0	-7.2
Hispanic		16.7	NA	13.3	NA	31.0	25.0	
Missouri	7							
African American		10.0	10.0	11.0	12.4	12.2	11.3	
Gap		-25.4	-24.9	-26.0	-26.7	-24.5	-26.3	0.9
White		35.4	34.9	37.0	39.1	36.7	37.6	
Gap		-14.0	-13.0	-15.5	-13.7	-14.8	-12.8	-1.2
Hispanic		21.4	21.9	21.5	25.4	21.9	24.8	
St. Louis	11							
African American		6.5	4.8	6.7	4.9	4.2	3.1	
Gap		-17.0	-20.7	-11.2	-13.6	-11.1	-9.9	-7.1
White		23.5	25.5	17.9	18.5	15.3	13.0	
Gap		NA	NA	NA	NA	NA	NA	NA
Hispanic		NA	NA	NA	NA	NA	NA	
Missouri	11							
African American		6.8	6.3	6.8	6.8	6.8	6.2	
Gap		-16.0	-19.6	-18.4	-18.2	-19.5	-18.2	2.2
White		22.8	25.9	25.2	25.0	26.3	24.4	
Gap		-3.4	-10.4	-10.8	-10.0	-9.5	-9.8	6.4
Hispanic		19.4	15.5	14.4	15.0	16.8	14.6	

St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced

Mathematics	Grade	1997	1998	1999	2000	2001	2002	2003	Change in Gap
St. Louis	4								
African American		7.0	8.9	14.5	13.9	16.2	17.8	21.6	
Gap		-20.8	-15.6	-16.9	-23.9	-19.1	-19.9	-15.3	-5.5
White		27.8	24.5	31.4	37.8	35.3	37.7	36.9	
Gap		-24.5	-14.8	-14.7	-9.7	-11.8	-17.2	-18.9	-5.6
Hispanic		3.3	9.7	16.7	28.1	23.5	20.5	18.0	
Missouri	4								
African American		10.5	9.3	12.4	12.8	14.9	15.6	17.7	
Gap		-29.7	-27.5	-28.4	-29.7	-28.7	-27.8	-24.8	-4.9
White		40.2	36.8	40.8	42.5	43.6	43.4	42.5	
Gap		-20.6	-14.5	-18.2	-17.6	-16.1	-18.9	-15.6	-5.0
Hispanic		19.6	22.3	22.6	24.9	27.5	24.5	26.9	
St. Louis	8								
African American		1.0	1.1	0.9	1.8	2.9	2.5	3.1	
Gap		-10.2	-11.1	-8.3	-8.8	-14.5	-11.7	-19.5	9.3
White		11.2	12.2	9.2	10.6	17.4	14.2	22.6	
Gap		NA	-8.9	NA	NA	-11.7	NA	-14.7	NA
Hispanic		NA	3.3	NA	NA	5.7	NA	7.9	
Missouri	8								
African American		1.5	1.6	1.0	2.0	2.8	2.5	3.0	
Gap		-14.6	-13.1	-11.3	-14.4	-14.4	-13.6	-13.4	-1.2
White		16.1	14.7	12.3	16.4	17.2	16.1	16.4	
Gap		-8.0	-8.0	-7.2	-9.0	-8.0	-7.7	-8.3	0.3
Hispanic		8.1	6.7	5.1	7.4	9.2	8.4	8.1	
St. Louis	10								
African American		1.3	0.3	0.9	0.8	0.4	0.6	0.9	
Gap		-14.4	-9.3	-7.7	-8.1	-8.9	-7.3	-7.7	-0.7
White		15.7	9.6	8.6	8.9	9.3	7.9	8.6	
Gap		NA	NA	NA	NA	NA	NA	-5.2	NA
Hispanic		NA	NA	NA	NA	NA	NA	3.4	
Missouri	10								
African American		1.5	0.4	0.9	1.2	1.5	1.2	1.7	
Gap		-11.6	-7.5	-10.2	-10.7	-13.1	-11.1	-12.7	1.1
White		13.1	7.9	11.1	11.9	14.6	12.3	14.4	
Gap		-7.9	-2.2	-4.6	-5.6	-7.1	-6.4	-6.4	-1.5
Hispanic		5.2	5.7	6.5	6.3	7.5	5.9	8.0	

**St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Eligible for Free and Reduced Price
Lunch (FRPL)**

Communication Arts	Grade	2001	2002	2003	Annualized Change
St. Louis	3	NA	19.2	20.7	1.5
Missouri	3	NA	21.8	21.9	0.1
St. Louis	7	NA	11.9	9.6	-2.3
Missouri	7	NA	16.4	18.0	1.6
St. Louis	11	NA	4.0	2.6	-1.4
Missouri	11	NA	11.0	10.4	-0.6
Math					
St. Louis	4	NA	18.3	22.2	3.9
Missouri	4	NA	23.4	24.1	0.7
St. Louis	8	NA	3.8	6.1	2.3
Missouri	8	NA	5.3	6.0	0.7
St. Louis	10	NA	0.8	1.1	0.3
Missouri	10	NA	3.3	4.2	0.9

St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Limited English Proficiency (LEP)

Communication Arts	Grade	2001	2002	2003	Change
St. Louis	3	NA	15.2	13.2	-2.0
Missouri	3	NA	11.7	14.1	2.4
St. Louis	7	NA	13.5	12.4	-1.1
Missouri	7	NA	11.5	8.1	-3.4
St. Louis	11	NA	2.7	2.5	-0.2
Missouri	11	NA	2.3	2.6	0.3
Math					
St. Louis	4	NA	23.0	25.5	2.5
Missouri	4	NA	16.9	21.4	4.5
St. Louis	8	NA	13.9	27.2	13.3
Missouri	8	NA	8.2	14.1	5.9
St. Louis	10	NA	1.9	2.2	0.3
Missouri	10	NA	1.3	3.0	1.7

**St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Special Education**

Communication Arts	Grade	2001	2002	2003	Annualized Change
St. Louis	3	NA	10.4	9.6	-0.8
Missouri	3	NA	16.0	18.0	2.0
St. Louis	7	NA	2.0	2.7	0.7
Missouri	7	NA	5.3	5.7	0.4
St. Louis	11	NA	0.8	0.0	-0.8
Missouri	11	NA	2.1	1.2	-0.9
Math					
St. Louis	4	NA	7.2	11.9	4.7
Missouri	4	NA	17.4	20.1	2.7
St. Louis	8	NA	0.5	0.8	0.3
Missouri	8	NA	1.3	1.6	0.3
St. Louis	10	NA	0.3	0.2	-0.1
Missouri	10	NA	0.8	1.0	0.2

DISTRICT ST. PAUL
 STATE MINNESOTA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Minnesota Comprehensive Assessment & Basic Skills Test	First Year Reported	1998
Grades Tested	3, 5, & 8	How Reported	Performance Level

DEMOGRAPHICS ¹	ST. PAUL		MINNESOTA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	42,520	44,194	835,166	851,384
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	65.0	NA	26.4
Percent of Students with IEPs	15.6*	15.1	12.4	13.0
Percent English Language Learners	20.5*	32.4	NA	5.6
Percent African American	21.2	25.2	4.8	7.0
Percent Hispanic	6.8	10.5	2.0	3.8
Percent White	45.9	31.9	87.4	82.0
Percent Other	26.2	32.4	5.8	7.2
Number of FTE Teachers	2,203	3,000	46,971	53,081
Student-Teacher Ratio	19.3	15.3	17.8	16.4
Number of Schools	68*	125	2,157	2,408
Current Expenditures Per Pupil ²	\$6,649	\$8,848	\$5,801	\$7,190
St. Paul as a Percentage of Minnesota's Public Schools			1995-96	2001-02
Percent of Students			5.1	5.2
Percent of FRPL			NA	12.8
Percent of IEPs			6.4	6.0
Percent of ELLs			NA	29.9
Percent of Schools			3.2	5.2
Percent of Teachers			4.7	5.7
Percent of State Revenue ³			5.9	7.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb and Above**

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
St. Paul	3	31.8	34.8	44.4	42.6	55.1	5.8
Minnesota	3	56.1	61.6	67.1	66.8	76.3	5.0
St. Paul	5	35.7	39.9	45.6	46.9	62.0	6.6
Minnesota	5	59.1	66.9	73.8	74.8	80.6	5.4
Math							
St. Paul	3	31.6	40.9	45.6	45.2	56.6	6.3
Minnesota	3	58.4	64.7	65.5	65.1	74.5	4.0
St. Paul	5	26.9	35.7	42.2	46.2	56.4	7.4
Minnesota	5	51.6	61.7	67.3	70.2	76.7	6.3

**Minnesota Basic Standards Test (MBST)
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change
Reading								
St. Paul	8	39.6	49.4	55.9	54.8	55.3	56.2	3.3
Minnesota	8	68.0	75.2	79.7	78.8	80.0	81.0	2.6
Math								
St. Paul	8	38.6	44.0	46.6	46.3	47.7	45.0	1.3
Minnesota	8	70.6	70.2	71.8	72.0	74.5	71.7	0.2

