

BEATING THE ODDS

A CITY-BY-CITY ANALYSIS OF STUDENT PERFORMANCE AND ACHIEVEMENT GAPS ON STATE ASSESSMENTS

RESULTS FROM THE 2003-2004 SCHOOL YEAR

**COUNCIL OF THE GREAT CITY SCHOOLS
MARCH 2005**



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The Council of the Great City Schools is a coalition of about 65 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 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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EXECUTIVE SUMMARY

The Council of the Great City Schools has prepared this fifth edition of *Beating the Odds* (*Beating the Odds V*) 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 2004. 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 V* shows that the Great City Schools are making important gains in math and reading scores on state assessments. The study also shows evidence that gaps may be narrowing.

The findings in *Beating the Odds V* are preliminary and leavened with caution, as they were when we first published these data four 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 of the National Assessment of Educational Progress (NAEP).

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 better than progress in reading. Trend lines differ from one city to another. Not all grades have improved at the same rates. Not all gaps are closing. But the data overall indicate progress.

This report is the nation’s fifth 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 65 city school systems from 38 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 these 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 2002-2003 (the most recent year on which federally-collected data are available) 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, Caddo Parish, Charleston, Christina (DE), Cincinnati, Duval County, Jackson, Kansas City (MO), Memphis, Oklahoma City, and Palm Beach County; and deletes data on Tulsa—a net increase of ten 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 2004 (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 2002-2003.

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, we looked at the percentage of *students* who scored at or above their respective state proficiency bars. These data on fourth and eighth graders are reported using identical districts in 2001-2002, 2002-2003, and 2003-2004.

Fourth, 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 them.

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

Finding 1: Mathematics achievement is improving in urban schools.

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

- 95.4% of the Great City School *districts* increased their math scores in more than half the grades tested.
- 68.3% of the Great City School *districts* increased their math scores in more than half the grades tested at a faster rate than their states.

- 91.1% of all *grades* tested in the Great City Schools showed gains in math scores.
- 54.2% of all *grades* tested in the Great City Schools improved their math scores faster than their states.
- 55.3% of fourth grade *students* in the Great City Schools scored at or above proficiency levels in math in 2004, compared with 50.8% in 2003 and 44.1% in 2002.
- 43.8% of eighth grade *students* in the Great City Schools scored at or above proficiency levels in math in 2004, compared with 39.4% in 2003 and 36.5% in 2002.

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—

- 62.1% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and African American* students. About 62.5% of 8th grades tested reduced the White-Black gap; and 56.3% of 10th grades narrowed the gap.
- 64.3% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and Hispanic* students. About 58.1% of 8th grades tested reduced the White-Hispanic gap; and 60.0% of 10th grades narrowed the gap.
- 33.9% of all grades tested narrowed the achievement gaps between *White and African American* students faster than their statewide rates.
- 33.0% 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 2003 and 2004.

The analysis also looked to see if math performance in urban school districts had improved since 2003. The results on 65 identical districts indicated that—

- 43.1% of urban school *districts* posted math gains in all grades tested between 2003 and 2004.
- 23.3% of urban school *districts* posted math gains in all grades tested that were faster than their states.
- 86.2% of urban school *districts* posted math gains in *half or more* of the grades tested.
- 56.7% 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. Seven major city school systems (11.7%) had average math scores in *half or more* of the grades tested in 2004 that were higher than their respective states. These systems were Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Hillsborough County (Tampa), Palm Beach County, Portland, and San Francisco.

Three of these cities (Albuquerque, Anchorage, and San Francisco) had 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 district, grade-level, and student reading scores on state assessments found that—

- 89.2% of the Great City School *districts* increased their reading scores in more than half the grades tested.
- 56.7% of the Great City School *districts* increased their reading scores in more than half the grades tested at a faster rate than their state.
- 77.2% of all *grades* tested in the Great City Schools showed gains in reading scores.
- 45.8% of all *grades* tested in the Great City Schools improved their reading scores faster than their states.
- 51.0% of fourth grade *students* in the Great City Schools scored at or above proficiency levels in reading in 2004, compared with 48.1% in 2003 and 43.1% in 2002.
- 39.9% of eighth grade *students* in the Great City Schools scored at or above proficiency levels in reading in 2004, compared with 38.5% in 2003 and 37.2% in 2002.

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—

- 73.5% of 4th grades tested in the Great City Schools narrowed the achievement gap between *White and African American* students. About 64.9% of 8th grades narrowed the White-Black gap; and 36.4% of 10th grades narrowed the gap.
- 60.6% of 4th grades tested in the Great City Schools narrowed the achievement gap between *White and Hispanic* students. About 58.3% of 8th grades tested reduced the White-Hispanic gap; and 40.9% of 10th grades narrowed the gap.

- 43.4% of all grades tested narrowed the achievement gaps between *White and African American* students faster than statewide rates.
- 31.9% 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 2003 and 2004.²

The analysis also looked to see if reading performance in urban school districts had improved since 2003. The results on 65 identical districts indicated that—

- 26.2% of urban school *districts* posted reading gains in all grades tested.
- 20.0% of urban school *districts* demonstrated reading gains that were faster than their states in all grades tested.
- 75.4% of urban school *districts* posted reading gains in *half or more* of the grades tested.
- 48.3% 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 nine major city school systems (15.0%) in 2004 had average reading scores in *half or more* of the grades tested that were higher than their respective states. They are Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Charleston, Hillsborough County (Tampa), Portland, San Diego, San Francisco, and Seattle.

Three of these cities (Albuquerque, Anchorage, and San Francisco) had higher scores than state-wide 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.

² These gains are consistent with 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.

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.

The Great City Schools enrolled 15.5% of the nation’s public school students in school year 2002-2003. (This percentage represents a slight decrease from 15.7% 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—

- 77.6% of students in the Great City Schools in 2002-2003 were African American, Hispanic, Asian American or other students of color, compared with about 40.5% nationwide.
- 64.2% of students in the Great City Schools are eligible for a federal free lunch subsidy, compared with about 35.2% nationwide.
- 16.7% of students in the Great City Schools are English language learners, compared with approximately 8.4% nationwide.
- 90.3% of the Great City School systems have poverty rates above their statewide averages, and 75.0% have higher percentages of English language learners than their states.

Factor 3: Urban schools often lack adequate financial resources.

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

- The current per pupil expenditure in the Great City Schools was \$8,209 in the 2002 fiscal year (most recent federal data available)—up 36.6% from \$6,008 in 1995-96 (unadjusted for inflation). The national average grew from \$5,689 to \$7,734—or 36.0%—over the same period.
- The current per pupil expenditures of 47 (73.4%) Great City School districts were above their respective state averages and 17 (26.6%) districts—enrolling over two million students—were below.
- There were 2,304,734 students attending an urban public school whose expenditure per pupil was below their statewide averages.
- The share of all elementary and secondary school spending that states devoted to the nation’s major city school systems decreased slightly from 16.5% in 1995-96 to 16.0% in the 2002 fiscal year.

Summary of Findings
Spring 2004 Results and Trend Analysis³

	Math	Reading
% Cities w/All Grades Improved	70.8%	41.5%
% Cities w/All Grades Improved Faster than State	21.7%	15.0%
% Cities w/At Least 50% Grades Improved	95.4%	89.2%
% Cities w/At Least 50% Grades Improved Faster than State	68.3%	56.7%
% Cities w/At Least 50% Above State	11.7%	15.0%
% Grades Tested Improved	91.1%	77.2%
% Grades Tested Improved Faster than State	54.2%	45.8%
% Grades Tested Declined	6.5%	17.5%
% Grades Tested w/Economically Disadvantaged Improved	92.6%	80.0%
% Grades Closing Gaps Between ED and Non-ED	48.7%	55.3%
% Grades Tested w/ ELL Improved	76.2%	71.1%
% Grades Closing Gaps Between ELL and Non-ELL	50.0%	42.4%
% 4 th Grades Improved	100%	89.1%
% 8 th Grades Improved	88.0%	67.9%
% 4 th Grades Closing Gap between Whites and African Americans	62.1%	73.5%
% 4 th Grades Closing Gap between Whites and Hispanics	64.3%	60.6%
% 8 th Grades Closing Gap between Whites and African Americans	62.5%	64.9%
% 8 th Grades Closing Gap between Whites and Hispanics	58.1%	58.3%
% 10 th Grades Closing Gap between Whites and African Americans	56.3%	36.4%
% 10 th Grades Closing Gap between Whites and Hispanics	60.0%	40.9%

³ Percentages represent changes in student achievement since each state began using its current assessment.

Summary of Findings
(Percent Change between 2003 and 2004)

Math	Percent Change
% Cities w/All Grades Improved	43.1%
% Cities w/All Grades Improved Faster than State	23.3%
% Cities w/At Least 50% Grades Improved	86.2%
% Cities w/At Least 50% Grades Improved Faster than State	56.7%
% Cities w/At Least 50% Above State	11.7%
% Grades Tested Improved	75.1%
% Grades Tested Improved Faster than State	48.8%
% Grades Tested Declined	16.9%
% Grades Improved for African Americans	77.5%
% Grades Improved for Hispanics	65.8%
Reading	Percent Change
% Cities w/All Grades Improved	26.2%
% Cities w/All Grades Improved Faster than State	20.0%
% Cities w/At Least 50% Grades Improved	75.4%
% Cities w/At Least 50% Grades Improved Faster than State	48.3%
% Cities w/At Least 50% Above State	15.0%
% Grades Tested Improved	60.8%
% Grades Tested Improved Faster than State	41.6%
% Grades Tested Declined	28.9%
% Grades Improved for African Americans	63.0%
% Grades Improved for Hispanics	61.3%

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, Mayors, 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 we were in business in the first place and what we 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 fifth 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 65 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 purpose 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 V* 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 65 major city school systems in reading and math.⁴ It updates performance data published in previous editions of *Beating the Odds* through spring 2004. 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 in spring 2003 and 2004 was the one used in this study to report trend lines. Every effort was made by Council 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 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.

⁴ 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, grade levels, and students. We did this by counting the number and percentage of cities and grades that moved up or down over the period the state had 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. We analyzed student trends by multiplying the percentage of fourth graders who scored at or above their respective state's proficiency bars in reading by the number of fourth grade students enrolled and then summing the product across cities. The same method was used with eighth graders and for analyzing math trends.

The Council was also interested in determining whether the percentage of cities showing improvements in reading and math had increased or decreased since our last report. We conducted this analysis by matching identical cities (65 districts) from 2003 and 2004 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 V* have a number of serious flaws that the reader should be mindful of. We have not been able to correct these problems since our first report was published, because states have not always changed how they report their 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 2003 and 2004 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. We have made no attempt to back the city data out of state or national averages.

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 Appendix 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 2002-2003 (the most recent year for which federal data were available)—except for spending data, which cover 1995-96 and 2001-2002 (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 V* 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 State⁵

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

- Students in 11.7% of the Great City School *districts* posted average math scores that were equal to or greater than the average scores of their peers statewide.⁶
- African American students in 29.6% 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.⁷
- Hispanic students in 44.2% 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.⁸
- Economically disadvantaged students in 24.4% 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.⁹

⁵ Results of the Trial Urban District Assessment are consistent with 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 in 2003, compared with a national scale score of 234, and an 8th grade scale score of 262, compared with 276 nationally. Approximately 21% of large central city school 4th grade students scored at or above the proficiency level on NAEP, compared with 31% nationally.

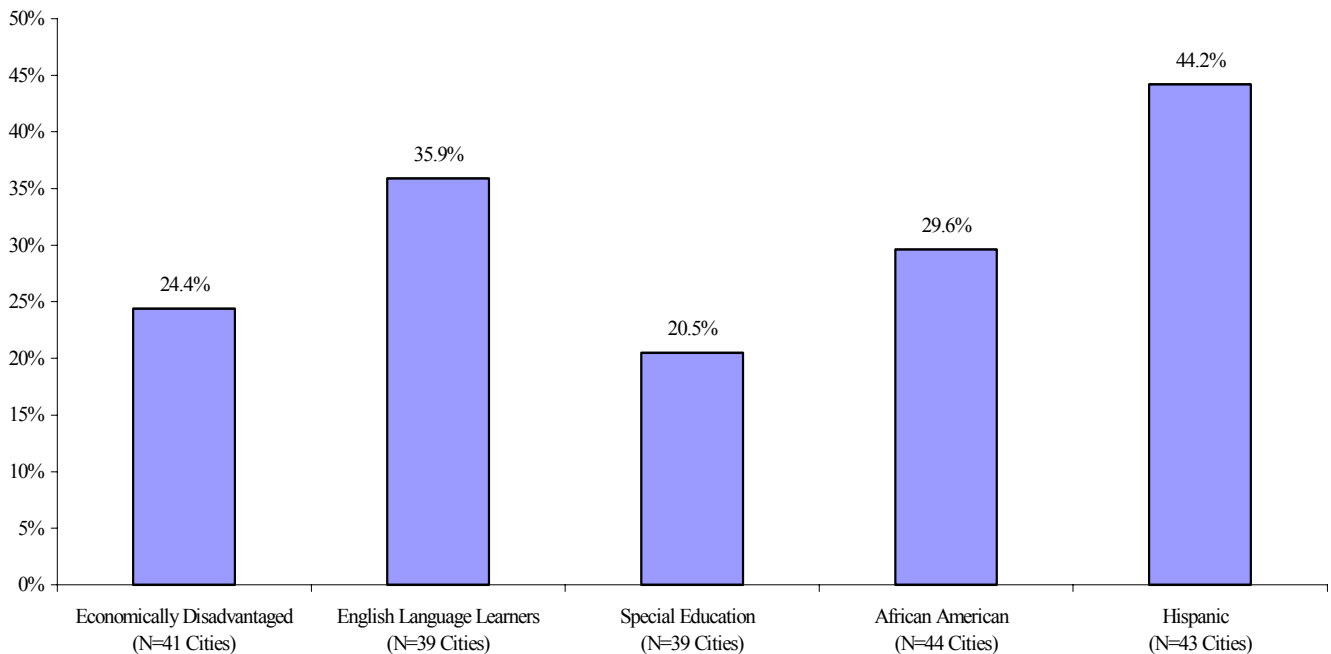
⁶ Percentage based on 7 of 60 cities. (See appendix for list of cities.)

⁷ Percentage based on 13 of 44 cities. (See appendix for list of cities.)

⁸ Percentage based on 19 of 43 cities. (See appendix for list of cities.)

⁹ Percentage based on 10 of 41 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 35.9% 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.¹⁰
- Special education students in 20.5% 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.¹¹

Trends in Math Achievement at the District Level¹²

Second, the Council looked at long-term mathematics achievement trends at the *district* level.¹³ *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.

¹⁰ Percentage based on 14 of 39 cities. (See appendix for list of cities.)

¹¹ Percentage based on 8 of 39 cities. (See appendix for list of cities.)

¹² Math trends on the Trial Urban District Assessment were not available when this report went to press.

¹³ Trends span the period from when each state began using its current assessment to spring 2004.

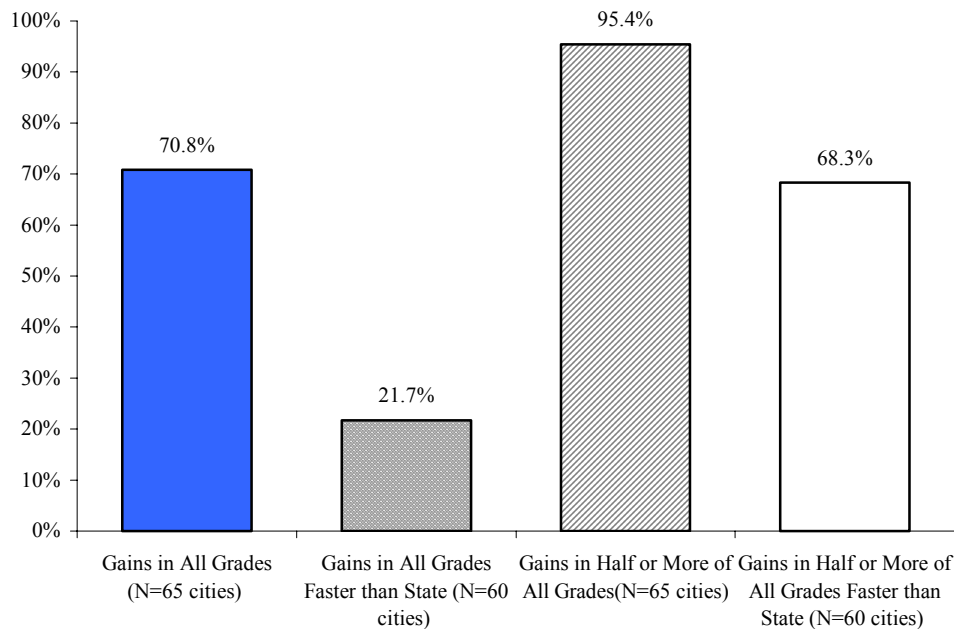
Figure 2. Percentage of Cities with Gains in Math

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

- 70.8% of the Great City School *districts* increased their math scores in *all* grades tested.¹⁴
- 21.7% of the Great City School *districts* increased their math scores at *faster* rates than their states in *all* grades tested.¹⁵
- 95.4% of the Great City School *districts* increased their math scores in *half or more* of their grades tested.¹⁶
- 68.3% of the Great City School *districts* increased their math scores at *faster* rates than their states in *half or more* of the grades tested.¹⁷

Cities whose math scores improved faster than their respective states in *all* grades tested included Anchorage, Baltimore, Charlotte-Mecklenburg, Chicago, Cleveland, Dallas, Indianapolis, Los Angeles, Norfolk, Portland, Richmond, St. Paul, and Toledo.

¹⁴ Percentage based on 46 of 65 cities. (See appendix for list of cities.)

¹⁵ Percentage based on 13 of 60 cities. Results do not include 5 cities for which there are no state data. (See appendix for list of cities.)

¹⁶ Percentage based on 62 of 65 cities. (See appendix for list of cities.)

¹⁷ Percentage based on 41 of 60 cities. Results do not include 5 cities for which there are no state data. (See appendix for list of cities.)

Cities whose math scores improved faster than the state in *half or more* of the grades tested included Anchorage, Baltimore, Boston, Caddo Parish, Charleston, Charlotte-Mecklenburg, Chicago, Cincinnati, Cleveland, Dallas, Detroit, Duval County, Fresno, Guilford County, Houston, Indianapolis, Jackson, Kansas City (MO), Long Beach, Los Angeles, Miami-Dade, Minneapolis, Newark, New Orleans, New York City, Norfolk, Oakland, Oklahoma City, Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Salt Lake City, San Diego, San Francisco, St. Louis, St. Paul, and Toledo.

Trends in Math Achievement by Grade Level

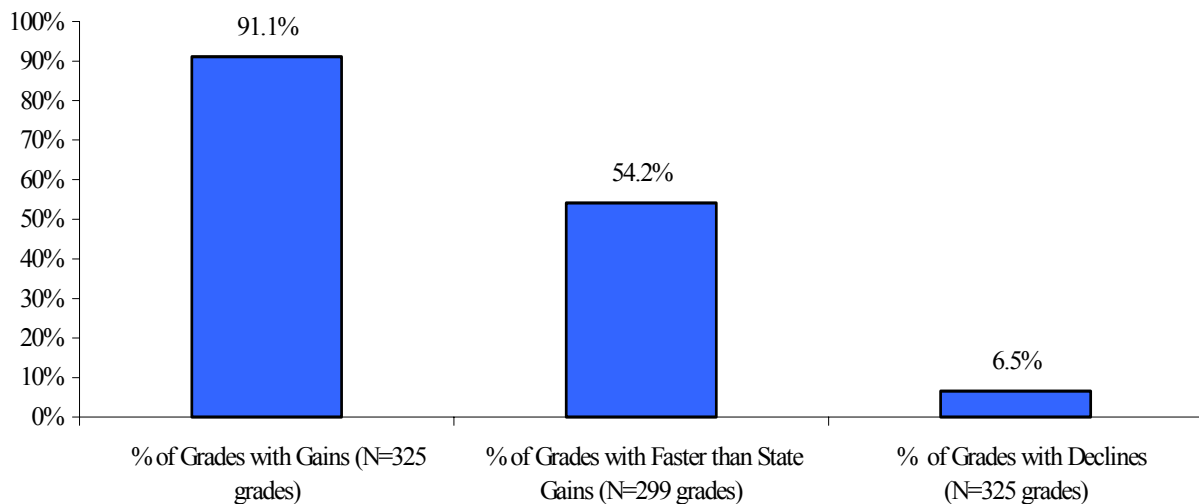
Third, the Council looked at mathematics achievement trends by grade level.¹⁸ *Grade-level* scores were analyzed across all grades tested and in specified grades.

Trends Across Grades

The Council examined data across all grades tested in the 65 districts and calculated the percentage that:

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

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



¹⁸ Trends span the period from when each state began using its current assessment to spring 2004.

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

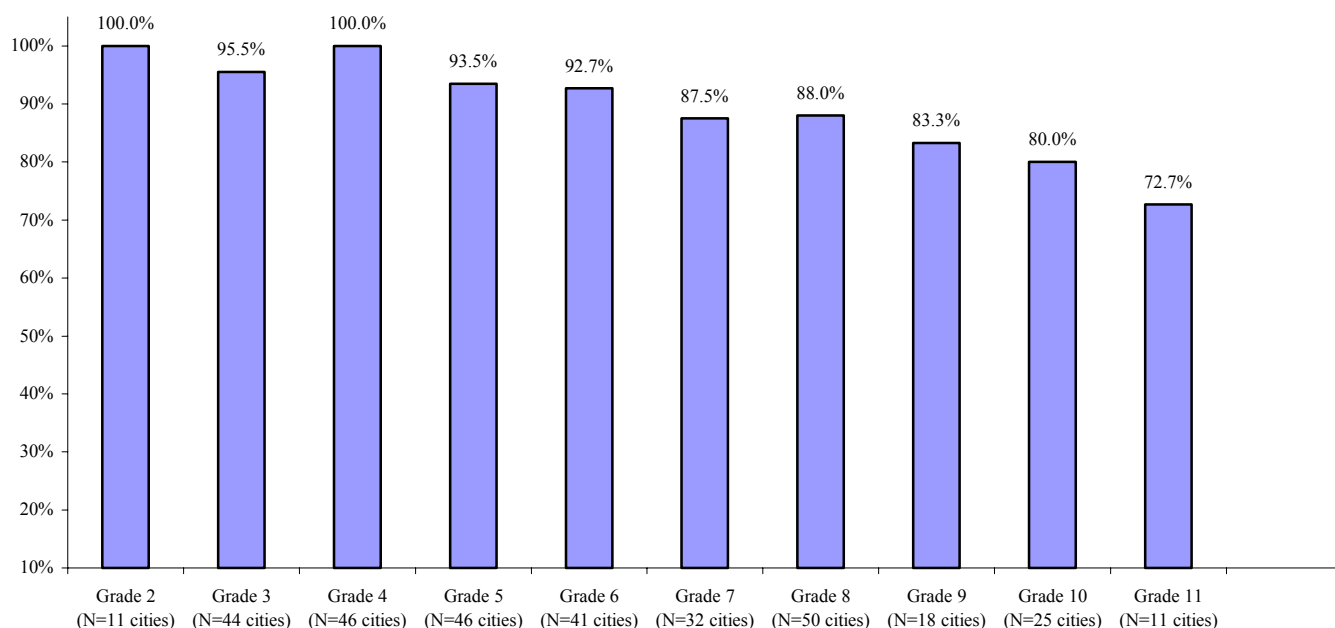
- 91.1% of *all grades* tested showed gains in math scores.¹⁹
- 54.2% of *all grades* tested in math improved at faster rates than the states.²⁰
- 6.5% of *all grades* tested in math declined.²¹

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:²²

- 100.0% of all 4th grades tested showed gains on their state math tests.
- 88.0% of all 8th grades tested showed gains on their state math tests.
- 80.0% of all 10th grades tested showed gains on their state math tests.

Figure 4. Percentage of Each Grade with Gains in Math



¹⁹ Percentage based on 296 of 325 grades in 65 cities. (See appendix for list of cities.)

²⁰ Percentage based on 162 of 299 grades in 60 cities. (See appendix for list of cities.)

²¹ Percentage based on 21 of 325 grades in 65 cities. (See appendix for list of cities.)

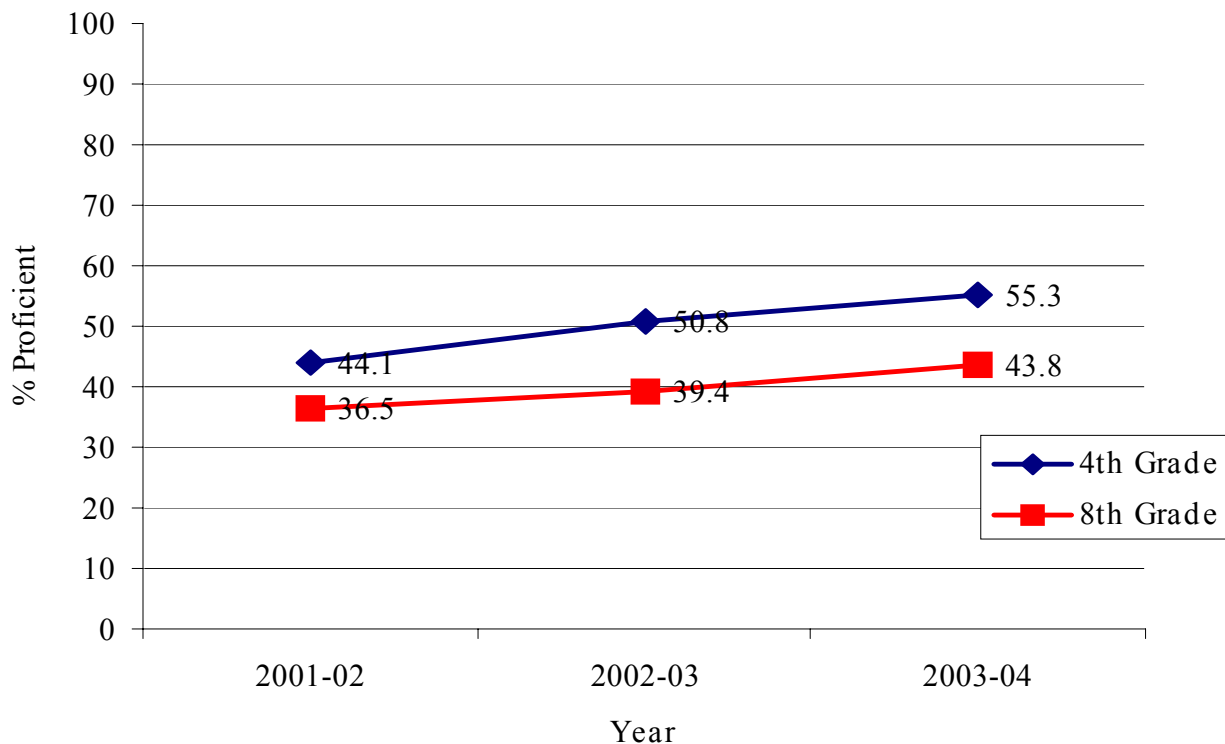
²² Only the District of Columbia tested in Grade 1. No district tested in grade 12. N's differ because not all cities tested in the same grades. (See appendix for list of cities.)

Trends in Math Achievement among Students

Fourth, the Council looked at the percentage of fourth and eighth grade *students* who scored at or above proficiency levels in math in their respective states. This trend line included data for 2001-2002, 2002-2003, and 2003-2004. The results, shown in Figure 5, indicated that:

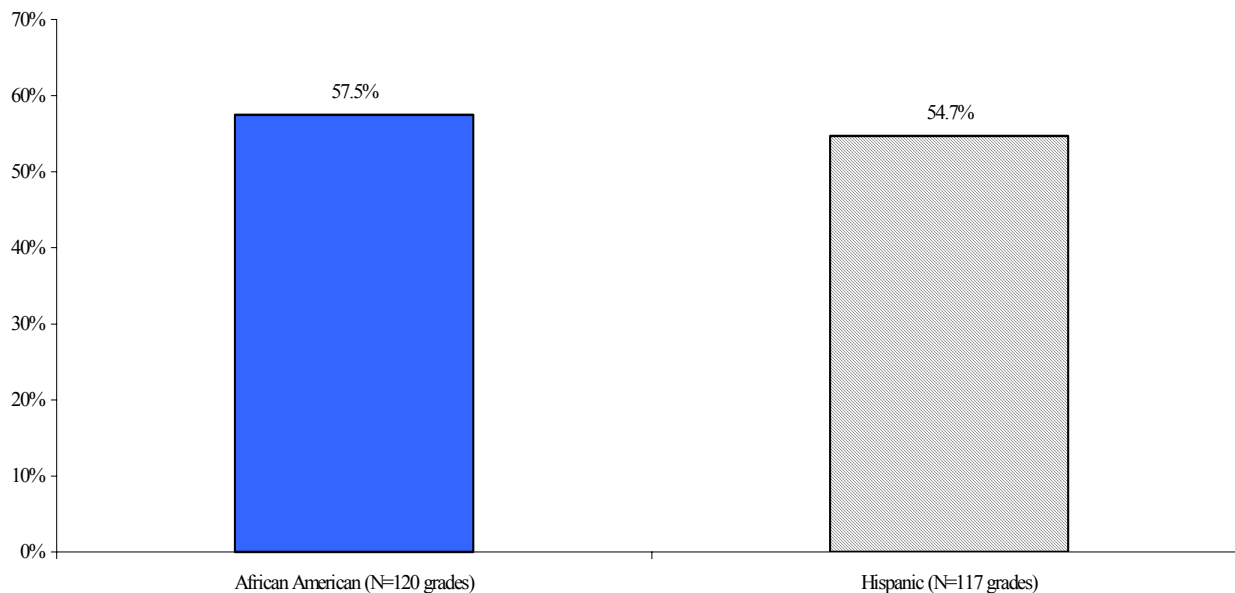
- 55.3% of fourth grade *students* in the Great City Schools scored at or above proficiency levels in math in 2004, compared with 50.8% in 2003 and 44.1% in 2002.²³
- 43.8% of eighth grade *students* in the Great City Schools scored at or above proficiency levels in math in 2004, compared with 39.4% in 2003 and 36.5% in 2002.²⁴

Figure 5. Percentage of 4th and 8th Graders Scoring At or Above Proficiency in Math, 2002-2004



²³ Percentages based on 38 cities reporting data in grade 4 for all three years. (See appendix for list of cities.)

²⁴ Percentages based on 40 cities reporting data in grade 8 for all three years. (See appendix for list of cities.)

Figure 6. Percentage of Selected Grades with Narrowing Achievement Gaps in Math

Changes in Racial Gaps in Math Achievement

Finally, 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 46 Great City districts (the number for which state trend data by race were available).

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 6 below, show that:²⁵

- 57.5% of all grades tested reduced the achievement gap between *White and African American* students.²⁶
- 54.7% of all grades tested reduced the achievement gap between *White and Hispanic* students.²⁷

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.

²⁶ Percentage based on 69 of 120 grades in 46 cities. (See appendix for list of cities.)

²⁷ Percentage based on 64 of 117 grades in 45 cities. (See appendix for list of cities.)

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.

The analysis, displayed in Figure 7, shows that:

- 62.1% of 4th grades narrowed the achievement gap between *White and African American* students.
- 62.5% of 8th grades narrowed the White-Black gap and 56.3% of 10th grades narrowed the gap.
- 64.3% of 4th grades narrowed the achievement gap between *White and Hispanic* students.
- 58.1% of 8th grades narrowed the White-Hispanic gap and 60.0% of 10th grades narrowed the gap.

Figure 7. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Math by Race

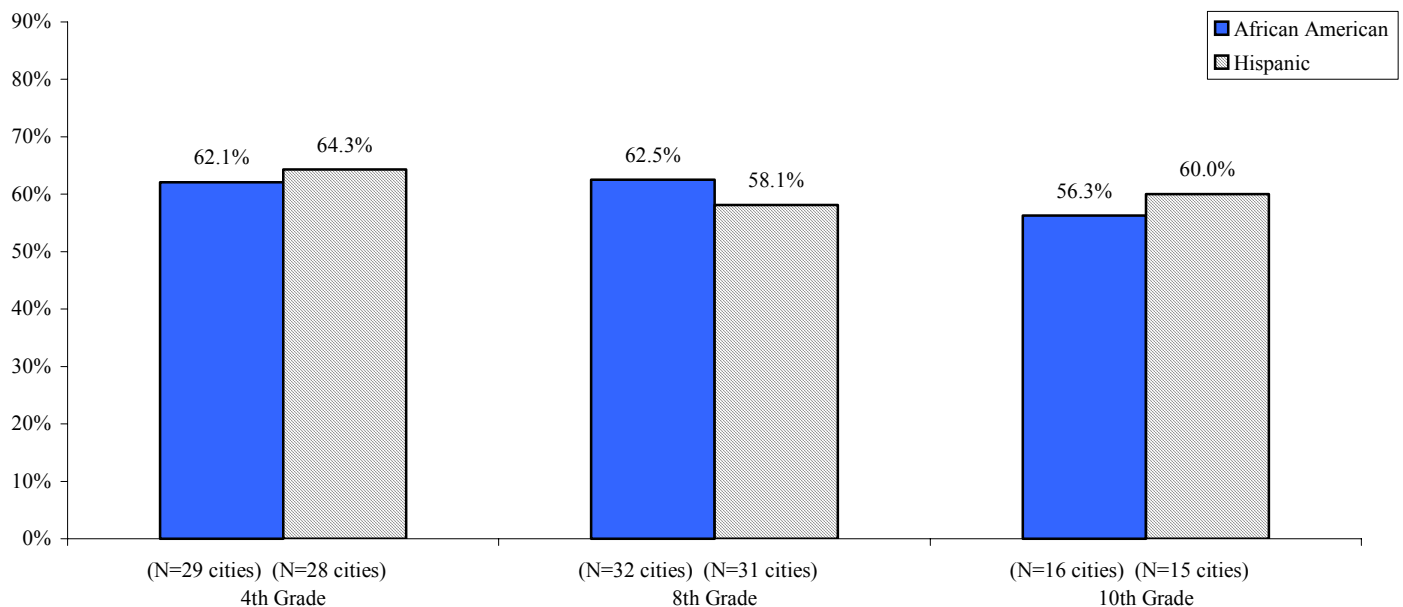
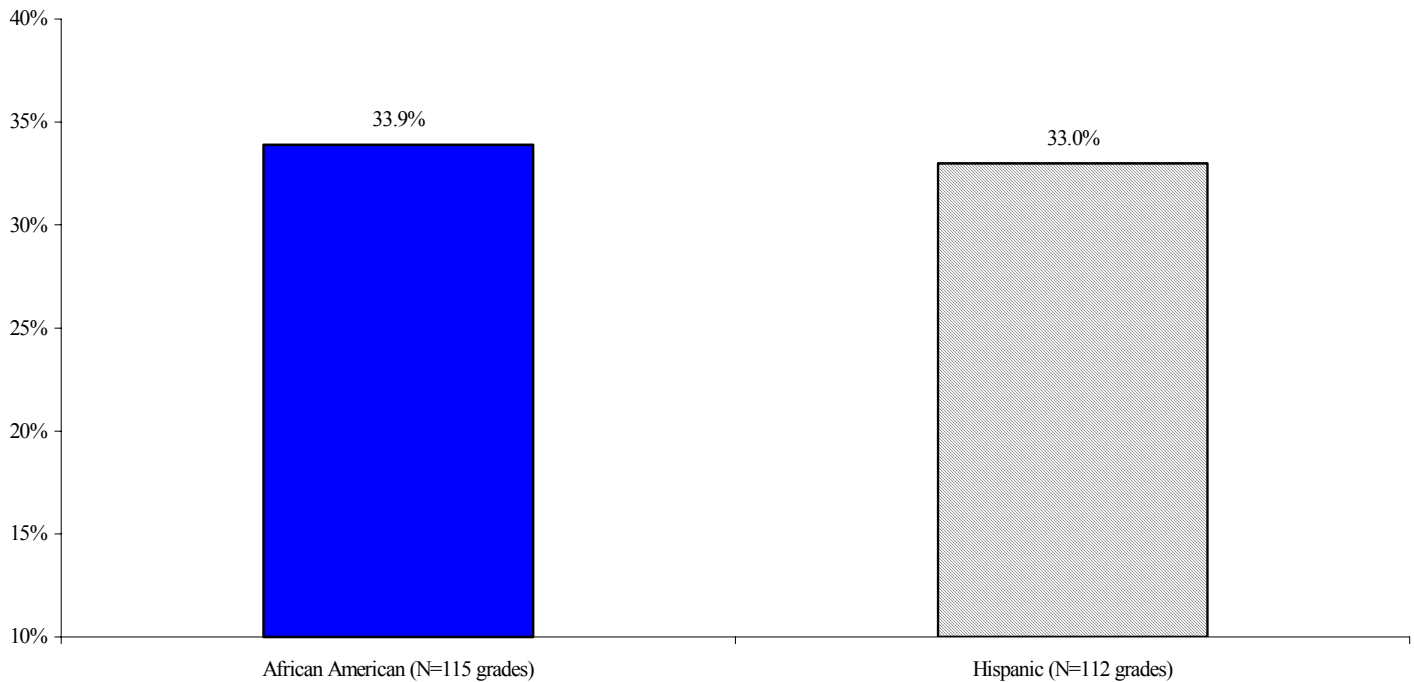


Figure 8. Percentage of Selected Grades Narrowing Achievement Gaps in Math Faster than State



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 8, show that:²⁸

- 33.9% of all grades tested narrowed the achievement gaps between *White and African American* students faster than statewide averages.²⁹
- 33.0% of all grades tested narrowed the achievement gaps between *White and Hispanic* students faster than statewide averages.³⁰

Changes in Other Gaps in Math Achievement

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 2004 data for their cities.

²⁸ 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.

²⁹ Percentage based on 39 of 115 grades in 44 cities. (See appendix for list of cities.)

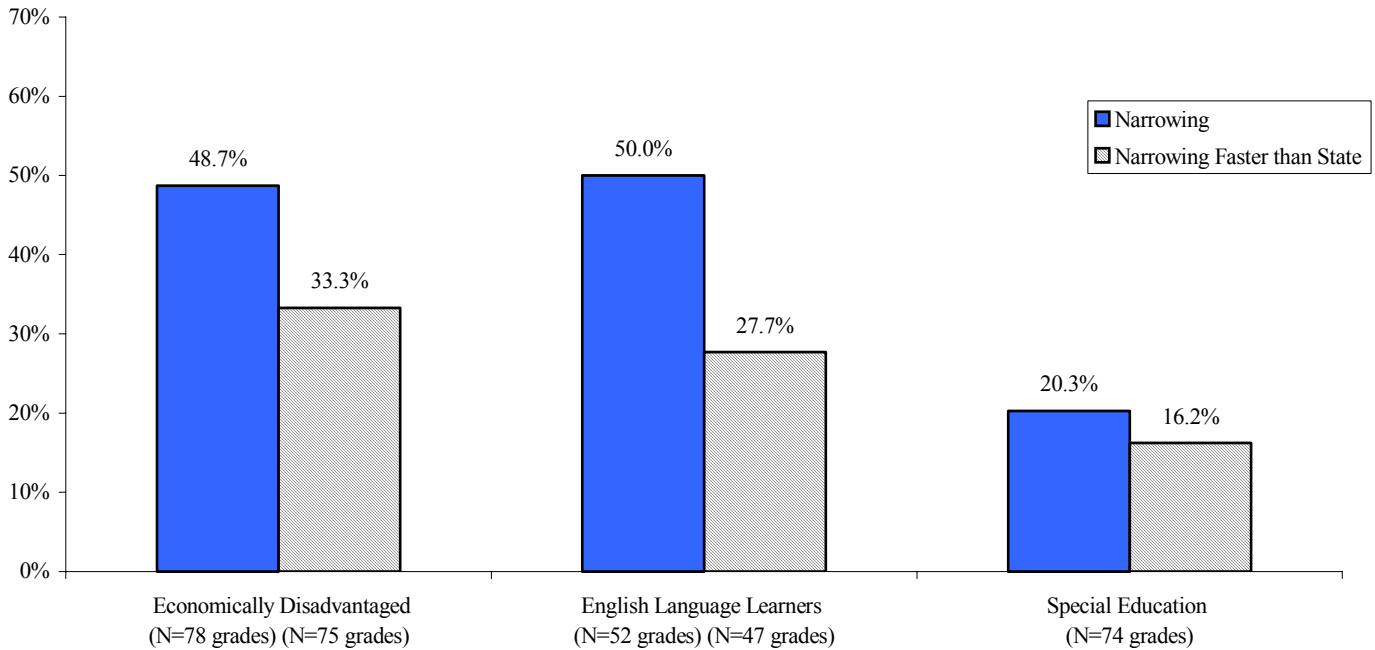
³⁰ Percentage based on 37 of 112 grades in 43 cities. (See appendix for list of cities.)

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 9 indicate that:³¹

- 48.7% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students.
- 50.0% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners.
- 20.3% of all grades tested narrowed the achievement gaps between students with disabilities and other students.

Figure 9. Percentage of Selected Grades by Subgroup Narrowing Achievement Gaps in Math



³¹ Percentage based on 38 of 78 grades in 31 cities for economically disadvantaged; 26 of 52 grades in 22 cities for English language learners and 15 of 74 grades in 29 cities for students with disabilities.

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:³²

- 33.3% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students faster than statewide averages.
- 27.7% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners faster than statewide averages.
- 16.2% of all grades tested narrowed the achievement between students with disabilities and other students faster than statewide averages.

Comparing Math Achievement in 2003 and 2004

Finally, the Council looked at math performance in 2004 and compared it with achievement in 2003 to determine whether results had improved over the one-year period. This comparison was done by matching 65 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:

- 43.1% of urban school *districts* posted math gains in all grades tested between 2003 and 2004.³³
- 23.3% of urban school *districts* posted faster math gains than their respective states in all grades tested.³⁴
- 86.2% of urban school *districts* posted math gains in *half or more* of the grades tested.³⁵
- 56.7% of urban school *districts* posted faster math gains than their respective states in *half or more* of the grades tested.³⁶

Summary and Discussion of Math Achievement Trends

The Council’s analysis indicates that urban student achievement on state math tests was below statewide averages, but that math performance in the nation’s urban schools was improving.

³² Percentage based on 25 of 75 grades in 30 cities for economically disadvantaged; 13 of 47 grades in 20 cities for English language learners and 12 of 74 grades in 29 cities for students with disabilities.

³³ Percentage based on 28 of 65 cities (See appendix for list of cities.)

³⁴ Percentage based on 14 of 60 cities (See appendix for list of cities.)

³⁵ Percentage based on 56 of 65 cities. (See appendix for list of cities.)

³⁶ Percentage based on 34 of 60 cities. (See appendix for list of cities.)

Only seven major cities (11.7% of the Great City School districts) had the same or higher math scores in half or more of the grades tested than their respective states. These districts included Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Hillsborough County (Tampa), Palm Beach County, Portland, and San Francisco. Three of these cities (Albuquerque, Anchorage, and San Francisco) had the same or higher scores than the statewide average in *all* grades tested.

About 95.4% of all Great City School *districts* showed gains in math scores in *at least half* of the grades tested since their respective states began using their current assessments. Almost three quarters (70.8%) of the cities improved their math scores in *all* grades tested, and 21.7% improved at a rate *faster* than their respective states. In addition, the data indicate that 91.1% of all *grade levels* have improved in math since states started testing, and 54.2% of all grades tested improved *faster* than the state.

In addition, the data show that the percentage of fourth and eighth grade students scoring at or above their state proficiency bars in math is improving. The percentage of fourth graders scoring at or above this level has increased from 44.1% in 2001-2002 to 50.8% in 2002-2003 to 55.3% in 2003-2004.

The results of *Beating the Odds V* 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 and the evidence of improvement is mounting. 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.

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 2004 compared with those in 2003. 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 2004.

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 had not received as much attention as their math skills. 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, in part, 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 V* looked at state test data to determine whether reading progress was evident in city schools.

Reading Achievement in City Schools Compared to the States³⁷

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

- Students in 15.0% of the Great City School *districts* posted average reading scores that were equal to or greater than the average scores of students statewide.³⁸
- African American students in 29.6% 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.³⁹
- Hispanic students in 30.2% 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.⁴⁰
- Economically disadvantaged students in 17.1% 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.⁴¹

³⁷ Results of the Trial Urban District Assessment are consistent with 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 in 2003, compared with a national scale score of 216, and an 8th grade scale score of 249, compared with 261 nationally. Approximately 20% of large central city school 4th grade students scored at or above the proficiency level on NAEP, compared with 30% nationally.

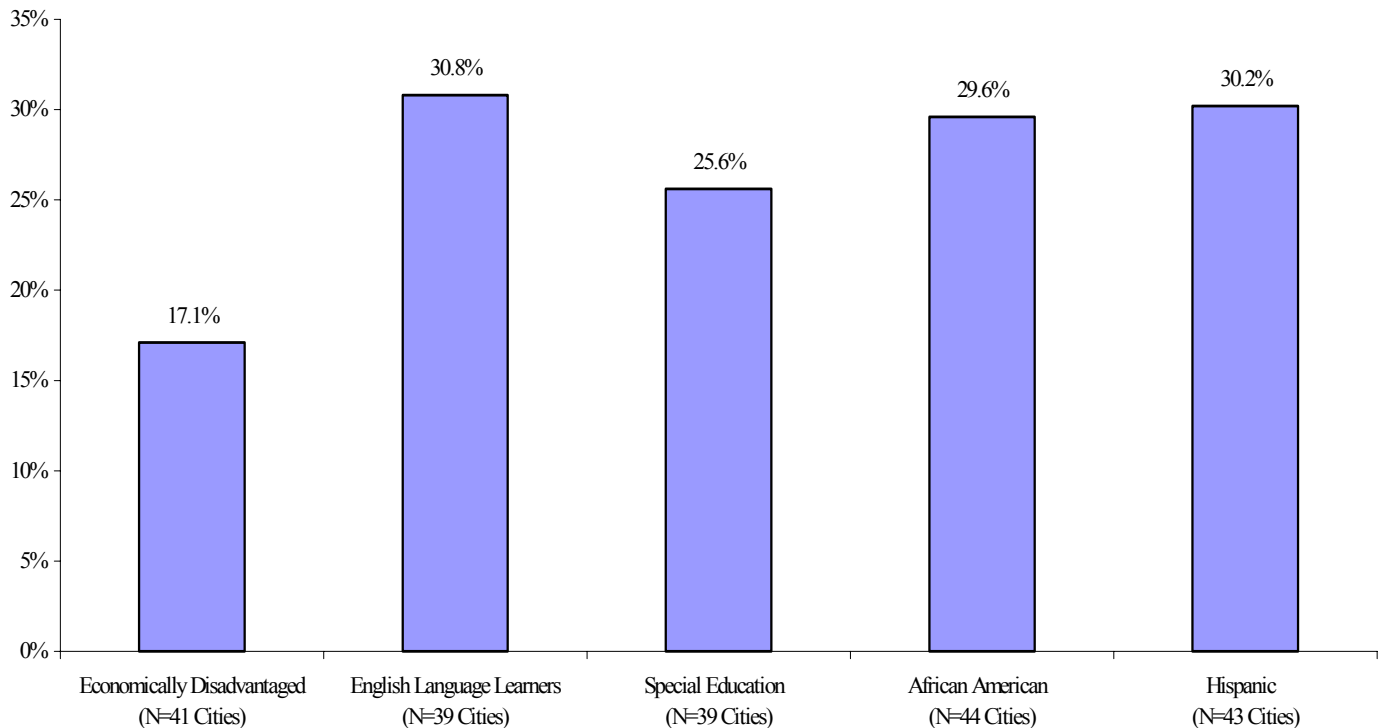
³⁸ Percentage based on 9 of 60 cities.

³⁹ Percentage based on 13 of 44 cities. (See appendix for list of cities.)

⁴⁰ Percentage based on 13 of 43 cities. (See appendix for list of cities.)

⁴¹ Percentage based on 7 of 41 cities. (See appendix for list of cities.)

Figure 10. Percentage of Cities with Subgroups Scoring At or Above the State in Reading



- English language learners in 30.8% 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.⁴²
- Special education students in 25.6% 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.⁴³

Trends in Reading Achievement at the District Level⁴⁴

Second, the Council looked at reading achievement trends at the *district* level.⁴⁵ *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.

⁴² Percentage based on 12 of 39 cities. (See appendix for list of cities.)

⁴³ Percentage based on 10 of 39 cities. (See appendix for list of cities.)

⁴⁴ Results of the Trial Urban District Assessment indicate that the nation’s 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.

⁴⁵ Trends span the period from when each state began using its current assessment to spring 2004.

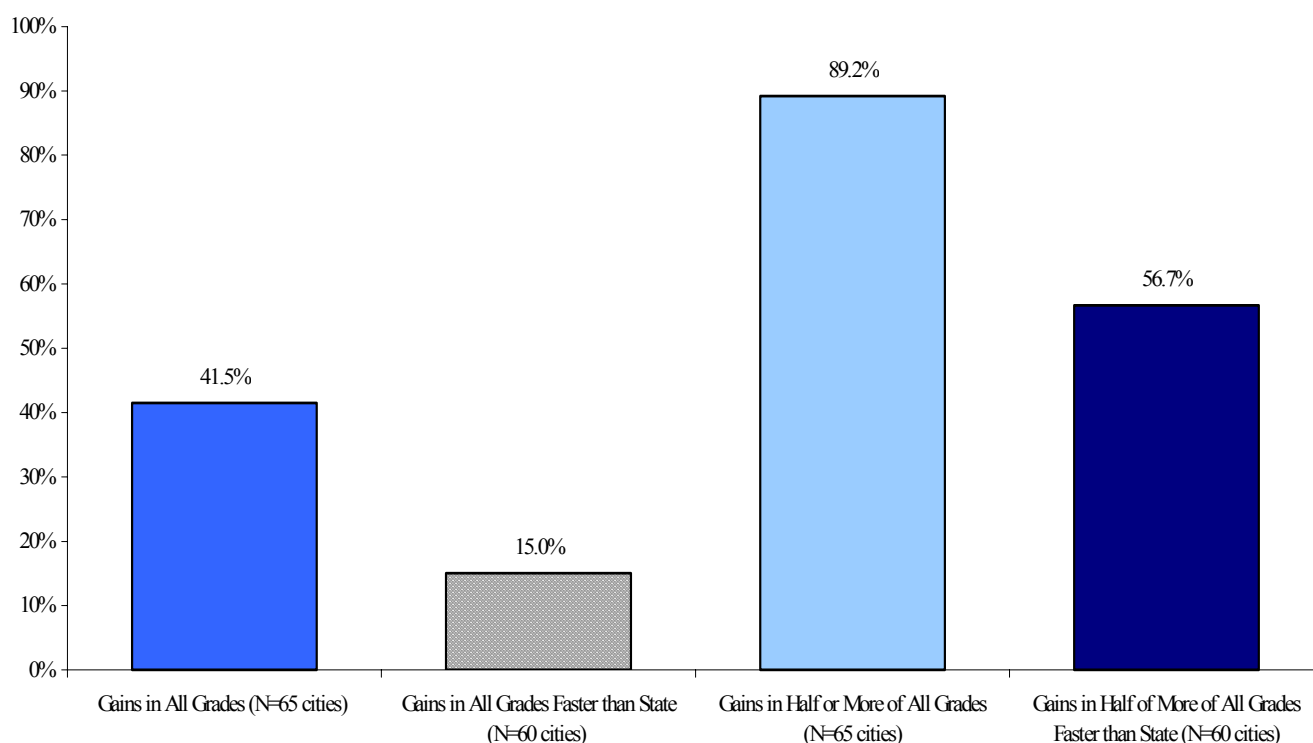
Figure 11. Percentage of Cities with Gains in Reading

Figure 11 displays the results of the *district-level* analysis. The data showed that:

- 41.5% of the Great City School *districts* increased their reading scores in *all* grades tested.⁴⁶
- 15.0% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *all* grades tested.⁴⁷
- 89.2% of the Great City School *districts* increased their reading scores in *half or more* of their grades tested.⁴⁸
- 56.7% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *half or more* of the grades tested.⁴⁹

Cities whose reading scores improved faster than their respective states in *all* grades tested included Baltimore, Cleveland, Dallas, Indianapolis, New York City, Norfolk, Providence, Richmond, and St. Paul.

⁴⁶ Percentage based on 27 of 65 cities. (See appendix for list of cities.)

⁴⁷ Percentage based on 9 of 60 cities. Results do not include 5 cities for which there are no state data. (See appendix for list of cities.)

⁴⁸ Percentage based on 58 of 65 cities. (See appendix for list of cities.)

⁴⁹ Percentage based on 34 of 60 cities. Results do not include 5 cities for which there are no state data. (See appendix for list of cities.)

Cities whose reading scores improved faster than the state in *half or more* of the grades tested included Atlanta, Baltimore, Boston, Caddo Parish, Charleston, Charlotte-Mecklenburg, Chicago, Cincinnati, Cleveland, Dallas, Fort Worth, Houston, Indianapolis, Jefferson County, Long Beach, Los Angeles, Miami-Dade, Minneapolis, Newark, New Orleans, New York City, Norfolk, Oklahoma City, Orange County, Philadelphia, Pittsburgh, Providence, Richmond, Rochester, San Diego, San Francisco, Seattle, St. Paul, and Toledo.

Trends in Reading Achievement by Grade Level

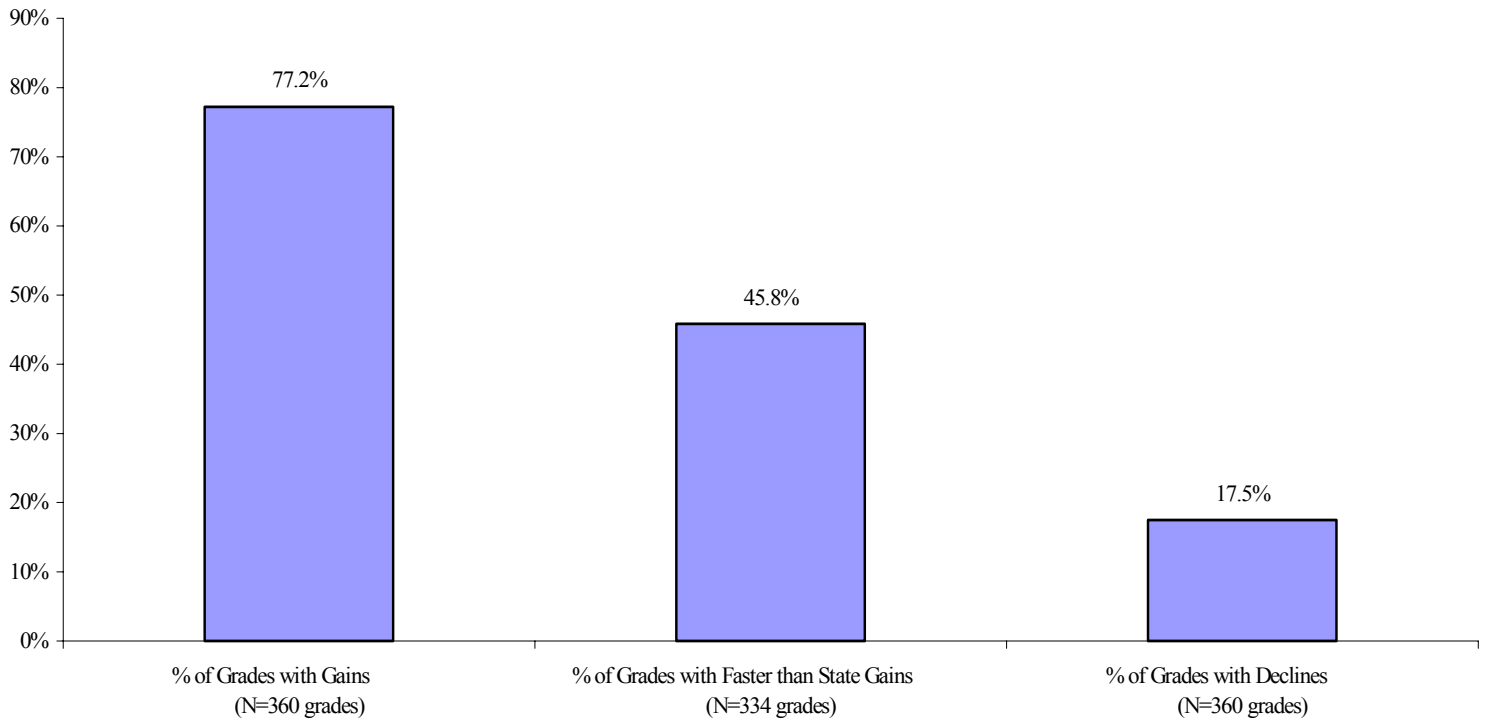
Third, the Council looked at reading achievement trends by grade level.⁵⁰ *Grade-level* scores were analyzed across all grades tested and in specified grades.