**St. Paul
Minnesota Comprehensive Assessment (MCA)-Reading
Percent Scoring at Levels IIB & Above**

	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
African American		21.7	27.3	34.8	37.2	45.6	
Gap		-32.4	-34.2	-33.4	-32.5	-35.6	3.2
White		54.1	61.5	68.2	69.7	81.2	
Gap		-25.3	-32.0	-30.1	-36.0	-38.6	13.3
Hispanic		28.8	29.5	38.2	33.7	42.6	
Minnesota	3						
African American		25.0	28.9	36.8	36.9	47.6	
Gap		-36.8	-39.1	-36.6	-36.4	-35.3	-1.5
White		61.8	68.0	73.4	73.3	82.9	
Gap		-30.0	-33.8	-34.1	-36.1	-37.1	7.0
Hispanic		31.7	34.3	39.2	37.2	45.8	
St. Paul	5						
African American		24.2	30.2	33.2	36.9	52.4	
Gap		-32.6	-34.0	-40.5	-37.4	-28.4	-4.2
White		56.8	64.2	73.7	74.3	80.8	
Gap		-26.8	-26.1	-33.2	-33.4	-24.5	-1.6
Hispanic		30.0	38.1	40.5	40.9	56.3	
Minnesota	5						
African American		25.4	33.1	39.6	42.1	53.4	
Gap		-39.2	-39.7	-40.8	-39.5	-32.8	-6.3
White		64.5	72.8	80.4	81.5	86.2	
Gap		-34.4	-32.5	-34.9	-35.8	-32.7	-1.6
Hispanic		30.2	40.3	45.5	45.7	53.5	

**Minnesota Basic Skills Test (MBST)-Reading
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
African American		25.5	33.7	41.4	40.1	40.8	40.5	
Gap		-33.2	-35.9	-34.6	-35.3	-38.5	-39.2	6.0
White		58.7	69.6	76.0	75.4	79.3	79.8	
Gap		-30.1	-30.2	-25.7	-24.5	-32.1	-28.7	-1.4
Hispanic		28.6	39.4	50.3	50.9	47.2	51.1	
Minnesota	8							
African American		31.2	38.5	48.1	45.2	46.5	48.7	
Gap		-41.2	-41.3	-36.0	-38.4	-39.1	-38.1	-3.1
White		72.4	79.8	84.1	83.6	85.6	86.8	
Gap		-34.1	-34.6	-31.0	-32.4	-33.6	-32.2	-1.9
Hispanic		38.3	45.2	53.1	51.2	52.0	54.6	

**St. Paul
Minnesota Comprehensive Assessment (MCA)-Math
Percent Scoring at Levels IIB & Above**

	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
African American		17.7	27.4	27.9	31.8	42.7	
Gap		-36.5	-36.6	-37.2	-38.4	-36.4	-0.1
White		54.2	63.9	65.1	70.2	79.1	
Gap		-27.9	-28.0	-24.0	-34.3	-32.3	4.3
Hispanic		26.3	35.9	41.1	35.9	46.8	
Minnesota	3						
African American		21.2	28.6	30.3	32.7	44.1	
Gap		-43.5	-42.2	-41.4	-38.6	-36.5	-7.0
White		64.7	70.8	71.7	71.3	80.6	
Gap		-34.2	-32.5	-35.3	-35.3	-33.5	-0.6
Hispanic		30.5	38.4	36.4	36.0	47.1	
St. Paul	5						
African American		9.4	16.7	24.4	26.5	39.6	
Gap		-38.6	-40.8	-43.0	-44.5	-36.0	-2.6
White		48.1	57.5	67.4	71.0	75.6	
Gap		-31.4	-27.7	-34.6	-32.6	-26.2	-5.2
Hispanic		16.7	29.8	32.8	38.4	49.4	
Minnesota	5						
African American		14.4	22.5	29.0	33.7	41.5	
Gap		-42.7	-45.2	-45.0	-43.0	-41.7	-1.1
White		57.1	67.7	73.9	76.7	83.1	
Gap		-35.5	-36.4	-35.9	-35.7	-34.6	-0.9
Hispanic		21.6	31.3	38.1	41.0	48.6	

**Minnesota Basic Skills Test (MBST)-Math
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
African American		17.6	22.0	24.3	26.2	25.7	23.6	
Gap		-40.9	-39.9	-41.0	-39.0	-42.7	-42.7	1.8
White		58.5	61.9	65.3	65.2	68.4	66.4	
Gap		-34.6	-32.1	-29.0	-27.7	-29.2	-32.2	-2.4
Hispanic		23.9	29.8	36.3	37.5	39	34.2	
Minnesota	8							
African American		26.0	26.2	30.6	29.7	33.0	33.0	
Gap		-49.5	-48.9	-46.0	-47.5	-47.5	-44.8	-4.7
White		75.5	75.1	76.6	77.2	80.5	77.8	
Gap		-38.2	-38.1	-37.1	-36.9	-37.6	-34.8	-3.4
Hispanic		37.3	37.0	39.5	40.3	42.9	43.0	

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
FRPL		19.9	22.1	32.5	31.5	44.7	
Gap		-39.7	-41.0	-37.4	-39.5	-35.6	-4.1
Non-FRPL		59.5	63.1	69.8	71.0	80.3	
Minnesota	3						
FRPL		34.9	39.0	46.5	45.7	57.2	
Gap		-30.8	-32.7	-29.6	-30.4	-27.7	-3.1
Non-FRPL		65.7	71.7	76.2	76.1	84.9	
St. Paul	5						
FRPL		21.9	26.8	32.5	35.5	53.2	
Gap		-44.0	-40.0	-41.6	-41.1	-29.4	-14.7
Non-FRPL		65.9	66.7	74.2	76.6	82.5	
Minnesota	5						
FRPL		36.7	44.3	52.0	53.7	63.5	
Gap		-31.9	-31.9	-30.8	-30.3	-24.8	-7.1
Non-FRPL		68.6	76.2	82.7	84.0	88.2	

**Minnesota Basic Skills Test (MBST)
Percent Passing**

Reading	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
FRPL		25.9	34.8	43.8	42.3	43.7	45.3	
Gap		-39.7	-39.2	-34.7	-37.6	-37.7	-34.5	-5.2
Non-FRPL		65.5	74.1	78.5	79.8	81.3	79.8	
Minnesota	8							
FRPL		45.6	53.2	59.6	57.1	59.3	60.4	
Gap		-30.1	-29.6	-26.9	-29.0	-28.3	-28.5	-1.6
Non-FRPL		75.7	82.7	86.4	86.0	87.6	88.9	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIB & Above

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
FRPL		20.7	30.2	36.3	35.2	47.9	
Gap		-36.9	-35.5	-30.1	-36.0	-29.6	-7.3
Non-FRPL		57.6	65.6	66.4	71.2	77.6	
Minnesota	3						
FRPL		37.7	44.2	45.5	45.3	56.6	
Gap		-30.2	-29.9	-28.9	-28.8	-26.0	-4.1
Non-FRPL		67.9	74.1	74.4	74.1	82.6	
St. Paul	5						
FRPL		14.2	23.4	30.1	35.6	47.7	
Gap		-40.9	-37.4	-39.2	-37.4	-28.9	-12.0
Non-FRPL		55.1	60.7	69.3	73.0	76.6	
Minnesota	5						
FRPL		29.7	38.1	44.9	48.6	57.6	
Gap		-31.2	-33.3	-31.7	-31.1	-27.8	-3.5
Non-FRPL		60.9	71.4	76.7	79.7	85.4	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
FRPL		26.2	29.9	34.5	34.4	36.8	34.7	
Gap		-36.6	-38.3	-35.7	-35.8	-35.1	-33.2	-3.4
Non-FRPL		62.8	68.2	70.2	70.2	71.8	67.9	
Minnesota	8							
FRPL		48.1	46.9	49.3	47.8	51.7	49.2	
Gap		-30.4	-31.4	-30.1	-32.2	-31.2	-31.1	0.7
Non-FRPL		78.5	78.2	79.4	80.0	82.9	80.3	

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
LEP		10.1	11.0	29.7	17.3	36.2	
Gap		-32.3	-36.6	-23.8	-38.2	-28.8	-3.5
Non-LEP		42.4	47.6	53.5	55.5	65.1	
Minnesota	3						
LEP		14.3	14.4	26.8	23.8	37.1	
Gap		-44.1	-50.0	-43.2	-46.3	-42.6	-1.5
Non-LEP		58.4	64.4	70.0	70.0	79.7	
St. Paul	5						
LEP		9.6	11.1	29.0	17.7	43.2	
Gap		-36.9	-41.9	-27.6	-43.4	-27.7	-9.2
Non-LEP		46.4	53.0	56.5	61.1	70.8	
Minnesota	5						
LEP		12.0	16.0	27.1	25.3	41.2	
Gap		-49.2	-53.4	-49.7	-52.6	-42.2	-7.1
Non-LEP		61.2	69.4	76.8	77.9	83.3	

**Minnesota Basic Skills Test (MBST)
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
LEP		11.5	17.0	30.0	41.0	32.9	41.0	
Gap		-36.3	-43.6	-37.9	-22.5	-35.1	-24.3	-12.0
Non-LEP		47.8	60.6	67.9	63.4	68.0	65.3	
Minnesota	8							
LEP		15.8	21.6	30.5	32.0	30.8	35.3	
Gap		-53.8	-55.3	-51.2	-48.9	-51.8	-48.4	-5.4
Non-LEP		69.6	76.9	81.7	80.9	82.6	83.8	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
LEP		13.6	23.7	40.3	28.1	45.0	
Gap		-27.1	-27.0	-9.1	-26.3	-17.7	-9.5
Non-LEP		40.8	50.7	49.4	54.3	62.7	
Minnesota	3						
LEP		18.3	26.2	33.1	30.5	43.1	
Gap		-42.4	-40.9	-34.8	-37.3	-34.2	-8.3
Non-LEP		60.7	67.0	67.9	67.8	77.2	
St. Paul	5						
LEP		8.1	17.5	31.9	26.4	43.2	
Gap		-26.7	-26.6	-17.7	-29.4	-19.5	-7.2
Non-LEP		34.8	44.1	49.5	55.7	62.7	
Minnesota	5						
LEP		11.4	19.6	28.4	29.9	40.1	
Gap		-42.0	-44.3	-41.6	-43.0	-39.3	-2.8
Non-LEP		53.4	63.8	70.0	72.8	79.3	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
LEP		15.7	21.7	30.2	39.0	32.9	36.6	
Gap		-29.8	-30.3	-25.1	-12.0	-23.2	-14.1	-15.7
Non-LEP		45.5	51.9	55.2	51.0	56.1	50.7	
Minnesota	8							
LEP		22.5	24.2	31.4	33.1	32.1	33.7	
Gap		-49.7	-47.6	-42.1	-40.7	-44.8	-40.5	-9.2
Non-LEP		72.2	71.8	73.5	73.8	76.9	74.1	

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIb & Above**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
Special Education		10.9	15.2	17.2	19.3	28.1	
Gap		-23.8	-21.8	-30.4	-26.5	-31.3	7.5
Regular Education		34.7	37.0	47.6	45.8	59.3	
Minnesota	3						
Special Education		25.4	28.0	34.0	34.7	44.8	
Gap		-34.7	-37.8	-37.2	-36.0	-35.7	1.0
Regular Education		60.1	65.8	71.2	70.7	80.5	
St. Paul	5						
Special Education		9.8	12.8	19.2	21.6	30.7	
Gap		-30.6	-31.5	-31.2	-30.6	-37.9	7.3
Regular Education		40.4	44.3	50.4	52.2	68.6	
Minnesota	5						
Special Education		23.1	30.6	37.9	39.4	48.2	
Gap		-41.8	-41.8	-41.3	-40.7	-37.2	-4.5
Regular Education		64.8	72.5	79.3	80.1	85.4	

**Minnesota Basic Skills Test (MBST)
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
Special Education		11.5	13.7	19.6	18.3	19.3	16.8	
Gap		-32.7	-41.0	-42.7	-42.9	-42.8	-46.8	14.1
Regular Education		44.2	54.6	62.3	61.2	62.1	63.6	
Minnesota	8							
Special Education		24.9	32.7	39.0	36.7	40.3	42.3	
Gap		-48.9	-48.3	-46.8	-48.2	-45.5	-44.5	-4.4
Regular Education		73.8	81.0	85.8	84.9	85.8	86.8	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels IIB & Above

Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
St. Paul	3						
Special Education		14.2	21.0	19.5	20.8	31.4	
Gap		-20.1	-22.5	-29.5	-27.8	-29.2	9.2
Regular Education		34.3	43.5	49.1	48.6	60.6	
Minnesota	3						
Special Education		31.2	36.4	37.5	37.7	48.1	
Gap		-30.9	-32.0	-31.7	-30.9	-30.0	-0.9
Regular Education		62.1	68.4	69.2	68.6	78.0	
St. Paul	5						
Special Education		8.7	11.4	15.9	19.6	27.5	
Gap		-21.8	-28.2	-31.4	-31.8	-34.9	13.1
Regular Education		30.5	39.6	47.3	51.4	62.3	
Minnesota	5						
Special Education		22.0	29.7	34.7	37.2	47.0	
Gap		-34.4	-37.0	-37.8	-38.1	-34.2	-0.2
Regular Education		56.4	66.7	72.5	75.3	81.2	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
St. Paul	8							
Special Education		10.1	10.9	12.7	13.9	13.5	11.3	
Gap		-33.4	-38.0	-40.2	-38.0	-40.4	-40.2	6.8
Regular Education		43.5	49.0	52.9	51.9	54.0	51.5	
Minnesota	8							
Special Education		26.8	27.0	28.7	30.1	33.1	30.2	
Gap		-49.8	-49.2	-49.6	-48.0	-47.5	-47.7	-2.1
Regular Education		76.6	76.2	78.3	78.1	80.6	77.9	

DISTRICT TOLEDO
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	Ohio Proficiency Tests	First Year Reported	1996
Grades Tested	4, 6, 9, & 12	How Reported	Performance Level

DEMOGRAPHICS ¹	TOLEDO		OHIO	
	1995-96	2001-02	1995-96	2001-02
Number of Students	39,193	36,495	1,836,015	1,830,985
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	54.5	NA	28.0
Percent of Students with IEPs	4.7	16.3	3.7	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	43.7	46.6	15.3	16.5
Percent Hispanic	6.2	7.0	1.4	1.8
Percent White	49.3	45.6	82.2	78.9
Percent Other	0.9	0.8	1.1	1.3
Number of FTE Teachers	2,512	2,686	107,347	122,114
Student-Teacher Ratio	15.6	14.8	17.1	16.6
Number of Schools	64	66	3,865	3,912
Current Expenditures Per Pupil ²	\$6,154	\$7,689	\$5,669	\$7,065
Toledo as a Percentage of Ohio's Public Schools			1995-96	2001-02
Percent of Students			2.1	2.0
Percent of FRPL			NA	3.9
Percent of IEPs			2.7	2.6
Percent of ELLs			NA	0.5
Percent of Schools			1.7	1.7
Percent of Teachers			2.3	2.2
Percent of State Revenue ³			2.6	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Toledo
Ohio State Proficiency Test
Percent At or Above the Proficient Level

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Reading										
Toledo	4	28.7	33.4	23.6	37.2	34.5	29.1	41.2	42.0	1.9
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	3.0
Toledo	6	23.8	30.5	29.9	35.4	34.6	35.7	33.4	42.4	2.7
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	3.1
Toledo	9	71.1	74.2	76.7	81.1	76.8	80.6	82.0	74.1	0.4
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	86.9	0.2
Toledo	12	55.1	52.2	45.1	48.7	40.1	48.1	NA	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA	NA
Math										
Toledo	4	25.2	19.5	20.1	27.4	24.4	32.6	33.9	30.9	0.8
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	2.0
Toledo	6	21.8	30.3	23.5	31.4	33.4	34.6	38.4	26.6	0.7
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	1.2
Toledo	9	33.4	38.3	39.4	44.0	43.9	46.6	45.2	44.2	1.5
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	71.2	1.0
Toledo	12	29.1	28.5	28.3	29.1	33.9	34.8	NA	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA	NA

Toledo
Ohio State Proficiency Test-Reading
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Toledo	4							
African American		11.3	23.8	24.8	18.4	25.7	29.3	
Gap		-22.9	-27.4	-21.4	-23.4	-31.7	-26.3	3.4
White		34.2	51.2	46.2	41.8	57.4	55.6	
Gap		-11.9	-20.5	-16.5	-19.5	-14.9	-5.9	-6.0
Hispanic		22.3	30.7	29.7	22.3	42.5	49.7	
Ohio	4							
African American		19.6	32.4	29.7	27.6	38.2	43.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-4.9
White		52.8	64.8	64.3	62.3	74.6	72.0	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-5.0
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	
Toledo	6							
African American		21.0	22.9	21.2	21.6	22.9	30.9	
Gap		-17.4	-23.7	-24.9	-28.9	-22.2	-25.7	8.3
White		38.4	46.6	46.1	50.5	45.1	56.6	
Gap		-21.5	-17.9	-14.4	-18.5	-14.8	-21.5	0.0
Hispanic		16.9	28.7	31.7	32.0	30.3	35.1	
Ohio	6							
African American		24.9	23.9	24.4	25.0	25.8	40.0	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-2.2
White		58.0	57.6	59.6	65.3	65.2	70.9	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-3.8
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	
Toledo	9							
African American		69.8	73.6	68.5	75.9	78.1	67.5	
Gap		-15.2	-14.8	-17.0	-10.8	-9.7	-14.0	-1.2
White		85.0	88.4	85.5	86.7	87.8	81.5	
Gap		-17.4	-9.3	-14.3	-17.3	-15.2	-10.8	-6.6
Hispanic		67.6	79.1	71.2	69.4	72.6	70.7	
Ohio	9							
African American		68.2	72.1	72.9	75.9	78.6	74.5	
Gap		-22.5	-20.2	-19.9	-17.7	-15.9	-15.4	-7.1
White		90.7	92.3	92.8	93.6	94.5	89.9	
Gap		-20.3	-17.5	-14.3	-17.0	-13.4	-14.5	-5.8
Hispanic		70.4	74.8	78.5	76.6	81.1	75.4	

Toledo
Ohio State Proficiency Test-Mathematics
Percent At or Above the Proficient Level