Trends Across Grades

The Council examined data across all grades tested in the 65 districts and calculated the percentage that:

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

Figure 12. Percentage of Grades with Gains (or Declines) in Reading



⁵⁰ The 65 city school systems included in this report are located in 38 states, which tested in 372 grades.

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

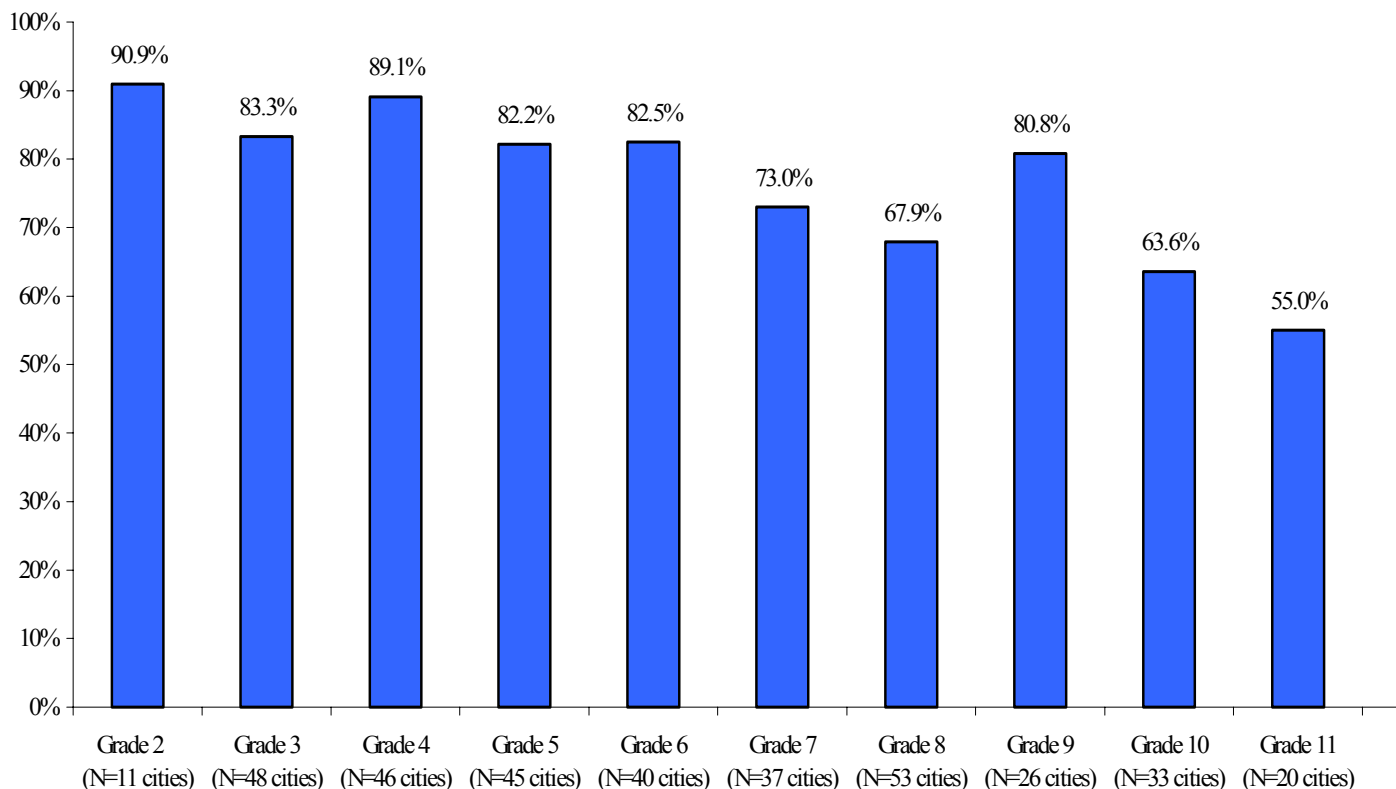
- 77.2% of *all grades* tested showed gains in reading scores.⁵¹
- 45.8% of *all grades* tested in reading improved at faster rates than their states.⁵²
- 17.5% of *all grades* tested in reading declined.⁵³

Trends in Specific Grades

The Council also examined *each grade* which ones were most likely to show improved reading scores. Figure 13 shows that:⁵⁴

- 89.1% of all 4th *grades* tested showed gains on their state reading tests.
- 67.9% of all 8th *grades* tested showed gains on their state reading tests.
- 63.6% of all 10th *grades* tested showed gains on their state reading tests.

Figure 13. Percentage of Each Grade with Gains in Reading



⁵¹ Percentage based on 278 of 360 grades in 65 cities. (See appendix for list of cities.)

⁵² Percentage based on 153 of 334 grades in 60 cities. (See appendix for list of cities.)

⁵³ Percentage based on 63 of 360 grades in 65 cities. (See appendix for list of cities.)

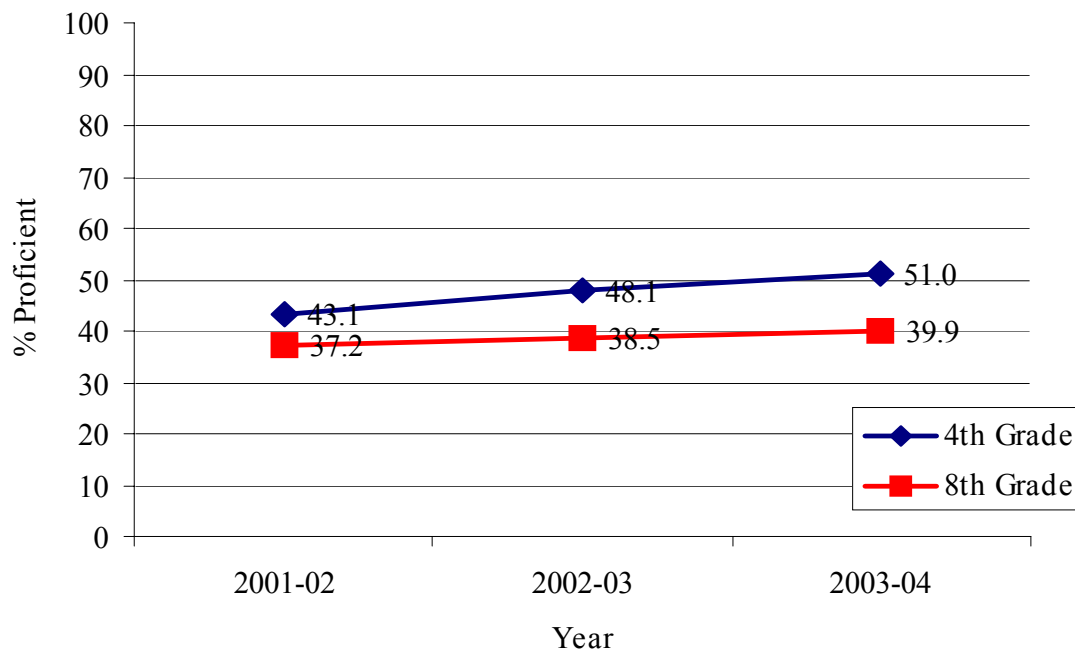
⁵⁴ Only the District of Columbia tested in Grade 1. No district tested in grade 12. N's differ because not all cities tested in the same grades.

Trends in Reading Achievement among Students

Fourth, the Council looked at the percentage of fourth and eighth grade *students* who scored at or above proficiency levels in reading in their respective states. This trend line included data for 2001-2002, 2002-2003, and 2003-2004. The results, shown in Figure 14, indicated that:

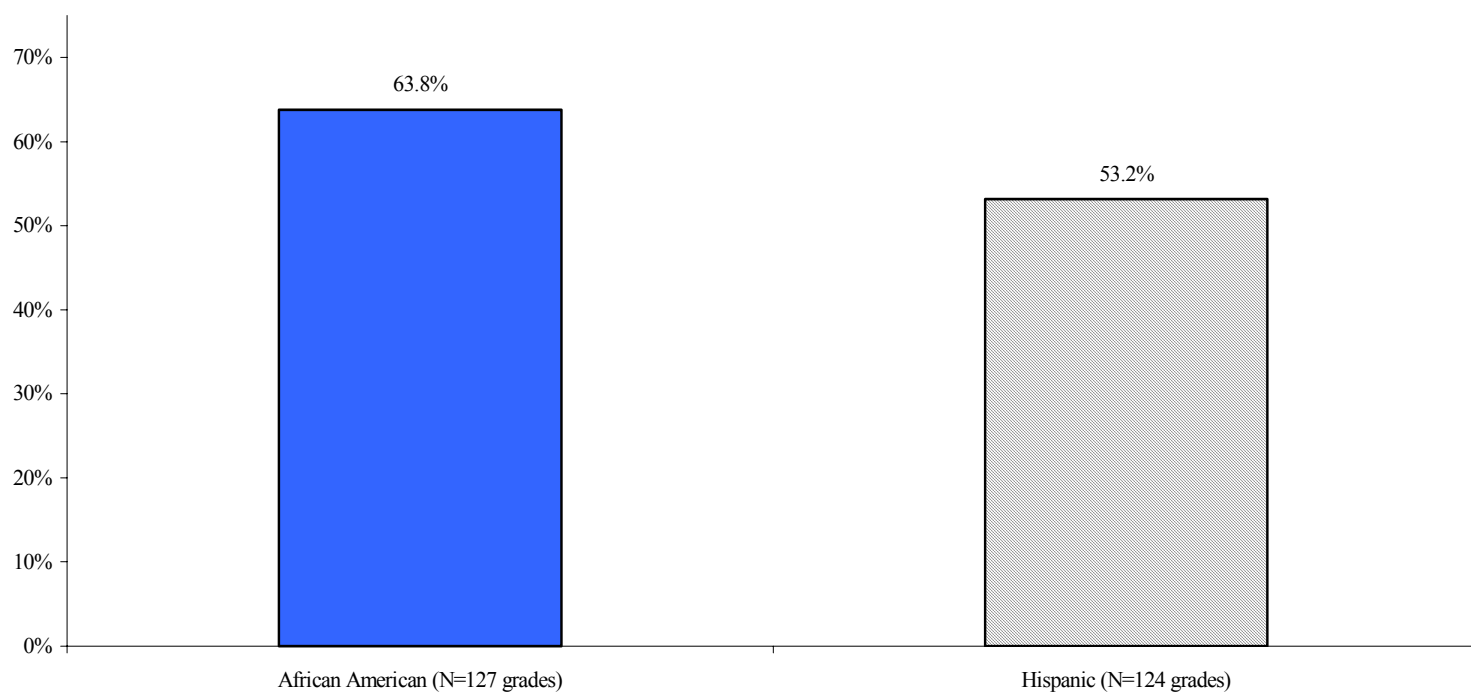
- 51.0% of fourth grade *students* in the Great City Schools scored at or above proficiency levels in reading in 2004, compared with 48.1% in 2003 and 43.1% in 2002.⁵⁵
- 39.9% of eighth grade *students* in the Great City Schools scored at or above proficiency levels in reading in 2004, compared with 38.5% in 2003 and 37.2% in 2002.⁵⁶

Figure 14. Percentage of 4th and 8th Graders Scoring at or above Proficiency in Reading, 2002-2004



⁵⁵ Percentages based on 38 cities reporting data in grade 4 for all three years. (See appendix for list of cities.)

⁵⁶ Percentages based on 43 cities reporting data in grade 8 for all three years. (See appendix for list of cities.)

Figure 15. Percentage of Selected Grades with Narrowing Achievement Gaps in Reading

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 46 cities (the number for which state trend data by race were available).

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 15 show that:⁵⁷

- 63.8% of all grades tested reduced the achievement gap between *White and African American* students.⁵⁸
- 53.2% of all grades tested reduced the achievement gap between *White and Hispanic* students.⁵⁹

⁵⁷ 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.

⁵⁸ Percentage based on 81 of 127 grades in 46 cities. (See appendix for list of cities.)

⁵⁹ Percentage based on 66 of 124 grades in 45 cities. (See appendix for list of cities.)

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.

The analysis, displayed in Figure 16, shows that:

- 73.5% of 4th grades narrowed the achievement gap between *White and African American* students.
- 64.9% of 8th grades narrowed the White-Black gap and 36.4% of 10th grades narrowed the gap.
- 60.6% of 4th grades narrowed the achievement gap in reading between *White and Hispanic* students.
- 58.3% of 8th grades narrowed the White-Hispanic gap and 40.9% of 10th grades narrowed the gap.

Figure 16. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Reading by Race

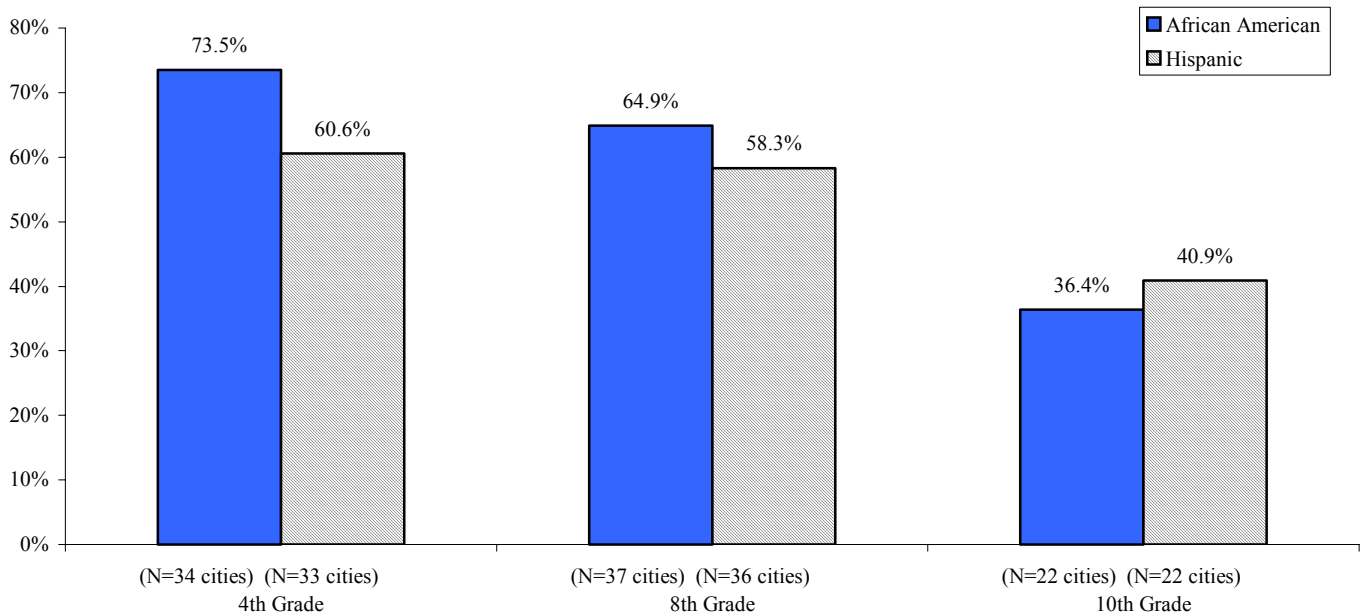
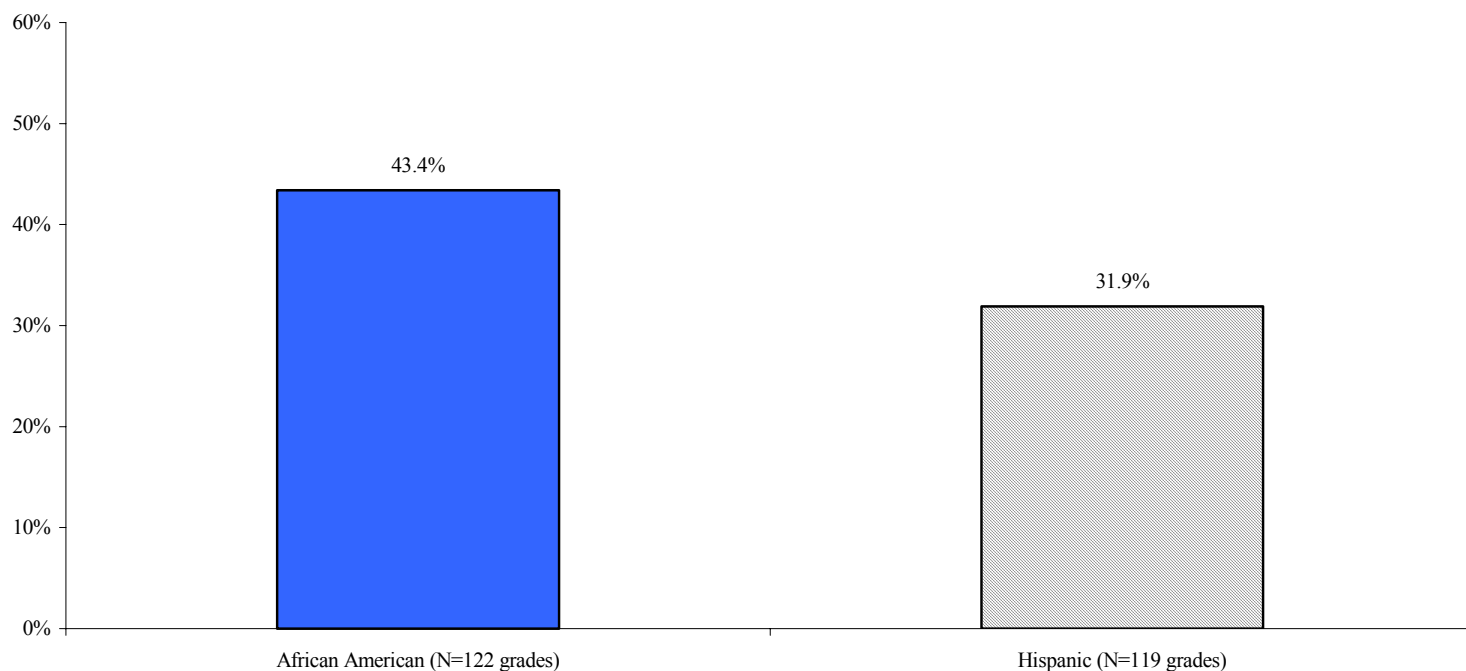


Figure 17. Percentage of Selected Grades Narrowing Achievement Gaps in Reading Faster than State



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 17, show that:

- 43.4% of all grades tested narrowed the achievement gaps between *Whites and African American* students faster than statewide averages.⁶⁰
- 31.9% of all grades tested narrowed the achievement gaps between *Whites and Hispanic* students faster than statewide averages.⁶¹

Changes in Other Gaps in Reading Achievement

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 2004 data for their cities.

⁶⁰ Percentage based on 53 of 122 grades in 44 cities. (See appendix for list of cities.)

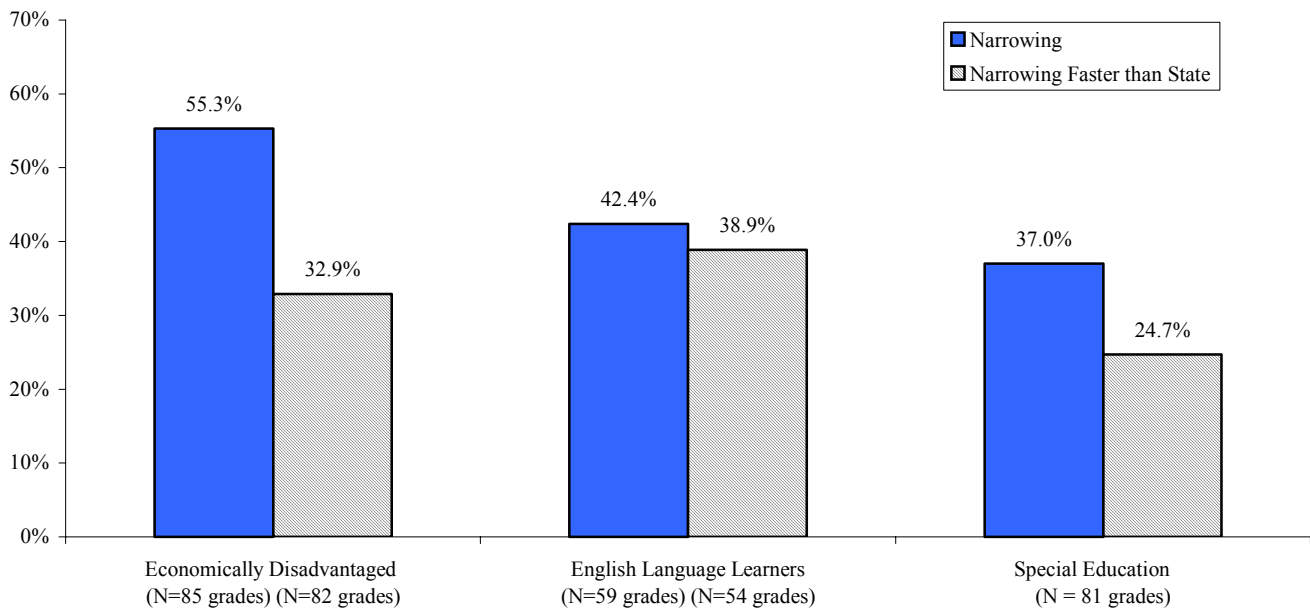
⁶¹ Percentage based on 38 of 119 grades in 43 cities. (See appendix for list of cities.)

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 18 indicate that:⁶²

- 55.3% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students.
- 42.4% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners.
- 37.0% of all grades tested narrowed the achievement gaps between students with disabilities and other students.

Figure 18. Percentage of Selected Grades by Subgroup Narrowing Achievement Gaps in Reading



⁶² Percentage based on 47 of 85 grades in 31 cities for economically disadvantaged; 25 of 59 grades in 22 cities for English language learners and 30 of 81 grades in 29 cities for students with disabilities.

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:⁶³

- 32.9% of all grades tested narrowed the achievement gaps between economically disadvantaged and non-economically disadvantaged students faster than statewide averages.
- 38.9% of all grades tested narrowed the achievement gaps between English language learners and non-English language learners faster than statewide averages.
- 24.7% of all grades tested narrowed the achievement gaps between students with disabilities and other students faster than statewide averages.

Comparing Reading Achievement in 2003 and 2004

Finally, the Council looked at reading performance in 2004 and compared it with achievement in 2003 to determine whether results had improved over the one-year period. This comparison was done by matching 65 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:

- 26.2% of urban school *districts* posted reading gains in all grades tested between 2003 and 2004.⁶⁴
- 20.0% of urban school *districts* posted faster reading gains than their respective states in all grades tested.⁶⁵
- 75.4% of urban school *districts* posted reading gains in *half or more* of the grades tested.⁶⁶
- 48.3% of urban school *districts* posted faster reading gains than their respective states in *half or more* of the grades tested.⁶⁷

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 below state and national averages, but is improving.

Only nine major cities (15.0% 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), Charleston, Hillsborough County (Tampa), Portland, San Diego, San Francisco, and Seattle. Three of these cities (Albuquerque, Anchorage, and San Francisco) had the same or higher scores than the statewide averages in *all* grades tested.

⁶³ Percentage based on 27 of 82 grades in 30 cities for economically disadvantaged; 21 of 54 grades in 20 cities for English language learners and 20 of 81 grades in 29 cities for students with disabilities.

⁶⁴ Percentage based on 17 of 65 cities.

⁶⁵ Percentage based on 12 of 60 cities.

⁶⁶ Percentage based on 49 of 65 cities.

⁶⁷ Percentage based on 29 of 60 cities.

About 89.2% of all Great City School *districts* showed gains in reading scores in *at least half* of the grades tested by the state. About 41.5% of the cities improved their reading scores in *all* grades, and about 56.7% improved *faster* than their respective states in *at least half* of the grades tested. In addition, the data indicate that 77.2% of all *grades* improved in reading, and 45.8% of all grades improved *faster* than the states.

In addition, the data show that the percentage of fourth grade students scoring at or above proficiency bars in reading is improving. The percentage of fourth graders scoring at or above this level has increased from 43.1% in 2001-2002 to 48.1% in 2002-2003 to 51.0% in 2003-2004. Little change was seen among eighth grade students.

The results of *Beating the Odds V* 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.

Finally, the analysis examined the reading gains between 2003 and 2004. 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 consistent with 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 but little progress among eighth graders.

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

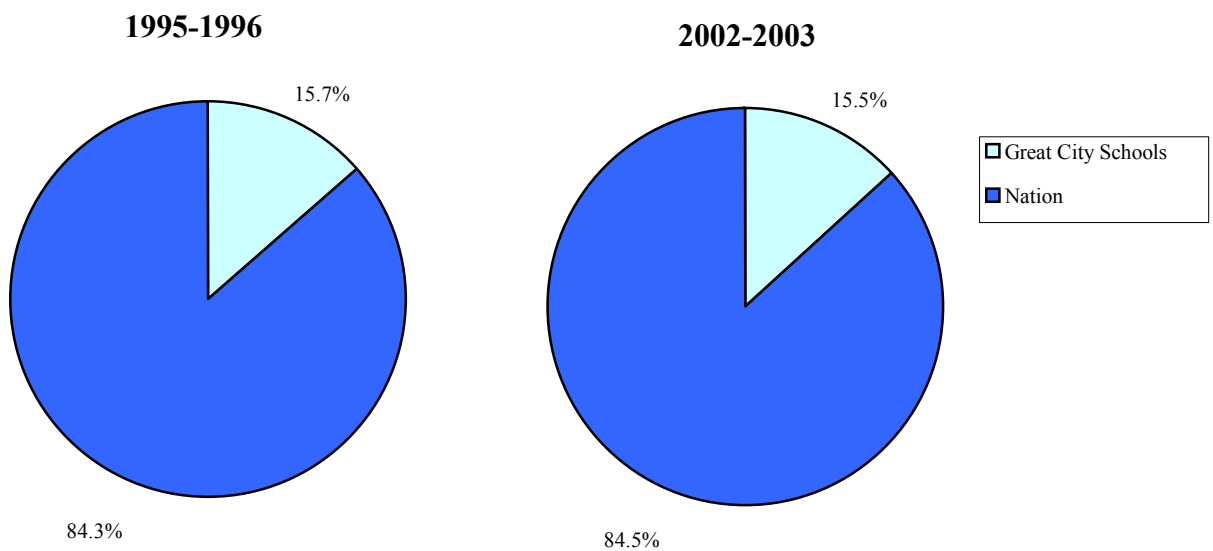
The demography of urban education continues to be a subject of enormous public interest. Our composition is important because a large body of research continues to show that income, disability, and English-language proficiency are strongly correlated with student achievement.

Student Enrollment in the Great City Schools

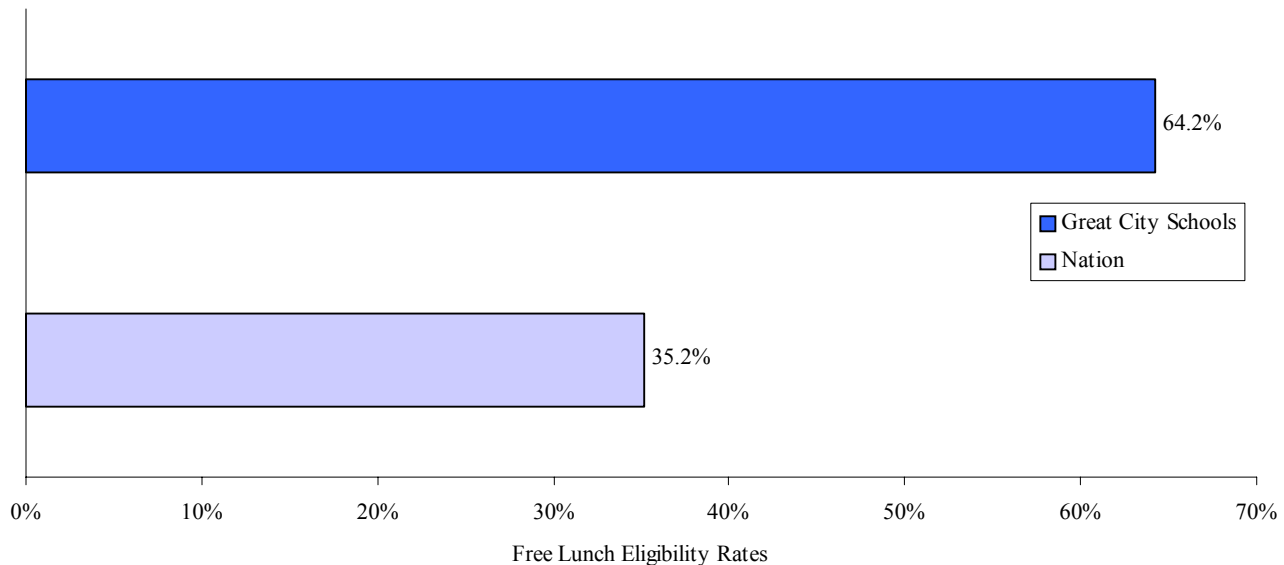
The Great City Schools enroll a significant share of the nation’s students. Figure 19 shows key trends in enrollments, summarized as follows:

- The Great City Schools enrolled 7,457,832 students in 2002-2003 (the most recent year on which federal data are available), an increase of nearly 6.2% over the 7,022,734 students enrolled in 1995-96.
- During the same period, total public school enrollment nationally grew by about 7.5%. Enrollments increased from 44,840,481 students in 1995-96 to 48,202,324 students in 2002-2003.
- The share of the nation’s public school students enrolled in the Great City Schools decreased from 15.7% in 1995-96 to 15.5% in 2002-2003.

**Figure 19. Great City School Enrollment Compared with the Nation
(N=65 Cities)**



**Figure 20. Great City School Free Lunch Eligibility Compared with the Nation
(N=65 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 20 shows key poverty indicators, include the following:

- In the 2002-2003 school year, 64.2% of students in the Great City Schools were eligible for a free lunch subsidy, compared with the national average of 35.2%.
- About 28.2% of the nation's free-lunch eligible students are enrolled in the Great City Schools.
- Some 90.3% 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 21. Great City School English Language Learner and Disability Rates Compared with the Nation (N=64 Cities, N=65 Cities)

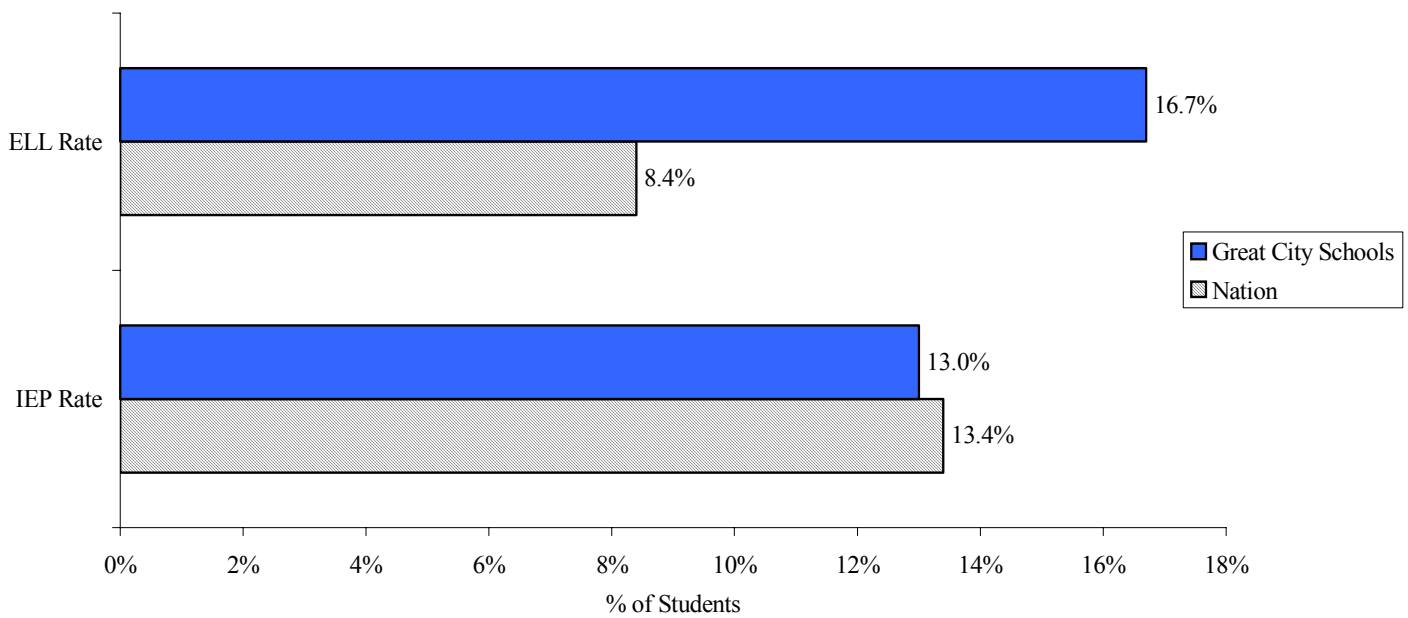


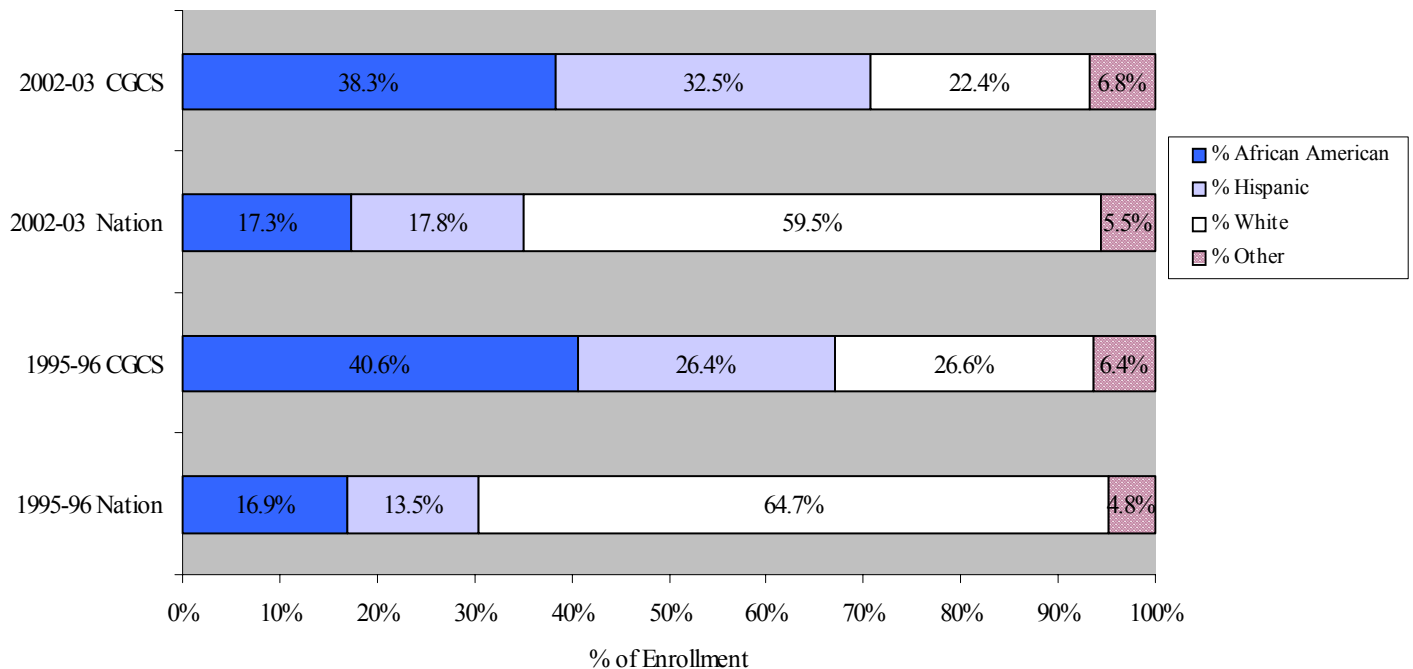
Figure 21 shows the rates of English Language Learners and students with disabilities (those with an Individual Education Plan) enrolled in the Great City Schools. Key indicators include the following:

- About 16.7% of students enrolled in the Great City Schools come from families where English is not the first language, compared with 8.4% of students nationally.
- Some 75.0% 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 13.4% of students nationally.
- Some 59.4% 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. Approximately 77.6% of Great City School students are from minority backgrounds—primarily African American, Hispanic, or Asian American—compared with 40.5% nationally. Figure 22 shows the enrollment patterns.

**Figure 22. Great City School Enrollment by Race Compared with the Nation
(N=65 Cities)**



Key statistics include the following:

- About 38.3% of Great City School students were *African American* in 2002-2003, compared with 17.3% nationally.
- About 32.5% of Great City School students were *Hispanic* in 2002-2003, compared with 17.8% nationally.
- About 22.4% of Great City School students were *White* in 2002-2003, compared with 59.5% nationally.
- About 6.8% of Great City School students were *Asian American* and members of other groups in 2002-2003, compared with 5.5% nationally.
- The percentage of the Great City School enrollment that was African American and White declined slightly between 1995-96 and 2002-2003; 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 2002-2003; while the percentage that was African American and Hispanic increased.
- Approximately 29.5% of all students of color in the nation were enrolled in the Great City Schools in 2002-2003.

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 V* 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.

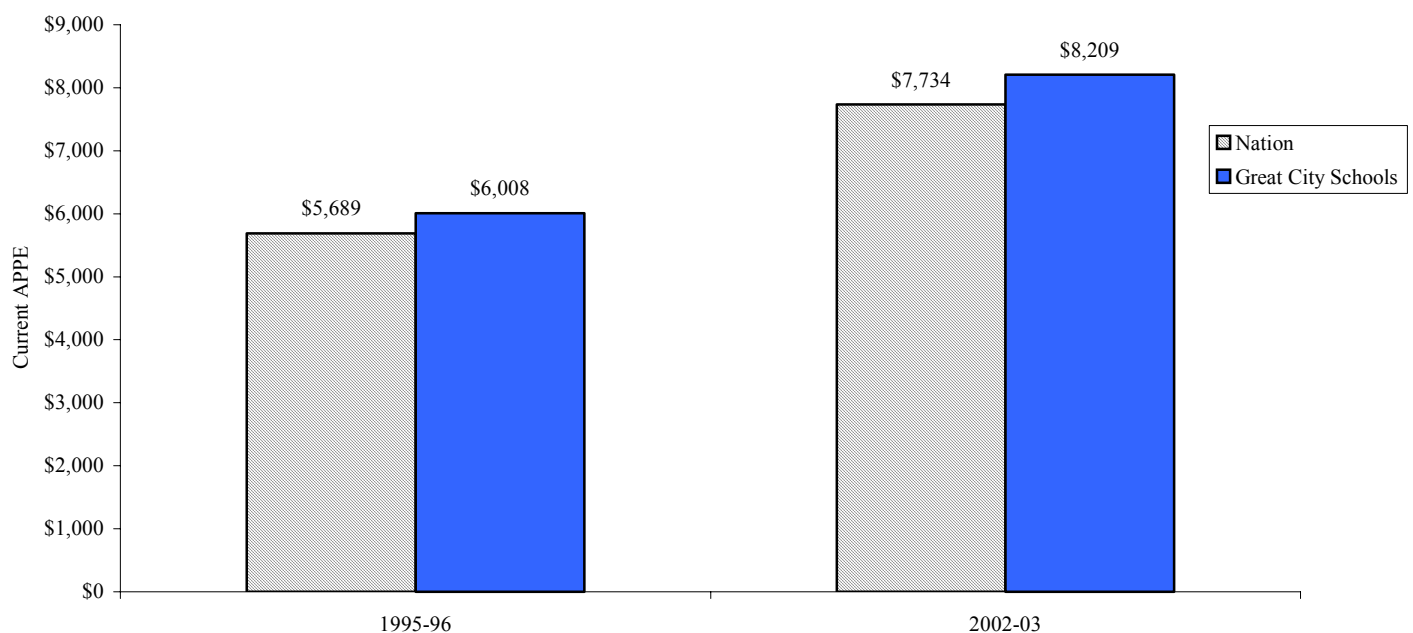
Expenditures Per Pupil

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

- The average "current expenditure" in the Great City Schools was \$8,209 per pupil in 2002-2003,⁶⁸ up 36.6% from \$6,008 per pupil in 1995-96 (not adjusted for inflation).
- The average "current expenditure" nationally was \$7,734 per pupil in 2002-2003,⁶⁹ up 36.0% from \$5,689 per pupil in 1995-96 (not adjusted for inflation).

Figure 23. Expenditures Per Pupil in the Great City Schools Compared with the Nation (N=65 Cities)



⁶⁸ Data based on 2002 fiscal year (most recently available NCES data).

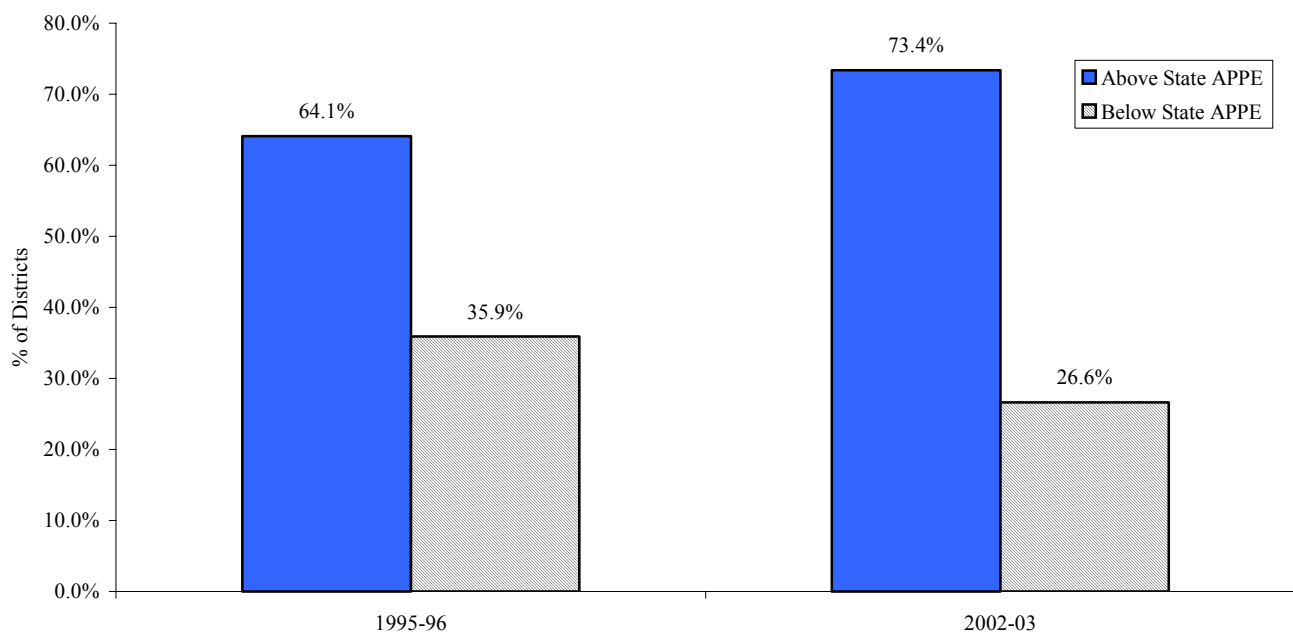
⁶⁹ Data based on 2002 fiscal year.

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 decreased from 16.5% in 1995-96 to 16.0 % in 2002-2003.⁷⁰
- The percentage of Great City School districts with a current per pupil expenditure below that of their state was 26.6% in 2002-2003.⁷¹
- The total enrollment of all Great City School districts with current per pupil expenditures, which were below statewide averages, was almost two and a half million students (2,304,734)—or about 30.9% of all urban students.

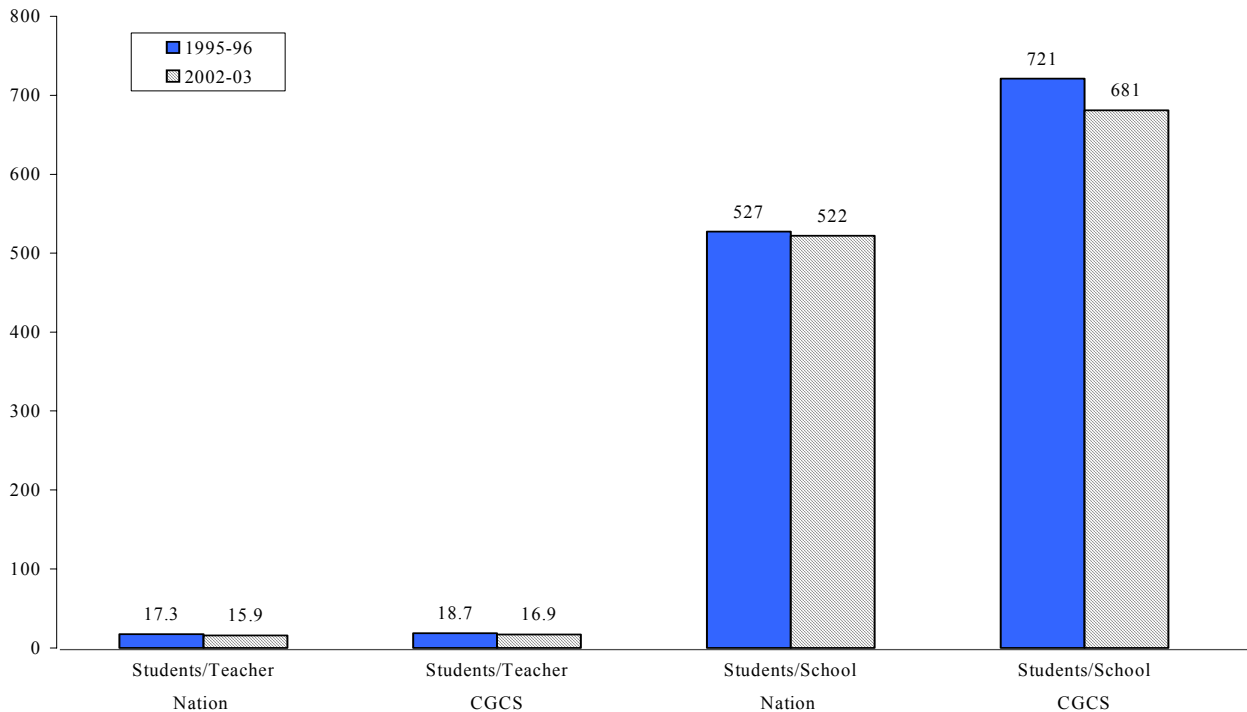
Figure 24. Percentage of Great City Schools Above and Below State Current Per Pupil Expenditure (N=64 Cities)



⁷⁰ Data based on 2002 fiscal year.

⁷¹ Data based on 2002 fiscal year.

Figure 25. Average Number of Great City School Students Per Teacher and School Compared with the Nation (N=65 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 25 displays the following key data:

- Student-teacher ratios in the Great City Schools were somewhat higher than the national average: 16.9 students per teacher in the major city schools in 2002-2003, compared with 15.9 nationally.
- Student-teacher ratios in the Great City schools have decreased somewhat since 1995-96 when they averaged 18.7 pupils per teacher. The national ratio also decreased since 1995-1996 when it was 17.3.

Figure 25 also shows data on school size. Some research suggests that smaller schools may be more effective interpersonally.

The Council's analysis showed the following trends:

- The average number of students per school in the Great City Schools declined from 721 students in 1995-96 to 681 in 2002-2003—a drop of about 5.5%.
- The average number of students per school nationally decreased from 527 in 1995-96 to 522 in 2002-2003—a decline of about 1.0%.
- The average school in the Great Cities enrolled about 30.5% more children (681 students) than the average school nationally (522 students) in 2002-2003.

4. SUMMARY DISCUSSION

The Data Show Encouraging Trends

This report represents the fifth time that the Council of the Great City Schools has examined 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 V* 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 continue to be 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. And the Council will also make every effort 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 District Assessment so that comparable data on city school performance on NAEP 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 speed of the gains. *Beating the Odds V* indicates that well over half (70.8%) of the Great City School *districts* have improved math scores in *all* grades tested by their states. The vast majority (95.4%) of major city school systems have improved their math scores in *half or more* of their grades. And, 68.3% of the large cities have improved *faster* than their respective states in *half or more* of their grades.

The urban data also showed that 91.1% of *all grades* tested have gained and 54.2% have done so *faster* than their states. All 4th grades have posted math gains in the Great City Schools.

The upward trend is also evident when looking at the percentage of *students* who are scoring at or above proficiency levels on their respective state tests. The percentage of 4th graders scoring at or above proficiency in math has increased from 44.1% in 2001-2002 to 50.8% in 2002-2003 to 55.3% in 2004. The percentage of eighth graders proficient has increased from 36.5% to 39.4% to 43.8% over the same period.

Gaps by race also appeared to be narrowing. State test results showed that city schools narrowed gaps between Whites and African Americans in 57.5% of grades tested and between Whites and Hispanics in 54.7% 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

New data in this report suggests that reading achievement in the Great City Schools is improving. *Beating the Odds V* found that 41.5% of the city school *districts* improved their reading performance in *all* grades tested. Some 89.2% of the cities improved in *half or more* of their grades, and 56.7% had improved *faster* than their states in half or more of their grades.

Approximately 77.2% of *all grades* in the Great City Schools posted reading gains and about 45.8% did so *faster* than their respective states. Reading scores improved in 89.1% of the 4th grades.

The gains are also evident when looking at the percentage of *students* who are scoring at or above proficiency levels. The percentage of 4th graders scoring at or above proficiency in reading has increased from 43.1% in 2001-2002 to 48.1% in 2002-2003 to 51.0% in 2004. The percentage of eighth graders proficient increased only slightly from 37.2% to 38.5% to 39.9% over the same period.

Gaps by race also appeared to narrow. State test results show that city schools closed gaps between Whites and African Americans in 63.8% 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. NAEP 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 V* 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 English

language learners as the average school system nationwide. In addition, the Great City Schools enroll about one-third (29.5%) 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 V 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 \$8,209 per pupil in fiscal year 2002 (most recent comparable federal data available)—an amount 36.6% higher than 1995-96 (unadjusted for inflation).⁷² Nationally, current expenditures rose approximately 36.0% over the same period.

The number of urban school systems, moreover, whose per pupil expenditures are below statewide averages remains high. Some 26.6% of the big city school districts fall into this category, including: Broward County (Ft. Lauderdale), Chicago, Clark County, Dallas, Philadelphia, New Orleans, Norfolk, and others. Together, these school systems enroll 2,304,734 students or over thirty 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 wherewithal. 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.

⁷² Expenditures allocable to student costs.

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GREAT CITY SCHOOLS

DEMOGRAPHICS ¹	GREAT CITY SCHOOLS		NATION	
	1995-96	2002-03	1995-96	2002-03
Number of Students	7,022,734	7,457,832	44,840,481	48,202,324
Percent Free & Reduced Price Lunch Eligible (FRPL) ²	NA	64.2	32.8	35.2
Percent of Students with IEPs ³	10.6	13.0	12.7	13.4
Percent English Language Learners ⁴	NA	16.7	NA	8.4
Percent African American	40.6	38.3	16.9	17.3
Percent Hispanic	26.4	32.5	13.5	17.8
Percent White	26.6	22.4	64.7	59.5
Percent Other	6.4	6.8	4.8	5.5
Number of FTE Teachers	375,747	441,799	2,598,220	3,034,064
Student-Teacher Ratio	18.7	16.9	17.3	15.9
Number of Schools	9,738	10,954	85,102	92,330
Current Expenditures Per Pupil ⁵	\$6,008	\$8,209	\$5,689	\$7,734
Great City Schools as a Percentage of the Nation's Public Schools			1995-96	2002-03
Percent of Students			15.7	15.5
Percent of Minority Students			32.7	29.5
Percent of African American Students			37.6	34.3
Percent of Hispanic Students			30.6	28.2
Percent of FRPL			NA	28.2
Percent of IEPs			12.7	15.0
Percent of ELLs			NA	30.8
Percent of Schools			11.4	11.9
Percent of Teachers			14.5	14.6
Percent of State Revenue ⁶			16.5	16.0

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

² Tennessee did not report free and reduced price lunch eligibility and is not included in the national total for 2002-03. 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=61, does not include Jefferson County, Minneapolis, and St. Paul who did not have IEP data for 1995-96.

⁴ N=64, does not include Pittsburgh who did not have ELL data for 2002-03.

⁵ Current Expenditures Per Pupil reported for the 2002-03 school year are from the 2002 fiscal year, the most recent year available from NCES.

⁶ Percent of State Revenue data for the 2002-03 school year is from the 2002 fiscal year, the most recent year available from NCES.

DISTRICT ALBUQUERQUE
 STATE NEW MEXICO

STATE READING AND MATH ASSESSMENT
State Assessment: CTBS/5 & Terra Nova
Grades Tested: 3,5-7,9-10
First Year Reported: 2002
How Reported: Median Percentile Rank & Percent Passing

DEMOGRAPHICS ¹	ALBUQUERQUE		NEW MEXICO	
	1995-96	2002-03	1995-96	2002-03
Number of Students	89,019	88,120	329,640	320,234
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	45.5	NA	57.0
Percent of Students with IEPs	16.2	20.4	14.3	19.9
Percent English Language Learners	NA	15.1	NA	20.4
Percent African American	3.6	3.8	2.4	2.4
Percent Hispanic	45.5	51.6	46.6	51.7
Percent White	44.7	37.9	39.3	33.6
Percent Other	6.1	6.7	11.4	12.3
Number of FTE Teachers	5,526	5,968	19,398	21,172
Student-Teacher Ratio	16.1	14.8	17.0	15.1
Number of Schools	122	144	721	809
Current Expenditures Per Pupil ²	\$4,328	\$6,229	\$4,604	\$6,882
Albuquerque as a Percentage of New Mexico's Public Schools			1995-96	2002-03
Percent of Students			27.0	27.5
Percent of FRPL			NA	22.0
Percent of IEPs			30.5	28.3
Percent of ELLs			NA	20.4
Percent of Schools			16.9	17.8
Percent of Teachers			28.5	28.2
Percent of State Revenue ³			27.9	25.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Albuquerque
CTBS/5 TerraNova
Median National Percentile Rank**

	Grade	2002	2003	2004	Annualized Change in NCEs
Reading					
Albuquerque	3	50.0	55.0	54.0	1.1
New Mexico	3	49.0	52.0	53.0	1.1
Albuquerque	5	58.0	59.0	58.0	0.0
New Mexico	5	54.0	55.0	56.0	0.6
Albuquerque	6	56.0	55.0	54.0	-0.6
New Mexico	6	51.0	53.0	53.0	0.6
Albuquerque	7	56.0	56.0	56.0	0.0
New Mexico	7	48.0	51.0	51.0	0.8
Albuquerque	9	58.0	56.0	56.0	-0.5
New Mexico	9	52.0	53.0	53.0	0.3

Math

Albuquerque	3	52.0	55.0	56.0	1.1
New Mexico	3	49.0	54.0	54.0	1.3
Albuquerque	5	50.0	52.0	52.0	0.6
New Mexico	5	47.0	50.0	51.0	1.1
Albuquerque	6	50.0	49.0	52.0	0.6
New Mexico	6	50.0	50.0	50.0	0.0
Albuquerque	7	50.0	50.0	52.0	0.6
New Mexico	7	46.0	49.0	49.0	0.8
Albuquerque	9	56.0	56.0	56.0	0.0
New Mexico	9	47.0	52.0	51.0	1.1

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

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Albuquerque	10	92.6	92.5	90.3	87.6	85.9	68.4	77.5	76.0	70.9	-2.7
New Mexico	10	88.7	88.0	85.8	84.0	83.6	64.4	66.1	69.0	65.0	-3.0

DISTRICT ANCHORAGE
STATE ALASKA

STATE READING AND MATH ASSESSMENT
State Assessment : Alaska Benchmark Examinations, HSGQE
Grades Tested: 3,6,8,& 10
First Year Reported: 2000
How Reported: Performance Level

DEMOGRAPHICS ¹	ANCHORAGE		ALASKA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	47,318	50,055	127,618	134,364
Percent Free & Reduced Price Lunch Eligible (FRPL)	14.4	33.0*	19.3	25.9
Percent of Students with IEPs	14.4	14.4	13.6	13.5
Percent English Language Learners	NA	16.5*	NA	12.2
Percent African American	8.6	8.9	4.6	4.7
Percent Hispanic	4.4	6.3	2.7	3.7
Percent White	68.9	60.0	63.7	59.4
Percent Other	18.0	24.8	28.9	32.1
Number of FTE Teachers	2,461	2,890	7,379	8,080
Student-Teacher Ratio	19.2	17.3	17.3	17.0
Number of Schools	84	98	495	518
Current Expenditures Per Pupil ²	\$6,343	\$7,740	\$8,189	\$9,563
Anchorage as a Percentage of Alaska's Public Schools			1995-96	2002-03
Percent of Students			37.1	37.3
Percent of FRPL			27.7	47.4
Percent of IEPs			39.2	39.7
Percent of ELLs			NA	50.4
Percent of Schools			17.0	18.9
Percent of Teachers			33.3	35.8
Percent of State Revenue ³			28.4	27.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	2000	2001	2002	2003	2004*	Annualized Change
Reading							
Anchorage	3	75.0	73.3	78.0	77.5	77.4	0.6
Alaska	3	72.5	73.0	74.6	73.9	73.8	0.3
Anchorage	6	74.4	74.4	75.0	73.7	73.4	-0.3
Alaska	6	69.9	69.4	69.8	69.8	70.2	0.1
Anchorage	8	87.9	86.6	85.0	71.8	72.0	-4.0
Alaska	8	83.2	82.5	81.6	67.9	67.8	-3.9
Math							
Anchorage	3	66.9	67.6	74.0	75.2	76.3	2.4
Alaska	3	65.0	66.3	70.8	71.8	72.2	1.8
Anchorage	6	67.1	66.7	69.0	67.6	69.9	0.7
Alaska	6	62.2	62.9	63.9	64.3	64.6	0.6
Anchorage	8	43.0	43.6	44.0	67.3	68.0	6.3
Alaska	8	39.0	39.5	40.2	63.8	63.8	6.2

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

	Grade	2000	2001	2002	2003	2004*	Annualized Change
Reading							
Anchorage	10	NA	NA	74.6	72.8	73.3	-0.6
Alaska	10	NA	NA	70.4	69.7	70.1	-0.2
Math							
Anchorage	10	NA	NA	66.9	74.3	69.8	1.5
Alaska	10	NA	NA	64.0	70.2	66.7	1.4

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

* Asterik indicates that the data has been updated by the school district.