	Grade	1998	1999	2000	2001	2002	2003	Change in Gap
Toledo	4							
African American		7.2	11.6	13.8	18.7	18.6	17.2	
Gap		-23.5	-31.9	-22.1	-29.4	-31.5	-29.8	6.3
White		30.7	43.5	35.9	48.1	50.1	47.0	
Gap		-9.5	-20.6	-14.7	-22.7	-14.3	-17.6	8.1
Hispanic		21.2	22.9	21.2	25.4	35.8	29.4	
Ohio	4							
African American		14.6	21.7	19.1	26.5	32.2	31.6	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	1.1
White		47.2	56.6	54.8	66.6	69.9	65.3	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-1.0
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	
Toledo	6							
African American		11.7	17.0	19.9	18.9	25.5	15.0	
Gap		-22.0	-26.4	-24.7	-31.9	-27.0	-25.0	3.0
White		33.7	43.4	44.6	50.8	52.5	40.0	
Gap		-14.9	-14.7	-14.9	-21.8	-15.3	-17.2	2.3
Hispanic		18.8	28.7	29.7	29.0	37.2	22.8	
Ohio	6							
African American		15.6	18.5	22.3	25.8	27.7	25.4	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-3.7
White		52.8	57.8	61.3	68.4	68.9	58.9	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-9.7
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	
Toledo	9							
African American		24.0	27.6	28.6	33.4	31.4	31.8	
Gap		-32.0	-32.7	-29.1	-26.4	-28.4	-26.2	-5.8
White		56.0	60.3	57.7	59.8	59.8	58.0	
Gap		-24.1	-23.3	-14.8	-19.7	-18.3	-19.4	-4.7
Hispanic		31.9	37.0	42.9	40.1	41.5	38.6	
Ohio	9							
African American		28.9	33.0	36.4	38.3	39.5	41.8	
Gap		-43.9	-43.3	-41.3	-41.1	-41.4	-36.2	-7.7
White		72.8	76.3	77.7	79.4	80.9	78.0	
Gap		-34.1	-29.5	-26.7	-31.7	-27.5	-25.3	-8.8
Hispanic		38.7	46.8	51.0	47.7	53.4	52.7	

**Toledo
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Toledo	4				Toledo	4			
LEP		42.2	6.3		LEP		28.9	12.5	
Gap		1.0	-35.9	36.9	Gap		-5.1	-18.5	13.4
Non-LEP		41.2	42.2		Non-LEP		34.0	31.0	
Ohio	4				Ohio	4			
LEP		43.4	42.4		LEP		51.5	41.9	
Gap		-24.6	-24.2	-0.4	Gap		-11.5	-16.9	5.4
Non-LEP		68.0	66.6		Non-LEP		63.0	58.8	
Toledo	6				Toledo	6			
LEP		33.3	13.3		LEP		44.4	13.3	
Gap		-0.1	-13.4	13.3	Gap		6.1	-29.2	35.3
Non-LEP		33.4	26.7		Non-LEP		38.3	42.5	
Ohio	6				Ohio	6			
LEP		31.6	32.1		LEP		49.9	36.3	
Gap		-26.7	-33.2	6.5	Gap		-11.9	-16.6	4.7
Non-LEP		58.3	65.3		Non-LEP		61.8	52.9	
Toledo	9				Toledo	9			
LEP		60.5	57.1		LEP		36.8	35.7	
Gap		-21.8	-17.0	-4.8	Gap		-8.5	-8.6	0.1
Non-LEP		82.3	74.1		Non-LEP		45.3	44.3	
Ohio	9				Ohio	9			
LEP		69.3	51.2		LEP		52.3	44.9	
Gap		-22.4	-36.1	13.7	Gap		-21.3	-26.6	5.3
Non-LEP		91.7	87.3		Non-LEP		73.6	71.5	

Toledo
Ohio State Proficiency Test
Percent Proficient

Reading	Grade	2002	2003	Change in Gap	Mathematics	Grade	2002	2003	Change in Gap
Toledo	4				Toledo	4			
Disabled		20.8	9.3		Disabled		19.9	8.3	
Gap		-21.6	-38.4	16.8	Gap		-14.8	-26.4	11.6
Non-Disabled		42.4	47.7		Non-Disabled		34.7	34.7	
Ohio	4				Ohio	4			
Disabled		47.9	35.8		Disabled		45.4	34.3	
Gap		-21.1	-35.7	14.6	Gap		-18.7	-28.4	9.7
Non-Disabled		69.0	71.5		Non-Disabled		64.1	62.7	
Toledo	6				Toledo	6			
Disabled		25.0	10.8		Disabled		27.8	6.8	
Gap		-8.7	-37.2	28.5	Gap		-11.0	-23.3	12.3
Non-Disabled		33.7	48.0		Non-Disabled		38.8	30.1	
Ohio	6				Ohio	6			
Disabled		31.3	29.6		Disabled		35.9	24.8	
Gap		-28.3	-41.2	12.9	Gap		-27.3	-32.6	5.3
Non-Disabled		59.6	70.8		Non-Disabled		63.2	57.4	
Toledo	9				Toledo	9			
Disabled		62.4	28.6		Disabled		32.5	17.2	
Gap		-20.3	-57.7	37.4	Gap		-13.0	-34.2	21.2
Non-Disabled		82.7	86.3		Non-Disabled		45.5	51.4	
Ohio	9				Ohio	9			
Disabled		70.1	50.9		Disabled		48.4	35.9	
Gap		-22.9	-41.7	18.8	Gap		-26.6	-40.9	14.3
Non-Disabled		93.0	92.6		Non-Disabled		75.0	76.8	

DISTRICT TUCSON
STATE ARIZONA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Arizona Instrument to Measure Standards (AIMS) & SAT 9	First Year Reported	1997
Grades Tested	2-10	How Reported	Performance Level

DEMOGRAPHICS ¹	TUCSON		ARIZONA	
	1995-96	2001-02	1995-96	2001-02
Number of Students	62,317	62,390*	743,566	922,180
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	55.6*	NA	NA
Percent of Students with IEPs	9.6	11.4	9.7	10.6
Percent English Language Learners	10.4*	14.5	NA	16.1
Percent African American	6.5	6.6	4.3	4.7
Percent Hispanic	41.0	47.1	30.0	35.3
Percent White	46.5	39.7	56.9	51.3
Percent Other	6.0	6.6	8.9	8.6
Number of FTE Teachers	3,179	3,442	38,017	46,015
Student-Teacher Ratio	19.6	18.1	19.6	20.2
Number of Schools	110	121	1,133	1,815
Current Expenditures Per Pupil ²	\$4,433	\$5,369	\$4,476	\$4,999
Tucson as a Percentage of Arizona's Public Schools			1995-96	2001-02
Percent of Students			8.4	6.7
Percent of FRPL			NA	NA
Percent of IEPs			8.3	7.3
Percent of ELLs			NA	6.1
Percent of Schools			9.7	6.7
Percent of Teachers			8.4	7.5
Percent of State Revenue ³			8.4	7.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

Tucson
Arizona's Instrument to Measure Standards (AIMS)
Percent Meeting/Exceeding Standard

	Grade	2000	2001	2002	2003	Annualized Change
Reading						
Tucson	3	65	67	71	70	1.7
Arizona	3	71	71	75	77	2.2
Tucson	5	63	52	54	52	-3.7
Arizona	5	65	55	59	57	-2.6
Tucson	8	44	49	49	50	2.0
Arizona	8	52	56	56	55	1.0
Tucson	10	68	70	62	54	-4.7
Arizona	10	68	67	62	59	-3.0
Math						
Tucson	3	46	51	59	61	5.0
Arizona	3	53	57	62	66	4.3
Tucson	5	32	35	41	45	4.3
Arizona	5	34	41	46	49	5.0
Tucson	8	15	15	20	20	1.7
Arizona	8	18	18	21	21	1.0
Tucson	10	NA	35	33	32	-1.5
Arizona	10	NA	31	32	36	2.5

**Tucson
SAT/9-Reading
National Percentiles**

	Grade	1997	1998	1999	2000	2001	2002	2003	Annualized Change in NCEs
Tucson	2	NA	NA	48	43	46	46	46	-0.3
Arizona	2	NA	NA	50	52	53	57	57	0.9
Tucson	3	41	45	45	44	46	43	46	0.4
Arizona	3	44	47	47	48	50	50	54	0.9
Tucson	4	49	49	52	48	52	47	49	0.0
Arizona	4	52	53	54	54	55	55	57	0.4
Tucson	5	47	47	48	48	47	47	47	0.0
Arizona	5	50	51	51	51	51	53	54	0.4
Tucson	6	48	48	47	45	51	46	47	-0.1
Arizona	6	52	53	54	53	54	56	57	0.4
Tucson	7	49	48	49	46	48	49	45	-0.4
Arizona	7	52	52	53	52	53	55	55	0.3
Tucson	8	53	51	51	49	52	52	51	-0.2
Arizona	8	54	54	54	53	55	56	56	0.2
Tucson	9	42	43	42	43	40	41	41	-0.1
Arizona	9	43	44	43	43	43	43	44	0.0

**Tucson
SAT/9-Math
National Percentiles**

	Grade	1997	1998	1999	2000	2001	2002	2003	Annualized Change in NCEs
Tucson	2	NA	NA	50	44	48	50	52	0.3
Arizona	2	NA	NA	51	55	57	61	63	1.6
Tucson	3	34	41	41	43	44	45	49	1.4
Arizona	3	41	46	49	52	54	56	59	1.6
Tucson	4	40	43	47	44	50	47	50	0.9
Arizona	4	48	51	54	55	57	58	60	1.1
Tucson	5	40	44	45	48	46	48	51	1.0
Arizona	5	47	51	54	55	57	59	61	1.3
Tucson	6	48	49	50	49	54	49	53	0.5
Arizona	6	54	57	59	60	63	65	66	1.1
Tucson	7	45	46	47	47	50	50	48	0.3
Arizona	7	50	53	55	56	58	60	61	1.0
Tucson	8	48	48	50	50	52	54	55	0.6
Arizona	8	50	52	54	56	58	59	61	1.0
Tucson	9	54	57	55	59	59	59	59	0.4
Arizona	9	54	57	57	59	61	62	63	0.8

Tucson
AIMS
Percent Meeting/Exceeding Standard

Reading	Grade	2000	2001	2002	2003	Change in Gap
Tucson	3					
African American		55	56	62	64	
Gap		-21	-24	-18	-15	-6
White		76	80	80	79	
Gap		-19	-22	-17	-14	-5
Hispanic		57	58	63	65	
Arizona	3					
African American		56	61	63	64	
Gap		-25	-22	-23	-20	-5
White		81	83	86	84	
Gap		-25	-25	-26	-16	-9
Hispanic		56	58	60	68	
Tucson	5					
African American		60	41	47	43	
Gap		-18	-26	-24	-26	8
White		78	67	71	69	
Gap		-28	-26	-30	-29	1
Hispanic		50	41	41	40	
Arizona	5					
African American		51	41	44	44	
Gap		-28	-28	-28	-26	-2
White		79	69	72	70	
Gap		-33	-32	-30	-28	-5
Hispanic		46	37	42	42	
Tucson	8					
African American		30	40	44	41	
Gap		-29	-26	-21	-26	-3
White		59	66	65	67	
Gap		-28	-33	-30	-31	3
Hispanic		31	33	35	36	
Arizona	8					
African American		36	43	41	38	
Gap		-30	-27	-29	-30	0
White		66	70	70	68	
Gap		-34	-34	-33	-30	-4
Hispanic		32	36	37	38	

Tucson
AIMS
Percent Meeting/Exceeding Standard

Mathematics	Grade	2000	2001	2002	2003	Change in Gap
Tucson	3					
African American		33	36	45	51	
Gap		-27	-27	-27	-20	-7
White		60	63	72	71	
Gap		-26	-22	-23	-16	-10
Hispanic		34	41	49	55	
Arizona	3					
African American		34	41	45	49	
Gap		-32	-29	-30	-27	-5
White		66	70	75	76	
Gap		-30	-28	-27	-20	-10
Hispanic		36	42	48	56	
Tucson	5					
African American		20	24	29	34	
Gap		-26	-26	-30	-29	3
White		46	50	59	63	
Gap		-26	-28	-30	-29	3
Hispanic		20	22	29	34	
Arizona	5					
African American		18	24	27	32	
Gap		-29	-31	-32	-30	1
White		47	55	59	62	
Gap		-29	-30	-28	-27	-2
Hispanic		18	25	31	35	
Tucson	8					
African American		5	11	13	8	
Gap		-18	-12	-18	-23	5
White		23	23	31	31	
Gap		-15	-15	-19	-19	4
Hispanic		8	8	12	12	
Arizona	8					
African American		6	6	7	8	
Gap		-20	-19	-22	-21	1
White		26	25	29	29	
Gap		-20	-19	-21	-19	-1
Hispanic		6	6	8	10	

Tucson
AIMS - English Learners
National Percentile Rank

Reading	Grade	2002	2003	Change
Tucson	3	21	19	-2
Arizona	3	17	23	6
Tucson	5	19	18	-1
Arizona	5	17	23	6
Tucson	8	18	18	0
Arizona	8	19	25	6
Mathematics				
Tucson	3	29	29	0
Arizona	3	28	35	7
Tucson	5	27	27	0
Arizona	5	29	36	7
Tucson	8	24	28	4
Arizona	8	29	37	8

DISTRICT WASHINGTON, D.C.

READING AND MATH ASSESSMENTS			
Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1997
Grades Tested	1-11	How Reported	Performance Level

DEMOGRAPHICS ¹	WASHINGTON D.C.	
	1995-96	2001-02
Number of Students	79,802	68,449
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.9
Percent of Students with IEPs	8.9	18.4
Percent English Language Learners	6.1*	12.0
Percent African American	87.6	84.4
Percent Hispanic	7.0	9.4
Percent White	4.0	4.6
Percent Other	1.4	1.7
Number of FTE Teachers	5,305	4,951
Student-Teacher Ratio	15.0	13.9
Number of Schools	186	165
Current Expenditures Per Pupil ²	\$8,510	\$10,874
NOT APPLICABLE		

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2001-2002, "Local Education Agency Universe Survey," 2001-2002, and "National Public Education Financial Survey," 1999-2000, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-2001," and The Council of the Great City Schools.

¹ Asterisk indicates that NCES data have been replaced with data provided by the school district.

² Current expenditure per pupil data for 2001-02 are from the 2000 fiscal year.

³ Percent of state revenue data for 2001-02 are from the 2000 fiscal year.

District of Columbia Public Schools
SAT-9
Percent Proficient/Above

Grade	1997	1998	1999	2000	2001	2002	2003	Annualized Change
Reading								
1	39	47	42	43	45	49	51	2.0
2	20	25	25	28	26	29	25	0.8
3	29	32	30	33	28	29	31	0.3
4	20	29	28	31	27	30	29	1.6
5	20	25	24	26	22	23	22	0.4
6	26	29	26	31	25	25	24	-0.3
7	NA	22	23	25	22	22	21	-0.2
8	22	30	28	28	27	24	23	0.2
9	NA	14	16	15	17	15	14	0.0
10	16	15	13	16	14	16	13	-0.5
11	14	14	13	13	14	13	12	-0.4
Math								
1	NA	45	39	47	48	50	52	1.3
2	NA	29	29	36	35	38	37	1.6
3	25	30	25	33	31	31	35	1.7
4	NA	25	26	32	29	31	32	1.4
5	NA	18	21	24	23	23	25	1.4
6	17	22	20	29	23	22	23	1.0
7	NA	10	10	14	12	12	13	0.7
8	9	12	11	15	13	13	12	0.5
9	NA	11	11	14	13	13	14	0.5
10	3	4	5	8	8	9	6	0.5
11	NA	12	10	10	11	8	8	-0.9

**District of Columbia Public Schools
SAT-9 by Ethnicity
Percent Proficient & Advanced**

Reading	1999	2000	2001	2002	2003	Change in Gap
Grade 4						
African American	23.4	27.7	24.2	26.9	26.3	
Gap	-68.6	-61.4	-65.1	-62.7	-64.4	-4.2
White	92.0	89.2	89.3	89.6	90.7	
Gap	-54.9	-60.3	-64.8	-64.5	-67.8	13.0
Latino	37.1	28.9	24.5	25.1	22.8	
Grade 8						
African American	26.8	26.3	23.9	20.6	20.3	
Gap	-63.2	-54.4	-59.3	-64.2	-65.9	2.8
White	90.0	80.6	83.1	84.7	86.3	
Gap	-62.5	-58.8	-57.7	-61.9	-64.9	2.4
Latino	27.5	21.8	25.4	22.8	21.3	
Grade 10						
African American	10.0	13.2	11.4	11.0	9.6	
Gap	-70.3	-64.1	-69.3	-69.4	-70.4	0.1
White	80.3	77.3	80.7	80.4	80.0	
Gap	-64.1	-68.4	-71.8	-70.1	-72.3	8.3
Latino	16.3	8.9	9.0	10.3	7.7	
Mathematics						
	1999	2000	2001	2002	2003	Change in Gap
Grade 4						
African American	21.0	28.7	24.9	28.0	28.8	
Gap	-65.9	-55.8	-62.8	-57.8	-58.8	-7.1
White	86.9	84.5	87.7	85.8	87.6	
Gap	-48.6	-53.9	-55.5	-53.4	-56.4	7.8
Latino	38.3	30.6	32.2	32.4	31.2	
Grade 8						
African American	8.1	10.9	9.2	8.8	8.6	
Gap	-65.6	-66.6	-70.7	-71.7	-71.5	5.9
White	73.7	77.5	79.9	80.5	80.2	
Gap	-65.6	-65.9	-69.2	-65.8	-69.9	4.3
Latino	8.2	11.6	10.7	14.7	10.3	
Grade 10						
African American	2.6	5.5	5.0	4.2	3.0	
Gap	-54.7	-55.4	-60.5	-59.7	-50.5	-4.2
White	57.3	60.9	65.5	63.9	53.5	
Gap	-50.8	-55.9	-60.8	-57.9	-49.9	-0.8
Latino	6.5	5.0	4.7	6.0	3.6	

District of Columbia Public Schools
SAT-9 - Title I Students
Percent Proficient & Advanced