DISTRICT ATLANTA
STATE GEORGIA

STATE READING AND MATH ASSESSMENT
State Assessment: Criterion Referenced Competency Test, GHS GT
Grades Tested: 4,6,8, & 11
First Year Reported: 2000
How Reported: Performance Level & Percent Passing

DEMOGRAPHICS ¹	ATLANTA		GEORGIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	60,209	54,946	1,311,126	1,496,012
Percent Free & Reduced Price Lunch Eligible (FRPL)	74.0	71.4	37.1	45.1
Percent of Students with IEPs	6.0	7.8	10.0	11.9
Percent English Language Learners	NA	2.7	NA	4.7
Percent African American	90.4	88.6	37.8	38.2
Percent Hispanic	1.8	3.4	2.2	6.2
Percent White	6.6	7.2	58.2	53.0
Percent Other	1.2	0.8	1.8	2.6
Number of FTE Teachers	3,637	3,875	79,480	96,044
Student-Teacher Ratio	16.6	14.2	16.5	15.6
Number of Schools	102	102	1,763	2,236
Current Expenditures Per Pupil ²	\$6,969	\$11,562	\$5,056	\$7,380
Atlanta as a Percentage of Georgia's Public Schools			1995-96	2002-03
Percent of Students			4.6	3.7
Percent of FRPL			9.2	5.8
Percent of IEPs			2.8	2.4
Percent of ELLs			NA	2.1
Percent of Schools			5.8	4.6
Percent of Teachers			4.6	4.0
Percent of State Revenue ³			4.1	3.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	2000	2001	2002	2003	2004	Annualized Change
Reading							
Atlanta	4	47	70	72	76	71	6.0
Georgia	4	65	74	79	80	79	3.5
Atlanta	6	52	65	64	69	64	3.0
Georgia	6	71	77	80	82	80	2.3
Atlanta	8	60	72	68	66	71	2.8
Georgia	8	75	82	80	81	85	2.5
Math							
Atlanta	4	43	55	56	67	69	6.5
Georgia	4	62	63	66	74	76	3.5
Atlanta	6	46	52	50	47	51	1.0
Georgia	6	66	69	69	70	73	1.8
Atlanta	8	36	41	46	44	53	4.3
Georgia	8	54	59	65	67	73	4.8

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

	Grade	2000	2001	2002	2003	2004	Annualized Change
English Language Arts							
Atlanta	11	89	90	91	91	89	0.0
Georgia	11	94	94	95	95	94	0.0
Math							
Atlanta	11	83	84	81	83	84	0.3
Georgia	11	90	91	91	92	92	0.5

*The percentage of students meeting and exceeding the standard was computed by adding the percentage of students meeting the standard to the number of students exceeding the standard.

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

Reading	Grade	2000	2001	2002	2003	2004	Change in Gap	Mathematics	Grade	2000	2001	2002	2003	2004	Change in Gap
Atlanta	4							Atlanta	4						
African American		43	67	70	75	69		African American		38	52	53	65	66	
Gap		-47	-29	-25	-20	-28	-19	Gap		-54	-42	-40	-28	-30	-24
White		90	96	95	95	97		White		92	94	93	93	96	
Gap		-36	-32	-42	-41	-41	5	Gap		-39	-42	-44	-37	-37	-2
Hispanic		54	64	53	54	56		Hispanic		53	52	49	56	59	
Georgia	4							Georgia	4						
African American		51	63	71	73	69		African American		47	48	52	62	66	
Gap		-25	-20	-17	-15	-18	-7	Gap		-27	-26	-26	-21	-19	-8
White		76	83	88	88	87		White		74	74	78	83	85	
Gap		-29	-26	-23	-23	-22	-7	Gap		-25	-25	-24	-19	-18	-7
Hispanic		47	57	65	65	65		Hispanic		49	49	54	64	67	
Atlanta	6							Atlanta	6						
African American		50	64	64	78	63		African American		43	50	47	45	49	
Gap		-38	-33	-31	-15	-31	-7	Gap		-46	-47	-41	-41	-45	-1
White		88	97	95	93	94		White		89	97	88	86	94	
Gap		-31	-32	-28	-32	-48	17	Gap		-38	-36	-29	-39	-51	13
Hispanic		57	65	67	61	46		Hispanic		51	61	59	47	43	
Georgia	6							Georgia	6						
African American		57	65	70	75	71		African American		51	55	55	56	61	
Gap		-24	-20	-18	-14	-17	-7	Gap		-26	-24	-24	-25	-23	-3
White		81	85	88	89	88		White		77	79	79	81	84	
Gap		-26	-24	-21	-20	-21	-5	Gap		-26	-22	-21	-22	-21	-5
Hispanic		55	61	67	69	67		Hispanic		51	57	58	59	63	
Atlanta	8							Atlanta	8						
African American		59	72	67	65	70		African American		33	38	44	41	NA	
Gap		-35	-23	-21	-25	-27	-8	Gap		-51	-43	-41	-43	NA	NA
White		94	95	88	90	97		White		84	81	85	84	NA	
Gap		-49	-21	-15	-42	-42	-7	Gap		-52	-35	-30	-44	NA	NA
Hispanic		45	74	73	48	55		Hispanic		32	46	55	40	NA	
Georgia	8							Georgia	8						
African American		62	74	72	73	79		African American		36	42	52	52	61	
Gap		-21	-15	-16	-15	-12	-9	Gap		-28	-28	-25	-18	-21	-7
White		83	89	88	88	91		White		64	70	77	70	82	
Gap		-24	-22	-21	-23	-22	-2	Gap		-26	-27	-23	-16	-20	-6
Hispanic		59	67	67	65	69		Hispanic		38	43	54	54	62	

*The percentage of students meeting and exceeding the standard was computed by adding the percentage of students meeting the standard to the number of students exceeding the standard.

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

	Grade	2000	2001	2002	2003	2004	Change in Gap		Grade	2000	2001	2002	2003	2004	Change in Gap
English/Language Arts								Mathematics							
Atlanta	11							Atlanta	11						
African American		88	89	91	92	NA		African American		82	83	79	82	84	
Gap		-8	-7	-2	-8	NA	NA	Gap		-15	-15	-11	-17	-14	-1
White		96	96	93	100	NA		White		97	98	90	99	98	
Gap		-21	-22	-29	-20	NA	NA	Gap		-7	-23	-3	-17	-13	6
Hispanic		75	74	64	80	NA		Hispanic		90	75	87	82	85	
Georgia	11							Georgia	11						
African American		88	90	93	82	88		African American		81	82	84	84	85	
Gap		-9	-8	-5	-15	-9	0	Gap		-15	-14	-12	-12	-11	-4
White		97	98	98	97	97		White		96	96	96	96	96	
Gap		-16	-17	-15	-13	-14	-2	Gap		-11	-11	-10	-11	-11	0
Hispanic		81	81	83	84	83		Hispanic		85	85	86	85	85	

* As of Beating the Odds V's publication date, 2004 Eleventh grade English/ Language Arts data were unavailable.

* The percentage of students meeting and exceeding the standard was computed by adding the percentage of students meeting the standard to the number of students exceeding the standard.

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

Reading	Grade	2000	2001	2002	2003	2004	Annualized Change
Atlanta	4	32	44	43	57	53	5.3
Georgia	4	22	29	56	47	48	6.5
Atlanta	6	50	55	39	58	35	-3.8
Georgia	6	28	34	53	52	48	5.0
Atlanta	8	30	20	43	45	39	2.3
Georgia	8	28	40	54	46	49	5.3

Math

Atlanta	4	27	41	40	60	55	7.0
Georgia	4	31	26	47	50	53	5.5
Atlanta	6	56	49	30	46	35	-5.3
Georgia	6	36	39	49	46	50	3.5
Atlanta	8	26	20	43	49	27	0.3
Georgia	8	24	28	45	44	49	6.3

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

	Grade	2000	2001	2002	2003	2004	Annualized Change
English/Language Arts							
Atlanta	11	60	39	47	83	74	3.5
Georgia	11	50	49	69	67	65	3.8
Mathematics							
Atlanta	11	79	73	71	79	80	0.3
Georgia	11	72	74	81	75	78	1.5

*The percentage of students meeting and exceeding the standard was computed by adding the percentage of students meeting the standard to the number of students exceeding the standard.

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

Reading	Grade	2000	2001	2002	2003	2004	Change in Gap	Mathematics	Grade	2000	2001	2002	2003	2004	Change in Gap
Atlanta	4							Atlanta	4						
Students with Disabilities		21	23	38	47	42		Students with Disabilities		11	15	26	36	38	
Gap		-27	-49	-36	-31	-32	5	Gap		-33	-43	-34	-34	-34	1
Students without Disabilities		48	72	74	78	74		Students without Disabilities		44	58	60	70	72	
Georgia	4							Georgia	4						
Students with Disabilities		29	35	49	51	51		Students with Disabilities		27	24	35	42	46	
Gap		-40	-43	-35	-33	-31	-9	Gap		-38	-43	-36	-36	-34	-2
Students without Disabilities		69	78	84	84	82		Students without Disabilities		65	67	71	78	80	
Atlanta	6							Atlanta	6						
Students with Disabilities		20	26	22	28	24		Students with Disabilities		18	16	15	13	15	
Gap		-34	-41	-47	-46	-46	12	Gap		-30	-38	-38	-37	-40	10
Students without Disabilities		54	67	69	74	70		Students without Disabilities		48	54	53	50	55	
Georgia	6							Georgia	6						
Students with Disabilities		30	34	43	48	46		Students with Disabilities		24	24	29	31	34	
Gap		-45	-47	-42	-39	-39	-6	Gap		-47	-50	-45	-44	-44	-3
Students without Disabilities		75	81	85	87	85		Students without Disabilities		71	74	74	75	78	
Atlanta	8							Atlanta	8						
Students with Disabilities		18	25	22	23	25		Students with Disabilities		4	11	10	9	11	
Gap		-44	-51	-50	-48	-51	7	Gap		-33	-33	-40	-39	-47	14
Students without Disabilities		62	76	72	71	76		Students without Disabilities		37	44	50	48	58	
Georgia	8							Georgia	8						
Students with Disabilities		32	41	40	43	50		Students with Disabilities		13	15	23	23	29	
Gap		-47	-46	-46	-43	-39	-8	Gap		-45	-48	-49	-49	-50	5
Students without Disabilities		79	87	86	86	89		Students without Disabilities		58	63	72	72	79	

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

English/Language Arts

Mathematics

	Grade	2000	2001	2002	2003	2004	Change in Gap		Grade	2000	2001	2002	2003	2004	Change in Gap
Atlanta	11							Atlanta	11						
Students with Disabilities		37	51	49	68	44		Students with Disabilities		27	48	26	44	38	
Gap		-53	-40	-43	-25	-48	-5	Gap		-58	-38	-57	-41	-50	-8
Students without Disabilities		90	91	92	93	92		Students without Disabilities		85	86	83	85	88	
Georgia	11							Georgia	11						
Students with Disabilities		68	68	74	74	64		Students with Disabilities		55	57	60	60	55	
Gap		-27	-27	-23	-23	-32	5	Gap		-37	-35	-33	-33	-40	-3
Students without Disabilities		95	95	97	97	96		Students without Disabilities		92	92	93	93	95	

*The percentage of students meeting and exceeding the standard was computed by adding the percentage of students meeting the standard to the number of students exceeding the standard.

DISTRICT AUSTIN
STATE TEXAS

STATE READING AND MATH ASSESSMENT
State Assessment: Texas Assessment of Knowledge and Skills
Grades Tested: 3-11
First Year Reported: 2003
How Reported: Performance Level

DEMOGRAPHICS ¹	AUSTIN		TEXAS	
	1995-96	2002-03	1995-96	2002-03
Number of Students	74,772	78,608	3,748,167	4,259,823
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.8*	52.9	39.6	46.2
Percent of Students with IEPs	11.4	12.1	11.6	11.8
Percent English Language Learners	13.8*	20.7	NA	14.8
Percent African American	18.3	14.4	14.3	14.3
Percent Hispanic	40.3	51.5	36.7	42.7
Percent White	38.9	31.2	46.4	39.8
Percent Other	2.5	2.9	2.6	3.2
Number of FTE Teachers	4,537	5,382	240,371	288,655
Student-Teacher Ratio	16.5	14.6	15.6	14.8
Number of Schools	103	111	6,638	8,097
Current Expenditures Per Pupil ²	\$4,830	\$7,300	\$5,016	\$6,771
Austin as a Percentage of Texas' Public Schools			1995-96	2002-03
Percent of Students			2.0	1.8
Percent of FRPL			2.5	2.1
Percent of IEPs			2.0	1.9
Percent of ELLs			NA	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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Austin
Texas Assessment of Knowledge and Skills (TAKS)
Percent Meeting Standard ⁴

Reading	Grade	2002	2003*	2004*	Change	Math	Grade	2002	2003*	2004*	Change
Austin	3	NA	86	91	5	Austin	3	NA	82	89	7
Texas	3	NA	86	91	5	Texas	3	NA	84	90	6
Austin	4	NA	81	85	4	Austin	4	NA	77	87	10
Texas	4	NA	82	86	4	Texas	4	NA	81	87	6
Austin	5	NA	73	77	4	Austin	5	NA	76	80	4
Texas	5	NA	74	80	6	Texas	5	NA	78	82	4
Austin	6	NA	76	79	3	Austin	6	NA	66	72	6
Texas	6	NA	80	87	7	Texas	6	NA	71	78	7
Austin	7	NA	75	75	0	Austin	7	NA	57	65	8
Texas	7	NA	82	83	1	Texas	7	NA	63	71	8
Austin	8	NA	77	84	7	Austin	8	NA	54	60	6
Texas	8	NA	84	90	6	Texas	8	NA	62	67	5
Austin	9	NA	68	78	10	Austin	9	NA	50	56	6
Texas	9	NA	76	85	9	Texas	9	NA	55	61	6
English Language Arts											
Austin	10	NA	65	71	6	Austin	10	NA	58	60	2
Texas	10	NA	70	76	6	Texas	10	NA	61	64	3
Austin	11	NA	60	88	28	Austin	11	NA	67	82	15
Texas	11	NA	70	87	17	Texas	11	NA	68	85	17

⁴In Spring 2004 the Met Standard value equaled 1 SEM, standard errors of measurement, below the Panel's Recommendation in 2005.
For comparative purposes, 2003 TAKS results shown for the state and district were recalculated at the 1 SEM level for Grades 3-10

*Asterik indicates that the data has been updated by the school district.

*The results for Grade 3 reflect the combined results for the March and April administration in Reading.

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

Reading	Grade	2002	2003*	2004*	Change	Math	Grade	2002	2003*	2004*	Change
Austin	4					Austin	4				
African American		NA	62	73		African American		NA	54	72	
Gap		NA	-33	-23	-10	Gap		NA	-40	-24	-16
White		NA	95	96		White		NA	94	96	
Gap		NA	-19	-16	-3	Gap		NA	-24	-13	-11
Hispanic		NA	76	80		Hispanic		NA	70	83	
Texas	4					Texas	4				
African American		NA	71	78		African American		NA	68	76	
Gap		NA	-20	-15	-5	Gap		NA	-22	-17	-5
White		NA	91	93		White		NA	90	93	
Gap		NA	-16	-12	-4	Gap		NA	-16	-10	-6
Hispanic		NA	75	81		Hispanic		NA	74	83	
Austin	8					Austin	8				
African American		NA	66	79		African American		NA	33	39	
Gap		NA	-28	-18	-10	Gap		NA	-46	-47	1
White		NA	94	97		White		NA	79	86	
Gap		NA	-27	-22	-5	Gap		NA	-40	-41	1
Hispanic		NA	67	75		Hispanic		NA	39	45	
Texas	8					Texas	8				
African American		NA	75	85		African American		NA	45	50	
Gap		NA	-16	-10	-6	Gap		NA	-31	-31	0
White		NA	91	95		White		NA	76	81	
Gap		NA	-14	-11	-3	Gap		NA	-25	-24	-1
Hispanic		NA	77	84		Hispanic		NA	51	57	
English Language Arts											
Austin	10					Austin	10				
African American		NA	54	57		African American		NA	36	35	
Gap		NA	-27	-29	2	Gap		NA	-46	-49	3
White		NA	81	86		White		NA	82	84	
Gap		NA	-29	-26	-3	Gap		NA	-41	-42	1
Hispanic		NA	52	60		Hispanic		NA	41	42	
Texas	10					Texas	10				
African American		NA	61	69		African American		NA	44	46	
Gap		NA	-18	-16	-2	Gap		NA	-30	-32	2
White		NA	79	85		White		NA	74	78	
Gap		NA	-18	-18	0	Gap		NA	-26	-26	0
Hispanic		NA	61	67		Hispanic		NA	48	52	

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

Reading	Grade	2002	2003*	2004*	Change	Math	Grade	2002	2003*	2004*	Change
Austin	4	NA	70	77	7	Austin	4	NA	65	79	14
Texas	4	NA	73	79	6	Texas	4	NA	72	81	9
Austin	8	NA	62	72	10	Austin	8	NA	33	39	6
Texas	8	NA	75	83	8	Texas	8	NA	48	55	7

English Language Arts

Austin	10	NA	47	55	8	Austin	10	NA	35	36	1
Texas	10	NA	58	65	7	Texas	10	NA	46	50	4

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

Reading	Grade	2002	2003*	2004*	Change	Math	Grade	2002	2003*	2004*	Change
Austin	4	NA	64	71	7	Austin	4	NA	64	80	16
Texas	4	NA	57	68	11	Texas	4	NA	62	76	14
Austin	8	NA	21	40	19	Austin	8	NA	12	18	6
Texas	8	NA	35	48	13	Texas	8	NA	22	28	6

English Language Arts

Austin	10	NA	18	22	4	Austin	10	NA	22	15	-7
Texas	10	NA	19	24	5	Texas	10	NA	28	27	-1

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

Reading	Grade	2002	2003*	2004*	Change	Math	Grade	2002	2003*	2004*	Change
Austin	4	NA	72	79	7	Austin	4	NA	64	77	13
Texas	4	NA	74	76	2	Texas	4	NA	71	77	6
Austin	8	NA	61	68	7	Austin	8	NA	29	31	2
Texas	8	NA	62	74	12	Texas	8	NA	33	41	8

English Language Arts

Austin	10	NA	22	36	14	Austin	10	NA	24	27	3
Texas	10	NA	29	42	13	Texas	10	NA	25	29	4

* Asterik indicates that the data has been updated by the school district.

DISTRICT BALTIMORE
STATE MARYLAND

STATE READING AND MATH ASSESSMENT State Assessment: Maryland School Assessment (MSA) Grades Tested: 3,5,8, & 10 First Year Reported: 2003 How Reported: Performance Level				
DEMOGRAPHICS ¹	BALTIMORE		MARYLAND	
	1995-96	2002-03	1995-96	2002-03
Number of Students	109,980	96,230	805,544	866,743
Percent Free & Reduced Price Lunch Eligible (FRPL)	65.2	68.9	25.6	30.7
Percent of Students with IEPs	15.9	14.8	12.4	12.3
Percent English Language Learners	NA	1.3	NA	3.2
Percent African American	84.3	88.3	35.0	37.5
Percent Hispanic	0.4	1.2	3.3	5.8
Percent White	14.3	9.6	57.5	51.5
Percent Other	1.1	0.9	4.1	5.1
Number of FTE Teachers	6,291	6,530	47,819	55,382
Student-Teacher Ratio	17.5	14.7	16.8	16.1
Number of Schools	180	184	1,276	1,404
Current Expenditures Per Pupil ²	\$6,370	\$9,242	\$6,593	\$8,692
Baltimore as a Percentage of Maryland's Public Schools			1995-96	2002-03
Percent of Students			13.7	11.1
Percent of FRPL			34.7	24.9
Percent of IEPs			17.5	13.4
Percent of ELLs			NA	4.6
Percent of Schools			14.1	13.1
Percent of Teachers			13.2	11.8
Percent of State Revenue ³			19.4	19.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Baltimore
Maryland School Assessment (MSA)
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Baltimore	3	NA	39.1	54.6	15.5	Baltimore	3	NA	41.9	54.2	12.3
Maryland	3	NA	58.1	71.0	12.9	Maryland	3	NA	65.1	72.2	7.1
Baltimore	5	NA	44.4	49.9	5.5	Baltimore	5	NA	31.3	43.8	12.5
Maryland	5	NA	65.7	68.4	2.7	Maryland	5	NA	55.0	63.1	8.1
Baltimore	8	NA	32.8	42.4	9.6	Baltimore	8	NA	11.5	19.0	7.5
Maryland	8	NA	59.9	63.8	3.9	Maryland	8	NA	39.7	45.8	6.1
Baltimore	10	NA	28.6	35.5	6.9						
Maryland	10	NA	61.4	66.0	4.6						

* 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	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Baltimore	3					Baltimore	3				
African American		NA	37.5	53.6		African American		NA	39.8	52.8	
Gap		NA	-16.2	-10.6	-5.6	Gap		NA	-19.6	-14.0	-5.6
White		NA	53.7	64.2		White		NA	59.4	66.8	
Gap		NA	-22.1	-17.1	-5.0	Gap		NA	-22.0	-14.4	-7.6
Hispanic		NA	31.6	47.1		Hispanic		NA	37.4	52.4	
Maryland	3					Maryland	3				
African American		NA	41.4	57.5		African American		NA	47.0	57.3	
Gap		NA	-30.8	-24.1	-6.7	Gap		NA	-32.1	-25.9	-6.2
White		NA	72.2	81.6		White		NA	79.1	83.2	
Gap		NA	-33.1	-22.3	-10.8	Gap		NA	-26.1	-19.8	-6.3
Hispanic		NA	39.1	59.3		Hispanic		NA	53.0	63.4	
Baltimore	5					Baltimore	5				
African American		NA	42.9	49.0		African American		NA	29.8	42.8	
Gap		NA	-12.3	-9.6	-2.7	Gap		NA	-11.3	-10.8	-0.5
White		NA	55.2	58.6		White		NA	41.1	53.6	
Gap		NA	-3.2	-15.0	11.8	Gap		NA	2.9	-20.6	23.5
Hispanic		NA	52.0	43.6		Hispanic		NA	44.0	33.0	
Maryland	5					Maryland	5				
African American		NA	48.1	52.8		African American		NA	34.9	45.9	
Gap		NA	-31.3	-28.3	-3.0	Gap		NA	-34.4	-30.4	-4.0
White		NA	79.4	81.1		White		NA	69.3	76.3	
Gap		NA	-27.9	-25.8	-2.1	Gap		NA	-25.7	-24.2	-1.5
Hispanic		NA	51.5	55.3		Hispanic		NA	43.6	52.1	
Baltimore	8					Baltimore	8				
African American		NA	31.0	41.0		African American		NA	9.7	17.2	
Gap		NA	-17.2	-13.3	-3.9	Gap		NA	-16.5	-15.5	-1.0
White		NA	48.2	54.3		White		NA	26.2	32.7	
Gap		NA	-23.6	-13.0	-10.6	Gap		NA	-13.9	-13.2	-0.7
Hispanic		NA	24.6	41.3		Hispanic		NA	12.3	19.5	
Maryland	8					Maryland	8				
African American		NA	40.2	48.2		African American		NA	17.6	24.4	
Gap		NA	-34.1	-27.3	-6.8	Gap		NA	-36.2	-35.6	-0.6
White		NA	74.3	75.5		White		NA	53.8	60.0	
Gap		NA	-29.7	-27.1	-2.6	Gap		NA	-27.0	-28.5	1.5
Hispanic		NA	44.6	48.4		Hispanic		NA	26.8	31.5	

Baltimore
Maryland School Assessment (MSA)
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Baltimore	3					Baltimore	3				
FRPL		NA	36.4	52.8		FRPL		NA	39.0	52.2	
Gap		NA	-141	-88	-53	Gap		NA	-149	-98	-51
Non-FRPL		NA	50.5	61.6		Non-FRPL		NA	53.9	62.0	
Maryland	3					Maryland	3				
FRPL		NA	37.0	54.4		FRPL		NA	45.2	55.8	
Gap		NA	-340	-262	-78	Gap		NA	-320	-258	-62
Non-FRPL		NA	71.0	80.6		Non-FRPL		NA	77.2	81.6	
Baltimore	5					Baltimore	5				
FRPL		NA	42.0	48.0		FRPL		NA	28.8	41.7	
Gap		NA	-118	-92	-26	Gap		NA	-120	-100	-20
Non-FRPL		NA	53.8	57.2		Non-FRPL		NA	40.8	51.7	
Maryland	5					Maryland	5				
FRPL		NA	44.9	50.5		FRPL		NA	33.3	44.4	
Gap		NA	-328	-283	-45	Gap		NA	-343	-296	-47
Non-FRPL		NA	77.7	78.8		Non-FRPL		NA	67.6	74.0	
Baltimore	8					Baltimore	8				
FRPL		NA	29.1	39.6		FRPL		NA	9.2	17.0	
Gap		NA	-123	-109	-14	Gap		NA	-80	-77	-03
Non-FRPL		NA	41.4	50.5		Non-FRPL		NA	17.2	24.7	
Maryland	8					Maryland	8				
FRPL		NA	35.5	42.8		FRPL		NA	15.8	22.7	
Gap		NA	-349	-304	-45	Gap		NA	-340	-332	-08
Non-FRPL		NA	70.4	73.2		Non-FRPL		NA	49.8	55.9	

Baltimore
Maryland School Assessment (MSA)
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Baltimore	3					Baltimore	3				
LEP		NA	9.7	41.4		LEP		NA	35.9	46.8	
Gap		NA	-29.8	-13.4	-16.4	Gap		NA	-6.1	-7.5	1.4
Non-LEP		NA	39.5	54.8		Non-LEP		NA	42.0	54.3	
Maryland	3					Maryland	3				
LEP		NA	17.7	44.7		LEP		NA	38.2	49.9	
Gap		NA	-42.1	-27.4	-14.7	Gap		NA	-28.1	-23.2	-4.9
Non-LEP		NA	59.8	72.1		Non-LEP		NA	66.3	73.1	
Baltimore	5					Baltimore	5				
LEP		NA	23.5	35.8		LEP		NA	20.6	22.8	
Gap		NA	-21.2	-14.3	-6.9	Gap		NA	-10.8	-21.2	10.4
Non-LEP		NA	44.7	50.1		Non-LEP		NA	31.4	44.0	
Maryland	5					Maryland	5				
LEP		NA	23.8	30.9		LEP		NA	29.2	36.0	
Gap		NA	-42.9	-38.4	-4.5	Gap		NA	-26.5	-27.8	1.3
Non-LEP		NA	66.7	69.3		Non-LEP		NA	55.7	63.8	
Baltimore	8					Baltimore	8				
LEP		NA	7.7	16.7		LEP		NA	5.8	18.6	
Gap		NA	-25.3	-25.9	0.6	Gap		NA	-5.8	-0.3	-5.5
Non-LEP		NA	33.0	42.6		Non-LEP		NA	11.6	18.9	
Maryland	8					Maryland	8				
LEP		NA	12.5	18.3		LEP		NA	20.1	24.6	
Gap		NA	-48.4	-46.4	-2.0	Gap		NA	-19.9	-21.5	1.6
Non-LEP		NA	60.9	64.7		Non-LEP		NA	40.0	46.1	

Baltimore
Maryland School Assessment (MSA)
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Baltimore	3					Baltimore	3				
Special Education		NA	15.3	28.6		Special Education		NA	18.5	24.4	
Gap		NA	-27.5	-30.4	2.9	Gap		NA	-27.0	-34.9	7.9
Regular Education		NA	42.8	59.0		Regular Education		NA	45.5	59.3	
Maryland	3					Maryland	3				
Special Education		NA	25.0	42.9		Special Education		NA	37.1	41.9	
Gap		NA	-37.4	-31.8	-5.6	Gap		NA	-31.6	-34.2	2.6
Regular Education		NA	62.4	74.7		Regular Education		NA	68.7	76.1	
Baltimore	5					Baltimore	5				
Special Education		NA	17.7	22.6		Special Education		NA	11.0	16.9	
Gap		NA	-32.3	-32.2	-0.1	Gap		NA	-24.5	-31.6	7.1
Regular Education		NA	50.0	54.8		Regular Education		NA	35.5	48.5	
Maryland	5					Maryland	5				
Special Education		NA	35.2	37.7		Special Education		NA	23.3	29.7	
Gap		NA	-35.0	-35.1	0.1	Gap		NA	-36.5	-38.3	1.8
Regular Education		NA	70.2	72.8		Regular Education		NA	59.8	68.0	
Baltimore	8					Baltimore	8				
Special Education		NA	4.6	5.4		Special Education		NA	0.5	1.7	
Gap		NA	-34.3	-45.0	10.7	Gap		NA	-13.4	-21.0	7.6
Regular Education		NA	38.9	50.4		Regular Education		NA	13.9	22.7	
Maryland	8					Maryland	8				
Special Education		NA	20.1	20.7		Special Education		NA	8.3	10.7	
Gap		NA	-45.6	-49.0	3.4	Gap		NA	-35.9	-39.8	3.9
Regular Education		NA	65.7	69.7		Regular Education		NA	44.2	50.5	

DISTRICT BIRMINGHAM
STATE ALABAMA

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

DEMOGRAPHICS ¹	BIRMINGHAM		ALABAMA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	41,824	36,133	746,149	739,678
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	74.6	NA	49.2
Percent of Students with IEPs	10.1	14.0	13.0	12.8
Percent English Language Learners	NA	0.9	NA	1.4
Percent African American	92.5	96.4	35.6	35.7
Percent Hispanic	0.1	1.1	0.5	1.8
Percent White	6.9	2.3	61.3	59.2
Percent Other	0.3	0.3	1.4	1.6
Number of FTE Teachers	2,588	2,320	44,056	47,104
Student-Teacher Ratio	16.2	15.6	16.9	15.7
Number of Schools	76*	62*	1,319	1,534
Current Expenditures Per Pupil ²	\$4,693	\$6,650	\$4,343	\$6,029
Birmingham as a Percentage of Alabama's Public Schools			1995-96	2002-03
Percent of Students			5.6	4.9
Percent of FRPL			NA	7.4
Percent of IEPs			4.3	5.4
Percent of ELLs			NA	3.2
Percent of Schools			5.8	4.0
Percent of Teachers			5.9	4.9
Percent of State Revenue ³			5.1	4.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Birmingham
SAT/10
National Percentiles

	Grade	2002	2003	2004	Change		Grade	2002	2003	2004	Change
Reading						Math					
Birmingham	3	NA	26	31	5.0	Birmingham	3	NA	34	35	1.0
Alabama	3	NA	44	46	2.0	Alabama	3	NA	47	49	2.0
Birmingham	4	NA	39	38	-1.0	Birmingham	4	NA	40	41	1.0
Alabama	4	NA	55	56	1.0	Alabama	4	NA	54	56	2.0
Birmingham	5	NA	38	38	0.0	Birmingham	5	NA	35	38	3.0
Alabama	5	NA	53	52	-1.0	Alabama	5	NA	46	49	3.0
Birmingham	6	NA	29	29	0.0	Birmingham	6	NA	28	29	1.0
Alabama	6	NA	47	45	-2.0	Alabama	6	NA	46	47	1.0
Birmingham	7	NA	37	33	-4.0	Birmingham	7	NA	30	27	-3.0
Alabama	7	NA	54	52	-2.0	Alabama	7	NA	49	47	-2.0
Birmingham	8	NA	37	33	-4.0	Birmingham	8	NA	32	31	-1.0
Alabama	8	NA	51	49	-2.0	Alabama	8	NA	51	50	-1.0

Birmingham
Alabama High School
Graduation Exam
Percent Passing

	Grade	2000	2001	2002	2003	2004	Annualized Change	
Reading								
Birmingham		11	75	80	79	83	79	1.0
Alabama		11	83	88	86	88	87	1.0
Math								
Birmingham		11	NA	64	65	65	61	-1.0
Alabama		11	NA	83	79	79	78	-1.7

Birmingham
SAT-10
National Percentiles

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Birmingham	4					Birmingham	4				
African American		NA	39	38		African American		NA	40	41	
Gap		NA	-27	-31	40	Gap		NA	-24	-22	-20
White		NA	66	69		White		NA	64	63	
Gap		NA	-43	-46	3.0	Gap		NA	-37	-32	-5.0
Hispanic		NA	23	23		Hispanic		NA	27	31	
Alabama	4					Alabama	4				
African American		NA	37	38		African American		NA	39	42	
Gap		NA	-29	-29	0.0	Gap		NA	-24	-23	-1.0
White		NA	66	67		White		NA	63	65	
Gap		NA	-30	-28	-2.0	Gap		NA	-22	-20	-2.0
Hispanic		NA	36	39		Hispanic		NA	41	45	
Birmingham	8					Birmingham	8				
African American		NA	35	33		African American		NA	31	31	
Gap		NA	-48	-36	-12.0	Gap		NA	-43	-30	-13.0
White		NA	83	69		White		NA	74	61	
Gap		NA	-68	-49	-19.0	Gap		NA	-47	-43	-4.0
Hispanic		NA	15	20		Hispanic		NA	27	18	
Alabama	8					Alabama	8				
African American		NA	34	32		African American		NA	35	34	
Gap		NA	-27	-27	0.0	Gap		NA	-25	-25	0.0
White		NA	61	59		White		NA	60	59	
Gap		NA	-29	-27	-2.0	Gap		NA	-21	-19	-2.0
Hispanic		NA	32	32		Hispanic		NA	39	40	

Birmingham
SAT/10
National Percentiles

Reading	Grade	2002	2003	2004	Gap	Mathematics	Grade	2002	2003	2004	Gap
Birmingham	4					Birmingham	4				
FRPL		NA	36	35		FRPL		NA	39	38	
Gap		NA	-12	-16	4.0	Gap		NA	-7	-16	9.0
Non-FRPL		NA	48	51		Non-FRPL		NA	46	54	
Alabama	4					Alabama	4				
FRPL		NA	41	42		FRPL		NA	42	45	
Gap		NA	-30	-30	0.0	Gap		NA	-25	-25	0.0
Non-FRPL		NA	71	72		Non-FRPL		NA	67	70	
Birmingham	8					Birmingham	8				
FRPL		NA	34	30		FRPL		NA	30	29	
Gap		NA	-7	-13	6.0	Gap		NA	-4	-10	6.0
Non-FRPL		NA	41	43		Non-FRPL		NA	34	39	
Alabama	8					Alabama	8				
FRPL		NA	37	35		FRPL		NA	37	37	
Gap		NA	-27	-28	1.0	Gap		NA	-26	-26	0.0
Non-FRPL		NA	64	63		Non-FRPL		NA	63	63	

Birmingham
SAT/10
National Percentile

Reading	Grade	2002	2003	2004	Gap	Mathematics	Grade	2002	2003	2004	Gap
Birmingham	4					Birmingham	4				
LEP		NA	23	19		LEP		NA	30	27	
Gap		NA	-17	-19	2.0	Gap		NA	-11	-14	3.0
Non-LEP		NA	40	38		Non-LEP		NA	41	41	
Alabama	4					Alabama	4				
LEP		NA	26	28		LEP		NA	36	36	
Gap		NA	-30	-28	-2.0	Gap		NA	-18	-21	3.0
Non-LEP		NA	56	56		Non-LEP		NA	54	57	
Birmingham	8					Birmingham	8				
LEP		NA	9	8		LEP		NA	21	24	
Gap		NA	-28	-25	-3.0	Gap		NA	-11	-7	-4.0
Non-LEP		NA	37	33		Non-LEP		NA	32	31	
Alabama	8					Alabama	8				
LEP		NA	16	18		LEP		NA	33	32	
Gap		NA	-35	-31	-4.0	Gap		NA	-18	-18	0.0
Non-LEP		NA	51	49		Non-LEP		NA	51	50	

DISTRICT BOSTON
STATE MASSACHUSETTS

STATE READING AND MATH ASSESSMENT State Assessment: Massachusetts Comprehensive Assessment System (MCAS) Grades Tested: 3-4, 6-8, & 10 First Year Reported: 1998 How Reported: Performance Level				
DEMOGRAPHICS ¹	BOSTON		MASSACHUSETTS	
	1995-96	2002-03	1995-96	2002-03
Number of Students	63,293	61,552	915,007	982,989
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.6	NA	26.2
Percent of Students with IEPs	20.7	19.2	17.2	15.3
Percent English Language Learners	NA	24.3	NA	5.3
Percent African American	47.9	47.2	8.2	8.8
Percent Hispanic	24.6	29.3	9.3	11.2
Percent White	17.8	14.1	78.5	75.1
Percent Other	9.6	9.3	4.0	5.0
Number of FTE Teachers	4,080	4,518	62,710	74,214
Student-Teacher Ratio	15.5	13.6	14.6	13.2
Number of Schools	123	135	1,850	1,904
Current Expenditures Per Pupil ²	\$9,126	\$14,012	\$7,033	\$10,232
Boston as a Percentage of Massachusetts' Public Schools			1995-96	2002-03
Percent of Students			6.9	6.3
Percent of FRPL			NA	17.6
Percent of IEPs			8.3	7.9
Percent of ELLs			NA	29.0
Percent of Schools			6.6	7.1
Percent of Teachers			6.5	6.1
Percent of State Revenue ³			7.1	7.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1998	1999	2000	2001	2002	2003*	2004	Annualized Change
English Language Arts									
Boston	3	NA	NA	NA	30	35	32	35	1.7
Massachusetts	3	NA	NA	NA	62	67	63	63	0.3
Boston	4	4	5	6	24	24	27	30	4.3
Massachusetts	4	20	21	49	51	54	56	56	6.0
Boston	7	NA	NA	NA	33	40	42	47	4.7
Massachusetts	7	NA	NA	NA	55	64	66	68	4.3
Boston	10	18	19	22	31	34	36	38	3.3
Massachusetts	10	38	34	36	51	59	61	62	4.0
Math									
Boston	4	8	15	14	14	15	16	22	2.3
Massachusetts	4	34	36	40	34	39	40	42	1.3
Boston	6	NA	NA	NA	14	16	20	18	1.3
Massachusetts	6	NA	NA	NA	36	41	42	43	2.3
Boston	8	14	17	15	20	19	21	24	1.7
Massachusetts	8	31	28	34	34	34	37	39	1.3
Boston	10	13	15	22	28	24	37	42	4.8
Massachusetts	10	24	24	33	45	44	51	57	5.5

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

* Asterik indicates that the data has been updated by the school district.

DISTRICT BROWARD COUNTY
 STATE FLORIDA

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

DEMOGRAPHICS ¹	BROWARD COUNTY		FLORIDA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	208,359	267,925	2,176,222	2,539,929
Percent Free & Reduced Price Lunch Eligible (FRPL)	31.6	39.1	37.1	45.2
Percent of Students with IEPs	10.8	11.4	13.1	15.3
Percent English Language Learners	NA	11.2	NA	8.0
Percent African American	34.9	36.5	25.3	24.7
Percent Hispanic	13.4	22.3	15.3	21.4
Percent White	49.0	38.0	57.5	51.6
Percent Other	2.8	3.2	2.0	2.3
Number of FTE Teachers	9,897	13,264	114,938	138,226
Student-Teacher Ratio	21.1	20.2	18.9	18.0
Number of Schools	192	259	2,760	3,526
Current Expenditures Per Pupil ²	\$5,178	\$5,877	\$5,275	\$6,213
Broward as a Percentage of Florida's Public Schools			1995-96	2002-03
Percent of Students			9.6	10.5
Percent of FRPL			8.1	9.1
Percent of IEPs			7.8	7.8
Percent of ELLs			NA	14.8
Percent of Schools			7.0	7.3
Percent of Teachers			8.6	9.6
Percent of State Revenue ³			10.6	11.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Broward	3	NA	NA	NA	62	63	65	1.5
Florida	3	NA	NA	NA	60	63	65	2.5
Broward	4	49	51	54	59	61	70	4.2
Florida	4	48	52	53	55	60	69	4.2
Broward	5	NA	NA	NA	54	56	60	3.0
Florida	5	NA	NA	NA	53	58	59	3.0
Broward	6	NA	NA	NA	56	57	56	0.0
Florida	6	NA	NA	NA	51	53	54	1.5
Broward	7	NA	NA	NA	52	55	56	2.0
Florida	7	NA	NA	NA	50	52	53	1.5
Broward	8	46	43	44	47	51	47	0.2
Florida	8	44	39	43	45	49	44	0.0
Broward	9	NA	NA	NA	29	31	30	0.5
Florida	9	NA	NA	NA	29	31	32	1.5
Broward	10	26	27	37	35	35	34	1.6
Florida	10	30	29	37	36	36	34	0.8

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

Mathematics	Grade	1999*	2000*	2001*	2002*	2003*	2004*	Annualized Change
Broward	3	NA	NA	NA	66	66	68	1.0
Florida	3	NA	NA	NA	59	63	64	2.5
Broward	4	NA	NA	NA	56	59	68	6.0
Florida	4	NA	NA	NA	51	54	63	6.0
Broward	5	38	46	52	55	55	58	4.0
Florida	5	35	46	48	48	52	52	3.4
Broward	6	NA	NA	NA	51	51	53	1.0
Florida	6	NA	NA	NA	43	47	45	1.0
Broward	7	NA	NA	NA	53	53	56	1.5
Florida	7	NA	NA	NA	47	47	50	1.5
Broward	8	44	52	58	55	59	60	3.2
Florida	8	44	51	55	53	56	57	2.6
Broward	9	NA	NA	NA	48	52	55	3.5
Florida	9	NA	NA	NA	47	52	55	4.0
Broward	10	41	49	60	62	61	65	4.8
Florida	10	47	51	59	60	60	64	3.4

* Asterik indicates that the data has been updated by the school district.

Broward County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Broward	4								
African American		25	29	32	39	44	44	57	
Gap		-42	-36	-35	-30	-27	-32	-25	-17
White		67	65	67	69	71	76	82	
Gap		-22	-20	-23	-18	-17	-16	-13	-9
Hispanic		45	45	44	51	54	60	69	
Florida	4								
African American		23	26	32	31	36	41	53	
Gap		-42	-41	-39	-35	-31	-32	-26	-16
White		65	67	71	66	67	73	79	
Gap		-27	-26	-23	-23	-21	-22	-16	-11
Hispanic		38	41	48	43	46	51	63	
Broward	8								
African American		22	24	22	24	29	34	32	
Gap		-36	-40	-38	-37	-35	-34	-31	-5
White		58	64	60	61	64	68	63	
Gap		-21	-24	-23	-23	-19	-20	-19	-2
Hispanic		37	40	37	38	45	48	44	
Florida	8								
African American		21	24	20	21	24	27	25	
Gap		-34	-37	-38	-35	-34	-35	-32	-2
White		55	61	58	56	58	62	57	
Gap		-22	-24	-23	-25	-23	-24	-22	0
Hispanic		33	37	35	31	35	38	35	
Broward	10								
African American		13	12	14	18	19	17	20	
Gap		-24	-28	-26	-34	-29	-34	-28	4
White		37	40	40	52	48	51	48	
Gap		-18	-18	-19	-21	-19	-22	-19	1
Hispanic		19	22	21	31	29	29	29	
Florida	10								
African American		12	13	13	15	14	15	16	
Gap		-26	-29	-27	-34	-33	-32	-28	2
White		38	42	40	49	47	47	44	
Gap		-18	-19	-18	-24	-23	-23	-19	1
Hispanic		20	23	22	25	24	24	25	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Broward	5								
African American		12	19	28	34	36	37	40	
Gap		-37	-37	-34	-34	-34	-34	-33	-4
White		49	56	62	68	70	71	73	
Gap		-21	-18	-19	-19	-16	-16	-13	-8
Hispanic		28	38	43	49	54	55	60	
Florida	5								
African American		10	15	26	25	27	30	31	
Gap		-34	-36	-37	-34	-33	-33	-33	-1
White		44	51	63	59	60	63	64	
Gap		-22	-22	-19	-19	-17	-18	-18	-4
Hispanic		22	29	44	40	43	45	46	
Broward	8								
African American		20	21	29	35	34	41	42	
Gap		-45	-45	-42	-41	-39	-35	-33	-12
White		65	66	71	76	73	76	75	
Gap		-23	-24	-24	-20	-19	-18	-14	-9
Hispanic		42	42	47	56	54	58	61	
Florida	8								
African American		19	21	30	30	28	31	34	
Gap		-40	-43	-41	-38	-39	-39	-35	-5
White		59	64	71	68	67	70	69	
Gap		-25	-26	-24	-24	-25	-23	-19	-6
Hispanic		34	38	47	44	42	47	50	
Broward	10								
African American		17	22	25	37	40	39	44	
Gap		-39	-38	-42	-40	-38	-40	-36	-3
White		56	60	67	77	78	79	80	
Gap		-23	-22	-21	-20	-18	-17	-16	-7
Hispanic		33	38	46	57	60	62	64	
Florida	10								
African American		15	22	26	32	32	33	38	
Gap		-39	-41	-44	-40	-41	-42	-37	-2
White		54	63	70	72	73	75	75	
Gap		-24	-25	-26	-24	-25	-23	-20	-4
Hispanic		30	38	44	48	48	52	55	

Broward County
FCAT
Percent Level 3 and Above

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Broward	4					Broward	5				
FRPL		45	46	58		FRPL		40	41	45	
Gap		-25	-29	-23	-2	Gap		-28	-28	-26	-2
Non-FRPL		70	75	81		Non-FRPL		68	69	71	
Florida	4					Florida	5				
FRPL		43	48	60		FRPL		35	38	40	
Gap		-29	-29	-23	-6	Gap		-29	-30	-29	0
Non-FRPL		72	77	83		Non-FRPL		64	68	69	
Broward	8					Broward	8				
FRPL		31	34	32		FRPL		36	43	45	
Gap		-29	-30	-29	0	Gap		-32	-29	-27	-5
Non-FRPL		60	64	61		Non-FRPL		68	72	72	
Florida	8					Florida	8				
FRPL		30	33	30		FRPL		36	40	43	
Gap		-28	-30	-29	1	Gap		-31	-31	-27	-4
Non-FRPL		58	63	59		Non-FRPL		67	71	70	
Broward	10					Broward	10				
FRPL		18	19	20		FRPL		47	47	50	
Gap		-22	-22	-20	-2	Gap		-20	-22	-20	0
Non-FRPL		40	41	40		Non-FRPL		67	69	70	
Florida	10					Florida	10				
FRPL		17	20	20		FRPL		41	45	49	
Gap		-25	-24	-22	-3	Gap		-26	-25	-23	3
Non-FRPL		42	44	42		Non-FRPL		67	70	72	

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

Reading	Grade	2002	2003	2004	Annualized Change	Mathematics	Grade	2002	2003	2004	Annualized Change
Broward	4	NA	36	47	11	Broward	5	NA	35	40	5
Florida	4	NA	22	34	12	Florida	5	NA	23	24	1
Broward	8	NA	19	17	-2	Broward	8	NA	37	39	2
Florida	8	NA	9	9	0	Florida	8	NA	24	27	3
Broward	10	NA	8	7	-1	Broward	10	NA	48	45	-3
Florida	10	NA	4	6	2	Florida	10	NA	32	34	2

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Broward	4					Broward	5				
Special Education		28	30	44		Special Education		26	24	29	
Gap		-34	-35	-29	-5	Gap		-33	-35	-33	0
Regular Education		62	65	73		Regular Education		59	59	62	
Florida	4					Florida	5				
Special Education		24	28	42		Special Education		19	21	22	
Gap		-37	-39	-33	-4	Gap		-35	-36	-36	1
Regular Education		61	67	75		Regular Education		54	57	58	
Broward	8					Broward	8				
Special Education		14	18	14		Special Education		19	22	21	
Gap		-38	-37	-37	-1	Gap		-40	-42	-43	3
Regular Education		52	55	51		Regular Education		59	64	64	
Florida	8					Florida	8				
Special Education		13	15	13		Special Education		18	18	19	
Gap		-37	-39	-36	-1	Gap		-41	-44	-43	2
Regular Education		50	54	49		Regular Education		59	62	62	
Broward	10					Broward	10				
Special Education		11	13	9		Special Education		28	29	28	
Gap		-26	-24	-26	-0	Gap		-36	-36	-39	3
Regular Education		37	37	35		Regular Education		64	65	67	
Florida	10					Florida	10				
Special Education		10	10	7		Special Education		25	26	26	
Gap		-28	-30	-30	2	Gap		-39	-40	-42	3
Regular Education		38	40	37		Regular Education		64	66	68	

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

DISTRICT BUFFALO
STATE NEW YORK

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

DEMOGRAPHICS ¹	BUFFALO		NEW YORK	
	1995-96	2002-03	1995-96	2002-03
Number of Students	47,998*	43,503*	2,813,230	2,888,233
Percent Free & Reduced Price Lunch Eligible (FRPL)	76.5*	74.2*	12.8	16.8
Percent of Students with IEPs	14.1	21.7	12.3	14.6
Percent English Language Learners	5.7*	6.2*	NA	6.2
Percent African American	53.1	58.3	20.2	20.0
Percent Hispanic	10.2	12.3	17.4	19.0
Percent White	34.2	26.7	56.9	54.2
Percent Other	2.5	2.7	5.4	16.8
Number of FTE Teachers	3,279	3,229	181,559	210,926
Student-Teacher Ratio	14.6*	13.5	15.5	21.0
Number of Schools	79*	78*	4,149	4,904
Current Expenditures Per Pupil ²	\$8,724	\$12,261	\$8,361	\$11,218
Buffalo as a Percentage of New York's Public Schools			1995-96	2002-03
Percent of Students			1.7	1.5
Percent of FRPL			10.2	6.7
Percent of IEPs			2.0	2.2
Percent of ELLs			NA	1.5
Percent of Schools			1.9	1.6
Percent of Teachers			1.8	1.5
Percent of State Revenue ³			2.7	2.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1999*	2000*	2001*	2002*	2003	2004	Annualized Change
English Language Arts								
Buffalo	4	29.2	32.7	35.7	33.9	33.9	34.3	1.0
New York State	4	48.1	58.7	60.0	61.5	64.3	62.2	2.8
Buffalo	8	31.3	25.6	23.3	19.8	22.0	25.9	-1.1
New York State	8	48.1	44.9	44.9	44.3	45.3	47.2	-0.2
Math								
Buffalo	4	53.8	42.5	50.2	45.3	57.6	62.5	1.7
New York State	4	66.7	65.0	69.1	67.6	78.1	79.1	2.5
Buffalo	8	22.3	19.5	16.0	25.3	30.9	33.3	2.2
New York State	8	37.9	40.3	39.4	47.7	51.0	57.7	4.0

* Asterik indicates that the data has been updated by the school district.