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
Title I	4	23.5	26.9	23.5	25.9	25.2	
Gap		-56.6	-50.5	-49.9	-47.2	-47.0	-9.6
Non-Title I		80.2	77.4	73.4	73.1	72.2	
Title I	8	23.5	22.3	21.5	18.3	18.2	
Gap		-30.1	-31.9	-39.7	-37.6	-35.4	5.2
Non-Title I		53.6	54.2	61.1	56.0	53.5	
Title I	10	11.5	13.7	12.0	14.0	11.0	
Gap		-13.9	-17.6	-16.5	-12.6	-15.2	1.3
Non-Title I		25.4	31.3	28.5	26.6	26.2	
Mathematics	Grade	1999	2000	2001	2002	2003	Change in Gap
Title I	4	21.5	28.2	25.1	27.5	28.4	
Gap		-53.1	-46.7	-46.6	-45.5	-42.0	-11.1
Non-Title I		74.5	74.9	71.7	73.0	70.3	
Title I	8	7.8	9.7	7.9	7.9	7.1	
Gap		-17.0	-24.9	-38.4	-35.4	-36.7	19.7
Non-Title I		24.8	34.6	46.3	43.3	43.8	
Title I	10	4.6	7.2	6.9	8.3	5.7	
Gap		-5.5	-10.5	-6.4	-4.5	-3.0	-2.4
Non-Title I		10.1	17.7	13.3	12.7	8.7	

**District of Columbia Public Schools
SAT-9 - Limited English Proficiency Students
Percent Proficient & Advanced**

Reading	Grade	1999	2000	2001	2002	2003	Change in Gap
LEP		NA	2.5	3.7	8.9	12.1	
Gap	4	NA	-43.0	-39.9	-40.8	-46.4	3.5
Non-LEP		32.8	45.5	43.6	49.7	58.6	
LEP		5.6	3.1	1.5	2.2	2.2	
Gap	8	-20.4	-24.6	-43.1	-35.4	-34.9	14.5
Non-LEP		25.9	27.7	44.6	37.6	37.0	
LEP		NA	0.0	0.0	0.7	0.0	
Gap	10	NA	-23.2	-14.4	-24.1	-21.8	-1.4
Non-LEP		28.6	23.2	14.4	24.7	21.8	
Math	Grade	1999	2000	2001	2002	2003	Change in Gap
LEP		NA	12.2	12.7	18.3	23.5	
Gap	4	NA	-35.4	-42.5	-40.6	-40.0	4.5
Non-LEP		37.5	47.6	55.1	58.9	63.5	
LEP		5.6	9.2	4.6	9.8	12.6	
Gap	8	-9.3	-13.5	-18.7	-15.9	-8.0	-1.3
Non-LEP		14.8	22.7	23.2	25.6	20.6	
LEP		NA	5.6	4.1	3.2	4.5	
Gap	10	NA	-15.3	-5.9	-16.0	-6.0	-9.3
Non-LEP		14.3	20.9	10.0	19.2	10.5	

DATA SOURCES

State Reading and Math Assessments

Source: State and District accountability reports, State website

Grades Tested

Source: State and District accountability reports, State website

First Year Reported

Source: State and District accountability reports, State website

Notes: Baseline year of current test. Trend line may be different for different tests.

How Reported

Source: State and District accountability reports, State website

Notes: States reported data in scale scores, percent above a specified cutoff, percent at or above a performance level, Normal Curve Equivalents or National Percentiles.

Demographics

Source: U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United States: 1995-96*, NCES 98-214, by Beth Aronstamm Young, Washington DC: 1998.

U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United States: 2001-02*, NCES 2000-351, by Beth Aronstamm Young, Washington DC: 2003.

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U.S. Department of Education. National Center for Educational Statistics, Common Core of data. Public Elementary/Secondary School Universe Survey, 2000-01, and Local Education Agency Universe Survey, 2001-02.

Notes: Current Expenditures Per Pupil data for the 2001-02 school year is from the 2000 fiscal year.

CALCULATIONS

$$\text{Annualized Change} = \frac{(\text{Data from most recent school year} - \text{Baseline year})}{\text{Number of years}-1}$$

Achievement Gaps

African American/White Achievement Gap = African American – White

Hispanic/White Gap = Hispanic-White

Change of Achievement Gaps

Change in Gap = Achievement Gap for the Baseline year – Most current year

Notes: A negative change indicates that the gap is closing. The larger the negative number, the more the gap has closed.

APPENDICES

APPENDIX A: Normal Curve Equivalents (NCE) Corresponding to Percentile Ranks

APPENDIX B: Districts Contributing to N Counts

APPENDIX C: Grades Tested by District: Mathematics

APPENDIX D: Grades Tested by District: Reading

Appendix A. Normal Curve Equivalents (NCE) Corresponding to Percentile Ranks

Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
1	1.0	26	36.5	51	50.5	76	64.9
2	6.7	27	37.1	52	51.1	77	65.6
3	10.4	28	37.7	53	51.6	78	66.3
4	13.1	29	38.3	54	52.1	79	67.0
5	15.4	30	39.0	55	52.6	80	67.7
6	17.3	31	39.6	56	53.2	81	68.5
7	18.9	32	40.2	57	53.7	82	69.3
8	20.4	33	40.7	58	54.3	83	70.1
9	21.8	34	41.3	59	54.8	84	70.9
10	23.0	35	41.9	60	55.3	85	71.8
11	24.2	36	42.5	61	55.9	86	72.8
12	25.3	37	43.0	62	56.4	87	73.7
13	26.3	38	43.6	63	57.0	88	74.7
14	27.2	39	44.1	64	57.5	89	75.8
15	28.2	40	44.7	65	58.1	90	77.0
16	29.1	41	45.2	66	58.7	91	78.2
17	29.9	42	45.7	67	59.3	92	79.6
18	30.7	43	46.3	68	59.8	93	81.1
19	31.5	44	46.8	69	60.4	94	82.7
20	32.3	45	47.4	70	61.0	95	84.6
21	33.0	46	47.9	71	61.7	96	86.9
22	33.7	47	48.4	72	62.3	97	89.6
23	34.4	48	48.9	73	62.9	98	93.3
24	35.1	49	49.5	74	63.5	99	99.0
25	35.8	50	50.0	75	64.2		

Appendix B. Districts Contributing to N Counts

Figure Number	1					2				3			4	5	
Grade Level															
District	h	i	j	f	g	a	b	c	d	a	b	e	See App. C	f	g
Albuquerque						x	x	x	x	x	x	x			
Anchorage						x	x	x	x	x	x	x			
Atlanta		x	x	x	x	x	x	x	x	x	x	x		x	x
Austin	x	x	x	x	x										
Baltimore	x	x	x	x	x										
Birmingham	x	x		x	x	x	x	x	x	x	x	x			
Boston						x	x	x	x	x	x	x			
Broward	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Buffalo						x	x	x	x	x	x	x			
Charlotte-Mecklenburg	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Chicago	x			x	x	x	x	x	x	x	x	x		x	x
Clark County															
Cleveland		x	x	x	x	x	x	x	x	x	x	x		x	x
Columbus		x	x	x	x	x	x	x	x	x	x	x		x	x
Dallas	x	x	x	x	x										
Dayton			x	x	x	x	x	x	x	x	x	x		x	x
Denver						x	x	x	x	x	x	x			
Des Moines						x		x		x		x			
Detroit						x	x	x	x	x	x	x			
Duval County	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Fort Worth	x	x	x	x	x										
Fresno	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Greensboro	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Greenville						x	x	x	x	x	x	x			
Hillsborough County	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Houston	x	x	x	x	x										
Indianapolis	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Jackson	x			x		x	x	x	x	x	x	x		x	
Jefferson County	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Long Beach	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Los Angeles	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Memphis						x	x	x	x	x	x	x			
Miami-Dade County	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Milwaukee	x	x	x	x	x										
Minneapolis	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Nashville						x	x	x	x	x	x	x			
Newark						x		x		x		x			
New Orleans						x	x	x	x	x	x	x			
New York						x	x	x	x	x	x	x		x	x
Norfolk						x	x	x	x	x	x	x			
Oakland	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Oklahoma City						x	x	x	x	x	x	x			
Omaha						x		x		x		x			
Orange County	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Palm Beach County	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Philadelphia				x	x	x	x	x	x	x	x	x		x	x
Pittsburgh						x	x	x	x	x	x	x			
Portland						x	x	x	x	x	x	x			
Providence	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Richmond						x	x	x	x	x	x	x			
Rochester						x	x	x	x	x	x	x			
Sacramento	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Salt Lake City						x		x		x		x			
San Diego	x	x	x	x	x	x	x	x	x	x	x	x		x	x
San Francisco	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Seattle	x	x	x	x	x	x	x	x	x	x	x	x		x	x
St. Louis	x	x	x	x	x	x	x	x	x	x	x	x		x	x
St. Paul	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Toledo		x	x	x	x	x	x	x	x	x	x	x		x	x
Tucson		x		x	x	x	x	x	x	x	x	x		x	x
Washington, DC						x		x		x		x		x	x
Total Districts	31	34	33	38	37	54	49	54	49	54	49	54		33	32

Legend		
a = Gains in all grades	e = Grades with declines	h = Economically Disadvantaged
b = Gains in all grades faster than state	f = African American	i = English Language Learners
c = Gains in half or more of all grades	g = Hispanic	j = Students with IEPs
d = Gains in half or more of all grades faster than state		

Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	6						7		8			9					10			
	4th		8th		10th		f	g	h	i	j	h	i	j	f	g	a	b	c	d
Albuquerque																x	x	x	x	
Anchorage																x	x	x	x	
Atlanta	x	x	x	x			x	x		x				x	x	x	x	x	x	
Austin														x	x	x	x	x		
Baltimore														x	x	x	x	x		
Birmingham														x	x		x	x	x	
Boston																x	x	x	x	
Broward			x	x	x	x	x	x		x				x	x	x	x	x	x	
Buffalo																x	x	x	x	
Charlotte	x	x	x	x			x	x	x	x				x	x	x	x	x	x	
Chicago			x	x			x	x	x					x	x	x	x	x	x	
Clark County																				
Cleveland	x	x					x	x		x				x	x	x	x	x	x	
Columbus	x	x					x	x		x				x	x	x	x	x	x	
Dallas														x	x	x	x	x		
Dayton	x	x					x	x		x				x	x	x	x	x	x	
Denver																	x	x	x	
Des Moines																x	x	x	x	
Detroit																x	x	x	x	
Duval County			x	x	x	x	x	x		x				x	x	x	x	x	x	
Fort Worth														x	x	x	x	x		
Fresno	x	x					x	x	x	x				x	x	x	x	x	x	
Greensboro	x	x	x	x			x	x	x	x				x	x	x	x	x	x	
Greenville																x	x	x	x	
Hillsborough			x	x	x	x	x	x		x				x	x	x	x	x	x	
Houston														x	x	x	x	x		
Indianapolis			x	x	x	x	x	x	x	x				x	x	x	x	x	x	
Jackson	x		x				x		x					x		x	x	x	x	
Jefferson County			x	x			x	x		x				x	x	x	x	x	x	
Long Beach	x	x					x	x	x	x				x	x	x	x	x	x	
Los Angeles	x	x					x	x	x	x				x	x	x	x	x	x	
Memphis																x	x	x	x	
Miami	x	x	x	x	x	x	x	x		x				x	x	x	x	x	x	
Milwaukee														x	x	x	x	x		
Minneapolis			x	x			x	x	x	x				x	x	x	x	x	x	
Nashville																x	x	x	x	
Newark																x		x		
New Orleans																x	x	x	x	
New York	x	x	x	x					x							x	x	x	x	
Norfolk																x	x	x	x	
Oakland	x	x					x	x	x	x				x	x	x	x	x	x	
Oklahoma City																x	x	x	x	
Omaha																x		x		
Orange County			x	x	x	x	x	x		x				x	x	x	x	x	x	
Palm Beach			x	x	x	x	x	x		x				x	x	x	x	x	x	
Philadelphia			x	x			x	x								x	x	x	x	
Pittsburgh																x	x	x	x	
Portland																x	x	x	x	
Providence	x	x	x	x	x	x	x	x						x	x	x	x	x	x	
Richmond																x	x	x	x	
Rochester																x	x	x	x	
Sacramento	x	x					x	x	x	x				x	x	x	x	x	x	
Salt Lake City																x		x		
San Diego	x	x					x	x	x	x				x	x	x	x	x	x	
San Francisco	x	x					x	x	x	x				x	x	x	x	x	x	
Seattle	x	x			x	x	x	x						x	x	x	x	x	x	
St. Louis	x	x	x		x		x	x						x	x	x	x	x	x	
St. Paul			x	x			x	x	x	x				x	x	x	x	x	x	
Toledo	x	x					x	x	x	x				x	x	x	x	x	x	
Tucson			x	x			x	x						x	x	x	x	x	x	
Washington, DC	x	x	x	x	x	x			x	x						x		x		
Total Districts	21	20	21	19	11	10	31	30	22	17	24	31	34	33	38	37	54	49	54	49

Legend

- a = Gains in all grades
- b = Gains in all grades faster than state
- c = Gains in half or more of all grades
- d = Gains in half or more of all grades faster than state
- e = Grades with declines
- f = African American
- g = Hispanic
- h = Economically Disadvantaged
- i = English Language Learners
- j = Students with IEPs

Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	11			12	13		14					
	a	b	e	See App. D	f	g	4th		8th		10th	
District							f	g	f	g	f	g
Albuquerque	x	x	x									
Anchorage	x	x	x									
Atlanta	x	x	x		x	x	x	x	x	x		
Austin												
Baltimore												
Birmingham	x	x	x									
Boston	x	x	x									
Broward	x	x	x		x	x	x	x	x	x	x	x
Buffalo	x	x	x									
Charlotte-Mecklenburg	x	x	x		x	x	x	x	x	x		
Chicago	x	x	x		x	x			x	x		
Clark County												
Cleveland	x	x	x		x	x	x	x				
Columbus	x	x	x		x	x	x	x				
Dallas												
Dayton	x	x	x		x	x	x	x				
Denver	x	x	x									
Des Moines	x		x									
Detroit	x	x	x									
Duval County	x	x	x		x	x	x	x	x	x	x	x
Fort Worth												
Fresno	x	x	x		x	x	x	x	x	x	x	x
Greensboro	x	x	x		x	x	x	x	x	x		
Greenville	x	x	x									
Hillsborough County	x	x	x		x	x	x	x	x	x	x	x
Houston												
Indianapolis	x	x	x		x	x			x	x	x	x
Jackson	x	x	x		x		x		x			
Jefferson County	x	x	x		x	x	x	x			x	x
Long Beach	x	x	x		x	x	x	x	x	x	x	x
Los Angeles	x	x	x		x	x	x	x	x	x	x	x
Memphis	x	x	x									
Miami-Dade County	x	x	x		x	x	x	x	x	x	x	x
Milwaukee												
Minneapolis	x	x	x		x	x			x	x		
Nashville	x	x	x									
Newark	x		x									
New Orleans	x	x	x									
New York	x	x	x		x	x	x	x	x	x		
Norfolk	x	x	x									
Oakland	x	x	x		x	x	x	x	x	x	x	x
Oklahoma City	x	x	x									
Omaha	x		x									
Orange County	x	x	x		x	x	x	x	x	x	x	x
Palm Beach County	x	x	x		x	x	x	x	x	x	x	x
Philadelphia	x	x	x		x	x			x	x		
Pittsburgh	x	x	x									
Portland	x	x	x									
Providence	x	x	x		x	x	x	x	x	x	x	x
Richmond	x	x	x									
Rochester	x	x	x									
Sacramento	x	x	x		x	x	x	x	x	x	x	x
Salt Lake City	x		x									
San Diego	x	x	x		x	x	x	x	x	x	x	x
San Francisco	x	x	x		x	x	x	x	x	x	x	x
Seattle	x	x	x		x	x	x	x			x	x
St. Louis	x	x	x		x	x						
St. Paul	x	x	x		x	x			x	x		
Toledo	x	x	x		x	x	x	x				
Tucson	x	x	x		x	x			x	x		
Washington, DC	x		x		x	x	x	x	x	x	x	x
Total Districts	54	49	54		33	32	26	25	26	25	18	18

Legend		
a = Gains in all grades	e = Grades with declines	h = Economically Disadvantaged
b = Gains in all grades faster than state	f = African American	i = English Language Learners
c = Gains in half or more of all grades	g = Hispanic	j = Students with IEPs
d = Gains in half or more of all grades faster than state		

Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	15		16			17	18	19		20	21	22	23
Grade Level													
District	f	g	h	i	j			i	j				
Albuquerque						x	x	x	x	x	x	x	
Anchorage						x	x	x	x	x	x	x	
Atlanta	x	x			x	x	x	x	x	x	x	x	
Austin						x	x	x	x	x	x	x	
Baltimore						x	x	x	x	x	x	x	
Birmingham						x	x	x	x	x	x	x	
Boston						x	x	x	x	x	x	x	
Broward	x	x	x		x	x	x	x	x	x	x	x	
Buffalo						x	x	x	x	x	x	x	
Charlotte-Mecklenburg	x	x	x	x	x	x	x	x	x	x	x	x	
Chicago	x	x	x			x	x	x	x	x	x	x	
Clark County						x	x	x	x	x	x	x	
Cleveland	x	x		x	x	x	x		x	x	x	x	
Columbus	x	x		x	x	x	x		x	x	x	x	
Dallas						x	x	x	x	x	x	x	
Dayton	x	x			x	x	x		x	x	x	x	
Denver						x	x	x	x	x	x	x	
Des Moines						x	x	x	x	x	x	x	
Detroit						x	x	x	x	x	x	x	
Duval County	x	x	x		x	x	x	x	x	x	x	x	
Fort Worth						x	x	x	x	x	x	x	
Fresno	x	x	x	x	x	x	x	x	x	x	x	x	
Greensboro	x	x	x	x	x	x	x	x	x	x	x	x	
Greenville						x	x	x	x	x	x	x	
Hillsborough County	x	x	x		x	x	x	x	x	x	x	x	
Houston						x	x	x	x	x	x	x	
Indianapolis	x	x	x	x	x	x	x	x	x	x	x	x	
Jackson	x		x			x	x	x	x	x	x	x	
Jefferson County	x	x	x		x	x	x	x	x	x	x	x	
Long Beach	x	x	x	x	x	x	x	x	x	x	x	x	
Los Angeles	x	x	x	x	x	x	x	x	x	x	x	x	
Memphis						x	x	x	x	x	x	x	
Miami-Dade County	x	x	x		x	x	x	x	x	x	x	x	
Milwaukee						x	x	x	x	x	x	x	
Minneapolis	x	x	x	x	x	x	x	x	x	x	x	x	
Nashville						x	x	x	x	x	x	x	
Newark						x	x	x	x	x	x	x	
New Orleans						x	x	x	x	x	x	x	
New York				x		x	x	x	x	x	x	x	
Norfolk						x	x	x	x	x	x	x	
Oakland	x	x	x	x	x	x	x	x	x	x	x	x	
Oklahoma City						x	x	x	x	x	x	x	
Omaha						x	x	x	x	x	x	x	
Orange County	x	x	x		x	x	x	x	x	x	x	x	
Palm Beach County	x	x	x		x	x	x	x	x	x	x	x	
Philadelphia	x	x				x	x	x	x	x	x	x	
Pittsburgh						x	x		x	x	x	x	
Portland						x	x	x	x	x	x	x	
Providence	x	x				x	x	x	x	x	x	x	
Richmond						x	x	x	x	x	x	x	
Rochester						x	x	x	x	x	x	x	
Sacramento	x	x	x	x	x	x	x	x	x	x	x	x	
Salt Lake City						x	x	x	x	x	x	x	
San Diego	x	x	x	x	x	x	x	x	x	x	x	x	
San Francisco	x	x	x	x	x	x	x	x	x	x	x	x	
Seattle	x	x				x	x	x	x	x	x	x	
St. Louis	x	x				x	x	x	x	x	x	x	
St. Paul	x	x	x	x	x	x	x	x	x	x	x	x	
Toledo	x	x		x	x	x	x		x	x	x	x	
Tucson	x	x				x	x	x	x	x	x	x	
Washington, DC				x	x	x	x	x	x	x		x	
Total Districts	31	30	22	17	24	61	61	55	55	61	61	60	61