DISTRICT CADDO PARISH
STATE LOUISIANA

STATE READING AND MATH ASSESSMENT
State Assessment: Iowa Test of Basic Skills (ITBS), LEAP 21, & GEE
Grades Tested: 3-10
First Year Reported: 1999
How Reported: Percentile & Performance Level

DEMOGRAPHICS ¹	CADDO		LOUISIANA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	49,578	44,556	797,366	730,464
Percent Free & Reduced Price Lunch Eligible (FRPL)	48.0	55.1	49.0	60.7
Percent of Students with IEPs	14.1	13.9	13.4	13.7
Percent English Language Learners	NA	1.1	NA	1.5
Percent African American	60.5	62.9	46.0	47.8
Percent Hispanic	0.5	0.9	1.1	1.7
Percent White	38.4	35.3	51.0	48.5
Percent Other	0.6	0.9	1.8	2.0
Number of FTE Teachers	2,910	2,992	46,980	50,062
Student-Teacher Ratio	17.0	14.9	17.0	14.9
Number of Schools	74	75	1,470	1,556
Current Expenditures Per Pupil ²	\$4,512	\$6,959	\$4,447	\$6,567
Caddo as a Percentage of Louisiana's Public Schools			1995-96	2002-03
Percent of Students			6.2	6.1
Percent of FRPL			6.1	5.5
Percent of IEPs			6.5	6.2
Percent of ELLs			NA	4.6
Percent of Schools			5.0	4.8
Percent of Teachers			6.2	6.0
Percent of State Revenue ³			6.2	6.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Caddo Parish
ITBS/ITED
National Percentiles**

Composite	Grade	1999	2000	2001	2002	2003	2004	Annualized Change in NCEs
Caddo Parish	3	45	49	50	50	55	56	1.2
Louisiana	3	45	47	50	50	55	57	1.3
Caddo Parish	5	45	50	54	52	57	57	1.3
Louisiana	5	44	46	52	51	56	57	1.0
Caddo Parish	6	40	45	48	53	41	43	0.3
Louisiana	6	45	47	48	51	44	46	0.1
Caddo Parish	7	42	45	48	47	51	48	0.6
Louisiana	7	44	46	47	47	48	48	0.4
Caddo Parish	9	43	46	54	54	50	52	1.0
Louisiana	9	44	46	50	48	47	48	0.4

**Caddo Parish
LEAP 21
Percent At or Above
Basic**

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
English Language Arts								
Caddo Parish	4	54	53	59	55	58	60	1.2
Louisiana	4	55	55	59	57	61	60	1.0
Caddo Parish	8	40	47	47	45	50	46	1.2
Louisiana	8	43	54	51	48	52	47	0.8
Math								
Caddo Parish	4	42	46	50	49	56	52	2.0
Louisiana	4	42	49	54	50	60	53	2.2
Caddo Parish	8	32	39	39	33	41	48	3.2
Louisiana	8	38	47	46	41	47	53	3.0

**Caddo Parish
Louisiana GEE-Graduate Exit
Exam
Percent At or Above Basic**

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
English Language Arts								
Caddo Parish	10	NA	NA	55	52	51	56	0.3
Louisiana	10	NA	NA	56	52	53	60	1.3
Math								
Caddo Parish	10	NA	NA	46	45	52	52	2.0
Louisiana	10	NA	NA	51	47	59	61	3.3

DISTRICT CHARLESTON
 STATE SOUTH CAROLINA

STATE READING AND MATH ASSESSMENT State Assessment: Palmetto Achievement Challenge Test Grades Tested: 3-8 First Year Reported: 1999 How Reported: Performance Level				
DEMOGRAPHICS ¹	CHARLESTON		SOUTH CAROLINA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	43,480	44,008	645,586	694,584
Percent Free & Reduced Price Lunch Eligible (FRPL)	47.0	53.0	39.0	49.5
Percent of Students with IEPs	11.2	14.4	11.1	15.8
Percent English Language Learners	NA	0.9	NA	1.1
Percent African American	58.2	56.5	41.6	41.3
Percent Hispanic	0.8	2.6	0.7	2.7
Percent White	39.4	39.5	55.6	54.2
Percent Other	1.2	1.4	0.9	1.3
Number of FTE Teachers	2,694	3,101	39,922	46,578
Student-Teacher Ratio	16.1	14.2	16.2	15.1
Number of Schools	71	80	1,095	1,154
Current Expenditures Per Pupil ²	\$4,480	\$6,985	\$4,779	\$7,017
Charleston as a Percentage of South Carolina's Public Schools			1995-96	2002-03
Percent of Students			6.7	6.3
Percent of FRPL			8.1	6.8
Percent of IEPs			6.8	5.8
Percent of ELLs			NA	5.5
Percent of Schools			6.5	6.9
Percent of Teachers			6.7	6.7
Percent of State Revenue ³			5.7	6.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Reading								
Charleston	3	28.0	38.5	43.7	44.4	46.3	58.2	6.0
South Carolina	3	28.0	40.0	41.4	41.8	45.2	56.0	5.6
Charleston	4	30.0	36.4	38.4	34.2	34.7	42.4	2.5
South Carolina	4	28.0	37.0	37.5	33.5	32.8	38.4	2.1
Charleston	5	26.0	27.6	29.7	25.2	19.8	26.1	0.0
South Carolina	5	26.0	27.0	27.7	24.9	20.8	27.1	0.2
Charleston	6	24.0	30.0	31.5	33.3	28.2	30.1	1.2
South Carolina	6	24.0	32.0	32.4	33.5	28.3	28.6	0.9
Charleston	7	25.0	28.2	24.8	25.9	22.5	22.5	-0.5
South Carolina	7	24.0	27.0	28.1	26.9	23.9	25.2	0.2
Charleston	8	22.0	22.5	25.2	26.3	19.3	28.7	1.3
South Carolina	8	22.0	24.0	23.4	26.8	20.8	26.3	0.9
Math								
Charleston	3	17.0	25.6	34.2	32.0	35.8	33.9	3.4
South Carolina	3	18.0	25.0	32.8	31.5	33.5	30.0	2.4
Charleston	4	15.0	22.4	26.5	36.3	34.5	37.7	4.5
South Carolina	4	18.0	24.0	25.9	36.0	34.4	35.7	3.5
Charleston	5	13.0	19.6	26.4	30.1	26.8	31.2	3.6
South Carolina	5	16.0	20.0	27.5	28.7	27.6	32.3	3.3
Charleston	6	15.0	20.3	24.3	29.2	36.7	36.3	4.3
South Carolina	6	16.0	22.0	26.5	29.1	37.7	38.2	4.4
Charleston	7	15.0	21.4	21.1	24.3	28.4	29.3	2.9
South Carolina	7	16.0	22.0	25.3	27.0	30.1	31.6	3.1
Charleston	8	15.0	19.0	19.7	19.5	18.7	21.5	1.3
South Carolina	8	15.0	20.0	18.3	19.1	19.9	22.3	1.5

Charleston
 Palmetto Achievement Challenge Test Scores (PACT) - Reading
 Percent Proficient & Advanced

	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
Charleston	4							
African American		14.0	20.0	19.7		18.0	23.2	
Gap		-37.0	-40.7	-44.9	0.0	-39.8	-43.9	6.9
White		51.0	60.7	64.6		57.8	67.1	
Gap		-9.0	-5.7	-22.8	0.0	-27.7	-44.1	35.1
Hispanic		42.0	55.0	41.8		30.1	23.0	
South Carolina	4							
African American		14.0	20.0	20.1		17.7	22.4	
Gap		-25.0	-29.0	-30.6	0.0	-27	-28.3	3.3
White		39.0	49.0	50.7		44.7	50.7	
Gap		-12.0	-13.0	-20.4	0.0	-24.2	-26.1	14.1
Hispanic		27.0	36.0	30.3		20.5	24.6	
Charleston	8							
African American		7.0	8.6	10.0		6.7.0	11.6	
Gap		-35.0	-34.7	-36.2	0.0	-29.8	-40.2	5.2
White		42.0	43.3	46.2		36.5	51.8	
Gap		-7.0	-11.8	-18.4	0.0	-22.9	-30.5	23.5
Hispanic		35.0	31.5	27.8		13.6	21.3	
South Carolina	8							
African American		7.0	10.0	9.7		8.3	11.7	
Gap		-24.0	-24.0	-23.1	0.0	-21.3	-25.1	1.1
White		31.0	34.0	32.8		29.6	36.8	
Gap		-14.0	-7.0	-14.5	0.0	-18	-21.7	7.7
Hispanic		17.0	27.0	18.3		11.6	15.1	

Charleston
 Palmetto Achievement Challenge
 Test Scores (PACT) - Math
 Percent Proficient & Advanced

	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
Charleston	4							
African American		4.0	8.8	13.2		17.1	17.8	
Gap		-24.0	-33.7	-32.2	0.0	-41.0	-45.0	20.9
White		28.0	42.5	45.4		58.1	62.7	
Gap		-13.0	7.5	-20.0	0.0	-27.0	-37.0	24.0
Hispanic		15.0	50.0	25.4		31.4	25.7	
South Carolina	4							
African American		6.0	9.0	12.3		17.3	18.5	
Gap		-19.0	-23.0	-23.9	0.0	-30.0	-30.0	11.3
White		25.0	32.0	36.2		47.6	48.8	
Gap		-12.0	-2.0	-17.2	0.0	-23.0	-25.0	13.0
Hispanic		13.0	30.0	19.0		25.1	23.8	
Charleston	8							
African American		2.0	4.9	5.4		5.2	7.4	
Gap		-29.0	-34.3	-33.7	0.0	-32.0	-33.0	4.0
White		31.0	39.2	39.1		36.7	40.4	
Gap		-14.0	-3.0	-16.0	0.0	-22.0	-31.0	16.6
Hispanic		17.0	38.9	23.1		14.3	9.8	
South Carolina	8							
African American		4.0	6.0	5.5		6.7	8.6	
Gap		-18.0	-23.0	-21.5	0.0	-22.0	-23.0	5.3
White		22.0	29.0	27.0		29.1	31.9	
Gap		-12.0	4.0	-13.5	0.0	-16.0	-17.0	5.0
Hispanic		10.0	33.0	13.5		12.8	14.9	

Palmetto Achievement Challenge Test (PACT)
 Charleston
 Percent Proficient & Advanced
 2004

Reading	Grade	1999	2000	2001	2002	2003	2004	Gap
Charleston	4							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	6.3	6.5	
Gap		0.0	0.0	0.0	0.0	-28.8	-36.4	7.6
Non-LEP		N/A	N/A	N/A	N/A	35.1	42.9	
South Carolina	4							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	5.1	13.3	
Gap		0.0	0.0	0.0	0.0	-28.3	-25.5	-2.8
Non-LEP		N/A	N/A	N/A	N/A	33.4	38.8	
Charleston	8							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	21.4	8.6	
Gap		0.0	0.0	0.0	0.0	1.9	-20.2	22.1
Non-LEP		N/A	N/A	N/A	N/A	19.5	28.8	
South Carolina	8							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	2.3	5.5	
Gap		0.0	0.0	0.0	0.0	-18.7	-21	2.3
Non-LEP		N/A	N/A	N/A	N/A	21.0	26.5	

Palmetto Achievement Challenge Test (PACT)
 Charleston
 Percent Proficient & Advanced
 2004

Math	Grade	1999	2000	2001	2002	2003	2004	Gap
Charleston	4							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	20.7	10.0	
Gap		0.0	0.0	0.0	0.0	-14.1	-28.1	14.0
Non-LEP		N/A	N/A	N/A	N/A	34.8	38.1	
South Carolina	4							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	13.2	15.9	
Gap		0.0	0.0	0.0	0.0	-21.8	-20.2	-1.6
Non-LEP		N/A	N/A	N/A	N/A	35.0	36.1	
Charleston	8							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	27.3	9.1	
Gap		0.0	0.0	0.0	0.0	8.5	-12.6	21.1
Non-LEP		N/A	N/A	N/A	N/A	18.8	21.7	
South Carolina	8							
Limited Eng. Prof.		N/A	N/A	N/A	N/A	7.7	10.7	
Gap		0.0	0.0	0.0	0.0	-12.4	-11.8	-0.6
Non-LEP		N/A	N/A	N/A	N/A	20.1	22.5	

Palmetto Achievement Challenge Test (PACT)
 Charleston
 Percent Proficient & Advanced
 2004

Reading	Grade	1999	2000	2001	2002	2003	2004	Gap	Math	Grade	1999	2000	2001	2002	2003	2004	Gap
Charleston	4								Charleston	4							
Subsidized Meals		15.0	19.0	19.0	N/A	17.7	23.4		Subsidized Meals		5.0	8.4	12.3	N/A	17.9	18.6	
Gap		-36.0	-41.2	-46.5	0.0	-40.6	-41.6	5.6	Gap		-21.0	-33.5	-34.0	0.0	-39.8	-41.9	20.9
Full-Pay Meals		51.0	60.2	65.5	N/A	58.3	65.0		Full-Pay Meals		26.0	41.9	46.3	N/A	57.7	60.5	
South Carolina	4								South Carolina	4							
Subsidized Meals		15.0	21.0	21.4	N/A	18.7	24.2		Subsidized Meals		6.0	10.0	13.8	N/A	20.6	22.1	
Gap		-27.0	-33.0	-33.4	0.0	-30.5	-30.5	3.5	Gap		-22.0	-28.0	-25.1	0.0	-30.4	-29.7	7.7
Full-Pay Meals		42.0	54.0	54.8	N/A	49.2	54.7		Full-Pay Meals		28.0	38.0	38.9	N/A	51.0	51.8	
Charleston	8								Charleston	8							
Subsidized Meals		6.0	7.8	9.1	N/A	7.6	11.3		Subsidized Meals		3.0	5.5	5.7	N/A	5.7	7.2	
Gap		-31.0	-28.4	-30.8	0.0	-24.4	-35.0	4.0	Gap		-22.0	-26.0	-26.7	0.0	-27.2	-28.9	6.9
Full-Pay Meals		37.0	36.2	39.9	N/A	32.0	46.3		Full-Pay Meals		25.0	31.5	32.4	N/A	32.9	36.1	
South Carolina	8								South Carolina	8							
Subsidized Meals		8.0	10.0	9.6	N/A	8.9	12.2		Subsidized Meals		5.0	8.0	6.3	N/A	8.2	9.9	
Gap		-24.0	-24.0	-24.0	0.0	-22.1	-26.5	2.5	Gap		-18.0	-21.0	-21.0	0.0	-21.8	-23.6	5.6
Full-Pay Meals		32.0	34.0	33.6	N/A	31.0	38.7		Full-Pay Meals		23.0	29.0	27.3	N/A	30.0	33.5	

Palmetto Achievement Challenge Test (PACT)
 Charleston
 Percent Proficient & Advanced
 2004

Reading	Grade	1999	2000	2001	2002	2003	2004	Gap	Math	Grade	1999	2000	2001	2002	2003	2004	Gap
Charleston	4								Charleston	4							
Disabled		14.0	10.4	15.7	N/A	14.6	17.0		Disabled		9.0	4.4	12.8	N/A	16.9	19.7	
Gap		-18.0	-29.9	-25.7	0.0	-22.6	-28.1	10.1	Gap		-6.0	-21.0	-15.6	0.0	-19.9	-20.1	14.1
Not Disabled		32.0	40.3	41.4	N/A	37.2	45.1		Not Disabled		15.0	25.4	28.4	N/A	36.8	39.8	
South Carolina	4								South Carolina	4							
Disabled		7.0	11.0	13.8	N/A	12.7	15.1		Disabled		5.0	7.0	10.5	N/A	17.4	16.4	
Gap		-25.0	-31.0	-26.9	0.0	-22.4	-26.0	1.0	Gap		-14.0	-20-	-17.7	0.0	-19.3	-22.1	8.1
Not Disabled		32.0	42.0	40.7	N/A	35.1	41.1		Not Disabled		19.0	0	28.2	N/A	36.7	38.5	
												27.0					
Charleston	8								Charleston	8							
Disabled		3.0	9.8	5.2	N/A	4.6	7.9		Disabled		4.0	8.7	6.9	N/A	5.7	5.9	
Gap		-21.0	-14.0	-21.8	0.0	-15.9	-22.6	1.6	Gap		-11.0	-11.4	-14.0	0.0	-14.1	-16.8	5.8
Not Disabled		24.0	23.8	27.0	N/A	20.5	30.5		Not Disabled		15.0	20.1	20.9	N/A	19.8	22.7	
South Carolina	8								South Carolina	8							
Disabled		1.0	2.0	1.8	N/A	2.1	3.5		Disabled		1.0	3.0	2.5	N/A	3.4	3.6	
Gap		-22.0	-24.0	-23.7	0.0	-20.1	-24.7	2.7	Gap		-15.0	-19.0	-17.4	0.0	-17.8	-20-	5.5
Not Disabled		23.0	26.0	25.5	N/A	22.2	28.2		Not Disabled		16.0	22.0	19.9	N/A	21.2	5	
																24.1	

DISTRICT CHARLOTTE- MECKLENBURG
 STATE NORTH CAROLINA

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

DEMOGRAPHICS ¹	CHARLOTTE-MECKLENBURG		NORTH CAROLINA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	89,544	109,767	1,183,090	1,335,954
Percent Free & Reduced Price Lunch Eligible (FRPL)	34.1*	39.9	30.2	33.9
Percent of Students with IEPs	9.7	12.0	12.4	14.2
Percent English Language Learners	1.8*	6.1	NA	4.5
Percent African American	40.6	44.0	30.7	31.4
Percent Hispanic	2.0	7.8	1.9	5.9
Percent White	53.5	43.3	64.6	59.2
Percent Other	4.0	4.9	2.9	3.4
Number of FTE Teachers	5,356	7,262	73,201	87,677
Student-Teacher Ratio	16.7	15.1	16.2	14.6
Number of Schools	126	134	1,985	2,255
Current Expenditures Per Pupil ²	\$5,093	\$7,000	\$4,719	\$6,501
Charlotte-Mecklenburg as a Percentage of North Carolina's Public Schools			1995-96	2002-03
Percent of Students			7.6	8.2
Percent of FRPL			8.5	9.7
Percent of IEPs			5.9	7.0
Percent of ELLs			NA	11.2
Percent of Schools			6.3	5.9
Percent of Teachers			7.3	8.3
Percent of State Revenue ³			7.1	7.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading									
Charlotte	3	70.2	72.3	72.4	75.1	78.2	81.6	83.5	2.2
North Carolina	3	71.6	73.6	74.4	76.4	79.8	82.6	83.4	2.0
Charlotte	4	67.8	68.3	69.4	71.5	73.9	82.9	83.5	2.6
North Carolina	4	70.9	71.4	72.1	74.6	77.1	83.7	83.7	2.1
Charlotte	5	70.5	71.8	75.4	82.1	81.4	86.6	87.6	2.9
North Carolina	5	75.2	75.8	79.1	82.7	84.5	88.7	89.5	2.4
Charlotte	6	64.9	65.9	63.7	65.8	70.8	76.9	75.0	1.7
North Carolina	6	70.0	72.4	69.5	70.6	74.1	81.5	80.8	1.8
Charlotte	7	65.0	71.0	68.6	70.5	72.6	81.9	80.3	2.6
North Carolina	7	71.2	76.6	75.1	75.3	76.5	85.3	85.8	2.4
Charlotte	8	74.3	74.9	77.2	78.4	81.2	83.8	86.1	2.0
North Carolina	8	79.5	79.9	82.0	83.3	85.1	87.7	88.6	1.5
Math									
Charlotte	3	64.1	67.5	68.5	71.5	75.5	88.0	89.1	4.2
North Carolina	3	68.2	70.0	71.8	73.6	77.3	88.8	89.0	3.5
Charlotte	4	74.8	77.2	80.2	83.7	87.8	94.7	94.4	3.3
North Carolina	4	79.3	82.6	84.5	86.8	88.9	94.7	94.6	2.6
Charlotte	5	72.8	77.7	79.0	84.9	86.5	91.8	93.3	3.4
North Carolina	5	78.0	82.4	82.9	86.7	88.4	92.6	93.4	2.6
Charlotte	6	70.3	73.2	72.6	78.1	85.3	88.4	88.4	3.0
North Carolina	6	78.3	81.1	80.9	82.9	86.4	90.0	90.0	2.0
Charlotte	7	69.7	75.5	73.0	76.1	79.4	82.4	82.1	2.1
North Carolina	7	76.9	82.4	80.7	81.3	83.3	83.7	84.9	1.3
Charlotte	8	67.9	69.4	72.2	73.8	79.0	80.8	82.9	2.5
North Carolina	8	76.3	77.6	80.5	79.4	82.2	84.1	85.0	1.5

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

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Charlotte-Mecklenberg									
	4								
African American		45.9	49.2	50.1	54.4	57.8	73.3	74.3	
Gap		-38.8	-35.2	-36.3	-33.5	-31.9	-20.5	-19.9	-18.9
White		84.7	84.4	86.4	87.9	89.7	93.8	94.2	
Gap		-24.3	-27.3	-30.0	-23.3	-24.3	-21.2	-18.9	-5.4
Hispanic		60.4	57.1	56.4	64.6	65.4	72.6	75.3	
North Carolina									
	4								
African American		52.3	53.0	53.6	57.3	61.5	73.3	73.0	
Gap		-27.9	-27.8	-28.0	-26.5	-24.2	-16.8	-17.2	-10.7
White		80.2	80.8	81.6	83.8	85.7	90.1	90.2	
Gap		-23.0	-22.5	-22.0	-19.7	-18.8	-16.9	-15.8	-7.2
Hispanic		57.2	58.3	59.6	64.1	66.9	73.2	74.4	
Charlotte-Mecklenberg									
	8								
African American		54.3	56.1	59.9	63.2	68.9	74.4	77.5	
Gap		-36.2	-34.4	-31.0	-29.4	-25.3	-20.8	-19.0	-17.2
White		90.5	90.5	90.9	92.6	94.2	95.2	96.5	
Gap		-29.7	-24.7	-20.5	-24.7	-27.3	-25.8	-19.1	-10.6
Hispanic		60.8	65.8	70.4	67.9	66.9	69.4	77.4	
North Carolina									
	8								
African American		63.8	64.1	68.3	69.2	72.4	77.7	79.9	
Gap		-23.1	-23.4	-21.0	-21.2	-19.5	-15.7	-13.9	-9.2
White		86.9	87.5	89.3	90.4	91.9	93.4	93.8	
Gap		-22.2	-21.4	-19.6	-18.9	-20.8	-19.7	17.3	-4.9
Hispanic		64.7	66.1	69.7	71.5	71.1	73.7	76.5	

* Asterik indicates that the data has been updated by the school district.

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

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Charlotte-Mecklenberg	4								
African American		55.0	60.5	65.2	71.5	78.7	91.1	90.1	
Gap		-34.8	-30.5	-27.6	-23.8	-17.8	-7.5	-4.9	-26.0
White		89.8	91.0	92.8	95.3	96.5	98.6	98.9	
Gap		-23.3	-23.0	-19.9	-17.1	-13.2	-8.4	-5.3	-18.0
Hispanic		66.5	68.0	72.9	78.2	83.3	90.2	93.6	
North Carolina	4								
African American		62.7	68.2	70.7	74.8	79.1	89.8	89.4	
Gap		-24.5	-21.4	-20.4	-18.2	-15.0	-5.2	-5.6	-18.9
White		87.2	89.6	91.1	93.0	94.1	95.0	95.0	
Gap		-16.8	-12.7	-11.2	-10.3	-8.4	-2.2	-1.4	-15.4
Hispanic		70.4	76.9	79.9	82.7	85.7	92.8	93.6	
Charlotte-Mecklenberg	8								
African American		45.1	48.3	51.0	55.8	65.4	68.3	72.1	
Gap		-40.5	-37.3	-37.6	-34.3	-27.2	-25.3	-23.0	-17.5
White		85.6	85.6	88.6	90.1	92.6	93.6	95.1	
Gap		-29.3	-21.1	-21.9	-27.3	-25.8	-18.3	-20.4	-8.9
Hispanic		56.3	64.5	66.7	62.8	66.8	75.3	74.7	
North Carolina	8								
African American		57.1	59.0	63.9	63.3	67.5	70.4	72.1	
Gap		-27.8	-27.1	-24.4	-23.9	-22.0	-20.8	-19.7	-8.1
White		84.9	86.1	88.3	87.2	89.5	91.2	91.8	
Gap		-19.0	-20.1	-18.0	-18.8	-18.3	-14.7	-14.3	-4.7
Hispanic		65.9	66.0	70.3	68.4	71.2	76.5	77.5	

*Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2001	2002	2003	2004	Change in Gap	Math	Grade	2001	2002	2003	2004*	Change in Gap
Charlotte	4						Charlotte	4					
Eligible for FRPL		51.6	55.1	70.6	72.4		Eligible for FRPL		70.8	78.0	90.2	90.1	
Gap		-35.0	-32.8	-22.2	-21.0	-14.0	Gap		-22.9	-17.3	-8.3	-4.9	-18.0
Not Eligible		86.6	87.9	92.8	93.4		Not Eligible		93.7	95.3	98.5	98.4	
North Carolina	4						North Carolina	4					
Eligible for FRPL		60.0	64.2	74.3	74.3		Eligible for FRPL		77.9	81.8	91.1	91.0	
Gap		-25.0	-22.9	-17.6	-17.9	-7.1	Gap		-15.3	-12.7	-3.9	-4.0	-11.3
Not Eligible		85.0	87.1	91.9	92.2		Not Eligible		93.2	94.5	95.0	95.0	
Charlotte	8						Charlotte	8					
Eligible for FRPL		58.8	63.4	69.7	74.8		Eligible for FRPL		53.4	62.1	66.1	70.8	
Gap		-30.7	-27.9	-23.1	-19.5	-11.2	Gap		-31.9	-26.6	-24.3	-20.9	-11.0
Not Eligible		89.5	91.3	92.8	94.3		Not Eligible		85.3	88.7	90.4	91.7	
North Carolina	8						North Carolina	8					
Eligible for FRPL		68.2	73.0	77.6	79.8		Eligible for FRPL		63.2	69.7	72.6	74.4	
Gap		-20.5	-18.1	-16.5	-14.8	-5.7	Gap		-22.0	-18.7	-18.9	-17.8	-4.2
Not Eligible		88.7	91.1	94.1	94.6		Not Eligible		85.2	88.4	91.5	92.2	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2001	2002*	2003	2004	Gap	Math	Grade	2001	2002	2003	2004	Gap
Charlotte	4						Charlotte	4					
LEP		45.6	52.5	59.5	64.4		LEP		67.9	79.0	87.4	90.2	
Gap		-26.5	-22.3	-24.8	-20.4	-6.1	Gap		-16.2	-9.1	-7.7	-4.5	-11.7
Non-LEP		72.1	74.8	84.3	84.8		Non-LEP		84.1	88.1	95.1	94.7	
North Carolina	4						North Carolina	4					
LEP		47.0	51.8	60.6	64.4		LEP		74.9	79.1	89.5	91.2	
Gap		-28.1	-25.8	-23.9	-20.2	-7.9	Gap		-12.1	-10.0	-5.4	-3.5	-8.6
Non-LEP		75.1	77.6	84.5	84.6		Non-LEP		87.0	89.1	94.9	94.7	
Charlotte	8						Charlotte	8					
LEP		50.5	53.4	54.5	61.9		LEP		52.2	60.9	66.8	65.3	
Gap		-28.6	-28.6	-30.7	-25.5		Gap		-22.1	-18.7	-14.8	-18.6	-3.5
Non-LEP		79.1	82.0	85.2	87.4	-3.1	Non-LEP		74.3	79.6	81.6	83.9	
North Carolina	8						North Carolina	8					
LEP		49.7	46.0	53.9	58.3		LEP		54.9	57.4	64.6	66.0	
Gap		-34.0	-39.6	-34.5	-31.0	-3.0	Gap		-24.9	-25.1	-20.0	-19.4	-5.5
Non-LEP		83.7	85.6	88.4	89.3		Non-LEP		79.8	82.5	84.6	85.4	

*Asterik indicates that the data has been updated by the school district

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

Reading	Grade	2001	2002	2003	2004*	Change in Gap	Math	Grade	2001	2002	2003	2004*	Change in Gap
Charlotte	4						Charlotte	4					
Students with Disabilities		38.5	46.0	52.1	54.4		Students with Disabilities		60.7	70.1	79.9	79.1	
Gap		-36.4	-30.5	-31.9	-30.2	-6.2	Gap		-25.7	-19.6	-16.0	-16.6	-9.1
Non-Disabled Students		74.9	76.5	84.0	84.6		Non-Disabled Students		86.4	89.7	95.9	95.7	
North Carolina	4						North Carolina	4					
Students with Disabilities		44.1	49.6	55.6	54.4		Students with Disabilities		68.2	72.8	81.2	80.1	
Gap		-34.5	-31.0	-32.2	-33.6	-0.9	Gap		-21.1	-18.3	-13.8	-14.9	-6.2
Non-Disabled Students		78.6	80.6	87.8	88.0		Non-Disabled Students		89.3	91.1	95.0	95.0	
Charlotte	8						Charlotte	8					
Students with Disabilities		34.7	42.1	43.2	52.5		Students with Disabilities		32.1	40.2	41.1	46.5	
Gap		-48.1	-42.7	-42.6	-35.4	-12.7	Gap		-45.8	-42.5	-41.0	-37.8	-8.0
Non-Disabled Students		82.8	84.8	85.8	87.9		Non-Disabled Students		77.9	82.7	82.1	84.3	
North Carolina	8						North Carolina	8					
Students with Disabilities		48.4	53.8	55.5	58.0		Students with Disabilities		44.6	50.7	50.8	52.6	
Gap		-39.2	-35.1	-36.6	-34.9	-4.3	Gap		-39.2	-35.4	-38.0	-37.0	-2.2
Non-Disabled Students		87.6	88.9	92.1	92.9		Non-Disabled Students		83.8	86.1	88.8	89.6	

* Asterik indicates that the data has been updated by the school district.

DISTRICT CHICAGO
STATE ILLINOIS

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

DEMOGRAPHICS ¹	CHICAGO		ILLINOIS	
	1995-96	2002-03	1995-96	2002-03
Number of Students	412,921	436,048	1,943,623	2,084,187
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	77.6	NA	35.6
Percent of Students with IEPs	4.0	12.7	4.1	14.7
Percent English Language Learners	NA	19.2	NA	8.1
Percent African American	54.5	50.7	21.1	21.1
Percent Hispanic	31.3	36.5	12.2	16.9
Percent White	10.8	9.3	63.6	58.3
Percent Other	3.4	3.4	3.2	3.7
Number of FTE Teachers	22,941	24,584	113,538	131,045
Student-Teacher Ratio	18.0	17.7	17.1	16.4
Number of Schools	555	608	4,142	4,402
Current Expenditures Per Pupil ²	\$6,040	\$7,651	\$5,519	\$7,956
Chicago as a Percentage of Illinois' Public Schools			1995-96	2002-03
Percent of Students			21.2	20.9
Percent of FRPL			NA	45.6
Percent of IEPs			20.8	18.2
Percent of ELLs			NA	49.7
Percent of Schools			13.4	13.8
Percent of Teachers			20.2	18.8
Percent of State Revenue ³			27.6	23.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Reading								
Chicago	3	33	33	36	35	36	41	1.6
Illinois	3	61	62	62	63	62	65	0.7
Chicago	5	37	33	34	37	39	43	1.2
Illinois	5	61	59	59	59	60	61	0.1
Chicago	8	57	57	48	55	50	55	-0.4
Illinois	8	72	72	66	68	64	67	-1.0
Math								
Chicago	3	41	37	47	46	49	56	3.0
Illinois	3	68	69	74	74	76	79	2.1
Chicago	5	29	28	32	36	44	51	4.4
Illinois	5	56	57	61	63	68	72	3.3
Chicago	8	19	20	25	31	31	33	2.8
Illinois	8	43	47	50	52	53	54	2.2

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Chicago	3					Chicago	3				
African American Gap		27.4 -38.9	28.2 -39.6	32.2 -38.9	0.0	African American Gap		35.7 -42.2	39.4 -40.0	44.9 -39.2	-3.0
White Gap		66.3 -24.3	67.8 -24.7	71.1 -19.7	-4.6	White Gap		77.9 -191	79.4 -178	84.1 -131	-6.0
Hispanic		42.0	43.1	51.4		Hispanic		58.8	61.6	71.0	
Illinois	3					Illinois	3				
African American Gap		34.0 -42.1	34.8 -41.2	39.0 -37.9	-4.2	African American Gap		45.3 -42.2	48.9 -39.5	53.7 -36.0	-6.2
White Gap		76.1 -28.0	76.0 -26.7	76.9 -21.1	-6.9	White Gap		87.5 -21.3	88.4 -190	89.7 -136	-7.7
Hispanic		48.1	49.3	55.8		Hispanic		66.2	69.4	76.1	
Chicago	5					Chicago	5				
African American Gap		29.4 -36.6	31.7 -35.5	33.0 -34.9	-1.7	African American Gap		24.3 -41.0	32.6 -40.9	36.6 -40.2	-3.8
White Gap		66.0 -27.7	67.2 -27.4	67.9 -18.9	-8.8	White Gap		68.3 -26.8	73.5 -22.9	76.8 -11.9	-14.9
Hispanic		38.3	39.8	49.0		Hispanic		41.5	50.6	64.9	
Illinois	5					Illinois	5				
African American Gap		33.4 -39.2	35.8 -37.7	36.6 -35.1	-4.1	African American Gap		32.2 -45.1	40.2 -41.1	44.1 -38.4	-6.7
White Gap		72.6 -32.1	73.5 -31.3	71.7 -21.8	-10.3	White Gap		77.3 -31.0	81.3 -26.0	82.5 -15.5	-15.5
Hispanic		40.5	42.2	49.9		Hispanic		46.3	55.3	67.0	
Chicago	8					Chicago	8				
African American Gap		51.0 -23.6	46.1 -24.3	49.6 -26.5	2.9	African American Gap		20.8 -37.5	21.0 -36.3	22.8 -38.3	0.8
White Gap		74.6 -21.6	70.4 -21.0	76.1 -22.3	0.7	White Gap		58.3 -25.9	57.3 -22.6	61.1 -23.6	-2.3
Hispanic		53.0	49.4	53.8		Hispanic		32.4	34.7	37.5	
Illinois	8					Illinois	8				
African American Gap		48.8 -28.0	45.3 -27.7	48.3 -28.0	0.0	African American Gap		22.1 -42.7	23.0 -42.9	24.6 -42.1	-0.6
White Gap		76.8 -25.8	73.0 -26.1	76.3 -25.0	-0.8	White Gap		64.8 -31.6	65.9 -30.4	66.7 -28.0	-3.6
Hispanic		51.0	46.9	51.3		Hispanic		33.2	35.5	38.7	

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

Reading	Grade	2002	2003	2004	Gap	Math	Grade	2002	2003	2004	Gap
Chicago	3					Chicago	3				
FRPL		31.1	31.9	37.2		FRPL		41.9	45.3	52.3	
Gap		-20.9	-22.0	-32.2	11.3	Gap		-19.7	-19.2	-26.4	6.7
Non-FRPL		52.0	53.9	69.4		Non-FRPL		61.6	64.5	78.7	
Illinois	3					Illinois	3				
FRPL		40.3	41.3	46.2		FRPL		54.4	57.6	63.3	
Gap		-34.1	-33.3	-32.1	-2.0	Gap		-30.9	-29.2	-27.0	-3.9
Non-FRPL		74.4	74.6	78.3		Non-FRPL		85.3	86.8	90.3	
Chicago	5					Chicago	5				
FRPL		33.4	35.4	38.9		FRPL		32.5	41.1	47.6	
Gap		-21.8	-21.1	-28.5	6.7	Gap		-19.9	-17.7	-24.5	4.6
Non-FRPL		55.2	56.5	67.4		Non-FRPL		52.4	58.8	72.1	
Illinois	5					Illinois	5				
FRPL		37.4	39.8	42.2		FRPL		40.7	49.0	54.3	
Gap		-34.0	-33.0	-31.5	-2.5	Gap		-34.6	-31.0	-29.5	-5.1
Non-FRPL		71.4	72.8	73.7		Non-FRPL		75.3	80.0	83.8	
Chicago	8					Chicago	8				
FRPL		53.0	47.9	51.4		FRPL		27.5	27.5	29.8	
Gap		-9.7	-13.1	-19.6	9.9	Gap		-14.7	-16.3	-21.0	6.3
Non-FRPL		62.7	61.0	71.0		Non-FRPL		42.2	43.8	50.8	
Illinois	8					Illinois	8				
FRPL		50.0	46.0	49.8		FRPL		28.9	30.2	32.5	
Gap		-25.2	-26.0	-27.1	1.9	Gap		-33.2	-33.6	-34.4	1.2
Non-FRPL		75.2	72.0	76.9		Non-FRPL		62.1	63.8	66.9	

DISTRICT CHRISTINA
STATE DELAWARE

STATE READING AND MATH ASSESSMENT
State Assessment: Delaware Student Testing Program (DSTP)
Grades Tested: 3,5,8,& 10
First Year Reported: 1998
How Reported: Performance Level

DEMOGRAPHICS ¹	CHRISTINA		DELAWARE	
	1995-96	2002-03	1995-96	2002-03
Number of Students	19,868	19,605	108,461	116,342
Percent Free & Reduced Price Lunch Eligible (FRPL)	27.6	42.2	28.8	35.5
Percent of Students with IEPs	10.9	15.2	12.0	14.4
Percent English Language Learners	NA	2.3	NA	3.0
Percent African American	31.7	37.3	29.4	31.4
Percent Hispanic	3.9	8.9	4.0	7.3
Percent White	61.6	49.9	64.7	58.4
Percent Other	2.8	4.0	1.9	2.9
Number of FTE Teachers	1,156	1,369	6,463	7,698
Student-Teacher Ratio	17.2	14.3	16.8	15.5
Number of Schools	30	28	181	203
Current Expenditures Per Pupil ²	\$7,379	\$10,077	\$6,696	\$9,284
Chicago as a Percentage of Illinois' Public Schools			1995-96	2002-03
Percent of Students			18.3	16.9
Percent of FRPL			17.5	20.0
Percent of IEPs			16.6	17.8
Percent of ELLs			NA	13.3
Percent of Schools			16.6	13.8
Percent of Teachers			17.9	17.8
Percent of State Revenue ³			15.7	14.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Christina County
Delaware Student Testing Program (DSTP)
Percent Met or Exceeded the Standard**

	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading									
Christina	3	63.5	69.9	77.9	77.8	79.4	80.7	82.0	3.1
Delaware	3	61.5	68.6	76.8	74.1	79.3	79.3	82.4	3.5
Christina	5	52.6	58.4	66	62.8	73.4	73.9	78.7	4.4
Delaware	5	59.0	62.8	69.3	67.0	78.0	78.5	84.5	4.3
Christina	8	55.3	59.5	62.8	64.0	68.6	65.8	58.1	0.5
Delaware	8	60.8	62.2	67.4	66.2	71.5	69.8	70.9	1.7
Christina	10	56.2	52.4	82.3	52.6	56.9	61.7	63.8	1.3
Delaware	10	58.7	53.7	61.3	59.6	66.4	66.6	71.3	2.1
Math									
Christina	3	55.8	65.2	73.6	73.2	72.9	75.4	77.2	3.6
Delaware	3	54.8	63.5	72.7	71.3	72.0	73.6	77.5	3.8
Christina	5	44.1	50.2	54.8	56.8	62.5	67.7	70.0	4.3
Delaware	5	52.3	55.4	62.1	62.2	67.2	71.0	75.3	3.8
Christina	8	33.3	31.6	33.3	34.9	40.5	35.7	33.5	0.0
Delaware	8	36.1	35.8	41.2	40.2	48.1	47.2	50.2	2.4
Christina	10	32.2	28.7	31.8	28.4	33.7	40.7	41.9	1.6
Delaware	10	31.1	30.5	35.6	34.8	43.1	45.2	53.2	3.7

COUNCIL OF THE GREAT CITY SCHOOLS

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Reading	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Grade 3									
Christina									
African American		42.7	52.2	62.4	64.0	68.6	68.5	73.4	
Gap		-32.3	-28.4	-24.5	-22.7	-18.4	-20.8	-17.8	-14.5
White		75.0	80.6	86.9	86.7	87.0	89.3	91.2	
Gap		-21.6	-24.3	-19.1	-22.0	-13.0	-14.5	-27.9	6.3
Hispanic		53.4	56.3	67.8	64.7	74.0	74.8	63.3	
Delaware									
African American		42.5	49.8	62.4	57.8	64.9	65.3	70.1	
Gap		-29.1	-28.9	-22.5	-26.6	-22.9	-22.3	-19.8	-9.3
White		71.6	78.7	84.9	84.4	87.8	87.6	89.9	
Gap		-31.8	-30.0	-22.2	-28.2	-15.5	-14.4	-15.6	-16.2
Hispanic		39.8	48.7	62.7	56.2	72.3	73.2	74.3	
Grade 5									
Christina									
African American		33.1	38.3	46.9	42.1	62.1	60.6	69.6	
Gap		-33.1	-33.3	-31.8	-36.1	-22.3	-25.2	-18.7	-14.4
White		66.2	71.6	78.7	78.2	84.4	85.8	88.3	
Gap		-27.6	-30.9	-21.1	-38.6	-29.7	-18.8	-10.7	-16.9
Hispanic		38.6	40.7	57.6	39.6	54.7	67.0	77.6	
Delaware									
African American		37.2	40.1	48.1	46.6	64.0	64.3	72.6	
Gap		-33.6	-33.7	-31.8	-31.7	-22.8	-22.7	-18.7	-14.9
White		70.8	73.8	79.9	78.3	86.8	87.0	91.3	
Gap		-34.1	-27.6	-25.3	-30.3	-25.5	-18.4	-7.8	-26.3
Hispanic		36.7	46.2	54.6	48.0	61.3	68.6	83.5	
Grade 8									
Christina									
African American		36.4	43.8	45.3	48.8	56.7	57.5	46.0	
Gap		-30.6	-24.3	-28.7	-26.3	-21.3	-17.7	-26.9	-3.7
White		67.0	68.1	74.0	75.1	78.0	75.2	72.9	
Gap		-27.3	-16.9	-28.9	-33.3	-34.4	-31.1	-27.8	0.5
Hispanic		39.7	51.2	45.1	41.8	43.6	44.1	45.1	
Delaware									
African American		39.7	43.2	47.3	48.0	54.4	54.5	53.9	
Gap		-31.1	-27.7	-29.7	-27.9	-25.5	-24.2	-27.9	-3.2
White		70.8	70.9	77.0	75.9	79.9	78.7	81.8	
Gap		-30.9	-29.9	-28.2	-27.9	-22.3	-23.3	-26.3	-4.6
Hispanic		39.9	41.0	48.8	48.0	57.6	55.4	55.5	
Grade 10									
Christina									
African American		40.3	28.7	35.1	33.9	36.6	45.7	46.9	
Gap		-23.7	-36.2	-28.1	-32.4	-33.7	-29.0	-29.0	5.3
White		64.0	64.9	63.2	66.3	70.3	74.7	75.9	
Gap		-21.1	-29.5	-29.0	-36.5	-19.4	-42.8	-37.7	16.6
Hispanic		42.9	35.4	34.2	29.8	50.9	31.9	38.2	
Delaware									
African American		36.8	71.8	39.8	38.4	45.4	46.3	51.0	
Gap		-30.4	8.6	-31.0	-30.6	-30.8	-30.2	-28.6	-1.8
White		67.2	63.2	70.8	69.0	76.2	76.5	79.6	
Gap		-29.8	-28.4	-28.8	-32.5	-28.6	-32.6	-24.9	-4.9
Hispanic		37.4	34.8	42.0	36.5	47.6	43.9	54.7	

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Math	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Christina	3								
African American		31.2	43.5	54.7	53.4	55.4	60.2	65.4	
Gap		-37.3	-34.3	-29.5	-31.3	-28.8	-25.0	-22.3	-15.0
White		68.5	77.8	84.2	84.7	84.2	85.2	87.7	
Gap		-21.8	-26.5	-17.5	-17.1	-12.0	-12.0	-23.7	1.9
Hispanic		46.7	51.3	66.7	67.6	72.2	73.2	64.0	
Delaware	3								
African American		31.9	39.2	53.2	51.5	53.7	55.9	60.8	
Gap		-34.5	-37.0	-29.9	-31.4	-29.2	-28.2	-26.4	-8.1
White		66.4	76.2	83.1	82.9	82.9	84.1	87.2	
Gap		-29.6	-34.8	-22.2	-22.4	-20.1	-17.1	-13.6	-16.0
Hispanic		36.8	41.4	60.9	60.5	62.8	67.0	73.6	
Christina	5								
African American		21.1	27.3	31.8	34.8	47.4	49.2	56.9	
Gap		-38.1	-2.3	-37.3	-38.3	-28.9	-35.5	-26.3	-11.8
White		59.2	29.6	69.1	73.1	76.3	84.7	83.2	
Gap		-28.2	35.3	-19.6	-40.1	-31.4	-27.3	-10.0	-18.2
Hispanic		31.0	64.9	49.5	33.0	44.9	57.4	73.2	
Delaware	5								
African American		28.6	31.0	36.5	39.1	46.3	51.6	58.2	
Gap		-35.7	-36.1	-37.7	-35.8	-33.2	-31.0	-27.2	-8.5
White		64.3	67.1	74.2	74.9	79.5	82.6	85.4	
Gap		-31.7	-30.6	-20.1	-27.9	-27.0	-20.7	-12.9	-18.8
Hispanic		32.6	36.5	54.1	47.0	52.5	61.9	72.5	
Christina	8								
African American		14.7	13.8	14.6	14.4	18.8	21.0	18.2	
Gap		-29.5	-28.0	-29.4	-33.5	-35.4	-26.2	-30.5	1.0
White		44.2	41.8	44.0	47.9	54.2	47.2	48.7	
Gap		-22.5	-23.2	-24.0	-31.4	-29.5	-25.6	-22.7	0.2
Hispanic		21.7	18.6	20.0	16.5	24.7	21.6	26.0	
Delaware	8								
African American		14.7	14.6	18.4	17.8	24.6	25.6	27.6	
Gap		-31.0	-30.7	-33.2	-33.6	-34.7	-33.4	-36.6	5.6
White		45.7	45.3	51.6	51.4	59.3	59.0	64.2	
Gap		-26.8	-31.2	-31.4	-29.7	-28.2	-25.8	-31.3	4.5
Hispanic		18.9	14.1	20.2	21.7	31.1	33.2	32.9	
Christina	10								
African American		12.4	8.5	9.9	10.8	12.1	18.3	18.0	
Gap		-28.9	-30.0	-34.7	-28.5	-35.1	-36.8	-39.6	10.7
White		41.3	38.5	44.6	39.3	47.2	55.1	57.6	
Gap		-22.5	-18.1	-32.4	-24.5	-21.3	-35.4	-35.1	12.6
Hispanic		18.8	20.4	12.2	14.8	25.9	19.7	22.5	
Delaware	10								
African American		11.6	10.9	13.6	12.7	17.5	20.4	27.2	
Gap		-26.7	-27.6	-30.9	-31.1	-36.5	-35.8	-36.2	9.5
White		38.3	38.5	44.5	43.8	54.0	56.2	63.4	
Gap		-24.5	-23.6	-27.4	-29.5	-29.1	-30.0	-29.3	4.8
Hispanic		13.8	14.9	17.1	14.3	24.9	26.2	34.1	

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Reading	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Christina	3								
Low Income		44.2	49.3	61.1	62.7	69.3	70.0	74.7	
Gap		-30.5	-30.5	-24.3	-22.6	-16.5	-18.7	-12.0	-18.5
Not Low Income		74.7	79.8	85.4	85.3	85.8	88.7	86.7	
Delaware	3								
Low Income		43.5	51.2	62.8	59.2	65.9	68.0	73.5	
Gap		-30.7	-27.4	-21.8	-23.4	-21.6	-19.2	-14.5	-16.2
Not Low Income		74.2	78.6	84.6	82.6	87.5	87.2	88.0	
Christina	5								
Low Income		33.6	40.7	47.6	38.8	59.3	62.7	71.4	
Gap		-33.5	-28.3	-29.6	-35.3	-23.8	-21.9	-13.1	-20.4
Not Low Income		67.1	69.0	77.2	74.1	83.1	84.6	84.5	
Delaware	5								
Low Income		39.7	45.1	52.0	48.8	63.6	65.1	75.2	
Gap		-33.2	-28.4	-27.0	-27.5	-22.4	-22.1	-15.1	-18.1
Not Low Income		72.9	73.5	79.0	76.3	86.0	87.2	90.3	
Christina	8								
Low Income		35.9	39.7	39.3	44.8	54.5	52.0	43.4	
Gap		-30.7	-30.3	-32.9	-26.3	-21.5	-24.5	-24.9	-5.8
Not Low Income		66.6	70.0	72.2	71.1	76.0	76.5	68.3	
Delaware	8								
Low Income		41.1	41.6	46.9	47.1	54.2	53.8	54.5	
Gap		-30.1	-30.0	-28.7	-27.5	-25.4	-25.2	-25.2	-4.9
Not Low Income		71.2	71.6	75.6	74.6	79.6	79.0	79.7	
Christina	10								
Low Income		35.4	24.7	30.4	30.0	36.5	39.9	41.1	
Gap		-26.6	-37.5	-27.8	-28.3	-26.1	-32.0	-31.9	5.3
Not Low Income		62.0	62.2	58.2	58.3	62.6	71.9	73.0	
Delaware	10								
Low Income		37.2	31.9	38.9	37.3	44.1	43.0	50.0	
Gap		-27.5	-27.8	-28.2	-28.2	-28.3	-31.8	-27.9	0.4
Not Low Income		64.7	59.7	67.1	65.5	72.4	74.8	77.9	

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Math	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Christina	3								
Low Income		35.3	44.6	57.5	54.5	59.6	65.0	67.3	
Gap		-32.4	-30.4	-23.4	-28.7	-22.0	-18.6	-16.4	-16.0
Not Low Income		67.7	75.0	80.9	83.2	81.6	83.6	83.7	
Delaware	3								
Low Income		35.8	43.7	56.9	55.7	57.3	61.6	66.9	
Gap		-32.3	-31.2	-24.7	-25.1	-24.0	-21.0	-17.8	-14.5
Not Low Income		68.1	74.9	81.6	80.8	81.3	82.6	84.7	
Christina	5								
Low Income		24.3	30.0	33.7	31.0	46.7	51.6	61.8	
Gap		-34.7	-32.2	-33.9	-38.7	-27.5	-32.2	-15.0	-19.7
Not Low Income		59.0	62.2	67.6	69.7	74.2	83.8	76.8	
Delaware	5								
Low Income		32.5	37.6	42.9	42.6	49.2	54.9	61.8	
Gap		-34.0	-28.6	-30.0	-30.3	-28.5	-27.3	-22.7	-11.3
Not Low Income		66.5	66.2	72.9	72.9	77.7	82.2	84.5	
Christina	8								
Low Income		16.7	12.3	12.4	13.7	21.0	21.3	18.4	
Gap		-26.5	-29.6	-30.1	-29.0	-29.9	-26.0	-25.8	-0.7
Not Low Income		43.2	41.9	42.5	42.7	50.9	47.3	44.2	
Delaware	8								
Low Income		17.2	15.7	20.3	19.6	27.2	27.4	30.4	
Gap		-28.8	-29.3	-29.2	-29.8	-30.8	-31.6	-31.0	2.2
Not Low Income		46.0	45.0	49.5	49.4	58.0	59.0	61.4	
Christina	10								
Low Income		11.2	9.5	12.4	8.3	22.6	19.4	22.5	
Gap		-26.7	-25.7	-24.7	-25.1	-14.1	-31.4	-27.4	0.7
Not Low Income		37.9	35.2	37.1	33.4	36.7	50.8	49.9	
Delaware	10								
Low Income		13.2	12.0	15.4	13.9	21.7	22.4	30.8	
Gap		-23.0	-23.7	-25.4	-26.5	-27.1	-30.7	-29.3	6.3
Not Low Income		36.2	35.7	40.8	40.4	48.8	53.1	60.1	

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Reading	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Christina	3								
LEP		NA	NA	NA	NA	73.9	NA	47.1	
Gap		NA	NA	NA	NA	-5.6	NA	-36.1	30.5
Not LEP		63.7	70.1	77.9	77.9	79.5	80.7	83.2	
Delaware	3								
LEP		21.0	17.2	42.9	38.7	72.5	67.0	67.5	
Gap		-41.4	-52.1	-34.1	-35.9	-6.9	-12.5	-15.3	-26.1
Not LEP		62.4	69.3	77.0	74.6	79.4	79.5	82.8	
Christina	5								
LEP		NA	NA	NA	18.2	60.0	NA	56.3	
Gap		NA	NA	NA	-45.3	-13.6	NA	-22.7	-22.6
Not LEP		52.7	58.4	66.0	63.5	73.6	74.1	79.0	
Delaware	5								
LEP		13.5	19.7	38.1	23.0	44.5	51.4	70.4	
Gap		-46.2	-43.5	-31.3	-44.4	-34.0	-27.3	-14.3	-31.9
Not LEP		59.7	63.2	69.4	67.4	78.5	78.7	84.7	
Christina	8								
LEP		NA	NA	NA	34.6	33.3	11.9	16.7	
Gap		NA	NA	NA	-29.9	-35.9	-55.4	-42.7	12.8
Not LEP		55.5	59.5	63.0	64.5	69.2	67.3	59.4	
Delaware	8								
LEP		23.6	30.4	25.6	24.1	37.0	15.7	18.8	
Gap		-37.6	-32.0	-42.0	-42.5	-34.9	-54.6	-52.7	15.1
Not LEP		61.2	62.4	67.6	66.6	71.9	70.3	71.5	
Christina	10								
LEP		NA	52.4	NA	12.5	31.6	9.1	21.1	
Gap		NA	NA	NA	-40.7	-26.2	-53.8	-43.5	2.8
Not LEP		56.5	22.8	52.4	53.2	57.8	62.9	64.6	
Delaware	10								
LEP		12.7	14.5	8.1	18.0	31.9	14.7	23.1	
Gap		-46.3	-39.6	-53.5	-41.9	-35.0	-52.4	-48.7	2.4
Not LEP		59.0	54.1	61.6	59.9	66.9	67.1	71.8	

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Math	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Christina	3								
LEP		NA	NA	NA	NA	75.0	NA	61.2	
Gap		NA	NA	NA	NA	2.1	NA	-16.7	18.8
Not LEP		55.8	65.3	73.6	73.3	72.9	75.5	77.9	
Delaware	3								
LEP		26.4	23.2	50.0	41.2	65.3	51.2	69.9	
Gap		-28.9	-40.8	-22.9	-30.5	-6.9	-22.7	-7.9	-21.0
Not LEP		55.3	64.0	72.9	71.7	72.2	73.9	77.8	
Christina	5								
LEP		NA	NA	NA	13.0	51.0	NA	66.7	
Gap		NA	NA	NA	-44.5	-11.9	NA	-3.3	-41.2
Not LEP		44.2	50.2	54.8	57.5	62.9	67.8	70.0	
Delaware	5								
LEP		18.9	23.9	31.8	27.2	44.4	53.6	61.2	
Gap		-33.9	-31.8	-30.4	-35.4	-23.2	-17.6	-14.3	-19.6
Not LEP		52.8	55.7	62.2	62.6	67.6	71.2	75.5	
Christina	8								
LEP		NA	NA	NA	29.4	32.1	16.3	27.8	
Gap		NA	NA	NA	-5.5	-8.5	-20.0	-5.9	0.4
Not LEP		33.2	31.6	33.3	34.9	40.6	36.3	33.7	
Delaware	8								
LEP		13.3	5.4	25.6	25.3	31.6	23.5	22.7	
Gap		-23.0	-30.6	-15.7	-15.0	-16.6	-23.9	-27.9	4.9
Not LEP		36.3	36.0	41.3	40.3	48.2	47.4	50.6	
Christina	10								
LEP		NA	NA	NA	13.0	27.0	26.1	28.6	
Gap		NA	NA	NA	-15.6	-6.9	-15.0	-13.7	-1.9
Not LEP		32.2	28.6	31.7	28.6	33.9	41.1	42.3	
Delaware	10								
LEP		5.5	7.9	13.5	15.6	27.4	24.1	29.8	
Gap		-25.8	-22.8	-22.2	-19.4	-15.9	-21.3	-23.7	-2.1
Not LEP		31.3	30.7	35.7	35.0	43.3	45.4	53.5	

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Reading	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Christina	3								
Special Ed.		14.0	21.9	27.8	33.0	38.0	45.8	62.1	
Gap		-53.7	-51.3	-53.1	-48.2	-44.5	-37.2	-21.1	-32.6
Regular Ed.		67.7	73.2	80.9	81.2	82.5	83.0	83.2	
Delaware	3								
Special Ed.		15.2	20.6	32.9	29.8	42.1	44.2	52.6	
Gap		-50.9	-52.1	-46.0	-47.9	-40.0	-37.2	-31.2	-19.7
Regular Ed.		66.1	72.7	78.9	77.7	82.1	81.4	83.8	
Christina	5								
Special Ed.		7.9	16.9	23.4	21.9	32.4	31.6	52.0	
Gap		-49.7	-45.7	-45.8	-44.8	-45.3	-46.3	-29.1	-20.6
Regular Ed.		57.6	62.6	69.2	66.7	77.7	77.9	81.1	
Delaware	5								
Special Ed.		11.5	14.1	24.9	19.0	33.9	35.4	55.6	
Gap		-53.0	-54.0	-47.6	-53.5	-48.7	-46.9	-30.8	-22.2
Regular Ed.		64.5	68.1	72.5	72.5	82.6	82.3	86.4	
Christina	8								
Special Ed.		7.3	9.9	11.0	10.6	26.4	21.2	19.0	
Gap		-52.8	-54.4	-56.5	-58.9	-47.4	-50.1	-44.9	-7.9
Regular Ed.		60.1	64.3	67.5	69.5	73.8	71.3	63.9	
Delaware	8								
Special Ed.		11.2	10.2	14.1	17.5	22.0	25.5	30.4	
Gap		-54.7	-57.4	-57.6	-55.3	-56.1	-50.1	-45.4	-9.3
Regular Ed.		65.9	67.6	71.7	72.8	78.1	75.6	75.8	
Christina	10								
Special Ed.		8.5	4.6	3.2	5.8	3.7	5.2	16.3	
Gap		-49.8	-50.9	-52.3	-51.0	-59.2	-62.7	-52.1	2.3
Regular Ed.		58.3	55.5	55.5	56.8	62.9	67.9	68.4	
Delaware	10								
Special Ed.		6.3	7.4	10.4	11.1	13.9	13.1	16.2	
Gap		-55.5	-49.1	-53.6	-53.2	-59.0	-60.0	-60.5	5.0
Regular Ed.		61.8	56.5	64.0	64.3	72.9	73.1	76.7	

Christina School District
 Delaware Student Testing Program (DSTP)
 Percent Met or Exceeded the Standard

Math	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Christina	3								
Special Ed.		14.3	20.2	29.2	25.4	40.5	40.8	43.2	
Gap		-45.1	-47.9	-47.0	-54.1	-36.4	-38.9	-38.9	-6.2
Regular Ed.		59.4	68.1	76.2	79.5	76.9	79.7	82.1	
Delaware	3								
Special Ed.		15.8	22.1	36.9	27.7	37.2	40.7	47.3	
Gap		-43.0	-45.0	-37.5	-48.9	-39.2	-37.2	-34.7	-8.3
Regular Ed.		58.8	67.1	74.4	76.6	76.4	77.9	82.0	
Christina	5								
Special Ed.		3.7	7.1	13.1	17.3	23.6	31.1	37.8	
Gap		-44.7	-47.3	-44.9	-45.0	-44.2	-42.4	-37.4	-7.3
Regular Ed.		48.4	54.4	58.0	62.3	67.8	73.5	75.2	
Delaware	5								
Special Ed.		8.8	9.3	19.6	18.0	23.8	29.3	40.7	
Gap		-48.6	-51.1	-45.6	-51.3	-49.6	-48.0	-40.3	-8.3
Regular Ed.		57.4	60.4	65.2	69.3	73.4	77.3	81.0	
Christina	8								
Special Ed.		4.2	2.3	3.3	3.5	6.2	7.1	6.1	
Gap		-32.1	-32.1	-32.8	-34.9	-38.9	-33.2	-32.5	0.4
Regular Ed.		36.3	34.4	36.1	38.4	45.1	40.3	38.6	
Delaware	8								
Special Ed.		2.8	4.4	3.9	5.6	8.1	12.1	16.0	
Gap		-36.7	-34.6	-40.3	-40.2	-46.0	-41.2	-40.3	3.6
Regular Ed.		39.5	39.0	44.2	45.8	54.1	53.3	56.3	
Christina	10								
Special Ed.		4.2	1.6	1.8	1.2	3.0	3.0	5.7	
Gap		-29.3	-28.8	-31.7	-29.6	-33.9	-42.1	-40.5	11.2
Regular Ed.		33.5	30.4	33.5	30.8	36.9	45.1	46.2	
Delaware	10								
Special Ed.		1.5	0.9	2.0	4.7	6.7	5.5	10.7	
Gap		-31.4	-31.4	-35.2	-33.5	-36.1	-44.9	-47.2	15.8
Regular Ed.		32.9	32.3	37.2	38.2	42.8	50.4	57.9	

DISTRICT CINCINNATI
STATE OHIO

STATE READING AND MATH ASSESSMENT
State Assessment: Ohio Proficiency Tests
Grades Tested: 4, 6, & 10
First Year Reported: 1996
How Reported: Performance Level

DEMOGRAPHICS ¹	CINCINNATI		OHIO	
	1995-96	2002-03	1995-96	2002-03
Number of Students	52,172	42,715	1,836,015	1,838,285
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	65.4	14.1	29.1
Percent of Students with IEPs	4.0	18.3	3.9	13.5
Percent English Language Learners	NA	1.2*	NA	1.4
Percent African American	67.7	73.3	15.2	16.6
Percent Hispanic	0.3	0.8	1.4	2.0
Percent White	31.1	24.9	81.8	78.4
Percent Other	0.9	1.0	1.1	1.3
Number of FTE Teachers	3,082	3,549	107,347	125,372
Student-Teacher Ratio	16.9	12.0	17.1	15.7
Number of Schools	82	81*	3,865	4,017
Current Expenditures Per Pupil ²	\$6,127	\$9,749	\$5,669	\$8,069
Cleveland as a Percentage of Ohio's Public Schools			1995-96	2002-03
Percent of Students			2.8	2.3
Percent of FRPL			NA	5.2
Percent of IEPs			2.9	3.1
Percent of ELLs			NA	2.0
Percent of Schools			2.1	2.0
Percent of Teachers			2.9	2.8
Percent of State Revenue ³			2.9	2.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Cincinnati
State Proficiency Test (OPT)
Percent Proficient**

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004*	Annualized Change
Reading											
Cincinnati	4	24.3	30.8	22.9	33.6	28.7	26.5	38.6	40.8	48.6	3.0
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	70.8	3.2
Cincinnati	6	24.2	27.2	31.3	30.5	28.1	27.7	33.1	42.0	48.3	3.0
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	64.6	2.7
Math											
Cincinnati	4	19.2	16.8	16.2	20.2	19.1	23.5	34.4	28.0	40.7	2.7
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	65.8	2.7
Cincinnati	6	20.7	25.7	22.7	24.7	27.6	28.2	32.4	26.9	46.3	3.2
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	65.6	2.7

**Cincinnati
Ohio Graduation Test (OGT)
Percent Proficient**

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004*	Annualized Change
Reading											
Cincinnati	10	NA	NA	NA	NA	NA	NA	NA	NA	75.2	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	78.5	NA
Math											
Cincinnati	10	NA	NA	NA	NA	NA	NA	NA	NA	62.0	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	68.4	NA

*All 10th grade students took the new OGT (Ohio Graduation Test) reading and math tests for the first time in March of 2004.

*Asterisk indicates that the data has been updated by the school district.

Cincinnati
State Proficiency Test-Reading
Percent Proficient By Race/Ethnicity

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Cincinnati	4								
African American		14.3	26.6	26.0	20.0	30.4	34.9	42.1	
Gap		-31.2	-26.6	-26.2	-24.2	-27.7	-24.1	-24.9	-6.3
White		45.5	53.2	52.2	44.2	58.1	59.0	67.0	
Gap		-9.1	2.8	-0.3	-9.4	-19.6	-16.1	-44.8	35.7
Hispanic		36.4	56.0	51.9	34.8	38.5	42.9	22.2	
Ohio	4								
African American		19.6	32.4	29.7	27.6	38.2	43.7	47.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-29.0	-4.2
White		52.8	64.8	64.3	62.3	74.6	72.0	76.7	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-23.4	0.8
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	53.3	
Cincinnati	6								
African American		23.2	22.2	21.3	19.5	24.3	35.1	42.3	
Gap		-28.1	-30.9	-30.2	-30.4	-30.6	-27.8	-20.7	-7.4
White		51.3	53.1	51.5	49.9	54.9	62.9	63.0	
Gap		0.0	-11.4	-9.8	-11.8	-4.9	-31.6	-15.9	15.9
Hispanic		NA	41.7	41.7	38.1	50.0	31.3	47.1	
Ohio	6								
African American		24.9	23.9	24.4	25.0	25.8	40.0	40.0	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-30.9	-2.2
White		58.0	57.6	59.6	65.3	65.2	70.9	70.9	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-22.7	-3.8
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	48.2	
Cincinnati									
Ohio Graduation Test (OGT) Percent Proficient	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Cincinnati	10								
African American		NA	NA	NA	NA	NA	NA	69.3	
Gap								-20.4	NA
White		NA	NA	NA	NA	NA	NA	89.7	
Gap								NA	NA
Hispanic		NA	NA	NA	NA	NA	NA	NA	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	58.3	
Gap								-23.7	NA
White		NA	NA	NA	NA	NA	NA	82.0	
Gap								-19.3	NA
Hispanic		NA	NA	NA	NA	NA	NA	62.7	

* Asterik indicates that the data has been updated by the school district.

Cincinnati
State Proficiency Test-Math
Percent Proficient By Race/Ethnicity

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Cincinnati									
	4								
African American		9.0	13.0	12.7	17.2	25.1	21.2	33.9	
Gap		-23.5	-27.5	-27.0	-24.1	-32.4	-28.8	-27.2	0.7
White		35.5	40.5	39.7	41.3	57.5	50.0	61.1	
Gap		-17.3	-18.3	-18.3	-19.6	-42.1	-7.1	-33.3	16.0
Hispanic		18.2	22.2	21.4	21.7	15.4	42.9	27.8	
Ohio									
	4								
African American		14.6	21.7	19.1	26.5	32.2	31.6	39.3	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	-33.1	0.5
White		47.2	56.6	54.8	66.6	69.9	65.3	72.4	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-21.0	0.2
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	51.4	
Cincinnati									
	6								
African American		13.8	15.4	14.8	19.5	23.1	19.4	39.1	
Gap		-30.6	-33.8	-32.8	-31.1	-32.5	-30.5	-25.0	-5.6
White		44.4	49.2	47.6	50.6	55.6	49.9	64.1	
Gap		0.0	-24.2	-22.6	-12.5	8.7	-24.9	-1.6	1.6
Hispanic		NA	25.0	25.0	38.1	64.3	25.0	62.5	
Ohio									
	6								
African American		15.6	18.5	22.3	25.8	27.7	25.4	36.8	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-35.4	-1.8
White		52.8	57.8	61.3	68.4	68.9	58.9	72.2	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-19.5	-8.2
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	52.7	
Cincinnati									
Ohio Graduation Test (OGT)									
Percent Proficient									
	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Cincinnati									
	10								
African American		NA	NA	NA	NA	NA	NA	53.5	
Gap								-28.2	NA
White		NA	NA	NA	NA	NA	NA	81.7	
Gap								0.0	NA
Hispanic		NA	NA	NA	NA	NA	NA	NA	
Ohio									
	10								
African American		NA	NA	NA	NA	NA	NA	38.5	
Gap								-34.9	NA
White		NA	NA	NA	NA	NA	NA	79.4	
Gap								-24.2	NA
Hispanic		NA	NA	NA	NA	NA	NA	49.2	

* Asterik indicates that the data has been updated by the school district.

Cincinnati
State Proficiency Test-Reading
Percent Proficient

Cincinnati
State Proficiency Test-Mathematics
Percent Proficient

	Grade	2002	2003	2004*	Change in Gap		Grade	2002	2003	2004*	Change in Gap
Cincinnati	4					Cincinnati	4				
LEP		44.8	35.7	20.0		LEP		44.4	28.6	12.0	
Gap		109	-51	-289	308	Gap		135	06	-289	424
NonLEP		33.9	40.8	48.9		NonLEP		30.9	28.0	40.9	
Ohio	4					Ohio	4				
LEP		43.4	42.4	41.7		LEP		51.5	41.9	46.8	
Gap		-246	-242	-295	49	Gap		-115	-169	-194	79
NonLEP		68.0	66.6	71.2		NonLEP		63.0	58.8	66.2	
Cincinnati	6					Cincinnati	6				
LEP		22.2	12.9	27.8		LEP		38.9	16.1	23.5	
Gap		-72	-294	-206	134	Gap		101	-109	-229	330
NonLEP		29.4	42.3	48.4		NonLEP		28.8	27.0	46.4	
Ohio	6					Ohio	6				
LEP		31.6	32.1	33.7		LEP		49.9	36.3	49.1	
Gap		-267	-332	-312	45	Gap		-119	-166	-167	48
NonLEP		58.3	65.3	64.9		NonLEP		61.8	52.9	65.8	
Cincinnati Ohio Graduation Test (OGT) Percent Proficient											
Reading	Grade	2002	2003	2004*	Change in Gap	Math	Grade	2002	2003	2004*	Change in Gap
Cincinnati	10					Cincinnati	10				
LEP		NA	NA	64.7		LEP		NA	NA	64.7	
Gap		NA	NA	-106	NA	Gap		NA	NA	27	NA
NonLEP		NA	NA	75.3		NonLEP		NA	NA	62.0	
Ohio	10					Ohio	10				
LEP		NA	NA	44.2		LEP		NA	NA	42.6	
Gap		NA	NA	NA	NA	Gap		NA	NA	NA	NA
NonLEP		NA	NA	NA		NonLEP		NA	NA	NA	

* Asterik indicates that the data has been updated by the school district.

Cincinnati
State Proficiency Test-Reading
Percent Proficient

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Cincinnati	4								
Disabled		NA	33.9	15.9	21.5	15.0	15.7	18.1	
Gap		NA	-1.1	-14.2	-10.2	-24.0	-31.7	-37.0	35.9
Non-Disabled		NA	35	30.1	31.7	39.0	47.4	55.1	
Ohio	4								
Disabled		NA	32.1	31.8	25.4	47.9	35.8	36.6	
Gap		NA	-28.7	-27.6	-32.1	-21.1	-35.7	-39.9	11.2
Non-Disabled		NA	60.8	59.4	57.5	69.0	71.5	76.5	
Cincinnati	6								
Disabled		NA	19	14.4	18.6	10.1	19.3	16.4	
Gap		NA	-13.4	-15.1	-15.3	-23.5	-29.2	-39.6	26.2
Non-Disabled		NA	32.4	29.5	33.9	33.6	48.5	56.0	
Ohio	6								
Disabled		NA	17.5	18.7	22.3	31.3	29.6	25.1	
Gap		NA	-36.7	-36.3	-37.9	-28.3	-41.2	-46.2	9.5
Non-Disabled		NA	54.2	55	60.2	59.6	70.8	71.3	
Cincinnati									
Ohio Graduation Test (OGT)									
Percent Proficient									
Reading	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Cincinnati	10								
Disabled		NA	NA	NA	NA	NA	NA	32.4	
Gap		NA	NA	NA	NA	NA	N	-50.2	NA
Non-Disabled		NA	NA	NA	NA	NA	87.2	82.6	
Ohio	10								
Disabled		NA	NA	NA	NA	NA	NA	36.3	
Gap		NA	NA	NA	NA	NA	NA	-48.0	NA
Non-Disabled		NA	NA	NA	NA	NA	NA	84.3	

* Asterik indicates that the data has been updated by the school district.

Cincinnati
State Proficiency Test-Mathematics
Percent Proficient

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Cincinnati	4								
Disabled		NA	29	12.7	15.9	15.7	15.9	15.1	
Gap		NA	8.1	-7.4	-11.8	-19.6	-15.7	-31.0	39.1
Non-Disabled		NA	20.9	20.1	27.7	35.3	31.6	46.1	
Ohio	4								
Disabled		NA	27.6	22	29.7	45.4	34.3	37.7	
Gap		NA	-24.3	-28.2	-31.2	-18.7	-28.4	-32.9	8.6
Non-Disabled		NA	51.9	50.2	60.9	64.1	62.7	70.6	
Cincinnati	6								
Disabled		NA	24.5	12.4	14.2	13.6	14.2	16.2	
Gap		NA	-1.5	-16.7	-20.5	-19.4	-16.5	-37.4	35.9
Non-Disabled		NA	26	29.1	34.7	33.0	30.7	53.6	
Ohio	6								
Disabled		NA	17.2	17.7	23.8	25.9	24.8	27.2	
Gap		NA	-36.3	-38.6	-39.3	-37.3	-32.6	-44.9	8.6
Non-Disabled		NA	53.5	56.3	63.1	63.2	57.4	72.1	
Cincinnati									
Ohio Graduation Test (OGT)									
Percent Proficient									
Math	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Cincinnati	10								
Disabled		NA	NA	NA	NA	NA	NA	22.3	
Gap		NA	NA	NA	NA	NA	NA	-46.5	NA
Non-Disabled		NA	NA	NA	NA	NA	NA	68.8	
Ohio	10								
Disabled		NA	NA	NA	NA	NA	NA	24.1	
Gap		NA	NA	NA	NA	NA	NA	-29.6	NA
Non-Disabled		NA	NA	NA	NA	NA	NA	74.5	

* Asterik indicates that the data has been updated by the school district.

Cincinnati
State Proficiency Test
Percent Proficient
Reading

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Cincinnati	4								
ED		NA	NA	NA	NA	25.9	33.5	40.6	
Gap		NA	NA	NA	NA	-30.6	-30.5	-31.9	1.3
Non-ED		NA	34.4	28.5	29.6	56.5	64.0	72.5	
Ohio	4								
ED		NA	38.9	36.8	33.1	45.5	49.3	54.6	
Gap		NA	-23.0	-23.3	-24.5	-24.5	-26.7	-25.9	2.9
Non-ED		NA	61.9	60.1	57.6	70.0	76.0	80.5	
Cincinnati	6								
ED		NA	NA	NA	NA	20.4	34.5	40.1	
Gap		0	0	0	0	-29.6	-25.9	-27.6	-2.0
Non-ED		NA	31.6	27.2	31.1	50.0	60.4	67.7	
Ohio	6								
ED		NA	29.7	29	32.6	34.6	46.2	45.8	
Gap		NA	-24.9	-26.0	-26.9	-25.4	-28.2	-29.0	4.1
Non-ED		NA	54.6	55	59.5	60.0	74.4	74.8	
Cincinnati	10								
ED		NA	NA	NA	NA	NA	NA	67.6	
Gap		NA	NA	NA	NA	NA	NA	-14.6	NA
Non-ED		NA	NA	NA	NA	NA	NA	82.2	
Ohio	10								
ED		NA	NA	NA	NA	NA	NA	61.6	
Gap		NA	NA	NA	NA	NA	NA	-22.1	NA
Non-ED		NA	NA	NA	NA	NA	NA	83.7	

Cincinnati
 State Proficiency Test
 Mathematics
 Percent Proficient

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Cincinnati	4								
ED		NA	NA	NA	NA	23.5	21.8	33.3	
Gap		0.0	0.0	0.0	0.0	-28.5	-26.0	-29.0	0.5
Non-ED		NA	20.7	18.9	26.1	52.0	47.8	62.3	
Ohio	4								
ED		NA	29.1	26.7	36.1	40.0	40.2	48.4	
Gap		NA	-24.4	-24.3	-24.7	-26.1	-28.6	-27.9	3.5
Non-ED		NA	53.5	51.0	60.8	66.1	68.8	76.3	
Cincinnati	6								
ED		NA	NA	NA	NA	21.5	20.0	38.0	
Gap		0.0	0.0	0.0	0.0	-24.3	-23.8	-27.8	3.5
Non-ED		NA	25.6	26.7	31.5	45.8	43.8	65.8	
Ohio	6								
ED		NA	27.2	29.3	35.9	37.6	32.4	45.8	
Gap		NA	-27.0	-26.9	-26.2	-25.7	-30.5	-30.6	3.6
Non-ED		NA	54.2	56.2	62.1	63.3	62.9	76.4	
Cincinnati	10								
ED		NA	NA	NA	NA	NA	NA	50.6	
Gap		NA	NA	NA	NA	NA	NA	-21.4	NA
Non-ED		NA	NA	NA	NA	NA	NA	72.0	
Ohio	10								
ED		NA	NA	NA	NA	NA	NA	46.1	
Gap		NA	NA	NA	NA	NA	NA	-29.1	NA
Non-ED		NA	NA	NA	NA	NA	NA	75.2	

DISTRICT CLARK COUNTY
 STATE NEVADA

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

DEMOGRAPHICS ¹	CLARK COUNTY		NEVADA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	166,788	256,574	265,041	369,498
Percent Free & Reduced Price Lunch Eligible (FRPL)	27.5	35.1	27.2	34.0
Percent of Students with IEPs	10.2	10.8	10.6	11.5
Percent English Language Learners	NA	18.2	NA	15.9
Percent African American	13.8	14.0	9.8	10.5
Percent Hispanic	19.4	31.7	17.2	28.7
Percent White	60.7	46.0	66.5	52.7
Percent Other	6.1	8.3	6.4	8.1
Number of FTE Teachers	8,186	13,070	13,878	20,037
Student-Teacher Ratio	20.4	19.6	19.6	19.6
Number of Schools	198	282	423	542
Current Expenditures Per Pupil ²	\$4,691	\$5,797	\$4,892	\$6,079
Clark County as a Percentage of Nevada's Public Schools			1995-96	2002-03
Percent of Students			62.9	69.4
Percent of FRPL			63.7	71.8
Percent of IEPs			60.4	65.2
Percent of ELLs			NA	79.6
Percent of Schools			46.8	52.0
Percent of Teachers			59.0	65.2
Percent of State Revenue ³			56.4	60.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004	Change
Clark County	4	NA	46.3	43.3	-3.0
Nevada	4	NA	48.8	45.4	-3.4
Clark County	7	NA	37.9	36.3	-1.6
Nevada	7	NA	40.6	38.6	-2.0
Clark County	10	NA	42.8	37.6	-5.2
Nevada	10	NA	45.9	40.2	-5.7
Mathematics					
Clark County	4	NA	50.3	50.7	0.4
Nevada	4	NA	51.3	50.8	-0.5
Clark County	7	NA	39.7	39.1	-0.6
Nevada	7	NA	40.9	40.1	-0.8
Clark County	10	NA	40.0	36.8	-3.2
Nevada	10	NA	42.9	38.4	-4.5

⁴The 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.

DISTRICT CLEVELAND
STATE OHIO

STATE READING AND MATH ASSESSMENT
State Assessment: Ohio Proficiency Tests
Grades Tested: 4,6,& 10
First Year Reported: 1996
How Reported: Performance Level

DEMOGRAPHICS ¹	CLEVELAND		OHIO	
	1995-96	2002-03	1995-96	2002-03
Number of Students	74,380	71,616	1,836,015	1,838,285
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	79.2	14.1	29.1
Percent of Students with IEPs	4.5	17.4	3.7	13.5
Percent English Language Learners	NA	0.04	NA	1.4
Percent African American	70.5	71.2	15.2	16.6
Percent Hispanic	7.5	9.2	1.4	2.0
Percent White	20.7	18.6	81.8	78.4
Percent Other	1.3	1.0	1.1	1.3
Number of FTE Teachers	4,323	6,671	107,347	125,372
Student-Teacher Ratio	17.2	10.7	17.1	15.7
Number of Schools	131	129	3,865	4,017
Current Expenditures Per Pupil ²	\$6,616	\$9,541	\$5,669	\$8,069
Cleveland as a Percentage of Ohio's Public Schools			1995-96	2002-03
Percent of Students			4.1	3.9
Percent of FRPL			NA	10.6
Percent of IEPs			4.7	5.0
Percent of ELLs			NA	0.1
Percent of Schools			3.4	3.2
Percent of Teachers			4.0	5.3
Percent of State Revenue ³			6.2	4.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Cleveland	4	18.4	28.0	22.6	37.0	33.7	33.2	40.1	59.1	55.1	4.6
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	70.8	3.2
Cleveland	6	11.7	12.6	17.4	17.7	17.6	22.1	21.3	49.4	37.9	3.3
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	64.6	2.7
Math											
Cleveland	4	18.4	19.6	22.4	36.1	34.3	37.9	43.9	50.1	53.9	4.4
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	65.8	2.7
Cleveland	6	9.6	10.8	12.2	13.9	15.8	23.5	23.6	34.7	39.7	3.8
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	65.6	2.7
Ohio Graduation Test (OGT)											
Reading	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Cleveland	10	NA	NA	NA	NA	NA	NA	NA	NA	44.1	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	78.5	NA
Math											
Cleveland	10	NA	NA	NA	NA	NA	NA	NA	NA	27.9	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	68.4	NA

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Cleveland	4								
African American		19.1	33.5	21.9	29.1	36.7	55.8	50.8	
Gap		-14.4	-18.7	-15.0	-15.9	-16.7	-16.4	-19.8	5.4
White		33.5	52.2	36.9	45.0	53.4	72.2	70.6	
Gap		-10.4	-21.5	-3.6	-5.1	-15.4	-14.7	-14.6	4.2
Hispanic		23.1	30.7	33.3	39.9	38.0	57.5	56.0	
Ohio	4								
African American		19.6	32.4	29.7	27.6	38.2	43.7	47.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-29.0	-4.2
White		52.8	64.8	64.3	62.3	74.6	72.0	76.7	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-23.4	.8
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	53.3	
Cleveland	6								
African American		16.2	16.0	17.0	18.6	18.3	47.9	35.3	
Gap		-6.8	-8.1	-4.7	-18.1	-14.8	-9.3	-15.0	8.2
White		23.0	24.1	21.7	36.7	33.1	57.2	50.3	
Gap		-10.1	-9.6	-6.2	-18.1	-12.7	-13.1	-16.4	6.3
Hispanic		12.9	14.5	15.5	18.6	20.4	44.1	33.9	
Ohio	6								
African American		24.9	23.9	24.4	25.0	25.8	40.0	40.0	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-30.9	-2.2
White		58.0	57.6	59.6	65.3	65.2	70.9	70.9	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-22.7	-3.8
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	48.2	
Ohio Graduation Test OGT									
Cleveland	10	1998	1999	2000	2001	2002	2003	2004	Change in Gap
African American		NA	NA	NA	NA	NA	NA	40.0	
Gap		NA	NA	NA	NA	NA	NA	-19.9	NA
White		NA	NA	NA	NA	NA	NA	59.9	
Gap		NA	NA	NA	NA	NA	NA	-17.8	NA
Hispanic		NA	NA	NA	NA	NA	NA	42.1	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	58.3	
Gap		NA	NA	NA	NA	NA	NA	-23.7	NA
White		NA	NA	NA	NA	NA	NA	82.0	
Gap		NA	NA	NA	NA	NA	NA	-19.3	NA
Hispanic		NA	NA	NA	NA	NA	NA	62.7	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Cleveland	4								
African American		18.0	31.1	18.8	31.4	38.2	45.7	48.2	
Gap		-17.9	-23.7	-15.4	-24.3	-24.6	-22.1	-23.7	5.8
White		35.9	54.8	34.2	55.7	62.8	67.8	71.9	
Gap		-13.0	-21.7	-1.6	-7.3	-13.6	-19.1	-11.5	-1.5
Hispanic		22.9	33.1	32.6	48.4	49.2	48.7	60.4	
Ohio	4								
African American		14.6	21.7	19.1	26.5	32.2	31.6	39.3	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	-33.1	0.5
White		47.2	56.6	54.8	66.6	69.9	65.3	72.4	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-21.0	0.2
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	51.4	
Cleveland	6								
African American		9.5	11.3	16.2	19.1	19.7	30.8	35.3	
Gap		-10.9	-11.5	-6.3	-20.0	-19.5	-14.6	-19.7	8.8
White		20.4	22.8	22.5	39.1	39.2	45.4	55.0	
Gap		-9.2	-11.5	-2.5	-16.8	-15.5	-3.9	-12.4	3.2
Hispanic		11.2	11.3	20.0	22.3	23.7	41.5	42.6	
Ohio	6								
African American		15.6	18.5	22.3	25.8	27.7	25.4	36.8	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-35.4	-1.8
White		52.8	57.8	61.3	68.4	68.9	58.9	72.2	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-19.5	-8.2
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	52.7	
Ohio Graduation Test OGT									
Cleveland	10								
African American		NA	NA	NA	NA	NA	NA	22.0	
Gap		NA	NA	NA	NA	NA	NA	-25.7	NA
White		NA	NA	NA	NA	NA	NA	47.7	
Gap		NA	NA	NA	NA	NA	NA	-16.8	NA
Hispanic		NA	NA	NA	NA	NA	NA	30.9	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	38.5	
Gap		NA	NA	NA	NA	NA	NA	-34.9	NA
White		NA	NA	NA	NA	NA	NA	73.4	
Gap		NA	NA	NA	NA	NA	NA	-24.2	NA
Hispanic		NA	NA	NA	NA	NA	NA	49.2	

**Cleveland
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Cleveland	4					Cleveland	4				
LEP		19.9	47.9	38.5		LEP		26.0	39.8	50.5	
Gap		-20.8	-11.7	-17.2	-3.6	Gap		-18.4	-10.7	-3.4	-15.0
Non-LEP		40.7	59.6	55.7		Non-LEP		44.4	50.5	53.9	
Ohio	4					Ohio	4				
LEP		43.4	42.4	41.8		LEP		51.5	41.9	46.8	
Gap		-24.6	-24.2	-29.4	4.8	Gap		-11.5	-16.9	-19.4	7.9
Non-LEP		68.0	66.6	71.2		Non-LEP		63.0	58.8	66.2	
Cleveland	6					Cleveland	6				
LEP		5.9	25.2	22.8		LEP		16.6	23.9	28.5	
Gap		-15.8	-25.1	-15.8	0.0	Gap		-7.2	-11.2	-11.5	4.3
Non-LEP		21.7	50.3	38.6		Non-LEP		23.8	35.1	40.0	
Ohio	6					Ohio	6				
LEP		31.6	32.1	33.7		LEP		49.9	36.3	49.1	
Gap		-26.7	-33.2	-31.2	4.5	Gap		-11.9	-16.6	-16.7	4.8
Non-LEP		58.3	65.3	64.9		Non-LEP		61.8	52.9	65.8	
Cleveland	10					Cleveland	10				
LEP		NA	NA	67.4		LEP		NA	NA	37.0	
Gap		NA	NA	-23.3	NA	Gap		NA	NA	-23.5	NA
Non-LEP		NA	NA	90.7		Non-LEP		NA	NA	60.5	
Ohio	10					Ohio	10				
LEP		NA	NA	63.9		LEP		NA	NA	55.9	
Gap		NA	NA	-32.1	NA	Gap		NA	NA	-28.9	NA
Non-LEP		NA	NA	96.0		Non-LEP		NA	NA	84.8	

Cleveland
Ohio State Proficiency Test
Percent Proficient

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Cleveland	4					Cleveland	4				
Disabled		17.4	58.4	22.1		Disabled		18.9	58.0	26.3	
Gap		-238	-09	-40.3	165	Gap		-263	9.3	-33.7	74
Non-Disabled		41.2	59.3	62.4		Non-Disabled		45.2	48.7	60.0	
Ohio	4					Ohio	4				
Disabled		47.9	35.8	36.6		Disabled		45.4	34.3	37.7	
Gap		-21.1	-35.7	-39.9	188	Gap		-18.7	-28.4	-32.9	14.2
Non-Disabled		69.0	71.5	76.5		Non-Disabled		64.1	62.7	70.6	
Cleveland	6					Cleveland	6				
Disabled		4.4	52.7	8.2		Disabled		6.1	50.8	9.4	
Gap		-18.1	4.1	-36.8	187	Gap		-18.7	20.0	-37.5	18.8
Non-Disabled		22.5	48.6	45.0		Non-Disabled		24.8	30.8	46.9	
Ohio	6					Ohio	6				
Disabled		31.3	29.6	25.1		Disabled		35.9	24.8	27.2	
Gap		-28.3	-41.2	-46.2	179	Gap		-27.3	-32.6	-44.9	17.6
Non-Disabled		59.6	70.8	71.3		Non-Disabled		63.2	57.4	72.1	
Cleveland	10					Cleveland	10				
Disabled		NA	NA	57.3		Disabled		NA	NA	23.0	
Gap		NA	NA	-35.1	NA	Gap		NA	NA	-38.9	NA
Non-Disabled		NA	NA	92.4		Non-Disabled		NA	NA	61.9	
Ohio	10					Ohio	10				
Disabled		NA	NA	74.5		Disabled		NA	NA	57.0	
Gap		NA	NA	-22.9	NA	Gap		NA	NA	-29.6	NA
Non-Disabled		NA	NA	97.4		Non-Disabled		NA	NA	86.6	

Cleveland State Proficiency Test-Reading Percent Proficient					Cleveland State Proficiency Test-Mathematics Percent Proficient						
	Grade	2002	2003	2004	Change in Gap		Grade	2002	2003	2004	Change in Gap
Cleveland	4					Cleveland	4				
ED		NA	59.1	55.1		ED		NA	50.0	53.9	
Gap		NA	-19.5	NA	NA	Gap		NA	-35.7	NA	NA
Non-ED		NA	78.6	NA		Non-ED		NA	85.7	NA	
Ohio	4					Ohio	4				
ED		NA	49.2	54.4		ED		NA	40.2	48.4	
Gap		NA	-22.3	-26.1	3.8	Gap		NA	-22.5	-27.8	5.3
Non-ED		NA	71.5	80.5		Non-ED		NA	62.7	76.2	
Cleveland	6					Cleveland	6				
ED		NA	49.5	38.0		ED		NA	34.7	39.7	
Gap		NA	8.9	NA	NA	Gap		NA	-5.3	NA	NA
Non-ED		NA	40.6	NA		Non-ED		NA	40.0	NA	
Ohio	6					Ohio	6				
ED		NA	46.1	45.7		ED		NA	32.4	45.8	
Gap		NA	-24.7	-29.1	4.4	Gap		NA	-25.0	-30.5	5.5
Non-ED		NA	70.8	74.8		Non-ED		NA	57.4	76.3	
Cleveland	10					Cleveland	10				
ED		NA	NA	44.1		ED		NA	NA	27.9	
Gap		NA	NA	NA	NA	Gap		NA	NA	NA	NA
Non-ED		NA	NA	NA		Non-ED		NA	NA	NA	
Ohio	10					Ohio	10				
ED		NA	NA	61.6		ED		NA	NA	46.1	
Gap		NA	NA	-22.1	NA	Gap		NA	NA	-29.1	NA
Non-ED		NA	NA	83.7		Non-ED		NA	NA	75.2	

DISTRICT COLUMBUS
STATE OHIO

STATE READING AND MATH ASSESSMENT
State Assessment: Ohio Proficiency Tests
Grades Tested: 4, 6, & 10
First Year Reported: 1996
How Reported: Performance Level

DEMOGRAPHICS ¹	COLUMBUS		OHIO	
	1995-96	2002-03	1995-96	2002-03
Number of Students	63,082	64,175	1,836,015	1,838,285
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	62.3	14.1	29.1
Percent of Students with IEPs	2.6	13.7	3.9	13.5
Percent English Language Learners	NA	3.4	NA	1.4
Percent African American	53.9	61.6	15.2	16.6
Percent Hispanic	0.8	2.8	1.4	2.0
Percent White	42.8	33.2	81.8	78.4
Percent Other	2.5	2.4	1.1	1.3
Number of FTE Teachers	4,018	4,289	107,347	125,372
Student-Teacher Ratio	15.7	15.0	17.1	15.7
Number of Schools	144	151	3,865	4,017
Current Expenditures Per Pupil ²	\$6,991	\$9,545	\$5,669	\$8,069
Columbus as a Percentage of Ohio's Public Schools			1995-96	2002-03
Percent of Students			3.4	3.5
Percent of FRPL			NA	7.5
Percent of IEPs			2.3	3.6
Percent of ELLs			NA	8.3
Percent of Schools			3.7	3.8
Percent of Teachers			3.7	3.4
Percent of State Revenue ³			3.4	3.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading											
Columbus	4	25.5	31.6	26.8	36.9	37.0	35.8	45.1	44.8	51.2	3.2
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	70.8	3.2
Columbus	6	22.1	27.1	28.7	25.1	25.6	28.5	31.2	39.4	41.2	2.4
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	64.6	2.7
Math											
Columbus	4	24.5	19.5	18.5	26.7	27.0	36.1	39.7	37.5	43.8	2.4
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	65.8	2.7
Columbus	6	23.2	27.0	21.5	21.8	27.0	37.1	41.0	32.6	44.1	2.6
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	65.6	2.7

Ohio Graduation Test

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading											
Columbus	10	NA	NA	NA	NA	NA	NA	NA	NA	62.0	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	78.5	NA
Math											
Columbus	10	NA	NA	NA	NA	NA	NA	NA	NA	78.5	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	68.4	NA

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Columbus	4								
African American		17.9	28.8	28.6	27.3	37.7	38.5	46.1	
Gap		-21.5	-20.3	-20.7	-21.3	-19.6	-17.6	-15.1	-6.4
White		39.4	49.1	49.3	48.8	57.3	56.1	61.2	
Gap		-12.4	-15.2	-5.6	-8.4	-9.6	-16.6	-19.5	7.1
Hispanic		27.0	33.9	43.7	40.4	47.7	39.5	41.7	
Ohio	4								
African American		19.6	32.4	29.7	27.6	38.2	43.7	47.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-29.0	-4.2
White		52.8	64.8	64.3	62.3	74.6	72.0	76.7	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-23.4	0.8
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	53.3	
Columbus	6								
African American		22.2	19.2	18.4	21.4	23.9	33.5	36.0	
Gap		-15.8	-15.5	-18.9	-19.8	-20.2	-16.8	-15.4	-0.4
White		38.0	34.7	37.3	41.2	44.1	50.3	51.4	
Gap		-12.4	-20.7	-24.3	-8.3	-8.1	-8.1	-15.6	3.2
Hispanic		25.6	14.0	13.0	32.9	36.0	42.2	35.8	
Ohio	6								
African American		24.9	23.9	24.4	25.0	25.8	40.0	40.0	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-30.9	-2.2
White		58.0	57.6	59.6	65.3	65.2	70.9	70.9	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-22.7	-3.8
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	48.2	
Columbus Ohio Graduation Test (OGT) Percent Proficient									
Columbus	10								Change in Gap
African American		NA	NA	NA	NA	NA	NA	57.1	
Gap		NA	NA	NA	NA	NA	NA	-15.1	NA
White		NA	NA	NA	NA	NA	NA	72.2	
Gap		NA	NA	NA	NA	NA	NA	-18.0	NA
Hispanic		NA	NA	NA	NA	NA	NA	54.2	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	58.3	
Gap		NA	NA	NA	NA	NA	NA	-23.7	NA
White		NA	NA	NA	NA	NA	NA	82.0	
Gap		NA	NA	NA	NA	NA	NA	-19.3	NA
Hispanic		NA	NA	NA	NA	NA	NA	62.7	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Columbus	4								
African American		10.5	17.8	17.8	25.5	30.4	30.1	35.7	
Gap		-18.9	-21.4	-23.2	-26.5	-24.7	-20.1	-22.7	3.8
White		29.4	39.2	41.0	52.0	55.1	50.2	58.4	
Gap		-10.5	-5.9	-11.4	-12.7	-12.1	-15.0	-18.0	7.5
Hispanic		18.9	33.3	29.6	39.3	43.0	35.2	40.4	
Ohio	4								
African American		14.6	21.7	19.1	26.5	32.2	31.6	39.3	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	-33.1	0.5
White		47.2	56.6	54.8	66.6	69.9	65.3	72.4	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-21.0	0.2
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	51.4	
Columbus	6								
African American		13.7	13.8	18.4	28.9	32.8	25.8	35.8	
Gap		-18.9	-19.6	-21.2	-22.9	-22.4	-18.7	-23.3	4.4
White		32.6	33.4	39.6	51.8	55.2	44.5	59.1	
Gap		-16.8	-8.8	-28.7	-11.8	-10.3	-5.4	-8.7	-8.1
Hispanic		15.8	24.6	10.9	40.0	44.9	39.1	50.4	
Ohio	6								
African American		15.6	18.5	22.3	25.8	27.7	25.4	36.8	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-35.4	-1.8
White		52.8	57.8	61.3	68.4	68.9	58.9	72.2	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-19.5	-8.2
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	52.7	
Ohio Graduation Test OGT Percent Proficient									
Columbus	10	1998	1999	2000	2001	2002	2003	2004	Change in Gap
African American		NA	NA	NA	NA	NA	NA	34.7	
Gap		NA	NA	NA	NA	NA	NA	-3.6	NA
White		NA	NA	NA	NA	NA	NA	38.3	
Gap		NA	NA	NA	NA	NA	NA	-21.3	NA
Hispanic		NA	NA	NA	NA	NA	NA	59.6	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	38.5	
Gap		NA	NA	NA	NA	NA	NA	-34.9	NA
White		NA	NA	NA	NA	NA	NA	73.4	
Gap		NA	NA	NA	NA	NA	NA	-24.2	NA
Hispanic		NA	NA	NA	NA	NA	NA	49.2	

**Columbus
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Columbus	4					Columbus	4				
LEP		12.5	31.1	42.7		LEP		14.5	30.0	43.0	
Gap		-33.1	-14.4	-9.1	-24.0	Gap		-25.5	-8.0	-0.8	-24.7
Non-LEP		45.6	45.5	51.8		Non-LEP		40.0	38.0	43.8	
Ohio	4					Ohio	4				
LEP		43.4	42.4	41.8		LEP		51.5	41.9	46.8	
Gap		-24.6	-24.2	-29.4	4.8	Gap		-11.5	-16.9	-19.3	7.8
Non-LEP		68.0	66.6	71.2		Non-LEP		63.0	58.8	66.1	
Columbus	6					Columbus	6				
LEP		12.0	25.1	28.9		LEP		26.7	25.4	43.3	
Gap		-19.5	-15.0	-12.9	-6.6	Gap		-14.6	-7.5	-0.9	-13.7
Non-LEP		31.5	40.1	41.8		Non-LEP		41.3	32.9	44.2	
Ohio	6					Ohio	6				
LEP		31.6	32.1	33.7		LEP		49.9	36.3	49.1	
Gap		-26.7	-33.2	-31.2	4.5	Gap		-11.9	-16.6	-16.7	4.8
Non-LEP		58.3	65.3	64.9		Non-LEP		61.8	52.9	65.8	
Ohio Graduation Test OGT Percent Proficient											
Reading						Math					
Columbus	10	2002	2003	2004	Change in Gap	Columbus	10	2002	2003	2004	Change in Gap
LEP		NA	NA	37.6		LEP		NA	NA	26.0	
Gap		NA	NA	-26.5	NA	Gap		NA	NA	-18.7	NA
Non-LEP		NA	NA	64.1		Non-LEP		NA	NA	44.7	
Ohio	10					Ohio	10				
LEP		NA	NA	44.2		LEP		NA	NA	42.6	
Gap		NA	NA	NA	NA	Gap		NA	NA	NA	NA
Non-LEP		NA	NA	NA		Non-LEP		NA	NA	NA	

Columbus
Ohio State Proficiency Test
Percent Proficient

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Columbus	4					Columbus	4				
Disabled		30.1	23.5	19.4		Disabled		26.9	20.6	21.7	
Gap		-15.6	-24.9	-36.9	21.3	Gap		-13.3	-19.8	-25.6	12.3
Non-Disabled		45.7	48.4	56.3		Non-Disabled		40.2	40.4	47.3	
Ohio	4					Ohio	4				
Disabled		47.9	35.8	36.6		Disabled		45.4	34.3	37.7	
Gap		-21.1	-35.7	-39.9	18.8	Gap		-18.7	-28.4	-32.9	14.2
Non-Disabled		69.0	71.5	76.5		Non-Disabled		64.1	62.7	70.6	
Columbus	6					Columbus	6				
Disabled		26.9	16.2	12.4		Disabled		29.1	13.7	15.1	
Gap		-44	-27.0	-34.0	-29.6	Gap		-12.3	21.9	-34.3	22.0
Non-Disabled		31.3	43.2	46.4		Non-Disabled		41.4	35.6	49.4	
Ohio	6					Ohio	6				
Disabled		31.3	29.6	25.1		Disabled		35.9	24.8	27.2	
Gap		-28.3	-41.2	-46.2	17.9	Gap		-27.3	-32.6	-44.9	17.6
Non-Disabled		59.6	70.8	71.3		Non-Disabled		63.2	57.4	72.1	
Columbus	10					Columbus	10				
Disabled		NA	NA	23.2		Disabled		NA	NA	12.8	
Gap		NA	NA	-44.7	NA	Gap		NA	NA	-35.2	NA
Non-Disabled		NA	NA	67.9		Non-Disabled		NA	NA	48.0	
Ohio	10					Ohio	10				
Disabled		NA	NA	36.3		Disabled		NA	NA	24.1	
Gap		NA	NA	-48.0	NA	Gap		NA	NA	-50.4	NA
Non-Disabled		NA	NA	84.3		Non-Disabled		NA	NA	74.5	

Columbus State Proficiency Test Reading Percent Proficient						Columbus State Proficiency Test Mathematics Percent Proficient					
	Grade	2002	2003	2004	Change in Gap		Grade	2002	2003	2004	Change in Gap
Columbus	4					Columbus	4				
ED		NA	37.0	44.7		ED		NA	30.3	37.4	
Gap		NA	-29.8	-30.0	-7.7	Gap		NA	-27.7	-29.5	-7.1
NonED		NA	66.8	74.7		NonED		NA	58.0	66.9	
Ohio	4					Ohio	4				
ED		NA	49.2	54.4		ED		NA	40.2	48.4	
Gap		NA	-22.3	-26.1	-5.2	Gap		NA	-22.5	-27.8	-8.2
NonED		NA	71.5	80.5		NonED		NA	62.7	76.2	
Columbus	6					Columbus	6				
ED		NA	32.6	35.8		ED		NA	25.1	38.3	
Gap		NA	-27.5	-26.3	-3.2	Gap		NA	-30.1	-28.5	-13.2
NonED		NA	60.1	62.1		NonED		NA	55.2	66.8	
Ohio	6					Ohio	6				
ED		NA	46.1	45.7		ED		NA	32.4	45.8	
Gap		NA	-24.7	-29.1	0.4	Gap		NA	-25.0	-30.5	-13.4
NonED		NA	70.8	74.8		NonED		NA	57.4	76.3	
Columbus	10					Columbus	10				
ED		NA	NA	56.8		ED		NA	NA	40.1	
Gap		NA	NA	-20.1	NA	Gap		NA	NA	-20.4	NA
NonED		NA	NA	76.9		NonED		NA	NA	60.5	
Ohio	10					Ohio	10				
ED		NA	NA	61.6		ED		NA	NA	46.1	
Gap		NA	NA	-22.1	NA	Gap		NA	NA	-29.1	NA
NonED		NA	NA	83.7		NonED		NA	NA	75.2	

DISTRICT DALLAS
STATE TEXAS

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

DEMOGRAPHICS ¹	DALLAS		TEXAS	
	1995-96	2002-03	1995-96	2002-03
Number of Students	148,839	163,347	3,748,167	4,259,823
Percent Free & Reduced Price Lunch Eligible (FRPL)	64.9	75.9	39.6	46.2
Percent of Students with IEPs	8.8	7.9	11.6	11.8
Percent English Language Learners	NA	32.0	NA	14.8
Percent African American	42.6	32.9	14.3	14.3
Percent Hispanic	43.4	58.9	36.7	42.7
Percent White	11.9	6.7	46.4	39.8
Percent Other	2.1	1.5	2.6	3.2
Number of FTE Teachers	8,922	10,941	240,371	288,655
Student-Teacher Ratio	16.7	14.9	15.6	14.8
Number of Schools	203	228	6,638	8,097
Current Expenditures Per Pupil ²	\$5,146	\$6,656	\$5,016	\$6,771
Dallas as a Percentage of Texas' Public Schools			1995-96	2002-03
Percent of Students			4.0	3.8
Percent of FRPL			6.5	6.3
Percent of IEPs			3.0	2.6
Percent of ELLs			NA	8.3
Percent of Schools			3.1	2.8
Percent of Teachers			3.7	3.8
Percent of State Revenue ³			2.0	1.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Dallas
Texas Assessment of Knowledge and Skills (TAKS) ⁴
Percent Meeting Standard

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Dallas	3	NA	70	81	11	Dallas	3	NA	72	84	12
Texas	3	NA	86	91	5	Texas	3	NA	84	90	6
Dallas	4	NA	64	73	9	Dallas	4	NA	64	76	12
Texas	4	NA	82	86	4	Texas	4	NA	81	87	6
Dallas	5	NA	58	65	7	Dallas	5	NA	62	69	7
Texas	5	NA	74	80	6	Texas	5	NA	78	82	4
Dallas	6	NA	71	82	11	Dallas	6	NA	66	75	9
Texas	6	NA	80	87	7	Texas	6	NA	71	78	7
Dallas	7	NA	68	71	3	Dallas	7	NA	44	58	14
Texas	7	NA	82	83	1	Texas	7	NA	63	71	8
Dallas	8	NA	71	81	10	Dallas	8	NA	45	56	11
Texas	8	NA	84	90	6	Texas	8	NA	62	67	5
Dallas	9	NA	57	73	16	Dallas	9	NA	35	42	7
Texas	9	NA	76	85	9	Texas	9	NA	55	61	6
English Language Arts											
Dallas	10	NA	58	70	12	Dallas	10	NA	45	49	4
Texas	10	NA	70	76	6	Texas	10	NA	61	64	3
Dallas	11	NA	64	84	20	Dallas	11	NA	59	79	20
Texas	11	NA	70	87	17	Texas	11	NA	68	85	17

⁴In Spring 2004 the Met Standard value equaled 1 SEM, standard errors of measurement, below the Panel's Recommendation in 2005.
For comparative purposes, 2003 TAKS results shown for the state and district were recalculated at the 1 SEM level for Grades 3-10.

* The results for Grade 3 reflect the combined results for the March and April administration in Reading.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Dallas	4					Dallas	4				
African American		NA	63	75		African American		NA	61	74	
Gap		NA	-20.0	-10	-10	Gap		NA	-18	-14	-4
White		NA	83	85		White		NA	79	88	
Gap		NA	-21.0	-14	-7	Gap		NA	-16	-13	-3
Hispanic		NA	62	71		Hispanic		NA	63	75	
Texas	4					Texas	4				
African American		NA	71	78		African American		NA	68	76	
Gap		NA	-20	-15	-5	Gap		NA	-22	-17	-5
White		NA	91	93		White		NA	90	93	
Gap		NA	-16	-12	-4	Gap		NA	-16	-10	-6
Hispanic		NA	75	81		Hispanic		NA	74	83	
Dallas	8					Dallas	8				
African American		NA	69	82		African American		NA	40	52	
Gap		NA	-21	-11	-10	Gap		NA	-30	-23	-7
White		NA	90	93		White		NA	70	75	
Gap		NA	-20	-13	-7	Gap		NA	-26	-19	-7
Hispanic		NA	70	80		Hispanic		NA	44	56	
Texas	8					Texas	8				
African American		NA	75	85		African American		NA	45	50	
Gap		NA	-16	-10	-6	Gap		NA	-31	-31	0
White		NA	91	95		White		NA	76	81	
Gap		NA	-14	-11	-3	Gap		NA	-25	-24	-1
Hispanic		NA	77	84		Hispanic		NA	51	57	
English Language Arts											
Dallas	10					Dallas	10				
African American		NA	55	70		African American		NA	41	44	
Gap		NA	-25	-15	-10	Gap		NA	-31	-31	0
White		NA	80	85		White		NA	72	75	
Gap		NA	-24	-18	-6	Gap		NA	-30	-26	-4
Hispanic		NA	56	67		Hispanic		NA	42	49	
Texas	10					Texas	10				
African American		NA	61	69		African American		NA	44	46	
Gap		NA	-18	-16	-2	Gap		NA	-30	-32	2
White		NA	79	85		White		NA	74	78	
Gap		NA	-18	-18	0	Gap		NA	-26	-26	0
Hispanic		NA	61	67		Hispanic		NA	48	52	

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Dallas	4	NA	61	71	10	Dallas	4	NA	62	74	12
Texas	4	NA	73	79	6	Texas	4	NA	72	81	9
Dallas	8	NA	68	79	11	Dallas	8	NA	42	53	11
Texas	8	NA	75	83	8	Texas	8	NA	48	55	7

English Language Arts

Dallas	10	NA	54	66	12	Dallas	10	NA	42	47	5
Texas	10	NA	58	65	7	Texas	10	NA	46	50	4

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Dallas	4	NA	43	57	14	Dallas	4	NA	47	66	19
Texas	4	NA	57	68	11	Texas	4	NA	62	76	14
Dallas	8	NA	30	47	17	Dallas	8	NA	18	30	12
Texas	8	NA	35	48	13	Texas	8	NA	22	28	6

English Language Arts

Dallas	10	NA	19	31	12	Dallas	10	NA	22	25	3
Texas	10	NA	19	24	5	Texas	10	NA	28	27	-1

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Dallas	4	NA	52	52	0	Dallas	4	NA	46	49	3
Texas	4	NA	74	76	2	Texas	4	NA	71	77	6
Dallas	8	NA	52	52	0	Dallas	8	NA	25	22	-3
Texas	8	NA	62	74	12	Texas	8	NA	33	41	8

English Language Arts

Dallas	10	NA	17	25	8	Dallas	10	NA	17	14	-3
Texas	10	NA	29	42	13	Texas	10	NA	25	29	4

DISTRICT DAYTON
STATE OHIO

STATE READING AND MATH ASSESSMENT
State Assessment: Ohio Proficiency Test: Ohio Proficiency Tests
Grades Tested: 4,6, & 10
First Year Reported: 1996
How Reported: Performance Level

DEMOGRAPHICS ¹	DAYTON		OHIO	
	1995-96	2002-03	1995-96	2002-03
Number of Students	27,942	19,813	1,836,015	1,838,285
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.8	14.1	29.1
Percent of Students with IEPs	5.3	21.1	3.9	13.5
Percent English Language Learners	NA	0.3	NA	1.4
Percent African American	66.4	70.8	15.2	16.6
Percent Hispanic	0.4	1.3	1.4	2.0
Percent White	32.7	27.5	81.8	78.4
Percent Other	0.6	0.5	1.1	1.3
Number of FTE Teachers	1,750	1,456	107,347	125,372
Student-Teacher Ratio	16.0	13.6	17.1	15.7
Number of Schools	50	42	3,865	4,017
Current Expenditures Per Pupil ²	\$6,905	\$9,407	\$5,669	\$8,069
Dayton as a Percentage of Ohio's Public Schools			1995-96	2002-03
Percent of Students			1.5	1.1
Percent of FRPL			NA	2.7
Percent of IEPs			2.1	1.7
Percent of ELLs			NA	0.2
Percent of Schools			1.3	1.0
Percent of Teachers			1.6	1.2
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading											
Dayton	4	20.4	27.1	18.6	27.7	23.4	24.2	22.8	34.3	36.1	2.0
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	70.8	3.2
Dayton	6	18.5	21.0	25.9	23.4	19.9	23.5	19.2	32.4	31.2	1.6
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	64.6	2.7
Math											
Dayton	4	19.5	11.7	12.3	18.1	13.9	19.6	23.9	23.9	31.7	1.5
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	65.8	2.7
Dayton	6	19.4	17.2	19.3	20.4	17.9	22.7	20.2	19.9	28.3	1.1
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	65.6	2.7

Dayton
Ohio Graduation Test (OGT)
Percent Proficient

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading											
Dayton	10	NA	NA	NA	NA	NA	NA	NA	NA	58.8	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	78.5	NA
Math											
Dayton	10	NA	NA	NA	NA	NA	NA	NA	NA	33.3	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	68.4	NA

* All 10th grade students took the new OGT (Ohio Graduation Test) reading and math tests in March of 2004

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Dayton	4								
African American		13.1	24.7	18.7	21.2	18.1	30.8	31.6	
Gap		-17.1	-9.2	-15.9	-8.9	-15.5	-12.2	-13.8	-3.3
White		30.2	33.9	34.6	30.1	33.6	43.0	45.4	
Gap		NA	NA	NA	-7.0	-12.2	-30.5	-18.1	11.1
Hispanic		NA	NA	NA	23.1	21.4	12.5	27.3	
Ohio	4								
African American		19.6	32.4	29.7	27.6	38.2	43.7	47.7	
Gap		-33.2	-32.4	-34.6	-34.7	-36.4	-28.3	-29.0	-4.2
White		52.8	64.8	64.3	62.3	74.6	72.0	76.7	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-23.4	0.8
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	53.3	
Dayton	6								
African American		21.9	19.6	16.9	18.3	14.5	27.3	29.2	
Gap		-12.7	-13.0	-9.8	-17.2	-14.0	-18.4	-7.3	-5.4
White		34.6	32.6	26.7	35.5	28.5	45.7	36.5	
Gap		NA	NA	NA	5.7	3.1	-24.6	-24.0	29.7
Hispanic		NA	NA	NA	41.2	31.6	21.1	12.5	
Ohio	6								
African American		24.9	23.9	24.4	25.0	25.8	40.0	39.8	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-30.6	-2.5
White		58.0	57.6	59.6	65.3	65.2	70.9	70.4	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-22.2	-4.3
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	48.2	
Dayton									
Ohio Graduation Test (OGT)									
Percent Proficient									
Dayton	10	1998	1999	2000	2001	2002	2003	2004	Change in Gap
African American		NA	NA	NA	NA	NA	NA	57.0	
Gap		NA	NA	NA	NA	NA	NA	-8.7	NA
White		NA	NA	NA	NA	NA	NA	65.7	
Gap		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic		NA	NA	NA	NA	NA	NA	NA	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	58.3	
Gap		NA	NA	NA	NA	NA	NA	-23.7	NA
White		NA	NA	NA	NA	NA	NA	82.0	
Gap		NA	NA	NA	NA	NA	NA	-19.3	NA
Hispanic		NA	NA	NA	NA	NA	NA	67.7	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Dayton	4								
African American		7.9	14.6	10.7	15.6	19.3	19.5	26.1	
Gap		-14.1	-10.9	-11.2	-13.4	-15.9	-15.6	-17.6	3.5
White		22.0	25.5	21.9	29.0	35.2	35.1	43.7	
Gap		NA	NA	NA	-5.9	-15.2	-28.8	-16.4	10.5
Hispanic		NA	NA	NA	23.1	20.0	6.3	27.3	
Ohio	4								
African American		14.6	21.7	19.1	26.5	32.2	31.6	39.3	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	-33.1	0.5
White		47.2	56.6	54.8	66.6	69.9	65.3	72.4	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-21.0	0.2
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	51.4	
Dayton	6								
African American		13.8	15.4	13.8	17.6	15.9	16.7	24.5	
Gap		-15.9	-17.2	-13.9	-17.3	-13.1	-11.6	-13.9	-2.0
White		29.7	32.6	27.7	34.9	29.0	28.3	38.4	
Gap		NA	NA	NA	-11.4	7.8	-17.8	-30.4	19.0
Hispanic		NA	NA	NA	23.5	36.8	10.5	8.0	
Ohio	6								
African American		15.6	18.5	22.3	25.8	27.7	25.4	36.8	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-35.4	-1.8
White		52.8	57.8	61.3	68.4	68.9	58.9	72.2	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-19.5	-8.2
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	52.7	
Dayton									
Ohio Graduation Test (OGT)									
Percent Proficient									
Dayton	10								
African American		NA	NA	NA	NA	NA	NA	32.0	
Gap		NA	NA	NA	NA	NA	NA	-5.9	NA
White		NA	NA	NA	NA	NA	NA	37.9	
Gap		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic		NA	NA	NA	NA	NA	NA	NA	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	38.5	
Gap		NA	NA	NA	NA	NA	NA	-34.9	NA
White		NA	NA	NA	NA	NA	NA	73.4	
Gap		NA	NA	NA	NA	NA	NA	-24.2	NA
Hispanic		NA	NA	NA	NA	NA	NA	49.2	

**Dayton
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	2004*	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Dayton	4					Dayton	4				
Disabled		10.6	16.7	16.7		Disabled		16.1	16.5	17.3	
Gap		-13.0	-22.2	-25.0	12.0	Gap		-8.4	-9.4	-18.5	10.1
Non-Disabled		23.6	38.9	41.7		Non-Disabled		24.5	25.9	35.8	
Ohio	4					Ohio	4				
Disabled		47.9	35.8	36.6		Disabled		45.4	34.3	37.7	
Gap		-21.1	-35.7	-39.9	18.8	Gap		-18.7	-28.4	-32.9	14.2
Non-Disabled		69.0	71.5	76.5		Non-Disabled		64.1	62.7	70.6	
Dayton	6					Dayton	6				
Disabled		5.6	13.4	11.0		Disabled		6.6	12.3	13.0	
Gap		-15.6	-23.5	-26.2	10.6	Gap		-15.6	-9.4	-20.0	4.4
Non-Disabled		21.2	36.9	37.2		Non-Disabled		22.2	21.7	33.0	
Ohio	6					Ohio	6				
Disabled		31.3	29.6	25.1		Disabled		35.9	24.8	27.2	
Gap		-28.3	-41.2	-46.2	17.9	Gap		-27.3	-32.6	-44.9	17.6
Non-Disabled		59.6	70.8	71.3		Non-Disabled		63.2	57.4	72.1	
Dayton	10					Dayton	10				
Disabled		NA	NA	34.2		Disabled		NA	NA	19.0	
Gap		NA	NA	-56.7	NA	Gap		NA	NA	-39.0	NA
Non-Disabled		NA	NA	90.9		Non-Disabled		NA	NA	58.0	
Ohio	10					Ohio	10				
Disabled		NA	NA	74.5		Disabled		NA	NA	57.0	
Gap		NA	NA	-22.9	NA	Gap		NA	NA	-29.6	NA
Non-Disabled		NA	NA	97.4		Non-Disabled		NA	NA	86.6	

* Asterik indicates that the data has been updated by the school district.