Legend

a = Gains in all grades	e = Grades with declines	h = Economically Disadvantaged
b = Gains in all grades faster than state	f = African American	i = English Language Learners
c = Gains in half or more of all grades	g = Hispanic	j = Students with IEPs
d = Gains in half or more of all grades faster than state		

Appendix C. Grades Tested by District: Mathematics

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque			x	x	x	x	x	x	x	x		
Anchorage			x			x		x		x		
Atlanta				x		x		x			x	
Austin			x	x	x	x	x	x	x	x	x	
Baltimore			x		x			x				
Birmingham			x	x	x	x	x	x			x	
Boston				x		x		x		x		
Broward			x	x	x	x	x	x	x	x		
Buffalo				x				x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Clark County				x			x			x		
Cleveland				x		x			x			
Columbus				x		x			x			
Dallas			x	x	x	x	x	x	x	x	x	
Dayton				x		x			x			
Denver					x	x	x	x	x	x		
Des Moines			x	x		x	x	x				
Detroit				x				x				
Duval County			x	x	x	x	x	x	x	x		
Fort Worth			x	x	x	x	x	x	x	x	x	
Fresno		x	x	x	x	x	x					
Greensboro			x	x	x	x	x	x				
Greenville			x	x	x	x	x	x				
Hillsborough County			x	x	x	x	x	x	x	x		
Houston			x	x	x	x	x	x	x	x	x	
Indianapolis			x			x		x		x		
Jackson		x	x	x	x	x	x	x				
Jefferson County					x	x		x	x		x	
Long Beach		x	x	x	x	x	x					
Los Angeles		x	x	x	x	x	x					
Memphis			x	x	x	x	x	x				
Miami-Dade County				x	x			x		x		
Milwaukee				x				x		x		
Minneapolis			x		x			x				
Nashville			x	x	x	x	x	x				
Newark				x				x			x	
New Orleans			x	x	x	x	x	x	x	x		
New York				x				x				
Norfolk			x		x			x				
Oakland		x	x	x	x	x	x					
Oklahoma City					x			x				
Omaha		x		x	x	x		x				
Orange County			x	x	x	x	x	x	x	x		
Palm Beach County			x	x	x	x	x	x	x	x		
Philadelphia					x			x			x	
Pittsburgh					x			x			x	
Portland			x		x			x		x		
Providence				x				x		x		
Richmond			x		x			x				
Rochester				x				x				
Sacramento		x	x	x	x	x	x					
Salt Lake City			x		x			x			x	
San Diego		x	x	x	x	x	x					
San Francisco		x	x	x	x	x	x					
Seattle			x	x		x	x		x	x		
St. Louis				x				x		x		
St. Paul			x		x			x				
Toledo				x		x			x			
Tucson		x	x	x	x	x	x	x	x	x		
Washington, DC	x	x	x	x	x	x	x	x	x	x	x	
Total Districts	1	11	40	46	42	40	31	48	20	24	12	0

¹ Several districts tested in grades without contributing to trend summary data. Also, Tucson administered two tests in grades 3, 5, & 8. For trend summary data; N=35 in 3rd grade, N=39 in 4th grade, N=37 in 5th grade, N=34 in 6th grade, N=25 in 7th grade, N=42 in 8th grade, N=16 in 9th grade, N=18 in 10th grade, and N=8 in 11th grade.

Appendix D. Grades Tested by District: Reading

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque			x	x	x	x	x	x	x	x		
Anchorage			x			x		x		x		
Atlanta				x		x		x			x	
Austin			x	x	x	x	x	x	x	x	x	
Baltimore			x		x			x		x		
Birmingham			x	x	x	x	x	x			x	
Boston				x			x			x		
Broward			x	x	x	x	x	x	x	x		
Buffalo				x				x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Clark County				x			x			x		
Cleveland				x		x			x			
Columbus				x		x			x			
Dallas			x	x	x	x	x	x	x	x	x	
Dayton				x		x			x			
Denver			x	x	x	x	x	x	x	x		
Des Moines			x	x		x	x	x				
Detroit				x			x					
Duval County			x	x	x	x	x	x	x	x		
Fort Worth			x	x	x	x	x	x	x	x	x	
Fresno		x	x	x	x	x	x	x	x	x	x	
Greensboro			x	x	x	x	x	x				
Greenville			x	x	x	x	x	x				
Hillsborough County			x	x	x	x	x	x	x	x		
Houston			x	x	x	x	x	x	x	x	x	
Indianapolis			x			x		x		x		
Jackson		x	x	x	x	x	x	x				
Jefferson County			x	x		x	x		x	x		
Long Beach		x	x	x	x	x	x	x	x	x	x	
Los Angeles		x	x	x	x	x	x	x	x	x	x	
Memphis			x	x	x	x	x	x				
Miami-Dade County			x	x	x	x	x	x	x	x		
Milwaukee				x				x		x		
Minneapolis			x		x			x				
Nashville			x	x	x	x	x	x				
Newark				x				x			x	
New Orleans			x	x	x	x	x	x	x	x		
New York				x				x				
Norfolk			x		x			x				
Oakland		x	x	x	x	x	x	x	x	x	x	
Oklahoma City					x			x				
Omaha		x		x	x	x		x				
Orange County			x	x	x	x	x	x	x	x		
Palm Beach County			x	x	x	x	x	x	x	x		
Philadelphia					x			x			x	
Pittsburgh					x			x			x	
Portland			x		x			x		x		
Providence				x				x		x		
Richmond			x		x			x				
Rochester				x				x				
Sacramento		x	x	x	x	x	x	x	x	x	x	
Salt Lake City			x		x			x			x	
San Diego		x	x	x	x	x	x	x	x	x	x	
San Francisco		x	x	x	x	x	x	x	x	x	x	
Seattle			x	x		x	x		x	x		
St. Louis			x				x				x	
St. Paul			x		x			x				
Toledo				x		x			x			
Tucson		x	x	x	x	x	x	x	x	x		
Washington, DC	x	x	x	x	x	x	x	x	x	x	x	
Total Districts	1	11	43	47	41	40	36	51	28	32	19	0

¹ Several districts tested in grades without contributing to trend summary data. Also, Tucson administered two tests in grades 3, 5, & 8. For trend summary data; N=39 in 3rd grade, N=40 in 4th grade, N=36 in 5th grade, N=35 in 6th grade, N=30 in 7th grade, N=45 in 8th grade, N=24 in 9th grade, N=25 in 10th grade, and N=15 in 11th grade.

Council Board of Directors and Member Districts 2003-04

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Anchorage School District
Atlanta Public Schools
Austin Independent School District
Baltimore City Public Schools
Birmingham City Schools
Boston Public Schools
Broward County Public Schools
Buffalo City School District
Charlotte-Mecklenburg Schools
Chicago Public Schools
Clark County School District
Cleveland Municipal School District
Columbus Public Schools
Dallas Independent School District
Dayton Public Schools
Denver Public Schools
Des Moines Indep. Community School District
Detroit Public Schools
District of Columbia Public Schools
Duval County Public Schools
Fort Worth Independent School District
Fresno Unified School District
Greenville County School District
Guilford County Schools
Hillsborough County School District
Houston Independent School District
Indianapolis Public Schools
Jackson Public School District
Jefferson County Public Schools
Long Beach Unified School District
Los Angeles Unified School District
Memphis City Public Schools
Miami-Dade County Public Schools
Milwaukee Public Schools
Minneapolis Public Schools
Nashville-Davidson Metropolitan Public Schools
New Orleans Public Schools
New York City Department of Education
Newark Public Schools
Norfolk Public Schools
Oakland Unified School District
Oklahoma City Public Schools
Omaha Public Schools
Orange County Public Schools
Palm Beach County Public Schools
Philadelphia Public Schools
Pittsburgh Public Schools
Portland Public Schools
Providence Public Schools
Richmond Public Schools
Rochester City School District
Sacramento City Unified School District
Salt Lake City School District
San Diego Unified School District
San Francisco Unified School District
Seattle Public Schools
St. Louis Public Schools
St. Paul Public Schools
Toledo Public Schools
Tucson Unified School District

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