Dayton State Proficiency Test Reading Percent Proficient					Dayton State Proficiency Test Mathematics Percent Proficient				
Grade	2002	2003	2004	Change in Gap	Grade	2002	2003	2004	Change in Gap
Dayton	4				Dayton	4			
LEP	22.9	NA	15.4		LEP	24.0	NA	15.4	
Gap	NA	NA	-209	NA	Gap	NA	NA	-165	NA
Non-LEP	NA	NA	36.3		Non-LEP	NA	NA	31.9	
Ohio	4				Ohio	4			
LEP	43.4	42.4	41.8		LEP	51.5	41.9	46.8	
Gap	-216	-212	-214	48	Gap	-115	-169	-193	78
Non-LEP	68.0	66.6	71.2		Non-LEP	63.0	58.8	66.1	
Dayton	6				Dayton	6			
LEP	19.2	NA	5.3		LEP	20.1	NA	NA	
Gap	NA	NA	-263	NA	Gap	NA	NA	NA	NA
Non-LEP	NA	NA	31.6		Non-LEP	NA	NA	28.7	
Ohio	6				Ohio	6			
LEP	31.6	32.1	33.7		LEP	49.9	36.3	49.1	
Gap	-267	-332	-312	45	Gap	-119	-166	-167	48
Non-LEP	58.3	65.3	64.9		Non-LEP	61.8	52.9	65.8	
Dayton	10				Dayton	10			
LEP	NA	NA	NA		LEP	NA	NA	NA	
Gap	NA	NA	NA	NA	Gap	NA	NA	NA	NA
Non-LEP	NA	NA	83.8		Non-LEP	NA	NA	83.8	
Ohio	10				Ohio	10			
LEP	NA	NA	44.2		LEP	NA	NA	42.6	
Gap	NA	NA	NA	NA	Gap	NA	NA	NA	NA
Non-LEP	NA	NA	NA		Non-LEP	NA	NA	NA	

Dayton State Proficiency Test Reading Percent Proficient					Dayton State Proficiency Test Mathematics Percent Proficient				
Grade	2002	2003	2004	Change in Gap	Grade	2002	2003	2004	Change in Gap
Dayton	4				Dayton	4			
ED	NA	34.4	36.2		ED	NA	24.0	31.7	
Gap	NA	85	38	47	Gap	NA	80	17	63
NonED	NA	25.9	32.4		NonED	NA	16.0	30.0	
Dayton	4				Dayton	4			
ED	NA	49.2	54.4		ED	NA	40.2	48.4	
Gap	NA	-223	-261	38	Gap	NA	-225	-278	53
NonED	NA	71.5	80.5		NonED	NA	62.7	76.2	
Dayton	6				Dayton	6			
ED	NA	32.4	30.9		ED	NA	19.9	28.1	
Gap	NA	51	-254	305	Gap	NA	17	-219	236
NonED	NA	27.3	56.3		NonED	NA	18.2	50.0	
Ohio	6				Ohio	6			
ED	NA	46.1	45.7		ED	NA	32.4	45.8	
Gap	NA	-217	-291	44	Gap	NA	-250	-305	55
NonED	NA	70.8	74.8		NonED	NA	57.4	76.3	
Dayton	10				Dayton	10			
ED	NA	NA	49.2		ED	NA	NA	22.0	
Gap	NA	NA	-118	NA	Gap	NA	NA	-142	NA
NonED	NA	NA	61.0		NonED	NA	NA	36.2	
Ohio	10				Ohio	10			
ED	NA	NA	61.6		ED	NA	NA	46.1	
Gap	NA	NA	-221	NA	Gap	NA	NA	-291	NA
NonED	NA	NA	83.7		NonED	NA	NA	75.2	

DISTRICT DENVER
STATE COLORADO

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

DEMOGRAPHICS ¹	DENVER		COLORADO	
	1995-96	2002-03	1995-96	2002-03
Number of Students	64,322	71,972	656,279	751,862
Percent Free & Reduced Price Lunch Eligible (FRPL)	50.6	61.8	21.7	28.5
Percent of Students with IEPs	11.1	10.9	10.1	10.1
Percent English Language Learners	NA	29.5	NA	11.5
Percent African American	21.3	19.1	5.5	5.7
Percent Hispanic	46.4	56.1	18.4	24.3
Percent White	27.1	20.3	72.5	65.7
Percent Other	5.2	4.5	3.6	4.2
Number of FTE Teachers	3,271	4,472	35,388	45,401
Student-Teacher Ratio	19.7	16.1	18.5	16.6
Number of Schools	112	144	1,486	1,690
Current Expenditures Per Pupil ²	\$5,596	\$7,235	\$5,121	\$6,941
Denver as a Percentage of Colorado's Public Schools			1995-96	2002-03
Percent of Students			9.8	9.6
Percent of FRPL			22.9	20.8
Percent of IEPs			10.8	10.3
Percent of ELLs			NA	24.6
Percent of Schools			7.5	8.5
Percent of Teachers			9.2	9.8
Percent of State Revenue ³			7.1	8.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading										
Denver	3	NA	46	43	47	49	50	55	54	1.3
Colorado	3	NA	66	67	69	72	72	75	74	1.3
Denver	4	33	32	31	38	37	35	37	38	0.7
Colorado	4	57	57	59	62	63	61	63	63	0.9
Denver	5	NA	NA	NA	NA	NA	38	41	46	4.0
Colorado	5	NA	NA	NA	NA	NA	NA	66	69	3.0
Denver	6	NA	NA	NA	NA	NA	37	39	38	0.5
Colorado	6	NA	NA	NA	NA	NA	NA	67	67	0.0
Denver	7	NA	NA	34	35	35	33	34	35	0.2
Colorado	7	NA	NA	60	62	63	59	61	61	0.2
Denver	8	NA	NA	NA	NA	NA	40	40	34	-3.0
Colorado	8	NA	NA	NA	NA	NA	NA	66	64	-2.0
Denver	9	NA	NA	NA	NA	NA	40	37	38	-1.0
Colorado	9	NA	NA	NA	NA	NA	NA	65	66	1.0
Denver	10	NA	NA	NA	NA	35	39	43	39	1.3
Colorado	10	NA	NA	NA	NA	63	65	67	65	0.7
Math										
Denver	5	NA	NA	NA	NA	28	30	30	35	2.3
Colorado	5	NA	NA	NA	NA	53	55	56	59	2.0
Denver	6	NA	NA	NA	NA	NA	23	23	25	1.0
Colorado	6	NA	NA	NA	NA	NA	NA	50	53	3.0
Denver	7	NA	NA	NA	NA	NA	14	16	17	1.5
Colorado	7	NA	NA	NA	NA	NA	NA	41	41	0.0
Denver	8	NA	NA	NA	13	14	14	14	15	0.5
Colorado	8	NA	NA	NA	35	39	39	38	41	1.5
Denver	9	NA	NA	NA	NA	NA	11	9	11	0.0
Colorado	9	NA	NA	NA	NA	NA	NA	31	32	1.0
Denver	10	NA	NA	NA	NA	9	10	11	10	0.3
Colorado	10	NA	NA	NA	NA	25	27	27	27	0.7

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

DISTRICT DES MOINES
STATE IOWA

STATE READING AND MATH ASSESSMENT				
State Assessment: NA				
District Assessment: Iowa Test of Basic Skills (ITBS)				
Grades Tested: 3-8				
First Year Reported: 1999				
How Reported: National Percentile				
DEMOGRAPHICS ¹	DES MOINES		IOWA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	32,414	31,553	502,343	482,210
Percent Free & Reduced Price Lunch Eligible (FRPL)	31.4	48.2	19.7	28.5
Percent of Students with IEPs	13.9	17.8	12.9	15.2
Percent English Language Learners	NA	10.0	NA	2.9
Percent African American	13.7	15.3	3.3	4.3
Percent Hispanic	4.3	11.0	2.1	4.4
Percent White	76.2	68.4	92.7	89.0
Percent Other	5.7	5.3	2.0	2.3
Number of FTE Teachers	2,132	2,342	32,318	34,573
Student-Teacher Ratio	15.2	13.5	15.5	13.6
Number of Schools	65	62	1,556	1,503
Current Expenditures Per Pupil ²	\$5,912	\$8,052	\$5,481	\$7,338
Des Moines as a Percentage of Iowa's Public Schools			1995-96	2002-03
Percent of Students			6.5	6.5
Percent of FRPL			10.3	11.1
Percent of IEPs			6.9	7.7
Percent of ELLs			NA	22.7
Percent of Schools			4.2	4.1
Percent of Teachers			6.6	6.8
Percent of State Revenue ³			6.8	7.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Des Moines
ITBS
National Percentiles**

	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change in NCEs
Total Reading	3	43	43	49	57	58	55	1.6
	4	42	47	49	56	57	60	2.4
	5	NA	NA	51	56	58	54	0.5
	6	41	43	42	42	40	45	0.5
	7	43	45	42	44	44	44	0.1
	8	42	44	42	42	44	44	0.3
Total Math	3	52	53	58	54	57	54	0.3
	4	49	55	58	60	62	60	1.5
	5	NA	NA	58	58	60	55	-0.6
	6	48	51	48	49	45	52	0.6
	7	52	52	51	49	48	49	-0.4
	8	50	53	52	48	48	48	-0.3

* Iowa reports for a two year period e.g. 2001-2003.

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

* Annualized change indices are presented in Normal Curve Equivalents.

* ITBS was not administered in the 5th grade until 2000-2001.

* Asterik indicates that the data has been updated by the school district.

DISTRICT DETROIT
 STATE MICHIGAN

STATE READING AND MATH ASSESSMENT				
State Assessment: Michigan Educational Assessment Program				
Grades Tested: 4, 7, & 8				
First Year Reported: 1995				
How Reported: Performance Level				
DEMOGRAPHICS ¹	DETROIT		MICHIGAN	
	1995-96	2002-03	1995-96	2002-03
Number of Students	173,750	173,742	1,641,456	1,785,160
Percent Free & Reduced Price Lunch Eligible (FRPL)	66.1	70.0*	25.1	31.0
Percent of Students with IEPs	5.9	11.6	4.6	13.4
Percent English Language Learners	NA	5.1*	NA	3.4
Percent African American	93.9	90.6	18.5	20.3
Percent Hispanic	2.9	4.9	2.7	3.8
Percent White	5.9	3.3	77.1	72.3
Percent Other	1.3	1.1	2.6	3.5
Number of FTE Teachers	7,687	9,580*	83,179	89,595
Student-Teacher Ratio	22.6	18.1	19.7	21.1
Number of Schools	268	273	3,748	4,042
Current Expenditures Per Pupil ²	\$7,424	\$9,108	\$6,785	\$8,653
Detroit as a Percentage of Michigan's Public Schools			1995-96	2002-03
Percent of Students			10.6	9.7
Percent of FRPL			27.9	22.0
Percent of IEPs			13.7	8.4
Percent of ELLs			NA	14.8
Percent of Schools			7.2	6.8
Percent of Teachers			9.2	10.7
Percent of State Revenue ³			12.3	10.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 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*	2003- 2004	Annualized Change
Reading											
Detroit	4	46.4	46.7	52.6	45.4	51.7	40.4	33.2	54.9	60.4	1.8
Michigan	4	49.9	49.0	58.6	59.4	58.2	60.4	56.8	75.0	79.0	3.6
Detroit	7	30.7	36.6	32.2	34.5	33.2	30.3	21.7	31.0	39.5	1.1
Michigan	7	42.3	40.4	48.8	53.0	48.4	57.9	50.9	61.0	61.0	2.3
Math											
Detroit	4	48.5	48.7	64.6	58.5	62.4	50.6	46.1	45.0	55.2	0.8
Michigan	4	63.1	60.5	74.1	71.7	74.8	72.3	64.5	64.5	73.0	1.2
Detroit	7	31.5	29.1	33.7	36.0	34.5	NA	NA	NA	NA	NA
Michigan	7	55.0	51.4	61.4	63.2	62.8	NA	NA	NA	NA	NA
Detroit	8	NA	NA	NA	NA	NA	NA	20.0	19.9	32.4	6.2
Michigan	8	NA	NA	NA	NA	NA	NA	53.8	52.0	63.0	4.6

*The MEAP Test was administered March of 1996 during the 1995-96 school year.

*The MEAP Test was administered October of 1996 for the 1996-97 school year.

*Asterik indicates that the data has been updated by the school district.

DISTRICT DUVAL COUNTY
 STATE FLORIDA

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

DEMOGRAPHICS ¹	DUVAL COUNTY		FLORIDA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	123,910	128,126	2,176,222	2,539,929
Percent Free & Reduced Price Lunch Eligible (FRPL)	38.3	41.8	37.1	45.2
Percent of Students with IEPs	15.4	15.8	13.1	15.3
Percent English Language Learners	NA	2.0	NA	8.0
Percent African American	39.9	43.7	25.3	24.7
Percent Hispanic	2.5	4.3	15.3	21.4
Percent White	54.8	48.8	57.5	51.6
Percent Other	2.8	3.1	2.0	2.3
Number of FTE Teachers	6,090	6,620	114,938	138,226
Student-Teacher Ratio	20.3	19.4	18.9	15.3
Number of Schools	155	181	2,760	3,526
Current Expenditures Per Pupil ²	\$4,683	\$5,689	\$5,275	\$6,213
Duval as a Percentage of Florida's Public Schools			1995-96	2002-03
Percent of Students			5.7	5.0
Percent of FRPL			5.9	4.7
Percent of IEPs			6.7	5.2
Percent of ELLs			NA	1.3
Percent of Schools			5.6	5.1
Percent of Teachers			5.3	4.8
Percent of State Revenue ³			NA	5.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	1999*	2000	2001	2002	2003	2004	Annualized Change
Duval	3	NA	NA	NA	60	65	67	3.5
Florida	3	NA	NA	NA	60	63	65	2.5
Duval	4	54	50	51	57	60	67	2.6
Florida	4	48	52	53	55	60	69	4.2
Duval	5	NA	NA	NA	54	57	58	2.0
Florida	5	NA	NA	NA	53	58	59	3.0
Duval	6	NA	NA	NA	48	49	49	0.5
Florida	6	NA	NA	NA	51	53	54	1.5
Duval	7	NA	NA	NA	46	47	48	1.0
Florida	7	NA	NA	NA	50	52	53	1.5
Duval	8	43	34	39	43	45	40	-0.6
Florida	8	44	39	43	45	49	44	0.0
Duval	9	NA	NA	NA	26	27	29	1.5
Florida	9	NA	NA	NA	29	31	32	1.5
Duval	10	33	28	35	33	34	33	0.0
Florida	10	30	29	37	36	36	34	0.8

*Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999*	2000	2001	2002	2003	2004	Annualized Change
Duval	3	NA	NA	NA	53	57	60	3.5
Florida	3	NA	NA	NA	59	63	64	2.5
Duval	4	NA	NA	NA	42	47	56	7.0
Florida	4	NA	NA	NA	51	54	63	6.0
Duval	5	33	41	40	44	46	48	3.0
Florida	5	35	46	48	48	52	52	3.4
Duval	6	NA	NA	NA	33	38	38	2.5
Florida	6	NA	NA	NA	43	47	45	1.0
Duval	7	NA	NA	NA	38	38	40	1.0
Florida	7	NA	NA	NA	47	47	50	1.5
Duval	8	41	45	48	48	49	49	1.6
Florida	8	44	51	55	53	56	57	2.6
Duval	9	NA	NA	NA	41	44	50	4.5
Florida	9	NA	NA	NA	47	51	55	4.0
Duval	10	49	50	52	55	58	61	2.4
Florida	10	47	51	59	60	60	64	3.4

* Asterik indicates that the data has been updated by the school district.

Duval County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000*	2001	2002	2003	2004	Change in Gap
Duval	4								
African American		29	33	30	33	41	44	53	
Gap		-39	-38	-34	-33	-29	-28	-24	-15
White		68	71	64	66	70	72	77	
Gap		-20	-23	-15	-15	-12	-13	-13	-7
Hispanic		48	48	49	51	58	59	64	
Florida	4								
African American		23	26	32	31	36	41	53	
Gap		-42	-41	-39	-35	-31	-32	-26	-16
White		65	67	71	66	67	73	79	
Gap		-27	-26	-23	-23	-21	-22	-16	-11
Hispanic		38	41	48	43	46	51	63	
Duval	8								
African American		21	25	17	21	24	26	24	
Gap		-31	-32	-31	-35	-33	-34	-30	-1
White		52	57	48	56	57	60	54	
Gap		-13	-12	-16	-25	-16	-24	-18	5
Hispanic		39	45	32	31	41	36	36	
Florida	8								
African American		21	24	20	21	24	27	25	
Gap		-34	-37	-38	-35	-34	-35	-32	-2
White		55	61	58	56	58	62	57	
Gap		-22	-24	-23	-25	-23	-24	-22	0
Hispanic		33	37	35	31	35	38	35	
Duval	10								
African American		12	13	12	16	15	17	15	
Gap		-25	-29	-25	-32	-30	-30	-31	6
White		37	42	37	48	45	47	46	
Gap		-13	-13	-9	-18	-19	-14	-20	7
Hispanic		24	29	28	30	26	33	26	
Florida	10								
African American		12	13	13	15	14	15	16	
Gap		-26	-29	-27	-34	-33	-32	-28	2
White		38	42	40	49	47	47	44	
Gap		-18	-19	-18	-24	-23	-23	-19	1
Hispanic		20	23	22	25	24	24	25	

* Asterik indicates that the data has been updated by the school district.

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

	Grade	1998	1999	2000*	2001	2002	2003	2004	Change in Gap
Duval	5								
African American		9	14	21	21	25	27	31	
Gap		-29	-33	-34	-47	-33	-33	-31	2
White		38	47	55	68	58	60	62	
Gap		-12	-13	-24	-28	-12	-11	-13	1
Hispanic		26	34	31	40	46	49	49	
Florida	5								
African American		10	15	26	25	27	30	31	
Gap		-34	-36	-37	-34	-33	-33	-33	-1
White		44	51	63	59	60	63	64	
Gap		-22	-22	-19	-19	-17	-18	-18	-4
Hispanic		22	29	44	40	43	45	46	
Duval	8								
African American		18	20	24	29	26	29	30	
Gap		-36	-36	-36	-36	-40	-37	-36	0
White		54	56	60	65	66	66	66	
Gap		-20	-16	-15	-18	-14	-22	-17	-3
Hispanic		34	40	45	47	52	44	49	
Florida	8								
African American		19	21	30	30	28	31	34	
Gap		-40	-43	-41	-38	-39	-39	-35	-5
White		59	64	71	68	67	70	69	
Gap		-25	-26	-24	-24	-25	-23	-19	-6
Hispanic		34	38	47	44	42	47	50	
Duval	10								
African American		12	21	25	35	32	37	41	
Gap		-35	-40	-39	-35	-38	-38	-35	0
White		47	61	64	70	70	75	76	
Gap		-16	-18	-19	-18	-20	-19	-16	0
Hispanic		31	43	45	52	50	56	60	
Florida	10								
African American		15	22	26	32	32	33	38	
Gap		-39	-41	-44	-40	-41	-42	-37	-2
White		54	63	70	72	73	75	75	
Gap		-24	-25	-26	-24	-25	-23	-20	-4
Hispanic		30	38	44	48	48	52	55	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Duval County	4					Duval County	5				
FRPL		44	47	59		FRPL		39	33	40	
Gap		-30	-30	-24	-6	Gap		-30	-30	-27	-3
Non-FRPL		74	77	83		Non-FRPL		69	63	67	
Florida	4					Florida	5				
FRPL		43	48	60		FRPL		35	38	40	
Gap		-29	-29	-23	-6	Gap		-29	-30	-29	0
Non-FRPL		72	77	83		Non-FRPL		64	68	69	
Duval County	8					Duval County	8				
FRPL		26	27	26		FRPL		30	33	34	
Gap		-26	-30	-25	-1	Gap		-29	-29	-28	-1
Non-FRPL		52	57	51		Non-FRPL		59	62	62	
Florida	8					Florida	8				
FRPL		30	33	30		FRPL		36	40	43	
Gap		-28	-30	-29	1	Gap		-31	-31	-27	0
Non-FRPL		58	63	59		Non-FRPL		67	71	70	
Duval County	10					Duval County	10				
FRPL		15	17	16		FRPL		35	40	45	
Gap		-21	-23	-23	2	Gap		-24	-23	-23	-1
Non-FRPL		36	40	39		Non-FRPL		59	63	68	
Florida	10					Florida	10				
FRPL		17	20	20		FRPL		41	45	49	
Gap		-25	-24	-22	-3	Gap		-26	-25	-23	-3
Non-FRPL		42	44	42		Non-FRPL		67	70	72	

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

Reading	Grade	2002	2003	2004	Change	Mathematics	Grade	2002	2003	2004	Change
Duval	4	NA	21	30	9	Duval	5	NA	20	29	9
Florida	4	NA	22	34	12	Florida	5	NA	23	24	1
Duval	8	NA	5	6	1	Duval	8	NA	16	23	7
Florida	8	NA	9	9	0	Florida	8	NA	24	27	3
Duval	10	NA	1	8	7	Duval	10	NA	35	35	0
Florida	10	NA	4	6	2	Florida	10	NA	32	34	2

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Duval County	4					Duval County	5				
Special Education <i>Gap</i>		30 -32	32 -33	40 -31	-1	Special Education <i>Gap</i>		20 -29	22 -28	22 -31	2
Regular Education		62	65	71		Regular Education		49	50	53	
Florida	4					Florida	5				
Special Education <i>Gap</i>		24 -37	28 -39	42 -33	-4	Special Education <i>Gap</i>		19 -35	21 -36	22 -36	1
Regular Education		61	67	75		Regular Education		54	57	58	
Duval County	8					Duval County	8				
Special Education <i>Gap</i>		10 -37	12 -38	11 -33	-4	Special Education <i>Gap</i>		14 -39	13 -42	16 -38	-1
Regular Education		47	50	44		Regular Education		53	55	54	
Florida	8					Florida	8				
Special Education <i>Gap</i>		13 -37	15 -39	13 -36	-1	Special Education <i>Gap</i>		18 -41	18 -44	19 -43	2
Regular Education		50	54	49		Regular Education		59	62	62	
Duval County	10					Duval County	10				
Special Education <i>Gap</i>		7 -29	7 -31	7 -29	0	Special Education <i>Gap</i>		13 -47	17 -47	20 -46	-1
Regular Education		36	38	36		Regular Education		60	64	66	
Florida	10					Florida	10				
Special Education <i>Gap</i>		10 -28	10 -30	7 -30	2	Special Education <i>Gap</i>		25 -39	26 -40	26 -42	3
Regular Education		38	40	37		Regular Education		64	66	68	

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

DISTRICT FORT WORTH
STATE TEXAS

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

DEMOGRAPHICS ¹	FORT WORTH		TEXAS	
	1995-96	2002-03	1995-96	2002-03
Number of Students	74,021	81,081	3,748,167	4,259,823
Percent Free & Reduced Price Lunch Eligible (FRPL)	53.3	64.2	39.6	46.2
Percent of Students with IEPs	11.1	9.8	11.6	11.8
Percent English Language Learners	NA	25.6	NA	14.8
Percent African American	34.0	29.0	14.3	14.3
Percent Hispanic	36.4	50.1	36.7	42.7
Percent White	27.0	18.8	46.4	39.8
Percent Other	2.7	2.1	2.6	3.2
Number of FTE Teachers	4,165	4,967	240,371	288,655
Student-Teacher Ratio	17.8	16.3	15.6	14.8
Number of Schools	129	146	6,638	8,097
Current Expenditures Per Pupil ²	\$4,967	\$6,880	\$5,016	\$6,771
Fort Worth as a Percentage of Texas' Public Schools			1995-96	2002-03
Percent of Students			2.0	1.9
Percent of FRPL			2.7	2.6
Percent of IEPs			1.9	1.6
Percent of ELLs			NA	3.3
Percent of Schools			1.9	1.8
Percent of Teachers			1.7	1.7
Percent of State Revenue ³			2.1	2.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Fort Worth
Texas Assessment of Knowledge and Skills (TAKS) ⁴
Percent Meeting Standard

Reading	Grade	2002	2003*	2004	Change	Math	Grade	2002	2003*	2004	Change
Fort Worth	3	NA	78	89	11	Fort Worth	3	NA	77	88	11
Texas	3	NA	86	91	5	Texas	3	NA	84	90	6
Fort Worth	4	NA	74	80	6	Fort Worth	4	NA	76	81	5
Texas	4	NA	82	86	4	Texas	4	NA	81	87	6
Fort Worth	5	NA	69	72	3	Fort Worth	5	NA	74	78	4
Texas	5	NA	74	80	6	Texas	5	NA	78	82	4
Fort Worth	6	NA	69	77	8	Fort Worth	6	NA	63	67	4
Texas	6	NA	80	87	7	Texas	6	NA	71	78	7
Fort Worth	7	NA	74	74	0	Fort Worth	7	NA	54	59	5
Texas	7	NA	82	83	1	Texas	7	NA	63	71	8
Fort Worth	8	NA	75	83	8	Fort Worth	8	NA	48	56	8
Texas	8	NA	84	90	6	Texas	8	NA	62	67	5
Fort Worth	9	NA	66	75	9	Fort Worth	9	NA	45	45	0
Texas	9	NA	76	85	9	Texas	9	NA	55	61	6
English Language Arts											
Fort Worth	10	NA	67	62	-5	Fort Worth	10	NA	54	53	-1
Texas	10	NA	70	76	6	Texas	10	NA	61	64	3
Fort Worth	11	NA	59	81	22	Fort Worth	11	NA	62	78	16
Texas	11	NA	70	87	17	Texas	11	NA	68	85	17

⁴ In Spring 2004 the Met Standard value equaled 1 SEM, standard errors of measurement, below the Panel's Recommendation in 2005.

For comparative purposes, 2003 TAKS results shown for the state and district were recalculated at the 1 SEM level for Grades 3-10.

*Asterik indicates that the data has been updated by the school district.

*The results for Grade 3 reflect the combined results for the March and April administration in Reading.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Fort Worth	4					Fort Worth	4				
African American		NA	68	78		African American		NA	68	73	
Gap		NA	-22	-15	-7	Gap		NA	-23	-20	-3
White		NA	90	93		White		NA	91	93	
Gap		NA	-19	-17	-2	Gap		NA	-16	-12	-4
Hispanic		NA	71	76		Hispanic		NA	75	81	
Texas	4					Texas	4				
African American		NA	71	78		African American		NA	68	76	
Gap		NA	-20	-15	-5	Gap		NA	-22	-17	-5
White		NA	91	93		White		NA	90	93	
Gap		NA	-16	-12	-4	Gap		NA	-16	-10	-6
Hispanic		NA	75	81		Hispanic		NA	74	83	
Fort Worth	8					Fort Worth	8				
African American		NA	67	78		African American		NA	35	42	
Gap		NA	-22	-16	-6	Gap		NA	-39	-38	-1
White		NA	89	94		White		NA	74	80	
Gap		NA	-15	-12	-3	Gap		NA	-29	-26	-3
Hispanic		NA	74	82		Hispanic		NA	45	54	
Texas	8					Texas	8				
African American		NA	75	85		African American		NA	45	50	
Gap		NA	-16	-10	-6	Gap		NA	-31	-31	0
White		NA	91	95		White		NA	76	81	
Gap		NA	-14	-11	-3	Gap		NA	-25	-24	-1
Hispanic		NA	77	84		Hispanic		NA	51	57	
English Language Arts											
Fort Worth	10					Fort Worth	10				
African American		NA	60	60		African American		NA	39	41	
Gap		NA	-23	-18	-5	Gap		NA	-40	-38	-2
White		NA	83	78		White		NA	79	79	
Gap		NA	-22	-23	1	Gap		NA	-31	-32	1
Hispanic		NA	61	55		Hispanic		NA	48	47	
Texas	10					Texas	10				
African American		NA	61	69		African American		NA	44	46	
Gap		NA	-18	-16	-2	Gap		NA	-30	-32	2
White		NA	79	85		White		NA	74	78	
Gap		NA	-18	-18	0	Gap		NA	-26	-26	0
Hispanic		NA	61	67		Hispanic		NA	48	52	

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

Reading	Grade	2002	2003*	2004	Change	Math	Grade	2002	2003*	2004	Change
Fort Worth	4	NA	69	77	8	Fort Worth	4	NA	72	78	6
Texas	4	NA	73	79	6	Texas	4	NA	72	81	9
Fort Worth	8	NA	71	80	9	Fort Worth	8	NA	41	49	8
Texas	8	NA	75	83	8	Texas	8	NA	48	55	7

English Language Arts

Fort Worth	10	NA	58	54	-4	Fort Worth	10	NA	45	44	-1
Texas	10	NA	58	65	7	Texas	10	NA	46	50	4

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

Reading	Grade	2002	2003*	2004	Change	Math	Grade	2002	2003*	2004	Change
Fort Worth	4	NA	55	62	7	Fort Worth	4	NA	65	72	7
Texas	4	NA	57	68	11	Texas	4	NA	62	76	14
Fort Worth	8	NA	34	46	12	Fort Worth	8	NA	20	22	2
Texas	8	NA	35	48	13	Texas	8	NA	22	28	6

English Language Arts

Fort Worth	10	NA	20	16	-4	Fort Worth	10	NA	31	21	-10
Texas	10	NA	19	24	5	Texas	10	NA	28	27	-1

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

Reading	Grade	2002	2003*	2004	Change	Math	Grade	2002	2003*	2004	Change
Fort Worth	4	NA	67	70	3	Fort Worth	4	NA	71	65	-6
Texas	4	NA	74	76	2	Texas	4	NA	71	77	6
Fort Worth	8	NA	55	67	12	Fort Worth	8	NA	27	31	4
Texas	8	NA	62	74	12	Texas	8	NA	33	41	8

English Language Arts

Fort Worth	10	NA	34	29	-5	Fort Worth	10	NA	26	27	1
Texas	10	NA	29	42	13	Texas	10	NA	25	29	4

* Asterik indicates that the data has been updated by the school district.

DISTRICT FRESNO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENT
State Assessment: California Standards Test (CST)
Grades Tested: 3-11
First Year Reported: 2002
How Reported: Performance Level

DEMOGRAPHICS ¹	FRESNO		CALIFORNIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	77,880	81,222	5,536,406	6,356,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	62.0	76.1	45.6	47.2
Percent of Students with IEPs	11.4	10.4	10.1	10.6
Percent English Language Learners	NA	32.3	NA	25.2
Percent African American	10.9	11.6	8.7	8.1
Percent Hispanic	41.8	52.2	38.3	44.4
Percent White	23.9	18.4	39.9	33.1
Percent Other	23.4	17.8	11.9	11.9
Number of FTE Teachers	3,295	3,938	230,849	307,672
Student-Teacher Ratio	23.6	20.6	24.0	21.1
Number of Schools	89	103	7,876	9,100
Current Expenditures Per Pupil ²	\$4,826	\$7,440	\$4,937	\$7,434
Fresno as a Percentage of California's Public Schools			1995-96	2002-03
Percent of Students			1.4	1.3
Percent of FRPL			1.9	2.1
Percent of IEPs			1.6	1.2
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Fresno	2	16	22	20	2.0	Fresno	2	23	34	32	4.5
California	2	32	36	36	2.0	California	2	43	53	51	4.0
Fresno	3	17	19	18	0.5	Fresno	3	19	27	31	6.0
California	3	34	33	30	-2.0	California	3	38	46	48	5.0
Fresno	4	19	23	23	2.0	Fresno	4	18	28	26	4.0
California	4	36	39	40	2.0	California	4	37	45	45	4.0
Fresno	5	16	20	24	4.0	Fresno	5	14	17	19	2.5
California	5	31	36	40	4.5	California	5	29	35	38	4.5
Fresno	6	17	21	22	2.5	Fresno	6	20	21	24	2.0
California	6	30	36	36	3.0	California	6	32	34	35	1.5
Fresno	7	18	18	19	0.5	Fresno	7	17	17	18	0.5
California	7	33	36	36	1.5	California	7	30	30	33	1.5
Fresno	8	18	16	16	-1.0						
California	8	32	30	33	0.5						
Fresno	9	20	23	21	0.5						
California	9	33	38	37	2.0						
Fresno	10	22	19	22	0.0						
California	10	33	33	35	1.0						
Fresno	11	24	24	23	-0.5						
California	11	31	32	32	0.5						

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Fresno	4					Fresno	4				
African American		14	17	20		African American		9	19	19	
Gap		-29	-30	-24	-5	Gap		-26	-29	-24	-2
White		43	47	44		White		35	48	43	
Gap		-30	-28	-25	-5	Gap		-22	-25	-22	0
Hispanic		13	19	19		Hispanic		13	23	21	
California	4					California	4				
African American		24	27	27		African American		22	29	28	
Gap		-32	-32	-32	0	Gap		-31	-32	-33	2
White		56	59	59		White		53	61	61	
Gap		-37	-35	-34	-3	Gap		-29	-28	-28	-1
Hispanic		19	24	25		Hispanic		24	33	33	
Fresno	8					Fresno	7				
African American		9	11	11		African American		8	9	12	
Gap		-33	-27	-28	-5	Gap		-27	-26	-25	-2
White		42	38	39		White		35	35	37	
Gap		-30	-28	-28	-2	Gap		-25	-24	-24	-1
Hispanic		12	10	11		Hispanic		10	11	13	
California	8					California	7				
African American		17	17	19		African American		13	12	14	
Gap		-33	-30	-32	-1	Gap		-30	-32	-34	4
White		50	47	51		White		43	44	48	
Gap		-35	-32	-33	-2	Gap		-28	-28	-30	2
Hispanic		15	15	18		Hispanic		15	16	18	
Fresno	10										
African American		15	14	12							
Gap		-31	-30	-37	-1						
White		46	44	49							
Gap		-32	-31	-33	-1						
Hispanic		14	13	16							
California	10										
African American		19	19	21							
Gap		-30	-31	-32	2						
White		49	50	53							
Gap		-33	-33	-34	1						
Hispanic		16	17	19							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Fresno	4					Fresno	4				
ED		12	18	18		ED		13	24	22	
Gap		-40	-36	-40	0	Gap		-31	-28	-34	3
Non-ED		52	54	58		Non-ED		44	52	56	
California	4					California	4				
ED		19	24	25		ED		24	33	32	
Gap		-37	-35	-35	-2	Gap		-30	-29	-29	-1
Non-ED		56	59	60		Non-ED		54	62	61	
Fresno	8					Fresno	7				
ED		10	9	11		ED		12	11	13	
Gap		-30	-30	-32	2	Gap		-24	-26	-31	7
Non-ED		40	39	43		Non-ED		36	37	44	
California	8					California	7				
ED		14	15	18		ED		16	16	20	
Gap		-32	-27	-28	-4	Gap		-25	-27	-25	0
Non-ED		46	42	46		Non-ED		41	43	45	
Fresno	10										
ED		11	11	13							
Gap		-24	-21	-27	3						
Non-ED		35	32	40							
California	10										
ED		14	16	18							
Gap		-28	-26	-27	-1						
Non-ED		42	42	45							

**Fresno
California Standards Test - English Proficiency
Percent Proficient & Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Fresno	4					Fresno	4				
English Learners		3	11	8		English Learners		8	22	15	
Gap		-25	-19	-22	-3	Gap		-16	-9	-15	-1
English Proficient		28	30	30		English Proficient		24	31	30	
California	4					California	4				
English Learners		10	15	15		English Learners		10	29	26	
Gap		-36	-35	-36	0	Gap		-36	-24	-28	-8
English Proficient		46	50	51		English Proficient		46	53	54	
Fresno	8					Fresno	7				
English Learners		1	2	1		English Learners		6	6	5	
Gap		-24	-22	-22	-2	Gap		-17	-16	-20	3
English Proficient		25	24	23		English Proficient		23	22	25	
California	8					California	7				
English Learners		3	4	3		English Learners		9	8	10	
Gap		-38	-33	-37	-1	Gap		-26	-28	-29	3
English Proficient		41	37	40		English Proficient		35	36	39	
Fresno	10										
English Learners		1	1	1							
Gap		-29	-27	-31	2						
English Proficient		30	28	32							
California	10										
English Learners		3	4	4							
Gap		-36	-35	-38	2						
English Proficient		39	39	42							

Fresno
California Standards Test - Special Education
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Fresno	4					Fresno	4				
Special Education Gap		8 -12	7 -18	5 -20	8	Special Education Gap		7 -12	9 -21	9 -18	6
Regular Education		20	25	25		Regular Education		19	30	27	
California	4					California	4				
Special Education Gap		16 -21	15 -20	16 -26	5	Special Education Gap		18 -22	20 -28	20 -28	6
Regular Education		37	35	42		Regular Education		40	48	48	
Fresno	8					Fresno	7				
Special Education Gap		3 -16	1 -16	1 -18	2	Special Education Gap		2 -16	1 -17	2 -18	2
Regular Education		19	17	19		Regular Education		18	18	20	
California	8					California	7				
Special Education Gap		5 -30	5 -28	6 -30	0	Special Education Gap		6 -25	6 -27	7 -29	4
Regular Education		35	33	36		Regular Education		31	33	36	
Fresno	10										
Special Education Gap		4 -19	0 -22	2 -23	4						
Regular Education		23	22	25							
California	10										
Special Education Gap		4 -31	5 -31	5 -34	0						
Regular Education		35	36	39							

DISTRICT GREENSBORO (GUILFORD COUNTY)
 STATE NORTH CAROLINA

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

DEMOGRAPHICS ¹	GREENSBORO		NORTH CAROLINA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	57,211	65,677	1,183,090	1,335,954
Percent Free & Reduced Price Lunch Eligible (FRPL)	27.0	44.9	30.2	33.9
Percent of Students with IEPs	12.5	16.0	12.4	14.2
Percent English Language Learners	NA	5.4	NA	4.5
Percent African American	38.2	43.5	30.7	31.4
Percent Hispanic	1.3	4.8	1.9	5.9
Percent White	57.2	46.8	64.6	59.2
Percent Other	3.4	5.0	2.9	33.9
Number of FTE Teachers	3,574	4,089	73,201	87,677
Student-Teacher Ratio	16.0	16.1	16.2	14.6
Number of Schools	93	102	1,985	2,255
Current Expenditures Per Pupil ²	\$5,226	\$6,750	\$4,719	\$6,501
Greensboro as a Percentage of North Carolina's Public Schools			1995-96	2002-03
Percent of Students			4.8	4.9
Percent of FRPL			4.3	6.5
Percent of IEPs			4.9	5.5
Percent of ELLs			NA	5.9
Percent of Schools			4.7	4.5
Percent of Teachers			4.9	4.7
Percent of State Revenue ³			4.8	4.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading									
Greensboro	3	69.6	70.8	71.8	73.5	77.0	80.8	81.7	2.0
North Carolina	3	71.6	73.6	74.4	76.4	79.8	82.6	83.4	2.0
Greensboro	4	71.1	68.6	70.3	71.8	74.0	82.1	81.5	1.7
North Carolina	4	70.9	71.4	72.1	74.6	77.1	83.7	83.7	2.1
Greensboro	5	75.1	75.8	77.4	81.5	83.2	88.0	88.3	2.2
North Carolina	5	75.2	75.8	79.1	82.7	84.5	88.7	89.5	2.4
Greensboro	6	72.3	72.6	70.3	69.8	72.1	80.6	80.1	1.3
North Carolina	6	70.0	72.4	69.5	70.6	74.0	81.5	80.8	1.8
Greensboro	7	73.7	77.8	74.8	74.2	73.6	84.2	84.5	1.8
North Carolina	7	71.2	76.6	75.1	75.3	76.5	85.3	85.8	2.4
Greensboro	8	80.4	80.3	83.4	81.5	84.7	88.3	88.6	1.4
North Carolina	8	79.5	79.9	82.4	83.3	85.1	87.7	88.6	1.5
Math									
Greensboro	3	66.1	66.3	68.2	69.9	74.8	87.5	86.1	3.3
North Carolina	3	68.2	70.0	71.8	73.6	77.3	88.8	89.0	3.5
Greensboro	4	78.3	78.9	82.8	85.1	87.9	94.2	93.6	2.6
North Carolina	4	79.3	82.6	84.5	86.8	88.9	94.7	94.6	2.6
Greensboro	5	76.5	80.2	79.8	87.1	87.8	92.7	93.3	2.8
North Carolina	5	78.0	82.4	82.9	86.7	88.4	92.6	93.4	2.6
Greensboro	6	76.6	77.1	80.1	79.0	84.1	89.1	89.1	2.1
North Carolina	6	78.3	78.4	80.9	82.9	86.4	90.0	90.0	2.0
Greensboro	7	74.6	80.3	76.1	77.8	79.9	81.5	83.3	1.5
North Carolina	7	76.9	82.4	80.7	81.2	83.3	83.7	84.9	1.3
Greensboro	8	73.0	74.0	77.8	75.5	81.0	82.0	83.1	1.7
North Carolina	8	76.3	77.6	80.5	79.5	82.2	84.1	85.0	1.5

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Greensboro	4								
African American		53.4	50.8	52.5	56.2	58.8	72.9	72.3	
Gap		-30.5	-31.6	-33.0	-30.7	-29.3	-18.8	-19.1	-11.7
White		83.9	82.4	85.5	86.9	88.1	91.7	91.4	
Gap		-15.5	-21.9	-28.6	-23.3	-18.8	-20.7	-17.9	2.4
Hispanic		68.4	60.5	56.9	63.6	69.3	71.0	73.5	
North Carolina	4								
African American		52.3	53.0	53.6	57.3	61.5	73.3	73.0	
Gap		-27.9	-27.8	-28.0	-26.5	-24.2	-16.8	-17.2	-10.7
White		80.2	80.8	81.6	83.8	85.7	90.1	90.2	
Gap		-23.0	-22.5	-22.0	-19.7	-18.8	-16.9	-15.8	-7.2
Hispanic		57.2	58.3	59.6	64.1	66.9	73.2	74.4	
Greensboro	8								
African American		66.9	66.3	71.5	67.8	72.5	79.6	81.4	
Gap		-22.4	-23.9	-20.3	-24.4	-21.9	-15.4	-13.6	-8.8
White		89.3	90.2	91.8	92.2	94.4	95.0	95.0	
Gap		-20.1	-21.9	-22.8	-23.5	-22.0	-15.7	18.4	-1.7
Hispanic		69.2	68.3	69.0	68.7	72.4	79.3	76.6	
North Carolina	8								
African American		63.8	64.1	68.3	69.2	72.4	77.7	79.9	
Gap		-23.1	-23.4	-21.0	-21.2	-19.5	-15.7	-13.9	-9.2
White		86.9	87.5	89.3	90.4	91.9	93.4	93.8	
Gap		-22.2	-21.4	-19.6	-18.9	-20.8	-19.7	-17.3	-4.9
Hispanic		64.7	66.1	69.7	71.5	71.1	73.7	76.5	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Greensboro	4								
African American		64.0	64.7	70.9	73.9	78.4	90.2	88.8	
Gap		-24.2	-24.5	-21.1	-20.7	-17.7	-4.8	-6.2	-18.0
White		88.2	89.2	92.0	94.6	96.1	95.0	95.0	
Gap		-16.8	-15.1	-13.1	-3.2	-8.4	-4.0	-2.9	-13.9
Hispanic		71.4	74.1	78.9	91.4	87.7	91.0	92.1	
North Carolina	4								
African American		62.7	68.2	70.7	74.8	79.1	89.8	89.4	
Gap		-24.5	-21.4	-20.4	-18.2	-15.0	-5.2	-5.6	-18.9
White		87.2	89.6	91.1	93.0	94.1	95.0	95.0	
Gap		-16.8	-12.7	-11.2	-10.3	-8.4	-2.2	-1.4	-15.4
Hispanic		70.4	76.9	79.9	82.7	85.7	92.8	93.6	
Greensboro	8								
African American		55.0	55.0	60.5	58.1	66.5	67.9	71.0	
Gap		-29.4	-31.4	-28.7	-30.0	-25.1	-24.7	-22.3	-7.1
White		84.4	86.4	89.2	88.1	91.6	92.6	93.3	
Gap		-10.8	-13.1	-21.4	-15.5	-17.8	-15.2	-16.5	5.7
Hispanic		73.6	73.3	67.8	72.6	73.8	77.4	76.8	
North Carolina	8								
African American		57.1	59.0	63.9	63.3	67.5	70.4	72.1	
Gap		-27.8	-27.1	-24.4	-23.9	-22.0	-20.8	-19.7	-8.1
White		84.9	86.1	88.3	87.2	89.5	91.2	91.8	
Gap		-19.0	-20.1	-18.0	-18.8	-18.3	-14.7	-14.3	-4.7
Hispanic		65.9	66.0	70.3	68.4	71.2	76.5	77.5	

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

Reading	Grade	2001	2002	2003	2004	Change in Gap	Math	Grade	2001	2002	2003	2004	Change in Gap
Greensboro	4						Greensboro	4					
Eligible for FRPL		55.0	59.1	70.9	70.8		Eligible for FRPL		74.1	79.2	89.7	89.0	
Gap		-30.1	-27.8	-21.6	-21.5	-8.6	Gap		-19.6	-16.2	-5.3	-6.0	-13.6
Not Eligible		85.1	86.9	92.5	92.3		Not Eligible		93.7	95.4	95.0	95.0	
North Carolina	4						North Carolina	4					
Eligible for FRPL		60.0	64.2	74.3	74.3		Eligible for FRPL		77.9	81.8	91.1	91.0	
Gap		-25.0	-22.9	-17.6	-17.9	-7.1	Gap		-15.3	-12.8	-3.9	-4.0	-11.3
Not Eligible		85.0	87.1	91.9	92.2		Not Eligible		93.2	94.6	95.0	95.0	
Greensboro	8						Greensboro	8					
Eligible for FRPL		64.1	76.0	77.3	78.3		Eligible for FRPL		55.2	72.2	66.6	70.1	
Gap		-24.5	-11.8	-17.7	-16.7	-7.8	Gap		-28.5	-11.8	-25.7	-22.3	-6.2
Not Eligible		88.6	87.8	95.0	95.0		Not Eligible		83.7	84.0	92.3	92.4	
North Carolina	8						North Carolina	8					
Eligible for FRPL		68.2	73.0	77.6	79.8		Eligible for FRPL		63.2	69.7	72.6	74.4	
Gap		-20.5	-18.1	-16.5	-14.8	-5.7	Gap		-22.0	-18.7	-18.9	-17.8	-4.2
Not Eligible		88.7	91.1	94.1	94.6		Not Eligible		85.2	88.4	91.5	92.2	

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

Reading	Grade	2001	2002	2003	2004	Change in Gap	Math	Grade	2001	2002	2003	2004	Change in Gap
Greensboro	4						Greensboro	4					
LEP		35.1	53.4	58.7	59.3		LEP		76.8	78.8	87.1	88.7	
Gap		-37.5	-21.1	-24.2	-32.2	-14.3	Gap		-84	-9.3	-7.3	-5.1	-3.3
Non-LEP		72.6	74.5	82.9	82.5		Non-LEP		85.2	88.1	94.4	93.8	
North Carolina	4						North Carolina	4					
LEP		47.0	51.9	60.6	64.4		LEP		74.9	79.5	89.5	91.2	
Gap		-28.1	-25.8	-23.9	-20.2	-7.9	Gap		-12.1	-9.7	-5.4	-3.5	-8.6
Non-LEP		75.1	77.7	84.5	84.6		Non-LEP		87.0	89.2	94.9	94.7	
Greensboro	8						Greensboro	8					
LEP		35.6	50.6	55.2	60.3		LEP		56.2	57.7	56.5	66.9	
Gap		-46.8	-34.7	-33.7	-29.0	-17.8	Gap		-19.7	-23.7	-26.0	-16.7	-3.0
Non-LEP		82.4	85.3	88.9	89.3		Non-LEP		75.9	81.4	82.5	83.6	
North Carolina	8						North Carolina	8					
LEP		49.7	53.9	53.9	58.3		LEP		54.9	62.9	64.6	66.0	
Gap		-34.0	-31.7	-34.5	-31.0	-3.0	Gap		-24.9	-19.6	-20.0	-19.4	-5.5
Non-LEP		83.7	85.6	88.4	89.3		Non-LEP		79.8	82.5	84.6	85.4	

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

Reading	Grade	2001	2002	2003	2004	Change in Gap	Math	Grade	2001	2002	2003	2004	Change in Gap
Greensboro	4						Greensboro	4					
Students with Disabilities		46.2	49.3	60.3	59.5		Students with Disabilities		68.7	73.7	83.7	82.8	
Gap		-31.0	-30.2	-26.4	-26.5	-4.5	Gap		-19.9	-17.4	-11.3	-12.2	-7.7
Non-Disabled Students		77.2	79.5	86.7	86.0		Non-Disabled Students		88.6	91.1	95.0	95.0	
North Carolina	4						North Carolina	4					
Students with Disabilities		44.1	49.6	55.6	54.4		Students with Disabilities		68.2	72.8	81.2	80.1	
Gap		-34.5	-31.0	-32.2	-33.6	-0.9	Gap		-21.1	-18.3	-13.8	-14.9	-6.2
Non-Disabled Students		78.6	80.6	87.8	88.0		Non-Disabled Students		89.3	91.1	95.0	95.0	
Greensboro	8						Greensboro	8					
Students with Disabilities		52.9	61.1	64.7	66.0		Students with Disabilities		44.6	55.7	58.0	56.0	
Gap		-34.1	-27.6	-27.6	-26.2	-7.9	Gap		-36.8	-29.5	-28.1	-31.5	-5.3
Non-Disabled Students		87.0	88.7	92.3	92.2		Non-Disabled Students		81.4	85.2	86.1	87.5	
North Carolina	8						North Carolina	8					
Students with Disabilities		48.4	53.8	55.5	58.0		Students with Disabilities		44.6	50.7	50.8	52.6	
Gap		-39.2	-35.1	-36.6	-34.9	-4.3	Gap		-39.2	-35.4	-38.0	-37.0	-2.2
Non-Disabled Students		87.6	88.9	92.1	92.9		Non-Disabled Students		83.8	86.1	88.8	89.6	

DISTRICT HILLSBOROUGH COUNTY
 STATE FLORIDA

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

DEMOGRAPHICS ¹	HILLSBOROUGH COUNTY		FLORIDA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	143,192	175,454	2,176,222	2,539,929
Percent Free & Reduced Price Lunch Eligible (FRPL)	41.5	48.9	37.1	45.2
Percent of Students with IEPs	12.9	15.5	13.1	15.3
Percent English Language Learners	NA	10.3	NA	8.0
Percent African American	24.0	23.8	25.3	24.7
Percent Hispanic	16.8	23.9	15.3	21.4
Percent White	57.0	49.6	57.5	51.6
Percent Other	2.2	2.6	2.0	2.3
Number of FTE Teachers	8,492	10,499	114,938	138,226
Student-Teacher Ratio	16.9	16.7	18.9	18.0
Number of Schools	172	229	2,760	3,526
Current Expenditures Per Pupil ²	\$5,217	\$6,064	\$5,275	\$6,213
Hillsborough as a Percentage of Florida's Public Schools			1995-96	2002-03
Percent of Students			6.6	6.9
Percent of FRPL			7.4	7.5
Percent of IEPs			6.4	7.0
Percent of ELLs			NA	8.8
Percent of Schools			6.2	6.5
Percent of Teachers			7.4	7.6
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Hillsborough	3	NA	NA	NA	58	63	67	4.5
Florida	3	NA	NA	NA	60	63	65	2.5
Hillsborough	4	49	53	54	54	58	67	3.6
Florida	4	48	52	53	55	60	69	4.2
Hillsborough	5	NA	NA	NA	54	56	59	2.5
Florida	5	NA	NA	NA	53	58	59	3.0
Hillsborough	6	NA	NA	NA	53	54	54	0.5
Florida	6	NA	NA	NA	51	53	54	1.5
Hillsborough	7	NA	NA	NA	51	51	51	0.0
Florida	7	NA	NA	NA	50	52	53	1.5
Hillsborough	8	45	41	47	48	51	46	0.2
Florida	8	44	39	43	45	49	44	0.0
Hillsborough	9	NA	NA	NA	30	33	34	2.0
Florida	9	NA	NA	NA	29	31	32	1.5
Hillsborough	10	34	33	42	40	36	36	0.4
Florida	10	30	29	37	36	36	34	0.8

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

Mathematics								Annualized Change
	Grade	1999	2000	2001	2002	2003	2004	
Hillsborough	3	NA	NA	NA	62	65	64	1.0
Florida	3	NA	NA	NA	59	63	64	2.5
Hillsborough	4	NA	NA	NA	54	54	62	4.0
Florida	4	NA	NA	NA	51	54	63	6.0
Hillsborough	5	39	50	50	51	51	52	2.6
Florida	5	35	46	48	48	52	52	3.4
Hillsborough	6	NA	NA	NA	50	50	47	-1.5
Florida	6	NA	NA	NA	43	47	45	1.0
Hillsborough	7	NA	NA	NA	54	52	54	0.0
Florida	7	NA	NA	NA	47	47	50	1.5
Hillsborough	8	49	57	61	61	62	63	2.8
Florida	8	44	51	55	53	56	57	2.6
Hillsborough	9	NA	NA	NA	57	60	62	2.5
Florida	9	NA	NA	NA	47	51	55	4.0
Hillsborough	10	57	59	67	68	65	67	2.0
Florida	10	47	51	59	60	60	64	3.4

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Hillsborough	4								
African American		22	26	34	31	33	38	47	
Gap		-42	-41	-40	-35	-36	-35	-31	-11
White		64	67	74	66	69	73	78	
Gap		-27	-27	-25	-23	-24	-26	-19	-8
Hispanic		37	40	49	43	45	47	59	
Florida	4								
African American		23	26	32	31	36	41	53	
Gap		-42	-41	-39	-35	-31	-32	-26	-16
White		65	67	71	66	67	73	79	
Gap		-27	-26	-23	-23	-21	-22	-16	-11
Hispanic		38	41	48	43	46	51	63	
Hillsborough	8								
African American		20	26	22	24	27	30	26	
Gap		-33	-37	-38	-36	-35	-35	-33	0
White		53	63	60	60	62	65	59	
Gap		-23	-27	-30	-26	-25	-27	-24	1
Hispanic		30	36	30	34	37	38	35	
Florida	8								
African American		21	24	20	21	24	27	25	
Gap		-34	-37	-38	-35	-34	-35	-32	-2
White		55	61	58	56	58	62	57	
Gap		-22	-24	-23	-25	-23	-24	-22	0
Hispanic		33	37	35	31	35	38	35	
Hillsborough	10								
African American		13	15	15	18	17	16	15	
Gap		-24	-31	-30	-35	-35	-33	-33	9
White		37	46	45	53	52	49	48	
Gap		-19	-21	-18	-23	-26	-24	-24	5
Hispanic		18	25	27	30	26	25	24	
Florida	10								
African American		12	13	13	15	14	15	16	
Gap		-26	-29	-27	-34	-33	-32	-28	2
White		38	42	40	49	47	47	44	
Gap		-18	-19	-18	-24	-23	-23	-19	1
Hispanic		20	23	22	25	24	24	25	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Hillsborough	5								
African American		12	17	29	24	26	29	29	
Gap		-36	-41	-40	-40	-37	-36	-38	2
White		48	58	69	64	63	65	67	
Gap		-25	-25	-21	-23	-20	-21	-24	-1
Hispanic		23	33	48	41	43	44	43	
Florida	5								
African American		10	15	26	25	27	30	31	
Gap		-34	-36	-37	-34	-33	-33	-33	-1
White		44	51	63	59	60	63	64	
Gap		-22	-22	-19	-19	-17	-18	-18	-4
Hispanic		22	29	44	40	43	45	46	
Hillsborough	8								
African American		18	27	38	38	38	39	40	
Gap		-38	-40	-39	-35	-36	-37	-36	-2
White		56	67	77	73	74	76	76	
Gap		-24	-26	-26	-21	-25	-23	-21	-3
Hispanic		32	41	51	52	49	53	55	
Florida	8								
African American		19	21	30	30	28	31	34	
Gap		-40	-43	-41	-38	-39	-39	-35	-5
White		59	64	71	68	67	70	69	
Gap		-25	-26	-24	-24	-25	-23	-19	-6
Hispanic		34	38	47	44	42	47	50	
Hillsborough	10								
African American		17	31	31	41	40	39	44	
Gap		-42	-40	-44	-37	-40	-40	-37	-5
White		59	71	75	78	80	79	81	
Gap		-25	-23	-22	-20	-24	-23	-22	-3
Hispanic		34	48	53	58	56	56	59	
Florida	10								
African American		15	22	26	32	32	33	38	
Gap		-39	-41	-44	-40	-41	-42	-37	-2
White		54	63	70	72	73	75	75	
Gap		-24	-25	-26	-24	-25	-23	-20	-4
Hispanic		30	38	44	48	48	52	55	

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Hillsborough	4					Hillsborough	5				
FRPL		39	44	55		FRPL		34	35	39	
Gap		-35	-33	-28	-7	Gap		-34	-34	-34	0
Non-FRPL		74	77	83		Non-FRPL		68	69	73	
Florida	4					Florida	5				
FRPL		43	48	60		FRPL		35	38	40	
Gap		-29	-29	-23	-6	Gap		-29	-30	-29	0
Non-FRPL		72	77	83		Non-FRPL		64	68	69	
Hillsborough	8					Hillsborough	8				
FRPL		30	33	30		FRPL		42	46	50	
Gap		-33	-33	-34	1	Gap		-32	-31	-28	-4
Non-FRPL		63	66	64		Non-FRPL		74	77	78	
Florida	8					Florida	8				
FRPL		30	33	30		FRPL		36	40	43	
Gap		-28	-30	-29	1	Gap		-31	-31	-27	-4
Non-FRPL		58	63	59		Non-FRPL		67	71	70	
Hillsborough	10					Hillsborough	10				
FRPL		19	18	18		FRPL		48	48	52	
Gap		-29	-29	-30	1	Gap		-27	-28	-27	0
Non-FRPL		48	47	48		Non-FRPL		75	76	79	
Florida	10					Florida	10				
FRPL		17	20	20		FRPL		41	45	49	
Gap		-25	-24	-22	-3	Gap		-26	-25	-23	-3
Non-FRPL		42	44	42		Non-FRPL		67	70	72	

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

Reading	Grade	2002	2003	2004	Annualized Change	Mathematics	Grade	2002	2003	2004	Annualized Change
Hillsborough	4	NA	23	33	10	Hillsborough	5	NA	26	24	-2
Florida	4	NA	22	34	12	Florida	5	NA	23	24	1
Hillsborough	8	NA	9	8	-1	Hillsborough	8	NA	31	34	3
Florida	8	NA	9	9	0	Florida	8	NA	24	27	3
Hillsborough	10	NA	3	2	-1	Hillsborough	10	NA	35	37	2
Florida	10	NA	4	6	2	Florida	10	NA	32	34	2

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Hillsborough	4					Hillsborough	5				
Special Education		24	28	39		Special Education		21	23	25	
Gap		-37	-36	-33	-4	Gap		-35	-34	-33	-2
Regular Education		61	64	72		Regular Education		56	57	58	
Florida	4					Florida	5				
Special Education		24	28	42		Special Education		19	21	22	
Gap		-37	-39	-33	-4	Gap		-35	-36	-36	1
Regular Education		61	67	75		Regular Education		54	57	58	
Hillsborough	8					Hillsborough	8				
Special Education		17	19	15		Special Education		26	28	30	
Gap		-35	-36	-36	1	Gap		-39	-40	-38	-1
Regular Education		52	55	51		Regular Education		65	68	68	
Florida	8					Florida	8				
Special Education		13	15	13		Special Education		18	18	19	
Gap		-37	-39	-36	-1	Gap		-41	-44	-43	2
Regular Education		50	54	49		Regular Education		59	62	62	
Hillsborough	10					Hillsborough	10				
Special Education		12	12	10		Special Education		31	34	34	
Gap		-30	-28	-29	-1	Gap		-40	-36	-38	-2
Regular Education		42	40	39		Regular Education		71	70	72	
Florida	10					Florida	10				
Special Education		10	10	7		Special Education		25	26	26	
Gap		-28	-30	-30	2	Gap		-39	-40	-42	3
Regular Education		38	40	37		Regular Education		64	66	68	

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

DISTRICT HOUSTON
STATE TEXAS

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

DEMOGRAPHICS ¹	HOUSTON		TEXAS	
	1995-96	2002-03	1995-96	2002-03
Number of Students	206,704	211,762*	3,748,167	4,259,823
Percent Free & Reduced Price Lunch Eligible (FRPL)	60.4	80.3*	39.6	46.2
Percent of Students with IEPs	10.0	9.8*	11.6	11.8
Percent English Language Learners	NA	28.6	NA	14.8
Percent African American	34.9	30.5	14.3	14.3
Percent Hispanic	50.8	57.1	36.7	42.7
Percent White	11.5	9.3	46.4	39.8
Percent Other	2.8	3.1	2.6	3.2
Number of FTE Teachers	11,935	12,386	240,371	288,655
Student-Teacher Ratio	17.3	17.1	15.6	14.8
Number of Schools	272	306*	6,638	8,097
Current Expenditures Per Pupil ²	\$4,987	\$7,033	\$5,016	\$6,771
Houston as a Percentage of Texas' Public Schools			1995-96	2002-03
Percent of Students			5.5	5.0
Percent of FRPL			8.4	8.6
Percent of IEPs			4.8	4.1
Percent of ELLs			NA	9.6
Percent of Schools			4.1	3.8
Percent of Teachers			5.0	4.3
Percent of State Revenue ³			3.4	2.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Houston
Texas Assessment of Knowledge and Skills (TAKS) ⁴
Percent Meeting Standard

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Houston	3	NA	79	87	8	Houston	3	NA	77	84	7
Texas	3	NA	86	91	5	Texas	3	NA	84	90	6
Houston	4	NA	76	80	4	Houston	4	NA	74	80	6
Texas	4	NA	82	86	4	Texas	4	NA	81	87	6
Houston	5	NA	66	72	6	Houston	5	NA	69	76	7
Texas	5	NA	74	80	6	Texas	5	NA	78	82	4
Houston	6	NA	70	78	8	Houston	6	NA	54	62	8
Texas	6	NA	80	87	7	Texas	6	NA	71	78	7
Houston	7	NA	77	78	1	Houston	7	NA	47	58	11
Texas	7	NA	82	83	1	Texas	7	NA	63	71	8
Houston	8	NA	80	88	8	Houston	8	NA	50	57	7
Texas	8	NA	84	90	6	Texas	8	NA	62	67	5
Houston	9	NA	66	79	13	Houston	9	NA	38	45	7
Texas	9	NA	76	85	9	Texas	9	NA	55	61	6
English Language Arts											
Houston	10	NA	59	67	8	Houston	10	NA	48	51	3
Texas	10	NA	70	76	6	Texas	10	NA	61	64	3
Houston	11	NA	60	80	20	Houston	11	NA	62	80	18
Texas	11	NA	70	87	17	Texas	11	NA	68	85	17

⁴In Spring 2004 the Met Standard value equaled 1 SEM, standard errors of measurement, below the Panel's Recommendation in 2005.
For comparative purposes, 2003 TAKS results for the state and district were recalculated at the 1 SEM level for Grades 3-10.

*The results for Grade 3 reflect the combined results for the March and April administration in Reading.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Houston	4					Houston	4				
African American		NA	73	79		African American		NA	69	74	
Gap		NA	-21	-16	-5	Gap		NA	-24	-21	-3
White		NA	94	95		White		NA	93	95	
Gap		NA	-22	-18	-4	Gap		NA	-20	-16	-4
Hispanic		NA	72	77		Hispanic		NA	73	79	
Texas	4					Texas	4				
African American		NA	71	78		African American		NA	68	76	
Gap		NA	-20	-15	-5	Gap		NA	-22	-17	-5
White		NA	91	93		White		NA	90	93	
Gap		NA	-16	-12	-4	Gap		NA	-16	-10	-6
Hispanic		NA	75	81		Hispanic		NA	74	83	
Houston	8					Houston	8				
African American		NA	79	88		African American		NA	43	49	
Gap		NA	-15	-10	-5	Gap		NA	-38	-36	-2
White		NA	94	98		White		NA	81	85	
Gap		NA	-17	-13	-4	Gap		NA	-35	-30	-5
Hispanic		NA	77	85		Hispanic		NA	46	55	
Texas	8					Texas	8				
African American		NA	75	85		African American		NA	45	50	
Gap		NA	-16	-10	-6	Gap		NA	-31	-31	0
White		NA	91	95		White		NA	76	81	
Gap		NA	-14	-11	-3	Gap		NA	-25	-24	-1
Hispanic		NA	77	84		Hispanic		NA	51	57	
English Language Arts											
Houston	10					Houston	10				
African American		NA	59	66		African American		NA	41	38	
Gap		NA	-17	-18	1	Gap		NA	-38	-43	5
White		NA	76	84		White		NA	79	81	
Gap		NA	-23	-22	-1	Gap		NA	-37	-33	-4
Hispanic		NA	53	62		Hispanic		NA	42	48	
Texas	10					Texas	10				
African American		NA	61	69		African American		NA	44	46	
Gap		NA	-18	-16	-2	Gap		NA	-30	-32	2
White		NA	79	85		White		NA	74	78	
Gap		NA	-18	-18	0	Gap		NA	-26	-26	0
Hispanic		NA	61	67		Hispanic		NA	48	52	

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Houston	4	NA	71	77	6	Houston	4	NA	70	77	7
Texas	4	NA	73	79	6	Texas	4	NA	72	81	9
Houston	8	NA	76	85	9	Houston	8	NA	44	51	7
Texas	8	NA	75	83	8	Texas	8	NA	48	55	7

English Language Arts

Houston	10	NA	54	63	9	Houston	10	NA	41	44	3
Texas	10	NA	58	65	7	Texas	10	NA	46	50	4

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Houston	4	NA	60	65	5	Houston	4	NA	67	74	7
Texas	4	NA	57	68	11	Texas	4	NA	62	76	14
Houston	8	NA	28	47	19	Houston	8	NA	16	24	8
Texas	8	NA	35	48	13	Texas	8	NA	22	28	6

English Language Arts

Houston	10	NA	11	19	8	Houston	10	NA	21	22	1
Texas	10	NA	19	24	5	Texas	10	NA	28	27	-1

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Houston	4	NA	66	63	-3	Houston	4	NA	59	63	4
Texas	4	NA	74	76	2	Texas	4	NA	71	77	6
Houston	8	NA	56	75	19	Houston	8	NA	22	32	10
Texas	8	NA	62	74	12	Texas	8	NA	33	41	8

English Language Arts

Houston	10	NA	15	32	17	Houston	10	NA	13	16	3
Texas	10	NA	29	42	13	Texas	10	NA	25	29	4

DISTRICT INDIANAPOLIS
STATE INDIANA

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

DEMOGRAPHICS ¹	INDIANAPOLIS		INDIANA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	44,896	40,731	977,263	1,003,875
Percent Free & Reduced Price Lunch Eligible (FRPL)	64.0	78.7	21.9	32.5
Percent of Students with IEPs	17.4	18.3	13.6	16.6
Percent English Language Learners	NA	6.8	NA	4.3
Percent African American	57.0	59.6	11.1	12.2
Percent Hispanic	1.4	7.7	2.3	4.3
Percent White	40.5	32.1	85.6	82.1
Percent Other	0.8	0.6	1.0	1.3
Number of FTE Teachers	2,796	2,790	55,821	59,968
Student-Teacher Ratio	16.1	14.6	17.5	16.9
Number of Schools	95	93	1,924	1,988
Current Expenditures Per Pupil ²	\$6,252	\$9,158	\$5,621	\$7,734
Indianapolis as a Percentage of Indiana's Public Schools			1995-96	2002-03
Percent of Students			4.6	4.1
Percent of FRPL			13.4	9.8
Percent of IEPs			5.9	4.5
Percent of ELLs			NA	6.5
Percent of Schools			4.9	4.7
Percent of Teachers			5.0	4.7
Percent of State Revenue ³			6.0	5.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
English/Language Arts										
Indianapolis	3	45	45	51	44	50	58	62	62	2.7
Indiana	3	68	68	68	63	66	72	74	76	1.1
Indianapolis	6	28	28	29	21	22	40	43	45	2.4
Indiana	6	61	59	56	52	52	69	69	71	1.4
Indianapolis	8	38	38	39	38	43	36	37	40	0.3
Indiana	8	73	70	68	68	68	64	65	69	-0.6
Math										
Indianapolis	3	45	42	56	55	59	57	65	64	2.7
Indiana	3	70	70	73	70	70	67	71	74	0.6
Indianapolis	6	25	27	33	30	29	32	44	49	3.4
Indiana	6	59	59	61	62	61	67	72	75	2.3
Indianapolis	8	24	27	32	30	34	32	36	38	2.0
Indiana	8	65	63	63	64	66	66	71	72	1.0

* The ISTEP is administered in the fall of each year. The score under 2004 is for the fall administration during the 2004- 2005 school year.

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Indianapolis	3					Indianapolis	3				
African American		54	57	60		African American		52	60	58	
Gap		-13	-15	-12	-1	Gap		-14	-13	-16	2
White		67	72	72		White		66	73	74	
Gap		-16	-14	-14	-2	Gap		-8	-9	-10	2
Hispanic		51	58	58		Hispanic		58	64	64	
Indiana	3					Indiana	3				
African American		50	54	58		African American		46	54	55	
Gap		-26	-24	-22	-2	Gap		-24	-21	-22	-2
White		76	78	80		White		70	75	77	
Gap		-20	-20	-20	0	Gap		-15	-15	-17	2
Hispanic		56	58	60		Hispanic		55	60	60	
Indianapolis	6					Indianapolis	6				
African American		34	38	39		African American		27	36	42	
Gap		-15	-14	-14	-1	Gap		-14	-21	-17	3
White		49	52	53		White		41	57	59	
Gap		-8	-9	-6	-2	Gap		-4	-3	-4	0
Hispanic		41	43	47		Hispanic		37	54	55	
Indiana	6					Indiana	6				
African American		43	45	47		African American		37	43	50	
Gap		-30	-29	-29	-1	Gap		-36	-35	-30	-6
White		73	74	76		White		73	78	80	
Gap		-20	-21	-21	1	Gap		-22	-20	-18	-4
Hispanic		53	53	55		Hispanic		51	58	62	
Indianapolis	8					Indianapolis	8				
African American		32	32	35		African American		26	31	32	
Gap		-11	-14	-12	1	Gap		-16	-14	-18	2
White		43	46	47		White		42	45	50	
Gap		-10	-11	-8	-2	Gap		2	-14	-9	11
Hispanic		33	35	39		Hispanic		44	31	41	
Indiana	8					Indiana	8				
African American		36	38	43		African American		33	39	42	
Gap		-32	-31	-30	-2	Gap		-39	-37	-36	-3
White		68	69	73		White		72	76	78	
Gap		-23	-22	-20	-3	Gap		-21	-21	-22	1
Hispanic		45	47	53		Hispanic		51	55	56	

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

Reading	Grade	2002	2003	2004*	Change in Gap	Mathematics	Grade	2002	2003	2004*	Change in Gap
Indianapolis	3					Indianapolis	3				
FRPL		57	60	62		FRPL		56	65	63	
Gap		-8	-8	-7	-1	Gap		-5	-2	-5	0
Non-FRPL		65	68	69		Non-FRPL		61	67	68	
Indiana	3					Indiana	3				
FRPL		59	61	64		FRPL		54	60	61	
Gap		-21	-21	-20	-1	Gap		-20	-18	-20	0
Non-FRPL		80	82	84		Non-FRPL		74	78	81	
Indianapolis	6					Indianapolis	6				
FRPL		36	41	40		FRPL		29	42	45	
Gap		-18	-9	-18	0	Gap		-15	-8	-15	0
Non-FRPL		54	50	58		Non-FRPL		44	50	60	
Indiana	6					Indiana	6				
FRPL		52	53	55		FRPL		50	57	61	
Gap		-25	-25	-25	0	Gap		-26	-24	-22	-4
Non-FRPL		77	78	80		Non-FRPL		76	81	83	
Indianapolis	8					Indianapolis	8				
FRPL		33	34	34		FRPL		29	32	34	
Gap		-16	-13	-17	1	Gap		-15	-14	-14	-1
Non-FRPL		49	47	51		Non-FRPL		44	46	48	
Indiana	8					Indiana	8				
FRPL		43	45	50		FRPL		45	51	55	
Gap		-29	-28	-27	2	Gap		-30	-28	-26	-4
Non-FRPL		72	73	77		Non-FRPL		75	79	81	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Indianapolis	3					Indianapolis	3				
LEP		45	52	54		LEP		51	63	64	
Gap		-14	-11	-10	-4	Gap		-7	-2	0	-7
Non-LEP		59	63	64		Non-LEP		58	65	64	
Indiana	3					Indiana	3				
LEP		51	52	51		LEP		52	56	55	
Gap		-22	-23	-26	4	Gap		-15	-16	-19	4
Non-LEP		73	75	77		Non-LEP		67	72	74	
Indianapolis	6					Indianapolis	6				
LEP		34	19	17		LEP		38	30	23	
Gap		-6	-25	-29	23	Gap		6	-15	-27	33
Non-LEP		40	44	46		Non-LEP		32	45	50	
Indiana	6					Indiana	6				
LEP		44	47	41		LEP		49	56	54	
Gap		-25	-23	-31	6	Gap		-19	-17	-22	3
Non-LEP		69	70	72		Non-LEP		68	73	76	
Indianapolis	8					Indianapolis	8				
LEP		19	14	16		LEP		26	16	25	
Gap		-18	-24	-24	6	Gap		-6	-21	-14	8
Non-LEP		37	38	40		Non-LEP		32	37	39	
Indiana	8					Indiana	8				
LEP		24	40	41		LEP		34	51	51	
Gap		-41	-25	-28	-13	Gap		-33	-20	-22	-11
Non-LEP		65	65	69		Non-LEP		67	71	73	

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Indianapolis	3					Indianapolis	3				
Special Education Gap		28 -35	33 -34	38 -31	-4	Special Education Gap		35 -26	42 -27	42 -26	0
Regular Education		63	67	69		Regular Education		61	69	68	
Indiana	3					Indiana	3				
Special Education Gap		38 -39	44 -36	47 -35	-4	Special Education Gap		41 -30	47 -29	50 -28	-2
Regular Education		77	80	82		Regular Education		71	76	78	
Indianapolis	6					Indianapolis	6				
Special Education Gap		9 -37	14 -36	13 -40	3	Special Education Gap		10 -27	19 -31	25 -30	3
Regular Education		46	50	53		Regular Education		37	50	55	
Indiana	6					Indiana	6				
Special Education Gap		23 -52	27 -49	29 -49	-3	Special Education Gap		29 -44	35 -44	41 -40	-4
Regular Education		75	76	78		Regular Education		73	79	81	
Indianapolis	8					Indianapolis	8				
Special Education Gap		7 -35	9 -35	8 -38	3	Special Education Gap		7 -30	14 -27	14 -30	0
Regular Education		42	44	46		Regular Education		37	41	44	
Indiana	8					Indiana	8				
Special Education Gap		17 -54	20 -52	24 -52	-2	Special Education Gap		22 -51	29 -48	31 -48	-3
Regular Education		71	72	76		Regular Education		73	77	79	

DISTRICT JACKSON
STATE MISSISSIPPI

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

DEMOGRAPHICS ¹	JACKSON		MISSISSIPPI	
	1995-96	2002-03	1995-96	2002-03
Number of Students	32,719	31,529	506,272	492,645
Percent Free & Reduced Price Lunch Eligible (FRPL)	64.7	83.0	54.5	65.3
Percent of Students with IEPs	8.2	9.9	13.2	12.9
Percent English Language Learners	NA	0.4	NA	0.5
Percent African American	86.6	95.8	51.0	50.9
Percent Hispanic	0.2	0.2	0.3	1.0
Percent White	12.9	3.7	47.7	47.3
Percent Other	0.4	0.2	1.0	0.9
Number of FTE Teachers	1,778	1,883	28,997	31,588
Student-Teacher Ratio	18.4	16.7	17.5	15.8
Number of Schools	58	61	1,011	1,039
Current Expenditures Per Pupil ²	\$4,369	\$4,844	\$3,951	\$5,354
Jackson as a Percentage of Mississippi's Public Schools			1995-96	2002-03
Percent of Students			6.5	6.4
Percent of FRPL			7.7	8.1
Percent of IEPs			4.0	4.9
Percent of ELLs			NA	5.7
Percent of Schools			5.7	5.9
Percent of Teachers			6.1	6.0
Percent of State Revenue ³			4.5	1.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004*	Change	Mathematics	Grade	2002	2003	2004*	Change
Jackson	2	76	78	79	1.5	Jackson	2	79	84	86	3.5
Mississippi	2	83	86	86	1.5	Mississippi	2	87	89	91	2.0
Jackson	3	74	77	77	1.5	Jackson	3	83	88	89	3.0
Mississippi	3	79	81	84	2.5	Mississippi	3	86	89	92	3.0
Jackson	4	85	86	84	-0.5	Jackson	4	68	72	74	3.0
Mississippi	4	68	72	88	10.0	Mississippi	4	72	74	80	4.0
Jackson	5	78	83	82	2.0	Jackson	5	51	59	63	6.0
Mississippi	5	78	84	86	4.0	Mississippi	5	58	65	68	5.0
Jackson	6	54	56	62	4.0	Jackson	6	44	46	57	6.5
Mississippi	6	71	74	77	3.0	Mississippi	6	61	62	71	5.0
Jackson	7	50	49	47	-1.5	Jackson	7	29	39	39	5.0
Mississippi	7	59	62	63	2.0	Mississippi	7	45	53	54	4.5
Jackson	8	34	41	45	5.5	Jackson	8	26	32	41	7.5
Mississippi	8	48	57	62	7.0	Mississippi	8	46	48	60	7.0

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2002	2003	2004*	Change in Gap	Mathematics	Grade	2002	2003	2004*	Change in Gap
Jackson	4					Jackson	4				
African American		84	86	84		African American		67	71	73	
Gap		-10	-10	-12	2	Gap		-22	-21	-20	-2
White		94	96	96		White		89	92	93	
Mississippi	4					Mississippi	4				
African American		75	80	82		African American		57	61	69	
Gap		-18	-15	-13	-5	Gap		-30	-27	-22	-8
White		93	95	95		White		87	88	91	
Jackson	8					Jackson	8				
African American		33	39	44		African American		25	31	41	
Gap		-35	-40	-45	10	Gap		-35	-29	-36	-1
White		68	79	89		White		60	60	77	
Mississippi	8					Mississippi	8				
African American		31	40	43		African American		27	31	43	
Gap		-34	-33	-37	3	Gap		-36	-34	-33	-3
White		65	73	80		White		63	65	76	

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

Reading	Grade	2002	2003	2004*	Change in Gap	Mathematics	Grade	2002	2003	2004*	Change in Gap
Jackson	4					Jackson	4				
ED		92	95	82		ED		89	91	71	
Gap		1	4	-7	8	Gap		11	8	-11	22
Non-ED		91	91	89		Non-ED		78	83	82	
Mississippi	4					Mississippi	4				
ED		88	92	83		ED		85	87	72	
Gap		-5	-2	-12	7	Gap		-1	1	-19	18
Non-ED		93	94	95		Non-ED		86	86	91	
Jackson	8					Jackson	8				
ED		59	66	41		ED		45	56	37	
Gap		11	13	-11	22	Gap		5	12	-13	18
Non-ED		48	53	52		Non-ED		40	44	50	
Mississippi	8					Mississippi	8				
ED		66	73	47		ED		58	63	46	
Gap		4	3	-30	34	Gap		-2	1	-28	26
Non-ED		62	70	77		Non-ED		60	62	74	

* Asterik indicates that the data has been updated by the school district.

DISTRICT JEFFERSON COUNTY (LOUISVILLE)
 STATE KENTUCKY

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

DEMOGRAPHICS ¹	JEFFERSON COUNTY		KENTUCKY	
	1995-96	2002-03	1995-96	2002-03
Number of Students	93,070	95,651	659,821	660,782
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	67.1	NA	65.7
Percent of Students with IEPs	NA	13.9	NA	15.2
Percent English Language Learners	NA	2.6	NA	1.0
Percent African American	31.5	34.9	9.5	10.8
Percent Hispanic	0.5	2.4	0.4	1.4
Percent White	66.8	60.9	86.3	86.9
Percent Other	1.2	1.9	0.6	1.0
Number of FTE Teachers	5,516	5,329	39,120	40,662
Student-Teacher Ratio	16.9	17.9	16.9	16.2
Number of Schools	150	175	1,402	1,462
Current Expenditures Per Pupil ²	\$5,565	\$7,994	\$4,807	\$6,523
Jefferson County as a Percentage of Kentucky's Public Schools			1995-96	2002-03
Percent of Students			14.1	14.5
Percent of FRPL			NA	14.8
Percent of IEPs			NA	13.3
Percent of ELLs			NA	38.7
Percent of Schools			10.7	12.0
Percent of Teachers			14.1	13.1
Percent of State Revenue ³			12.3	12.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Jefferson County
CTBS/5
National Percentiles**

	Grade	1997	1998	1999	2000	2001	2002	2003	2004*	Annualized Change in NCEs
Reading										
Jefferson	EP ⁴	43	43	46	47	50	52	54	56	1.0
Kentucky	EP	49	50	51	55	58	59	62	64	1.1
Jefferson	6	44	45	45	45	45	44	45	45	0.1
Kentucky	6	53	53	52	53	54	55	56	56	0.2
Jefferson	9	51	52	48	49	50	50	50	50	-0.1
Kentucky	9	52	51	51	52	52	54	55	55	0.2
Math										
Jefferson	EP	43	41	46	47	51	52	57	59	1.2
Kentucky	EP	49	48	51	55	58	60	63	66	1.3
Jefferson	6	41	43	41	42	41	43	44	45	0.3
Kentucky	6	49	49	49	50	51	52	54	55	0.4
Jefferson	9	44	44	43	43	44	44	45	46	0.2
Kentucky	9	44	45	46	47	48	49	51	52	0.6

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

	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change
Reading								
Jefferson	4	49	50	52	55	56	63	2.8
Kentucky	4	56	57	58	60	63	67	2.2
Jefferson	7	42	42	44	48	46	52	2.0
Kentucky	7	51	51	54	56	57	60	1.8
Jefferson	10	23	28	30	29	30	37	2.8
Kentucky	10	24	27	29	29	31	34	2.0
Math								
Jefferson	5	27	29	32	34	36	47	4.0
Kentucky	5	28	31	34	36	38	48	4.0
Jefferson	8	19	19	22	21	25	27	1.6
Kentucky	8	22	25	28	26	31	33	2.2
Jefferson	11	28	27	32	34	34	40	2.4
Kentucky	11	25	26	29	30	33	37	2.4

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

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	1999	2000	2001	2002	2003	2004*	Change in Gap
Jefferson County	4							
African American		29	31	34	38	41	46	
Gap		-31	-29	-29	-26	-23	-26	-5
White		60	60	63	64	64	72	
Gap		-14	-13	-12	-14	-9	-12	-2
Hispanic		46	47	51	50	55	60	
Kentucky	4							
African American		32	35	37	39	43	48	
Gap		-27	-25	-24	-24	-22	-21	-6
White		59	60	61	63	65	69	
Gap		-12	-11	-12	-12	-12	-11	-1
Hispanic		47	49	49	51	53	58	
Jefferson County	7							
African American		25	24	27	30	31	36	
Gap		-26	-28	-27	-29	-25	-27	1
White		51	52	54	59	56	63	
Gap		-4	-24	3	-16	-18	-18	14
Hispanic		47	28	57	43	38	45	
Kentucky	7							
African American		29	29	32	34	35	40	
Gap		-24	-24	-25	-25	-25	-22	-2
White		53	53	57	59	60	62	
Gap		-5	-10	-7	-12	-9	-15	10
Hispanic		48	43	50	47	51	47	
Jefferson County	10							
African American		10	13	13	12	14	20	
Gap		-18	-21	-24	-24	-23	-24	6
White		28	34	37	36	37	44	
Gap		-8	-10	-13	-19	-14	-8	0
Hispanic		20	24	24	17	23	36	
Kentucky	10							
African American		11	13	14	14	15	19	
Gap		-14	-16	-17	-17	-18	-17	3
White		25	29	31	31	33	36	
Gap		-7	-5	-6	-9	-10	-7	0
Hispanic		18	24	25	22	23	29	

* Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999	2000	2001	2002	2003	2004*	Change in Gap
Jefferson County	5							
African American		10	12	15	18	20	30	
Gap		-25	-27	-27	-26	-26	-27	2
White		35	39	42	44	46	57	
Gap		2	-15	-19	-22	-8	-11	13
Hispanic		37	24	23	22	38	46	
Kentucky	5							
African American		10	12	15	18	19	28	
Gap		-20	-21	-22	-21	-22	-23	3
White		30	33	37	39	41	51	
Gap		-6	-10	-12	-11	-10	-13	7
Hispanic		24	23	25	28	31	38	
Jefferson County	8							
African American		5	6	6	7	8	11	
Gap		-20	-20	-23	-22	-26	-25	5
White		25	26	29	29	34	36	
Gap		-14	-14	-21	-4	-15	-20	6
Hispanic		11	12	8	25	19	16	
Kentucky	8							
African American		6	7	8	8	10	13	
Gap		-18	-20	-22	-20	-24	-23	5
White		24	27	30	28	34	36	
Gap		-9	-7	-13	-10	-11	-14	5
Hispanic		15	20	17	18	23	22	
Jefferson County	11							
African American		10	10	10	12	13	16	
Gap		-24	-24	-31	-30	-31	-35	11
White		34	34	41	42	44	51	
Gap		-5	-19	-18	-25	-26	-19	14
Hispanic		29	15	23	17	18	32	
Kentucky	11							
African American		8	9	10	11	13	15	
Gap		-18	-19	-21	-21	-22	-24	6
White		26	28	31	32	35	39	
Gap		-5	-7	-9	-9	-10	-14	9
Hispanic		21	21	22	23	25	25	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	1999	2000	2001	2002	2003	2004*	Change in Gap
Jefferson County	4							
FRPL		33	34	38	40	43	50	
Gap		-30	-33	-31	-32	-27	-29	-1
Non-FRPL		63	67	69	72	70	79	
Kentucky	4							
FRPL		43	44	45	48	51	57	
Gap		-25	-26	-26	-25	-23	-20	-5
Non-FRPL		68	70	71	73	74	77	
Jefferson County	7							
FRPL		24	24	28	31	31	38	
Gap		-28	-33	-30	-34	-30	-32	4
Non-FRPL		52	57	58	65	61	70	
Kentucky	7							
FRPL		35	35	38	40	43	47	
Gap		-27	-28	-28	-28	-26	-25	-2
Non-FRPL		62	63	66	68	69	72	
Jefferson County	10							
FRPL		10	12	12	13	14	19	
Gap		-17	-22	-25	-25	-25	-28	11
Non-FRPL		27	34	37	38	39	47	
Kentucky	10							
FRPL		12	14	15	15	16	20	
Gap		-16	-20	-21	-21	-23	-23	7
Non-FRPL		28	34	36	36	39	43	

* Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999	2000	2001	2002	2003	2004*	Change in Gap
Jefferson County	5							
FRPL		10	15	17	21	23	34	
Gap		-19	-29	-30	-30	-28	-30	11
Non-FRPL		29	44	47	51	51	64	
Kentucky	5							
FRPL		16	18	21	23	26	36	
Gap		-23	-25	-25	-26	-25	-25	2
Non-FRPL		39	43	46	49	51	61	
Jefferson County	8							
FRPL		5	6	7	8	9	13	
Gap		-20	-22	-25	-25	-29	-28	8
Non-FRPL		25	28	32	33	38	41	
Kentucky	8							
FRPL		10	12	13	12	17	19	
Gap		-20	-22	-25	-24	-25	-27	7
Non-FRPL		30	34	38	36	42	46	
Jefferson County	11							
FRPL		11	10	12	12	15	19	
Gap		-21	-22	-26	-30	-28	-32	11
Non-FRPL		32	32	38	42	43	51	
Kentucky	11							
FRPL		11	12	13	14	18	21	
Gap		-18	-19	-22	-23	-22	-24	6
Non-FRPL		29	31	35	37	40	45	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change
Jefferson	4	38	27	39	43	53	57	3.8
Kentucky	4	35	32	39	36	39	47	2.4
Jefferson	7	16	15	25	11	29	29	2.6
Kentucky	7	25	17	29	28	29	31	1.2
Jefferson	10	9	7	3	11	11	19	2.0
Kentucky	10	10	8	8	11	10	14	0.8
Math								
Jefferson	5	13	23	24	37	32	44	6.2
Kentucky	5	23	22	23	27	28	32	1.8
Jefferson	8	*	9	7	11	10	14	1.3
Kentucky	8	14	13	20	14	15	21	1.4
Jefferson	11	10	7	12	12	17	27	3.4
Kentucky	11	16	14	13	15	20	20	0.8

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	1999	2000	2001	2002	2003	2004*	Change in Gap
Jefferson County	4							
Students with Disabilities		24	22	22	29	35	42	
Gap		-28	-31	-34	-29	-24	-24	-4
Students without Disabilities		52	53	56	58	59	66	
Kentucky	4							
Students with Disabilities		32	31	32	37	43	49	
Gap		-30	-30	-30	-26	-22	-21	-9
Students without Disabilities		62	61	62	63	65	70	
Jefferson County	7							
Students with Disabilities		6	6	8	10	13	20	
Gap		-40	-41	-41	-43	-38	-37	-3
Students without Disabilities		46	47	49	53	51	57	
Kentucky	7							
Students with Disabilities		11	10	13	14	19	26	
Gap		-45	-46	-46	-47	-44	-38	-7
Students without Disabilities		56	56	59	61	63	64	
Jefferson County	10							
Students with Disabilities		1	1	2	2	10	10	
Gap		-23	-29	-30	-29	-22	-29	6
Students without Disabilities		24	30	32	31	32	39	
Kentucky	10							
Students with Disabilities		2	2	2	2	8	10	
Gap		-23	-27	-30	-29	-26	-27	4
Students without Disabilities		25	29	32	31	34	37	

* Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999	2000	2001	2002	2003	2004*	Change in Gap
Jefferson County	5							
Students with Disabilities		10	8	9	13	19	28	
Gap		-19	-25	-26	-24	-20	-22	3
Students without Disabilities		29	33	35	37	39	50	
Kentucky	5							
Students with Disabilities		9	10	11	14	19	29	
Gap		-22	-24	-26	-26	-22	-23	1
Students without Disabilities		31	34	37	40	41	52	
Jefferson County	8							
Students with Disabilities		2	2	2	2	7	10	
Gap		-19	-20	-22	-22	-19	-19	0
Students without Disabilities		21	22	24	24	26	29	
Kentucky	8							
Students with Disabilities		3	3	4	3	9	12	
Gap		-22	-25	-27	-26	-25	-25	3
Students without Disabilities		25	28	31	29	34	37	
Jefferson County	11							
Students with Disabilities		2	2	3	3	10	12	
Gap		-27	-27	-30	-32	-26	-31	4
Students without Disabilities		29	29	33	35	36	43	
Kentucky	11							
Students with Disabilities		3	3	3	3	9	11	
Gap		-23	-25	-28	-29	-27	-29	6
Students without Disabilities		26	28	31	32	36	40	

* Asterik indicates that the data has been updated by the school district.

DISTRICT KANSAS CITY
 STATE MISSOURI

STATE READING AND MATH ASSESSMENT
State Assessment: Missouri Assessment Program
Grades Tested: 3,4,7,8,10, & 11
First Year Reported: 1997
How Reported: Performance Level

DEMOGRAPHICS ¹	KANSAS CITY		MISSOURI	
	1995-96	2002-03	1995-96	2002-03
Number of Students	36,515	38,521	889,881	924,445
Percent Free & Reduced Price Lunch Eligible (FRPL)	51.3	67.2	27.4	36.1
Percent of Students with IEPs	12.5	11.5	13.3	15.5
Percent English Language Learners	NA	6.3	NA	1.4
Percent African American	70.3	72.0	16.1	18.2
Percent Hispanic	5.5	12.1	1.0	2.3
Percent White	21.9	13.7	81.7	77.9
Percent Other	2.3	2.3	1.2	1.6
Number of FTE Teachers	2,840	2,643	57,951	66,717
Student-Teacher Ratio	12.9	14.5	15.4	13.9
Number of Schools	83	90	2,256	2,382
Current Expenditures Per Pupil ²	\$8,495	\$8,622	\$5,092	\$7,135
Kansas City as a Percentage of Missouri's Public Schools			1995-96	2002-03
Percent of Students			4.1	4.2
Percent of FRPL			7.7	7.7
Percent of IEPs			3.9	3.1
Percent of ELLs			NA	18.5
Percent of Schools			3.7	3.8
Percent of Teachers			4.9	4.0
Percent of State Revenue ³			11.3	5.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Kansas City
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced**

	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Communication Arts										
Kansas City	3	NA	11.5	11.2	14.8	16.6	19.5	15.1	16.3	0.8
Missouri	3	NA	28.6	28.8	31.7	31.6	35.4	34.1	34.7	1.0
Kansas City	7	NA	11.6	12.1	10.7	12.7	11.5	13.2	12.9	0.2
Missouri	7	NA	30.3	30.5	32.3	34.2	32.0	32.5	31.9	0.3
Kansas City	11	NA	8.5	9.2	9.2	11.1	8.9	7.9	6.4	-0.4
Missouri	11	NA	20.7	23.4	22.8	22.6	23.7	21.8	22.5	0.3
Math										
Kansas City	4	NA	11.4	11.0	13.3	19.4	15.8	17.9	22.8	1.9
Missouri	4	NA	31.8	35.3	36.7	37.8	37.7	37.3	40.5	1.4
Kansas City	8	NA	3.9	1.9	2.7	4.7	4.2	5.2	6.7	0.5
Missouri	8	NA	12.6	10.4	14.1	14.8	13.7	13.9	13.9	0.2
Kansas City	10	NA	1.3	2.0	2.5	2.1	1.9	2.0	1.9	0.1
Missouri	10	NA	7.0	9.7	10.3	12.7	10.7	12.4	15.2	1.4

**Kansas City
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced**

Communication Arts	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Kansas City	3								
African American		7.3	7.9	11.9	13.9	16.0	12.5	12.9	
Gap		-19.2	-14.7	-12.7	-14.8	-17.7	-12.3	-14.1	-5.1
White		26.5	22.6	24.6	28.7	33.7	24.8	27.0	
Gap		-14.1	-9.8	-9.5	-15.8	-18.8	-10.4	-10.7	-3.4
Hispanic		12.4	12.8	15.1	12.9	14.9	14.4	16.3	
Missouri	3								
African American		9.5	10.7	14.6	14.9	18.6	16.2	18.5	
Gap		-24.7	-22.6	-21.6	-21.2	-21.4	-22.7	-20.4	-4.3
White		34.2	33.3	36.2	36.1	40.0	38.9	38.9	
Gap		-16.0	-14.6	-15.8	-17.1	-18.5	-17.0	-17.9	1.9
Hispanic		18.2	18.7	20.4	19.0	21.5	21.9	21.0	
Kansas City	7								
African American		7.7	8.5	8.5	10.0	9.2	9.8	8.8	
Gap		-24.9	-20.4	-13.2	-13.1	-9.8	-16.1	-21.0	-3.9
White		32.6	28.9	21.7	23.1	19.0	25.9	29.8	
Gap		-22.3	-21.7	-14.3	-11.8	-8.2	-13.3	-18.2	-4.1
Hispanic		10.3	7.2	7.4	11.3	10.8	12.6	11.6	
Missouri	7								
African American		10.0	10.0	11.0	12.4	12.2	11.3	10.2	
Gap		-25.4	-24.9	-26.0	-26.7	-24.5	-26.3	-27.3	1.9
White		35.4	34.9	37.0	39.1	36.7	37.6	37.5	
Gap		-14.0	-13.0	-15.5	-13.7	-14.8	-12.8	-17.3	3.3
Hispanic		21.4	21.9	21.5	25.4	21.9	24.8	20.2	
Kansas City	11								
African American		5.3	6.2	7.5	8.0	6.3	4.9	4.4	
Gap		-18.0	-24.4	-12.2	-20.0	-20.4	-20.5	-16.1	-1.9
White		23.3	30.6	19.7	28.0	27.0	25.4	20.5	
Gap		-15.8	-26.1	-15.2	22.4	-25.6	-14.1	-20.5	4.7
Hispanic		7.5	4.5	4.5	5.6	1.4	11.3	0.0	
Missouri	11								
African American		6.8	6.3	6.8	6.8	6.8	6.2	6.7	
Gap		-16.0	-19.6	-18.4	-18.2	-19.5	-18.2	-18.6	2.6
White		22.8	25.9	25.2	25.0	26.3	24.4	25.3	
Gap		-3.4	-10.4	-10.8	-10.0	-9.5	-9.8	-10.7	7.3
Hispanic		19.4	15.5	14.4	15.0	16.8	14.6	14.6	

Kansas City
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced

Mathematics	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Kansas City										
African American	4	9.0	7.3	6.4	9.1	15.2	12.8	15.7	20.2	
Gap		-21.2	-18.1	-19.7	-19.0	-18.2	-13.5	-9.2	-13.1	-8.1
White		30.2	25.4	26.1	28.1	33.4	26.3	24.9	33.3	
Gap		-17.2	-11.7	-12.3	-12.1	-14.4	-10.4	-8.8	-12.7	-4.5
Hispanic		13.0	13.7	13.8	16.0	19.0	15.9	16.1	20.6	
Missouri										
African American	4	10.5	9.3	12.4	12.8	14.9	15.6	17.7	24.2	
Gap		-29.7	-27.5	-28.4	-29.7	-28.7	-27.8	-24.8	-20.5	-7.0
White		40.2	36.8	40.8	42.5	43.6	43.4	42.5	44.7	
Gap		-20.6	-14.5	-18.2	-17.6	-16.1	-18.9	-15.6	-15.9	1.4
Hispanic		19.6	22.3	22.6	24.9	27.5	24.5	26.9	28.8	
Kansas City										
African American	8	1.2	1.9	0.6	1.0	2.8	2.5	4.0	5.2	
Gap		-8.8	-8.6	-6.0	-8.7	-9.5	-8.2	-4.6	-7.7	-1.1
White		10.0	10.5	6.6	9.7	12.3	10.7	8.6	12.9	
Gap		-7.7	-8.1	-3.5	-8.5	-6.7	-5.4	-1.8	-10.0	2.3
Hispanic		2.3	2.4	3.1	1.2	5.6	5.3	6.8	2.9	
Missouri										
African American	8	1.5	1.6	1.0	2.0	2.8	2.5	3.0	2.9	
Gap		-14.6	-13.1	-11.3	-14.4	-14.4	-13.6	-13.4	-13.6	0.5
White		16.1	14.7	12.3	16.4	17.2	16.1	16.4	16.5	
Gap		-8.0	-8.0	-7.2	-9.0	-8.0	-7.7	-8.3	-9.0	1.0
Hispanic		8.1	6.7	5.1	7.4	9.2	8.4	8.1	7.5	
Kansas City										
African American	10	0.5	0.3	1.2	1.3	0.7	0.6	0.7	1.0	
Gap		-12.1	-5.5	-4.9	-5.8	-9.5	-6.2	-5.9	-5.7	-6.4
White		12.6	5.8	6.1	7.1	10.2	6.8	6.6	6.7	
Gap		-12.6	-3.8	-5.3	-7.1	-8.5	-3.5	-4.5	-5.9	-6.7
Hispanic		0.0	2.0	0.8	0.0	1.7	3.3	2.1	0.8	
Missouri										
African American	10	1.5	0.4	0.9	1.2	1.5	1.2	1.7	2.0	
Gap		-11.6	-7.5	-10.2	-10.7	-13.1	-11.1	-12.7	-15.8	8.3
White		13.1	7.9	11.1	11.9	14.6	12.3	14.4	17.8	
Gap		-7.9	-2.2	-4.6	-5.6	-7.1	-6.4	-6.4	-16.4	14.2
Hispanic		5.2	5.7	6.5	6.3	7.5	5.9	8.0	1.4	

**Kansas City
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Eligible for Free and Reduced Price Lunch
(FRPL)**

Communication Arts	Grade	2001	2002	2003	2004	Annualized Change
Kansas City	3	NA	16.7	13.2	14.1	-1.3
Missouri	3	NA	21.8	21.9	22.5	0.4
Kansas City	7	NA	9.7	10.6	10.6	0.3
Missouri	7	NA	16.4	18.0	17.9	0.8
Kansas City	11	NA	7.5	5.0	4.3	-1.6
Missouri	11	NA	11.0	10.4	10.0	-0.5
Math						
Kansas City	4	NA	14.3	15.6	19.8	2.8
Missouri	4	NA	23.4	24.1	28.4	2.5
Kansas City	8	NA	3.2	4.7	5.8	1.3
Missouri	8	NA	5.3	6.0	6.0	0.4
Kansas City	10	NA	1.3	0.8	1.4	0.1
Missouri	10	NA	3.3	4.2	5.3	1.0

Kansas City
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Limited English Proficiency (LEP)

Communication Arts	Grade	2001	2002	2003	2004	Change
Kansas City	3	NA	3.8	12.5	19.2	7.7
Missouri	3	NA	11.7	14.1	18.3	3.3
Kansas City	7	NA	2.2	2.0	4.0	0.9
Missouri	7	NA	11.5	8.1	15.6	2.1
Kansas City	11	NA	0.0	2.9	NA	NA
Missouri	11	NA	2.3	2.6	6.6	2.2
Math						
Kansas City	4	NA	9.5	12.7	12.5	1.5
Missouri	4	NA	16.9	21.4	30.3	6.7
Kansas City	8	NA	4.3	4.7	NA	NA
Missouri	8	NA	8.2	14.1	10.6	1.2
Kansas City	10	NA	0.0	0.0	NA	NA
Missouri	10	NA	1.3	3.0	5.9	2.3

**Kansas City
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Special Education**

Communication Arts	Grade	2001	2002	2003	2004	Annualized Change
Kansas City	3	NA	13.9	8.9	9.9	-2.0
Missouri	3	NA	16.0	18.0	20.7	2.4
Kansas City	7	NA	5.2	4.1	4.9	-0.2
Missouri	7	NA	5.3	5.7	6.9	0.8
Kansas City	11	NA	0.0	0.0	1.8	0.9
Missouri	11	NA	2.1	1.2	6.6	2.3
Math						
Kansas City	4	NA	11.8	9.9	12.1	0.1
Missouri	4	NA	17.4	20.1	23.6	3.1
Kansas City	8	NA	1.8	0.6	1.0	-0.4
Missouri	8	NA	1.3	1.6	1.8	0.3
Kansas City	10	NA	0.0	0.0	0.7	0.4
Missouri	10	NA	0.8	1.0	1.4	0.3

DISTRICT LONG BEACH
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENT
State Assessment: California Standards Test (CST)
Grades Tested: 2-11
First Year Reported: 2002
How Reported: Performance Level

DEMOGRAPHICS ¹	LONG BEACH		CALIFORNIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	80,520	97,212	5,536,406	6,356,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	64.2	65.3	45.6	47.2
Percent of Students with IEPs	8.2	7.9	10.1	10.6
Percent English Language Learners	NA	32.8	NA	25.2
Percent African American	21.1	18.8	8.7	8.1
Percent Hispanic	37.4	48.1	38.3	44.4
Percent White	20.6	17.1	39.9	33.1
Percent Other	20.9	16.0	11.9	11.9
Number of FTE Teachers	3,249	4,521	230,849	307,672
Student-Teacher Ratio	24.8	21.5	24.0	21.1
Number of Schools	82	89	7,876	9,100
Current Expenditures Per Pupil ²	\$4,771	\$7,028	\$4,937	\$7,434
Long Beach as a Percentage of California's Public Schools			1995-96	2002-03
Percent of Students			1.5	1.5
Percent of FRPL			2.0	2.1
Percent of IEPs			1.2	1.1
Percent of ELLs			NA	2.0
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Long Beach	2	33	37	37	2.0	Long Beach	2	44	55	54	5.0
California	2	32	36	36	2.0	California	2	43	53	51	4.0
Long Beach	3	30	32	30	0.0	Long Beach	3	39	47	50	5.5
California	3	34	33	30	-2.0	California	3	38	46	48	5.0
Long Beach	4	30	37	40	5.0	Long Beach	4	33	44	44	5.5
California	4	36	39	40	2.0	California	4	37	45	45	4.0
Long Beach	5	24	32	38	7.0	Long Beach	5	28	32	36	4.0
California	5	31	36	40	4.5	California	5	29	35	38	4.5
Long Beach	6	22	30	31	4.5	Long Beach	6	28	31	30	1.0
California	6	30	36	36	3.0	California	6	32	34	35	1.5
Long Beach	7	26	30	32	3.0	Long Beach	7	25	26	29	2.0
California	7	33	36	36	1.5	California	7	30	30	33	1.5
Long Beach	8	26	27	29	1.5						
California	8	32	30	33	0.5						
Long Beach	9	26	35	35	4.5						
California	9	33	38	37	2.0						
Long Beach	10	27	28	31	2.0						
California	10	33	33	35	1.0						
Long Beach	11	25	27	28	1.5						
California	11	31	32	32	0.5						

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Long Beach	4					Long Beach	4				
African American		22	30	33		African American		21	30	30	
Gap		-38	-33	-33	-5	Gap		-36	-36	-35	-1
White		60	63	66		White		57	66	65	
Gap		-39	-35	-35	-4	Gap		-31	-28	-28	-3
Hispanic		21	28	31		Hispanic		26	38	37	
California	4					California	4				
African American		24	27	27		African American		22	29	28	
Gap		-32	-32	-32	0	Gap		-31	-32	-33	2
White		56	59	59		White		53	61	61	
Gap		-37	-35	-34	-3	Gap		-29	-28	-28	-1
Hispanic		19	24	25		Hispanic		24	33	33	
Long Beach	8					Long Beach	7				
African American		17	18	18		African American		13	13	16	
Gap		-39	-34	-39	-0	Gap		-32	-37	-35	3
White		56	52	57		White		45	50	51	
Gap		-41	-34	-37	-4	Gap		-28	-32	-28	0
Hispanic		15	18	20		Hispanic		17	18	23	
California	8					California	7				
African American		17	17	19		African American		13	12	14	
Gap		-33	-30	-32	-1	Gap		-30	-32	-34	4
White		50	47	51		White		43	44	48	
Gap		-35	-32	-33	-2	Gap		-28	-28	-30	2
Hispanic		15	15	18		Hispanic		15	16	18	
Long Beach	10										
African American		20	21	22							
Gap		-34	-36	-38	4						
White		54	57	60							
Gap		-39	-39	-41	2						
Hispanic		15	18	19							
California	10										
African American		19	19	21							
Gap		-30	-31	-32	2						
White		49	50	53							
Gap		-33	-33	-34	1						
Hispanic		16	17	19							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Long Beach	4					Long Beach	4				
ED		21	29	32		ED		27	38	36	
Gap		-35	-32	-32	-3	Gap		-27	-27	-26	-1
Non-ED		56	61	64		Non-ED		54	65	62	
California	4					California	4				
ED		19	24	25		ED		24	33	32	
Gap		-37	-35	-35	-2	Gap		-30	-29	-29	-1
Non-ED		56	59	60		Non-ED		54	62	61	
Long Beach	8					Long Beach	7				
ED		14	18	19		ED		17	18	22	
Gap		-31	-24	-26	-5	Gap		-25	-24	-22	-3
Non-ED		45	42	45		Non-ED		42	42	44	
California	8					California	7				
ED		14	15	18		ED		16	16	20	
Gap		-32	-27	-28	-4	Gap		-25	-27	-25	0
Non-ED		46	42	46		Non-ED		41	43	45	
Long Beach	10										
ED		16	17	22							
Gap		-17	-19	-15	-2						
Non-ED		33	36	37							
California	10										
ED		14	16	18							
Gap		-28	-26	-27	-1						
Non-ED		42	42	45							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Long Beach	4					Long Beach	4				
English Learners		8	16	11		English Learners		16	29	21	
Gap		-35	-34	-42	7	Gap		-28	-24	-32	4
English Proficient		43	50	53		English Proficient		44	53	53	
California	4					California	4				
English Learners		10	15	15		English Learners		10	29	26	
Gap		-36	-35	-36	0	Gap		-36	-24	-28	-8
English Proficient		46	50	51		English Proficient		46	53	54	
Long Beach	8					Long Beach	7				
English Learners		1	2	2		English Learners		4	6	6	
Gap		-34	-33	-35	1	Gap		-29	-28	-32	3
English Proficient		35	35	37		English Proficient		33	34	38	
California	8					California	7				
English Learners		3	4	3		English Learners		9	8	10	
Gap		-38	-33	-37	-1	Gap		-26	-28	-29	3
English Proficient		41	37	40		English Proficient		35	36	39	
Long Beach	10										
English Learners		1	2	1							
Gap		-34	-35	-37	3						
English Proficient		35	37	38							
California	10										
English Learners		3	4	4							
Gap		-36	-35	-38	2						
English Proficient		39	39	42							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Long Beach	4					Long Beach	4				
Special Education		13	14	14		Special Education		19	19	18	
Gap		-18	-25	-28	10	Gap		-15	-27	-27	12
Regular Education		31	39	42		Regular Education		34	46	45	
California	4					California	4				
Special Education		16	15	16		Special Education		18	20	20	
Gap		-21	-20	-26	5	Gap		-22	-28	-28	6
Regular Education		37	35	42		Regular Education		40	48	48	
Long Beach	8					Long Beach	7				
Special Education		5	3	3		Special Education		3	5	4	
Gap		-22	-25	-28	6	Gap		-23	-22	-28	5
Regular Education		27	28	31		Regular Education		26	27	32	
California	8					California	7				
Special Education		5	5	6		Special Education		6	6	7	
Gap		-30	-28	-30	0	Gap		-25	-27	-29	4
Regular Education		35	33	36		Regular Education		31	33	36	
Long Beach	10										
Special Education		2	4	3							
Gap		-27	-27	-30	3						
Regular Education		29	31	33							
California	10										
Special Education		4	5	5							
Gap		-31	-31	-34	3						
Regular Education		35	36	39							

DISTRICT LOS ANGELES
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENT
State Assessment: California Standards Test (CST)
Grades Tested: 2-11
First Year Reported: 2002
How Reported: Performance Level

DEMOGRAPHICS ¹	LOS ANGELES		CALIFORNIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	647,612	746,852	5,536,406	6,356,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	73.2	74.3	45.6	47.2
Percent of Students with IEPs	10.1	11.5	10.1	10.6
Percent English Language Learners	NA	42.9	NA	25.2
Percent African American	14.3	12.1	8.7	8.1
Percent Hispanic	67.3	71.9	38.3	44.4
Percent White	11.3	9.4	39.9	33.1
Percent Other	7.2	6.6	11.9	11.9
Number of FTE Teachers	26,438	35,483	230,849	307,672
Student-Teacher Ratio	24.5	21.0	24.0	21.1
Number of Schools	642	677	7,876	9,100
Current Expenditures Per Pupil ²	\$5,393	\$7,526	\$4,937	\$7,434
Los Angeles as a Percentage of California's Public Schools			1995-96	2002-03
Percent of Students			11.7	11.7
Percent of FRPL			18.8	18.5
Percent of IEPs			11.6	12.7
Percent of ELLs			NA	20.0
Percent of Schools			8.2	7.4
Percent of Teachers			11.5	11.5
Percent of State Revenue ³			15.0	14.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Los Angeles	2	23	29	28	2.5	Los Angeles	2	32	45	46	7.0
California	2	32	36	36	2.0	California	2	43	53	51	4.0
Los Angeles	3	23	23	21	-1.0	Los Angeles	3	30	39	43	6.5
California	3	34	33	30	-2.0	California	3	38	46	48	5.0
Los Angeles	4	24	28	27	1.5	Los Angeles	4	29	40	40	5.5
California	4	36	39	40	2.0	California	4	37	45	45	4.0
Los Angeles	5	18	26	29	5.5	Los Angeles	5	19	30	33	7.0
California	5	31	36	40	4.5	California	5	29	35	38	4.5
Los Angeles	6	16	19	23	3.5	Los Angeles	6	17	18	23	3.0
California	6	30	36	36	3.0	California	6	32	34	35	1.5
Los Angeles	7	18	20	22	2.0	Los Angeles	7	15	16	19	2.0
California	7	33	36	36	1.5	California	7	30	30	33	1.5
Los Angeles	8	17	17	19	1.0						
California	8	32	30	33	0.5						
Los Angeles	9	19	22	20	0.5						
California	9	33	38	37	2.0						
Los Angeles	10	22	22	22	0.0						
California	10	33	33	35	1.0						
Los Angeles	11	24	26	23	-0.5						
California	11	31	32	32	0.5						

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003*	2004	Change in Gap
Los Angeles	4					Los Angeles	4				
African American		22	23	23		African American		21	28	27	
Gap		-35	-37	-38	3	Gap		-37	-41	-42	5
White		57	60	61		White		58	69	69	
Gap		-40	-38	-40	0	Gap		-34	-33	-34	0
Hispanic		17	22	21		Hispanic		24	36	35	
California	4					California	4				
African American		24	27	27		African American		22	28	28	
Gap		-32	-32	-32	0	Gap		-31	-33	-33	2
White		56	59	59		White		53	61	61	
Gap		-37	-35	-34	-3	Gap		-29	-28	-28	-1
Hispanic		19	24	25		Hispanic		24	33	33	
Los Angeles	8					Los Angeles	7				
African American		14	13	15		African American		8	9	10	
Gap		-32	-33	-35	3	Gap		-32	-34	-37	5
White		46	46	50		White		40	43	47	
Gap		-36	-35	-37	1	Gap		-31	-33	-34	3
Hispanic		10	11	13		Hispanic		9	10	13	
California	8					California	7				
African American		17	17	19		African American		13	12	14	
Gap		-33	-30	-32	-1	Gap		-30	-32	-34	4
White		50	47	51		White		43	44	48	
Gap		-35	-32	-33	-2	Gap		-28	-28	-30	2
Hispanic		15	15	18		Hispanic		15	16	18	
Los Angeles	10										
African American		18	19	19							
Gap		-33	-35	-35	2						
White		51	54	54							
Gap		-37	-39	-39	2						
Hispanic		14	15	15							
California	10										
African American		19	19	21							
Gap		-30	-31	-32	2						
White		49	50	53							
Gap		-33	-33	-34	1						
Hispanic		16	17	19							

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004*	Change in Gap
Los Angeles	4					Los Angeles	4				
ED		19	22	22		ED		24	36	32	
Gap		-40	-40	-38	-2	Gap		-35	-33	-29	-6
Non-ED		59	62	60		Non-ED		59	69	61	
California	4					California	4				
ED		19	24	25		ED		24	33	32	
Gap		-37	-35	-35	-2	Gap		-30	-29	-29	-1
Non-ED		56	59	60		Non-ED		54	62	61	
Los Angeles	8					Los Angeles	7				
ED		11	12	14		ED		10	12	15	
Gap		-18	-16	-17	-1	Gap		-17	-16	-14	-3
Non-ED		29	28	31		Non-ED		27	28	29	
California	8					California	7				
ED		14	15	18		ED		16	16	20	
Gap		-32	-27	-28	-4	Gap		-25	-27	-25	0
Non-ED		46	42	46		Non-ED		41	43	45	
Los Angeles	10										
ED		14	17	17							
Gap		-18	-16	-14	-4						
Non-ED		32	33	31							
California	10										
ED		14	16	18							
Gap		-28	-26	-27	-1						
Non-ED		42	42	45							

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Los Angeles	4					Los Angeles	4				
English Learners		8	14	15		English Learners		17	31	30	
Gap		-30	-30	-30	0	Gap		-23	-21	-22	-1
English Proficient		38	44	45		English Proficient		40	52	52	
California	4					California	4				
English Learners		10	15	15		English Learners		10	29	26	
Gap		-36	-35	-36	0	Gap		-36	-24	-28	-8
English Proficient		46	50	51		English Proficient		46	53	54	
Los Angeles	8					Los Angeles	7				
English Learners		1	2	2		English Learners		3	3	5	
Gap		-21	-21	-26	5	Gap		-17	-19	-21	4
English Proficient		22	23	28		English Proficient		20	22	26	
California	8					California	7				
English Learners		3	4	3		English Learners		9	8	10	
Gap		-38	-33	-37	-1	Gap		-26	-28	-29	3
English Proficient		41	37	40		English Proficient		35	36	39	
Los Angeles	10										
English Learners		2	3	2							
Gap		-25	-26	-27	2						
English Proficient		27	29	29							
California	10										
English Learners		3	4	4							
Gap		-36	-35	-38	2						
English Proficient		39	39	42							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Los Angeles	4					Los Angeles	4				
Special Education		9	6	6		Special Education		11	12	12	
Gap		-17	-23	-24	7	Gap		-20	-31	-31	11
Regular Education		26	29	30		Regular Education		31	43	43	
California	4					California	4				
Special Education		16	15	16		Special Education		18	20	20	
Gap		-21	-20	-26	5	Gap		-22	-28	-28	6
Regular Education		37	35	42		Regular Education		40	48	48	
Los Angeles	8					Los Angeles	7				
Special Education		4	2	3		Special Education		2	2	3	
Gap		-14	-17	-19	5	Gap		-14	-15	-17	3
Regular Education		18	19	22		Regular Education		16	17	20	
California	8					California	7				
Special Education		5	5	6		Special Education		6	6	7	
Gap		-30	-28	-30	0	Gap		-25	-27	-29	4
Regular Education		35	33	36		Regular Education		31	33	36	
Los Angeles	10										
Special Education		4	3	3							
Gap		-19	-22	-21	2						
Regular Education		23	25	24							
California	10										
Special Education		4	5	5							
Gap		-31	-31	-34	3						
Regular Education		35	36	39							

DISTRICT MEMPHIS
STATE TENNESSEE

STATE READING AND MATH ASSESSMENT State Assessment: Tennessee Comprehensive Assessment Program (TCAP) Grades Tested: 3-8 First Year Reported: 2003 How Reported: Performance Level				
DEMOGRAPHICS ¹	MEMPHIS		TENNESSEE	
	1995-96	2002-03	1995-96	2002-03
Number of Students	109,286	118,039	893,770	928,000
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.0*	NA	NA
Percent of Students with IEPs	12.5	12.3	14.0	15.4
Percent English Language Learners	NA	0.03*	NA	NA
Percent African American	83.1	87.0	22.8	24.4
Percent Hispanic	0.5	2.0	0.7	2.4
Percent White	15.9	9.0	74.4	70.0
Percent Other	2.1	2.0	1.0	1.4
Number of FTE Teachers	5,699	7,204	53,403	58,652
Student-Teacher Ratio	19.2	16.4	16.7	15.8
Number of Schools	163	178	1,563	1,659
Current Expenditures Per Pupil ²	\$4,787	\$6,747	\$4,172	\$5,959
Memphis as a Percentage of Tennessee's Public Schools			1995-96	2002-03
Percent of Students			12.2	12.7
Percent of FRPL			NA	NA
Percent of IEPs			10.9	10.2
Percent of ELLs			NA	NA
Percent of Schools			10.4	10.7
Percent of Teachers			10.7	12.3
Percent of State Revenue ³			11.8	11.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Memphis
TCAP Achievement Test
Percent Proficient and
Advanced**

	Grade	2003*	2004*	Annualized Change
Reading				
Memphis	3	67	74	7
Tennessee	3	N A	N A	N A
Memphis	4	N A	66	N A
Tennessee	4	N A	N A	N A
Memphis	5	68	74	6
Tennessee	5	N A	N A	N A
Memphis	6	N A	67	N A
Tennessee	6	N A	N A	N A
Memphis	7	N A	66	N A
Tennessee	7	N A	N A	N A
Memphis	8	64	66	2
Tennessee	8	N A	N A	N A
Math				
Memphis	3	61	65	4
Tennessee	3	N A	N A	N A
Memphis	4	N A	64	N A
Tennessee	4	N A	N A	N A
Memphis	5	62	72	10
Tennessee	5	N A	N A	N A
Memphis	6	N A	64	N A
Tennessee	6	N A	N A	N A
Memphis	7	N A	63	N A
Tennessee	7	N A	N A	N A
Memphis	8	59	67	8
Tennessee	8	N A	N A	N A

*2004 statewide data was not released by individual grade levels. The state released data that showed the percent of continuously enrolled students across grades 3,5, and 8 who were Below Proficient and Proficient / Advanced (combined) in Reading and Math.

*Asterisk indicates that the data has been updated by the school district.

DISTRICT MIAMI- DADE COUNTY
 STATE FLORIDA

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

DEMOGRAPHICS ¹	MIAMI-DADE COUNTY		FLORIDA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	333,817	373,395	2,176,222	2,539,929
Percent Free & Reduced Price Lunch Eligible (FRPL)	52.9	61.8	37.1	45.2
Percent of Students with IEPs	9.4	11.6	13.1	15.3
Percent English Language Learners	NA	17.7	NA	8.0
Percent African American	33.8	29.5	25.3	24.7
Percent Hispanic	50.6	58.7	15.3	21.4
Percent White	14.2	10.5	57.5	51.6
Percent Other	1.4	1.3	2.0	2.3
Number of FTE Teachers	16,648	18,656	114,938	138,226
Student-Teacher Ratio	20.1	20.0	18.9	18.0
Number of Schools	322	370	2,760	3,526
Current Expenditures Per Pupil ²	\$5,745	\$6,565	\$5,275	\$6,213
Miami as a Percentage of Florida's Public Schools			1995-96	2002-03
Percent of Students			15.3	14.7
Percent of FRPL			21.9	20.1
Percent of IEPs			11.0	11.2
Percent of ELLs			NA	32.4
Percent of Schools			11.7	10.5
Percent of Teachers			14.5	13.5
Percent of State Revenue ³			18.4	17.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change
Miami-Dade	3	NA	NA	NA	51	53	57	3.0
Florida	3	NA	NA	NA	60	63	65	2.5
Miami-Dade	4	36	40	42	48	51	68	6.4
Florida	4	48	52	53	55	60	69	4.2
Miami-Dade	5	NA	NA	NA	44	47	49	3.0
Florida	5	NA	NA	NA	53	58	59	3.0
Miami-Dade	6	NA	NA	NA	39	41	40	0.5
Florida	6	NA	NA	NA	51	53	54	1.5
Miami-Dade	7	NA	NA	NA	37	40	41	2.0
Florida	7	NA	NA	NA	50	52	53	1.5
Miami-Dade	8	31	29	30	34	37	35	0.8
Florida	8	44	39	43	45	49	44	0.0
Miami-Dade	9	NA	NA	NA	21	21	22	0.5
Florida	9	NA	NA	NA	29	31	32	1.5
Miami-Dade	10	20	21	23	24	25	26	1.2
Florida	10	30	29	37	36	36	34	0.8

* Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change
Miami-Dade	3	NA	NA	NA	52	NA	56	2.0
Florida	3	NA	NA	NA	59	63	64	2.5
Miami-Dade	4	NA	NA	NA	55	48	62	3.5
Florida	4	NA	NA	NA	51	54	63	6.0
Miami-Dade	5	24	37	41	45	46	47	4.6
Florida	5	35	46	48	48	52	52	3.4
Miami-Dade	6	NA	NA	NA	32	NA	35	1.5
Florida	6	NA	NA	NA	43	47	45	1.0
Miami-Dade	7	NA	NA	NA	36	NA	40	2.0
Florida	7	NA	NA	NA	47	47	50	1.5
Miami-Dade	8	30	37	39	39	42	46	3.2
Florida	8	44	51	55	53	56	57	2.6
Miami-Dade	9	NA	NA	NA	34	NA	41	3.5
Florida	9	NA	NA	NA	47	51	55	4.0
Miami-Dade	10	32	37	49	44	49	53	4.2
Florida	10	47	51	59	60	60	64	3.4

* Asterik indicates that the data has been updated by the school district.

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

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Miami-Dade	4								
African American		20	23	29	35	36	40	57	
Gap		-44	-43	-41	-38	-35	-34	-27	-17
White		64	66	70	73	71	74	84	
Gap		-26	-24	-21	-20	-22	-21	-15	-11
Hispanic		38	42	49	53	49	53	69	
Florida	4								
African American		23	26	32	31	36	41	53	
Gap		-42	-41	-39	-35	-31	-32	-26	-16
White		65	67	71	66	67	73	79	
Gap		-27	-26	-23	-23	-21	-22	-16	-11
Hispanic		38	41	48	43	46	51	63	
Miami-Dade	8								
African American		18	20	17	20	21	21	23	
Gap		-42	-44	-45	-40	-37	-41	-35	-7
White		60	64	62	60	58	62	58	
Gap		-26	-26	-25	-24	-23	-22	-21	-5
Hispanic		34	38	37	36	35	40	37	
Florida	8								
African American		21	24	20	21	24	27	25	
Gap		-34	-37	-38	-35	-34	-35	-32	-2
White		55	61	58	56	58	62	57	
Gap		-22	-24	-23	-25	-23	-24	-22	0
Hispanic		33	37	35	31	35	38	35	
Miami-Dade	10								
African American		11	11	12	13	13	15	13	
Gap		-37	-35	-34	-39	-36	-35	-36	-1
White		48	46	46	52	49	50	49	
Gap		-27	-24	-24	-25	-25	-24	-25	-2
Hispanic		21	22	22	27	24	26	24	
Florida	10								
African American		12	13	13	15	14	15	16	
Gap		-26	-29	-27	-34	-33	-32	-28	2
White		38	42	40	49	47	47	44	
Gap		-18	-19	-18	-24	-23	-23	-19	1
Hispanic		20	23	22	25	24	24	25	

*Asterik indicates that the data has been updated by the school district.

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

	Grade	1998	1999	2000	2001	2002	2003	2004*	Change in Gap
Miami-Dade	5								
African American		8	13	26	31	32	31	32	
Gap		-37	-37	-38	-38	-35	-36	-35	-2
White		45	50	64	69	67	67	67	
Gap		-23	-22	-18	-18	-20	-19	-17	-6
Hispanic		22	28	46	51	47	48	50	
Florida	5								
African American		10	15	26	25	27	30	31	
Gap		-34	-36	-37	-34	-33	-33	-33	-1
White		44	51	63	59	60	63	64	
Gap		-22	-22	-19	-19	-17	-18	-18	-4
Hispanic		22	29	44	40	43	45	46	
Miami-Dade	8								
African American		17	16	25	28	22	25	29	
Gap		-46	-47	-45	-44	-44	-41	-40	-6
White		63	63	70	72	66	66	69	
Gap		-29	-26	-24	-23	-25	-21	-19	-10
Hispanic		34	37	46	49	41	45	50	
Florida	8								
African American		19	21	30	30	28	31	34	
Gap		-40	-43	-41	-38	-39	-39	-35	-5
White		59	64	71	68	67	70	69	
Gap		-25	-26	-24	-24	-25	-23	-19	-6
Hispanic		34	38	47	44	42	47	50	
Miami-Dade	10								
African American		13	18	22	35	27	32	32	
Gap		-51	-47	-49	-45	-46	-44	-46	-5
White		64	65	71	80	73	76	78	
Gap		-35	-30	-29	-22	-31	-24	-25	-10
Hispanic		29	35	42	58	42	52	53	
Florida	10								
African American		15	22	26	32	32	33	38	
Gap		-39	-41	-44	-40	-41	-42	-37	-2
White		54	63	70	72	73	75	75	
Gap		-24	-25	-26	-24	-25	-23	-20	-4
Hispanic		30	38	44	48	48	52	55	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Miami-Dade	4					Miami-Dade	5				
FRPL		40	44	63		FRPL		38	38	41	
Gap		-29	-29	-20	-9	Gap		-26	-28	-27	1
Non-FRPL		69	73	83		Non-FRPL		64	66	68	
Florida	4					Florida	5				
FRPL		43	48	60		FRPL		35	38	40	
Gap		-29	-29	-23	-6	Gap		-29	-30	-29	0
Non-FRPL		72	77	83		Non-FRPL		64	68	69	
Miami-Dade	8					Miami-Dade	8				
FRPL		27	30	28		FRPL		31	34	40	
Gap		-22	-26	-27	5	Gap		-23	-26	-24	1
Non-FRPL		49	56	55		Non-FRPL		54	60	64	
Florida	8					Florida	8				
FRPL		30	33	30		FRPL		36	40	43	
Gap		-28	-30	-29	1	Gap		-31	-31	-27	-4
Non-FRPL		58	63	59		Non-FRPL		67	71	70	
Miami-Dade	10					Miami-Dade	10				
FRPL		15	18	18		FRPL		37	42	45	
Gap		-14	-16	-15	1	Gap		-14	-14	-15	1
Non-FRPL		29	34	33		Non-FRPL		51	56	60	
Florida	10					Florida	10				
FRPL		17	20	20		FRPL		41	45	49	
Gap		-25	-24	-22	-3	Gap		-26	-25	-23	-3
Non-FRPL		42	44	42		Non-FRPL		67	70	72	

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

Reading	Grade	2002	2003	2004	Annualized Change	Mathematics	Grade	2002	2003	2004	Annualized Change
Miami-Dade	4	NA	14	26	12	Miami-Dade	5	NA	21	21	0
Florida	4	NA	22	34	12	Florida	5	NA	23	24	1
Miami-Dade	8	NA	7	5	-2	Miami-Dade	8	NA	19	23	4
Florida	8	NA	9	9	0	Florida	8	NA	24	27	3
Miami-Dade	10	NA	2	2	0	Miami-Dade	10	NA	29	30	1
Florida	10	NA	4	6	2	Florida	10	NA	32	34	2

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Miami-Dade	4					Miami-Dade	5				
Special Education		15	17	40		Special Education		11	13	14	
Gap		-38	-41	-31	-7	Gap		-40	-37	-39	-1
Regular Education		53	58	71		Regular Education		51	50	53	
Florida	4					Florida	5				
Special Education		24	28	42		Special Education		19	21	22	
Gap		-37	-39	-33	4	Gap		-35	-36	-36	1
Regular Education		61	67	75		Regular Education		54	57	58	
Miami-Dade	8					Miami-Dade	8				
Special Education		6	6	6		Special Education		7	7	9	
Gap		-31	-36	-34	3	Gap		-36	-40	-42	6
Regular Education		37	42	40		Regular Education		43	47	51	
Florida	8					Florida	8				
Special Education		13	15	13		Special Education		18	18	19	
Gap		-37	-39	-36	-1	Gap		-41	-44	-43	2
Regular Education		50	54	49		Regular Education		59	62	62	
Miami-Dade	10					Miami-Dade	10				
Special Education		5	5	4		Special Education		12	13	15	
Gap		-21	-24	-23	2	Gap		-36	-40	-41	5
Regular Education		26	29	27		Regular Education		48	53	56	
Florida	10					Florida	10				
Special Education		10	10	7		Special Education		25	26	26	
Gap		-28	-30	-30	2	Gap		-39	-40	-42	3
Regular Education		38	40	37		Regular Education		64	66	68	

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

DISTRICT MILWAUKEE
STATE WISCONSIN

STATE READING AND MATH ASSESSMENT
State Assessment: Wisconsin Knowledge and Concepts Examination
Grades Tested: 4,8, & 10
First Year Reported: 1998
How Reported: Performance Level

DEMOGRAPHICS ¹	MILWAUKEE		WISCONSIN	
	1995-96	2002-03	1995-96	2002-03
Number of Students	98,378	97,293	870,175	881,231
Percent Free & Reduced Price Lunch Eligible (FRPL)	65.9	71.8*	19.9	27.5
Percent of Students with IEPs	14.0	15.5*	12.2	14.3
Percent English Language Learners	NA	7.6*	NA	2.9
Percent African American	59.8	59.7	9.4	10.4
Percent Hispanic	12.1	17.1	3.3	5.4
Percent White	23.6	15.5*	83.2	79.5
Percent Other	4.5	2.4*	4.1	4.8
Number of FTE Teachers	5,673	6,495	55,033	60,385
Student-Teacher Ratio	17.3	15.0	15.8	14.7
Number of Schools	155	218	2,037	2,238
Current Expenditures Per Pupil ²	\$7,353	\$9,629	\$6,517	\$8,634
Milwaukee as a Percentage of Wisconsin's Public Schools			1995-96	2002-03
Percent of Students			11.3	11.0
Percent of FRPL			37.5	28.8
Percent of IEPs			13.0	11.9
Percent of ELLs			NA	28.7
Percent of Schools			7.6	9.7
Percent of Teachers			10.3	10.8
Percent of State Revenue ³			17.1	14.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004	Annualized Change	Math	Grade	2002	2003	2004	Annualized Change
Milwaukee	4	NA	63	65	2.0	Milwaukee	4	NA	47	52	5.0
Wisconsin	4	NA	80	81	1.0	Wisconsin	4	NA	71	73	2.0
Milwaukee	8	NA	56	51	-5.0	Milwaukee	8	NA	35	27	-8.0
Wisconsin	8	NA	83	79	-4.0	Wisconsin	8	NA	73	65	-8.0
Milwaukee	10	NA	40	34	-6.0	Milwaukee	10	NA	28	28	0.0
Wisconsin	10	NA	71	69	-2.0	Wisconsin	10	NA	69	69	0.0

⁴ The 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	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Milwaukee	4					Milwaukee	4				
African American		NA	58	61		African American		NA	40	46	
Gap		NA	-22	-22	0	Gap		NA	-27	-27	0
White		NA	80	83		White		NA	67	73	
Gap		NA	-20	-24	4	Gap		NA	-17	-23	6
Hispanic		NA	60	59		Hispanic		NA	50	50	
Wisconsin	4					Wisconsin	4				
African American		NA	61	62		African American		NA	41	45	
Gap		NA	-25	-24	-1	Gap		NA	-35	-35	0
White		NA	86	86		White		NA	76	80	
Gap		NA	-24	-24	0	Gap		NA	-25	-27	2
Hispanic		NA	62	62		Hispanic		NA	51	53	
Milwaukee	8					Milwaukee	8				
African American		NA	50	45		African American		NA	24	20	
Gap		NA	-28	-28	0	Gap		NA	-40	-31	-9
White		NA	78	73		White		NA	64	51	
Gap		NA	-24	-20	-4	Gap		NA	-27	-18	-9
Hispanic		NA	54	53		Hispanic		NA	37	33	
Wisconsin	8					Wisconsin	8				
African American		NA	54	49		African American		NA	30	24	
Gap		NA	-35	-36	1	Gap		NA	-51	-49	-2
White		NA	89	85		White		NA	81	73	
Gap		NA	-29	-29	-0	Gap		NA	-35	-35	0
Hispanic		NA	60	56		Hispanic		NA	46	38	
Milwaukee	10					Milwaukee	10				
African American		NA	34	28		African American		NA	19	19	
Gap		NA	-31	-34	3	Gap		NA	-36	-39	3
White		NA	65	62		White		NA	55	58	
Gap		NA	-25	-30	5	Gap		NA	-24	-31	7
Hispanic		NA	40	32		Hispanic		NA	31	27	
Wisconsin	10					Wisconsin	10				
African American		NA	36	31		African American		NA	23	23	
Gap		NA	-42	-45	3	Gap		NA	-53	-53	0
White		NA	78	76		White		NA	76	76	
Gap		NA	-33	-35	2	Gap		NA	-38	-38	0
Hispanic		NA	45	41		Hispanic		NA	38	38	

**Milwaukee
WKCE
Percent Proficient/Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Milwaukee	4					Milwaukee	4				
ED		NA	60	62		ED		NA	44	47	
Gap		NA	-13	-20	7	Gap		NA	-14	-23	9
Non-ED		NA	73	82		Non-ED		NA	58	70	
Wisconsin	4					Wisconsin	4				
ED		NA	67	68		ED		NA	52	56	
Gap		NA	-20	-20	0	Gap		NA	-27	-25	-2
Non-ED		NA	87	88		Non-ED		NA	79	81	
Milwaukee	8					Milwaukee	8				
ED		NA	52	47		ED		NA	30	23	
Gap		NA	-17	-23	6	Gap		NA	-19	-22	3
Non-ED		NA	69	70		Non-ED		NA	49	45	
Wisconsin	8					Wisconsin	8				
ED		NA	65	60		ED		NA	49	40	
Gap		NA	-25	-27	2	Gap		NA	-33	-35	2
Non-ED		NA	90	87		Non-ED		NA	82	75	
Milwaukee	10					Milwaukee	10				
ED		NA	35	29		ED		NA	23	23	
Gap		NA	-15	-18	3	Gap		NA	-14	-17	3
Non-ED		NA	50	47		Non-ED		NA	37	40	
Wisconsin	10					Wisconsin	10				
ED		NA	50	45		ED		NA	43	43	
Gap		NA	-26	-31	5	Gap		NA	-31	-33	2
Non-ED		NA	76	76		Non-ED		NA	74	76	

**Milwaukee
WKCE
Percent Proficient/Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Milwaukee	4					Milwaukee	4				
LEP		NA	49	50		LEP		NA	49	46	
Gap		NA	-15	-18	3	Gap		NA	3	-6	9
Non-LEP		NA	64	68		Non-LEP		NA	46	52	
Wisconsin	4					Wisconsin	4				
LEP		NA	51	54		LEP		NA	47	50	
Gap		NA	-31	-29	-2	Gap		NA	-25	-24	-1
Non-LEP		NA	82	83		Non-LEP		NA	72	74	
Milwaukee	8					Milwaukee	8				
LEP		NA	32	31		LEP		NA	24	23	
Gap		NA	-25	-22	-3	Gap		NA	-11	-5	-6
Non-LEP		NA	57	53		Non-LEP		NA	35	28	
Wisconsin	8					Wisconsin	8				
LEP		NA	39	34		LEP		NA	38	28	
Gap		NA	-46	-47	1	Gap		NA	-37	-38	1
Non-LEP		NA	85	81		Non-LEP		NA	75	66	
Milwaukee	10					Milwaukee	10				
LEP		NA	15	10		LEP		NA	16	17	
Gap		NA	-27	-26	-1	Gap		NA	-13	-12	-1
Non-LEP		NA	42	36		Non-LEP		NA	29	29	
Wisconsin	10					Wisconsin	10				
LEP		NA	20	17		LEP		NA	19	23	
Gap		NA	-53	-54	1	Gap		NA	-51	-47	-4
Non-LEP		NA	73	71		Non-LEP		NA	70	70	

**Milwaukee
WKCE
Percent Proficient/Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Milwaukee	4					Milwaukee	4				
Special Education Gap		NA	26	30	0	Special Education Gap		NA	25	28	3
Regular Education		NA	69	73		Regular Education		NA	51	57	
Wisconsin	4					Wisconsin	4				
Special Education Gap		NA	44	46	-1	Special Education Gap		NA	41	45	-1
Regular Education		NA	86	87		Regular Education		NA	75	78	
Milwaukee	8					Milwaukee	8				
Special Education Gap		NA	18	14	1	Special Education Gap		NA	10	8	-5
Regular Education		NA	64	61		Regular Education		NA	39	32	
Wisconsin	8					Wisconsin	8				
Special Education Gap		NA	43	37	2	Special Education Gap		NA	31	21	2
Regular Education		NA	90	86		Regular Education		NA	81	73	
Milwaukee	10					Milwaukee	10				
Special Education Gap		NA	9	5	-2	Special Education Gap		NA	5	6	-1
Regular Education		NA	47	41		Regular Education		NA	33	33	
Wisconsin	10					Wisconsin	10				
Special Education Gap		NA	27	24	1	Special Education Gap		NA	21	23	-2
Regular Education		NA	78	76		Regular Education		NA	76	76	

DISTRICT MINNEAPOLIS
STATE MINNESOTA

STATE READING AND MATH ASSESSMENT
State Assessment: Minnesota Comprehensive Assessment & Basic Skills Test
Grades Tested: 3,5, & 8
First Year Reported: 1998
How Reported: Performance Level & Percent Passing

DEMOGRAPHICS ¹	MINNEAPOLIS		MINNESOTA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	46,612	46,037	835,166	846,891
Percent Free & Reduced Price Lunch Eligible (FRPL)	54.4	67.3	18.7	27.3
Percent of Students with IEPs	NA	14.0	NA	13.2
Percent English Language Learners	NA	24.1	NA	6.1
Percent African American	40.4	42.9	4.8	7.4
Percent Hispanic	4.4	12.6	2.0	4.1
Percent White	36.6	26.4	87.4	81.1
Percent Other	18.7	18.0	5.8	27.3
Number of FTE Teachers	3,080	3,142	46,971	52,808
Student-Teacher Ratio	15.1	14.7	17.8	16.4
Number of Schools	144	144	2,157	2,503
Current Expenditures Per Pupil ²	\$7,831	\$10,869	\$5,801	\$7,736
Minneapolis as a Percentage of Minnesota's Public Schools			1995-96	2002-03
Percent of Students			5.6	5.4
Percent of FRPL			16.3	13.4
Percent of IEPs			NA	5.8
Percent of ELLs			NA	21.6
Percent of Schools			6.7	5.8
Percent of Teachers			6.6	5.9
Percent of State Revenue ³			6.9	7.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Reading								
Minneapolis	3	31.8	33.6	40.3	40.7	46.1	49.7	3.0
Minnesota	3	56.1	61.6	67.1	66.8	72.6	73.3	2.9
Minneapolis	5	30.8	37.8	43.7	45.2	48.6	49.1	3.0
Minnesota	5	59.1	66.9	73.8	74.8	76.8	75.5	2.7
Math								
Minneapolis	3	34.0	40.1	40.6	43.1	50.6	49.5	2.6
Minnesota	3	58.4	64.7	65.5	65.1	71.5	70.5	2.0
Minneapolis	5	27.0	34.6	38.8	45.1	49.2	50.4	3.9
Minnesota	5	51.6	61.7	67.3	70.2	74.9	74.3	3.8

**Minneapolis
Minnesota Basic Standards Test (MBST)
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading									
Minneapolis	8	41.5	47.8	56.1	51.5	52.5	54.7	52.4	1.8
Minnesota	8	68.0	75.2	79.7	78.8	80.0	81.0	81.1	2.2
Math									
Minneapolis	8	41.2	41.9	45.3	42.5	47.7	46.6	41.5	0.0
Minnesota	8	70.6	70.2	71.8	72.0	74.5	71.7	70.8	0.0

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

	Grade	1999	2000	2001	2002	2003*	2004	Change in Gap
Minneapolis	3							
African American		18.3	20.6	30.4	28.0	35.9	38.5	
Gap		-44.9	-47.3	-42.4	-46.5	-41.9	-41.3	-3.6
White		63.3	68.0	72.8	74.4	77.8	79.8	
Gap		-37.6	-43.6	-48.7	-50.5	-49.6	-45.0	7.4
Hispanic		25.7	24.4	24.2	24.0	28.2	34.8	
Minnesota	3							
African American		25.0	28.9	36.8	36.9	43.1	45.5	
Gap		-36.8	-39.1	-36.6	-36.4	-36.3	-34.5	-2.3
White		61.8	68.0	73.4	73.3	79.4	80.0	
Gap		-30.0	-33.8	-34.1	-36.1	-38.1	-36.6	6.6
Hispanic		31.7	34.3	39.2	37.2	41.3	43.4	
Minneapolis	5							
African American		17.6	26.1	31.1	33.3	38.9	38.0	
Gap		-44.0	-43.6	-47.5	-46.9	-42.4	-42.7	-1.3
White		61.5	69.6	78.6	80.1	81.3	80.7	
Gap		-41.6	-41.5	-47.4	-50.7	-49.3	-49.2	7.6
Hispanic		19.9	28.1	31.2	29.5	32.0	31.5	
Minnesota	5							
African American		25.4	33.1	39.6	42.1	47.5	47.5	
Gap		-39.2	-39.7	-40.8	-39.5	-35.5	-33.5	-5.7
White		64.5	72.8	80.4	81.5	83.0	81.8	
Gap		-34.4	-32.5	-34.9	-35.8	-34.6	-33.0	-1.4
Hispanic		30.2	40.3	45.5	45.7	48.4	48.8	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
African American		23.9	30.2	41.8	36.9	39.7	42.1	40.4	
Gap		-48.7	-47.4	-42.2	-45.7	-45.2	-43.9	-43.4	-5.3
White		72.6	77.6	84.0	82.6	84.9	85.9	83.8	
Gap		-48.9	-38.7	-45.8	-44.1	-47.0	-39.9	-46.0	-2.9
Hispanic		23.7	38.9	38.2	38.5	37.9	46.0	37.8	
Minnesota	8								
African American		31.2	38.5	48.1	45.2	46.5	48.7	50.1	
Gap		-41.2	-41.3	-36.0	-38.4	-39.1	-38.1	37.1	-4.1
White		72.4	79.8	84.1	83.6	85.6	86.8	87.2	
Gap		-34.1	-34.6	-31.0	-32.4	-33.6	-32.2	-35.4	1.3
Hispanic		38.3	45.2	53.1	51.2	52.0	54.6	51.8	

* Asterik indicates that the data has been updated by the school district.

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

	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	3							
African American		17.0	24.2	27.7	28.3	35.8	34.0	
Gap		-49.9	-47.7	-44.0	-44.7	-43.5	-45.3	-4.6
White		66.9	71.9	71.8	73.0	79.3	79.3	
Gap		-36.6	-41.7	-46.6	-41.7	-37.3	-36.9	-0.3
Hispanic		30.3	30.2	25.2	31.3	42.0	42.4	
Minnesota	3							
African American		21.2	28.6	30.3	32.7	40.7	39.0	
Gap		-43.5	-42.2	-41.4	-38.6	-37.0	-38.0	-5.5
White		64.7	70.8	71.7	71.3	77.7	77.0	
Gap		-34.2	-32.5	-35.3	-35.3	-33.9	-32.3	-1.9
Hispanic		30.5	38.4	36.4	36.0	43.8	44.7	
Minneapolis	5							
African American		10.7	19.3	21.6	30.0	34.0	35.0	
Gap		-47.6	-47.6	-52.5	-47.4	-48.6	-47.5	-0.1
White		58.3	66.8	74.1	77.4	82.6	82.5	
Gap		-50.0	-42.2	-39.9	-47.3	-44.4	-45.8	-4.2
Hispanic		8.3	24.6	34.2	30.1	38.2	36.7	
Minnesota	5							
African American		14.4	22.5	29.0	33.7	39.0	42.5	
Gap		-42.7	-45.2	-45.0	-43.0	-42.4	-38.1	-4.6
White		57.1	67.7	73.9	76.7	81.4	80.6	
Gap		-35.5	-36.4	-35.9	-35.7	-35.7	-33.5	-2.0
Hispanic		21.6	31.3	38.1	41.0	45.7	47.1	

Minnesota Basic Skills Test (MBST)-Math
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
African American		21.4	19.8	24.5	22.2	30.1	29.8	23.4	
Gap		-51.3	-54.9	-50.3	-52.0	-48.7	-45.4	-50.1	-1.2
White		72.7	74.7	74.8	74.2	78.8	75.2	73.5	
Gap		-51.6	-47.7	-45.7	-42.5	-45.6	-35.7	-41.8	-9.8
Hispanic		21.1	27.0	29.1	31.7	33.2	39.5	31.7	
Minnesota	8								
African American		26.0	26.2	30.6	29.7	33.0	33.0	31.1	
Gap		-49.5	-48.9	-46.0	-47.5	-47.5	-44.8	-46.4	-3.1
White		75.5	75.1	76.6	77.2	80.5	77.8	77.5	
Gap		-38.2	-38.1	-37.1	-36.9	-37.6	-34.8	-39.3	1.1
Hispanic		37.3	37.0	39.5	40.3	42.9	43.0	38.2	

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

Reading	Grade	1999	2000	2001	2002	2003*	2004	Change in Gap
Minneapolis	3							
FRPL		18.4	20.0	27.5	26.7	32.9	36.5	
Gap		-45.9	-45.2	-43.8	-47.4	-40.4	-42.7	-3.2
Non-FRPL		64.3	65.2	71.4	74.1	73.3	79.2	
Minnesota	3							
FRPL		34.9	39.0	46.5	45.7	52.4	54.2	
Gap		-30.8	-32.7	-29.6	-30.4	-29.3	-27.9	-2.9
Non-FRPL		65.7	71.7	76.2	76.1	81.7	82.1	
Minneapolis	5							
FRPL		17.8	24.7	29.8	32.5	36.9	36.7	
Gap		-44.6	-43.5	-46.7	-44.9	-39.8	-42.2	-2.4
Non-FRPL		62.4	68.2	76.5	77.4	76.7	78.9	
Minnesota	5							
FRPL		36.7	44.3	52.0	53.7	57.9	56.2	
Gap		-31.9	-31.9	-30.8	-30.3	-27.4	-28.2	-3.7
Non-FRPL		68.6	76.2	82.7	84.0	85.3	84.4	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
FRPL		26.5	32.2	43.0	38.3	39.9	43.1	39.6	
Gap		-44.5	-46.3	-36.8	-38.9	-40.7	-39.2	-43.2	-1.3
Non-FRPL		71.0	78.5	79.9	77.2	80.7	82.3	82.8	
Minnesota	8								
FRPL		45.6	53.2	59.6	57.1	59.3	60.4	60.8	
Gap		-30.1	-29.6	-26.9	-29.0	-28.3	-28.5	-28.3	-1.8
Non-FRPL		75.7	82.7	86.4	86.0	87.6	88.9	89.1	

* Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999	2000	2001	2002	2003*	2004	Change in Gap
Minneapolis	3							
FRPL		21.3	28.1	29.2	31.8	39.5	36.6	
Gap		-44.2	-40.1	-39.7	-39.1	-33.9	-41.6	-2.6
Non-FRPL		65.5	68.2	68.9	70.9	73.4	78.2	
Minnesota	3							
FRPL		37.7	44.2	45.5	45.3	53.0	51.6	
Gap		-30.2	-29.9	-28.9	-28.8	-26.9	-27.7	-2.5
Non-FRPL		67.9	74.1	74.4	74.1	79.9	79.3	
Minneapolis	5							
FRPL		13.9	22.1	25.3	33.6	38.3	38.8	
Gap		-44.7	-41.3	-46.1	-40.5	-37.1	-39.7	-5.0
Non-FRPL		58.6	63.4	71.4	74.1	75.4	78.5	
Minnesota	5							
FRPL		29.7	38.1	44.9	48.6	54.9	55.0	
Gap		-31.2	-33.3	-31.7	-31.1	-28.9	-28.3	-2.9
Non-FRPL		60.9	71.4	76.7	79.7	83.8	83.3	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
FRPL		26.9	27.6	32.9	30.3	35.3	35.5	29.0	
Gap		-43.2	-42.7	-35.5	-36.5	-40.6	-37.3	-42.6	-0.6
Non-FRPL		70.1	70.3	68.4	66.8	75.9	72.8	71.6	
Minnesota	8								
FRPL		48.1	46.9	49.3	47.8	51.7	49.2	47.0	
Gap		-30.4	-31.4	-30.1	-32.2	-31.2	-31.1	-33.1	2.7
Non-FRPL		78.5	78.2	79.4	80.0	82.9	80.3	80.1	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	1999	2000	2001	2002	2003*	2004	Change in Gap
Minneapolis	3							
LEP		11.0	10.5	19.8	21.1	25.8	29.8	
Gap		-25.9	-29.2	-27.2	-26.5	-28.4	-27.0	1.1
Non-LEP		36.9	39.7	47.1	47.6	54.2	56.8	
Minnesota	3							
LEP		14.3	14.4	26.8	23.8	31.2	33.3	
Gap		-44.1	-50.0	-43.2	-46.3	-44.9	-43.6	-0.5
Non-LEP		58.4	64.4	70.0	70.0	76.1	76.9	
Minneapolis	5							
LEP		9.5	11.8	15.6	18.8	23.5	26.4	
Gap		-25.9	-32.1	-35.9	-34.0	-32.7	-29.5	3.6
Non-LEP		35.4	43.9	51.4	52.8	56.2	55.9	
Minnesota	5							
LEP		12.0	16.0	27.1	25.3	34.4	34.8	
Gap		-49.2	-53.4	-49.7	-52.6	-45.4	-43.8	-5.4
Non-LEP		61.2	69.4	76.8	77.9	79.8	78.6	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
LEP		13.0	15.8	25.6	20.5	21.3	26.9	23.0	
Gap		-33.7	-37.7	-37.2	-37.7	-39.6	-35.2	-37.1	3.5
Non-LEP		46.6	53.5	62.8	58.3	60.9	62.1	60.1	
Minnesota	8								
LEP		15.8	21.6	30.5	32.0	30.8	35.3	35.7	
Gap		-53.8	-55.3	-51.2	-48.9	-51.8	-48.4	-48.1	-5.7
Non-LEP		69.6	76.9	81.7	80.9	82.6	83.8	83.8	

* Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999	2000	2001	2002	2003*	2004	Change in Gap
Minneapolis	3							
LEP		18.7	26.5	28.9	33.4	38.4	37.5	
Gap		-19.2	-17.4	-15.9	-13.4	-17.1	-16.5	-3.0
Non-LEP		37.9	43.9	44.8	46.9	55.5	53.7	
Minnesota	3							
LEP		18.3	26.2	33.1	30.5	39.9	38.2	
Gap		-42.4	-40.9	-34.8	-37.3	-34.4	-35.2	-7.2
Non-LEP		60.7	67.0	67.9	67.8	74.3	73.4	
Minneapolis	5							
LEP		12.2	16.7	18.9	28.6	33.0	35.8	
Gap		-18.2	-22.2	-25.6	-21.3	-21.1	-19.0	0.8
Non-LEP		30.4	39.0	44.6	49.9	54.1	54.8	
Minnesota	5							
LEP		11.4	19.6	28.4	29.9	37.2	40.1	
Gap		-42.0	-44.3	-41.6	-43.0	-40.3	-36.8	-5.2
Non-LEP		53.4	63.8	70.0	72.8	77.5	76.9	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
LEP		17.0	17.7	27.4	26.3	31.1	36.6	24.5	
Gap		-28.8	-28.7	-22.0	-20.1	-21.3	-14.1	-21.7	-7.1
Non-LEP		45.9	46.4	49.5	46.4	52.3	50.7	46.2	
Minnesota	8								
LEP		22.5	24.2	31.4	33.1	32.1	33.7	29.3	
Gap		-49.7	-47.6	-42.1	-40.7	-44.8	-40.5	-44.0	-5.7
Non-LEP		72.2	71.8	73.5	73.8	76.9	74.1	73.3	

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	1999	2000	2001	2002	2003*	2004	Change in Gap
Minneapolis	3							
Special Education		13.5	9.8	15.6	14.0	17.3	16.8	
Gap		-20.3	-26.7	-27.9	-29.5	-31.7	-36.6	16.3
Regular Education		33.8	36.5	43.6	43.6	49.0	53.4	
Minnesota	3							
Special Education		25.4	28.0	34.0	34.7	40.6	40.2	
Gap		-34.7	-37.8	-37.2	-36.0	-36.2	-37.6	2.9
Regular Education		60.1	65.8	71.2	70.7	76.8	77.8	
Minneapolis	5							
Special Education		7.5	10.7	15.3	16.7	15.9	16.8	
Gap		-27.5	-31.9	-32.6	-32.7	-37.4	-37.6	10.1
Regular Education		35.0	42.6	47.8	49.5	53.3	54.4	
Minnesota	5							
Special Education		23.1	30.6	37.9	39.4	43.2	40.6	
Gap		-41.8	-41.8	-41.3	-40.7	-38.6	-40.3	-1.5
Regular Education		64.8	72.5	79.3	80.1	81.8	80.9	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
Special Education		9.6	13.8	20.9	16.6	15.2	17.1	12.6	
Gap		-37.1	-40.3	-41.5	-41.4	-44.2	-44.6	-46.9	9.8
Regular Education		46.7	54.1	62.3	58.0	59.4	61.7	59.5	
Minnesota	8								
Special Education		24.9	32.7	39.0	36.7	40.3	42.3	39.6	
Gap		-48.9	-48.3	-46.8	-48.2	-45.5	-44.5	-47.3	-1.6
Regular Education		73.8	81.0	85.8	84.9	85.8	86.8	86.9	

* Asterik indicates that the data has been updated by the school district.

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

Mathematics	Grade	1999	2000	2001	2002	2003*	2004	Change in Gap
Minneapolis	3							
Special Education		16.9	16.1	17.1	16.1	22.4	21.8	
Gap		-19.3	-27.0	-26.8	-30.2	-31.0	-30.8	11.5
Regular Education		36.2	43.1	43.9	46.3	53.4	52.6	
Minnesota	3							
Special Education		31.2	36.4	37.5	37.7	44.9	44.7	
Gap		-30.9	-32.0	-31.7	-30.9	-30.2	-29.4	-1.5
Regular Education		62.1	68.4	69.2	68.6	75.1	74.1	
Minneapolis	5							
Special Education		7.6	10.4	11.7	17.3	19.8	24.1	
Gap		-23.1	-28.5	-31.4	-32.0	-33.7	-30.6	7.6
Regular Education		30.6	38.9	43.1	49.3	53.5	54.7	
Minnesota	5							
Special Education		22.0	29.7	34.7	37.2	44.5	44.4	
Gap		-34.4	-37.0	-37.8	-38.1	-34.9	-34.5	0.1
Regular Education		56.4	66.7	72.5	75.3	79.4	78.9	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Minneapolis	8								
Special Education		9.5	11.2	12.9	11.4	10.6	10.8	7.4	
Gap		-37.0	-36.7	-38.3	-37.1	-43.9	-42.3	-40.4	3.4
Regular Education		46.5	47.9	51.2	48.5	54.5	53.2	47.8	
Minnesota	8								
Special Education		26.8	27.0	28.7	30.1	33.1	30.2	28.4	
Gap		-49.8	-49.2	-49.6	-48.0	-47.5	-47.7	-48.4	-1.4
Regular Education		76.6	76.2	78.3	78.1	80.6	77.9	76.8	

* Asterik indicates that the data has been updated by the school district.

DISTRICT NASHVILLE
STATE TENNESSEE

STATE READING AND MATH ASSESSMENT
State Assessment: Tennessee Comprehensive Assessment Program (TCAP)
Grades Tested: 3-8
First Year Reported: 2003
How Reported: Performance Level

DEMOGRAPHICS ¹	NASHVILLE		TENNESSEE	
	1995-96	2002-03	1995-96	2002-03
Number of Students	70,913	67,954	893,770	928,000
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	56.7*	NA	NA
Percent of Students with IEPs	12.5	15.7	14.0	15.4
Percent English Language Learners	NA	6.8*	NA	NA
Percent African American	41.9	46.7	22.8	24.4
Percent Hispanic	1.3	6.1	0.7	2.4
Percent White	53.3	43.7	74.4	70.0
Percent Other	4.3	3.5	1.0	1.4
Number of FTE Teachers	4,168	4,614	53,403	58,652
Student-Teacher Ratio	17.0	14.7	16.7	15.8
Number of Schools	122	123	1,563	1,659
Current Expenditures Per Pupil ²	\$5,078	\$7,207	\$4,172	\$5,959
Nashville as a Percentage of Tennessee's Public Schools			1995-96	2002-03
Percent of Students			7.9	7.3
Percent of FRPL			NA	NA
Percent of IEPs			7.1	7.5
Percent of ELLs			NA	NA
Percent of Schools			7.8	7.4
Percent of Teachers			7.8	7.9
Percent of State Revenue ³			6.7	5.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Nashville
TCAP Achievement Test
Percent Proficient and Advanced**

Reading	Grade	2003*	2004-*	Annualized Change in NCEs
Nashville	3	76.3	78.4	2.1
Tennessee	3	NA	NA	NA
Nashville	4	NA	74.6	NA
Tennessee	4	NA	NA	NA
Nashville	5	72.2	73.8	1.6
Tennessee	5	NA	NA	NA
Nashville	6	NA	74.2	NA
Tennessee	6	NA	NA	NA
Nashville	7	NA	72.1	NA
Tennessee	7	NA	NA	NA
Nashville	8	71.9	73.9	2.0
Tennessee	8	NA	NA	NA
Math				
Nashville	3	75.3	74.7	-0.6
Tennessee	3	NA	NA	NA
Nashville	4	NA	73.3	NA
Tennessee	4	NA	NA	NA
Nashville	5	72.0	73.7	1.7
Tennessee	5	NA	NA	NA
Nashville	6	NA	71.2	NA
Tennessee	6	NA	NA	NA
Nashville	7	NA	72	NA
Tennessee	7	NA	NA	NA
Nashville	8	69.9	75.4	5.5
Tennessee	8	NA	NA	NA

*2004 statewide data was not released by individual grade levels. The state released data that showed the percent of continuously enrolled students across grades 3,5, and 8 who were Below Proficient and Proficient / Advanced (combined) in Reading and Math.

*Asterik indicates that the data was updated by the school district.

DISTRICT NEWARK
STATE NEW JERSEY

STATE READING AND MATH ASSESSMENT
State Assessment: NJASK 4, GEPA, & HSPT
Grades Tested: 4,8, & 11
First Year Reported: 1999
How Reported: Percent Passing

DEMOGRAPHICS ¹	NEWARK		NEW JERSEY	
	1995-96	2002-03	1995-96	2002-03
Number of Students	45,805	42,395	1,197,381	1,367,438
Percent Free & Reduced Price Lunch Eligible (FRPL)	75.7	76.4	23.9	27.2
Percent of Students with IEPs	6.6	15.6	5.3	16.0
Percent English Language Learners	NA	8.7	NA	4.2
Percent African American	63.4	59.1	18.5	17.8
Percent Hispanic	27.2	31.7	13.4	16.6
Percent White	8.6	8.2	62.4	58.6
Percent Other	0.8	1.0	5.5	7.0
Number of FTE Teachers	3,538	3,684	86,706	107,004
Student-Teacher Ratio	12.9	11.5	13.8	13.3
Number of Schools	80	77	2,279	2,454
Current Expenditures Per Pupil ²	\$7,428	\$16,596	\$9,361	\$11,793
Newark as a Percentage of New Jersey's Public Schools			1995-96	2002-03
Percent of Students			3.8	3.1
Percent of FRPL			12.1	8.7
Percent of IEPs			4.8	3.0
Percent of ELLs			NA	6.4
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Newark
New Jersey Assessment of Skills and Knowledge (NJASK 4)
Percent Passing

	Grade	1999	2000	2001	2002	2003*	2004*	Annualized Change
Language Arts	4							
Newark		32.1	31.1	51.9	65.0	62.4	70.9	7.8
New Jersey		62.7	61.1	85.2	86.3	86.1	90.3	5.5
Math	4							
Newark		29.2	33.5	32.2	38.9	48.2	59.3	6.0
New Jersey		65.7	71.4	71.3	74.2	74.8	78.4	2.5

Newark
Grade Eight Proficiency Assessment (GEPA)
Percent Passing

	Grade	1999	2000	2001	2002	2003*	2004*	Annualized Change
Language Arts	8							
Newark		52.6	47.5	46.3	46.1	53.1	54.5	0.4
New Jersey		85.4	83.7	82.3	82.7	84.7	82.5	-0.6
Math	8							
Newark		24.1	21.7	26.5	31.0	31.9	41.6	3.5
New Jersey		68.5	67.3	70.1	66.6	66.0	71.3	0.6

Newark
High School Proficiency Assessment
Percent Passing

	Grade	1999	2000	2001	2002	2003*	2004*	Annualized Change
Language Arts	11							
Newark		NA	NA	NA	51.8	55.6	58.6	3.4
New Jersey		NA	NA	NA	81.1	90.6	91.6	5.3
Math	11							
Newark		NA	NA	NA	27.3	29	33.5	3.1
New Jersey		NA	NA	NA	68.6	74.6	78.9	5.2

*Asterik indicates that the data has been updated by the school district.

DISTRICT NEW ORLEANS
STATE LOUISIANA

STATE READING AND MATH ASSESSMENT State Assessment: Iowa Test of Basic Skills (ITBS), LEAP, & GEE Grades Tested: 3-10 First Year Reported: 1999 How Reported: Percentile & Performance Level				
DEMOGRAPHICS ¹	NEW ORLEANS		LOUISIANA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	85,596	70,246	797,366	730,464
Percent Free & Reduced Price Lunch Eligible (FRPL)	70.1	78.2	49.0	60.7
Percent of Students with IEPs	11.8	10.8	13.4	13.7
Percent English Language Learners	NA	1.9	NA	1.5
Percent African American	90.2	93.4	46.0	47.8
Percent Hispanic	1.3	1.2	1.1	1.7
Percent White	5.6	3.5	51.0	48.5
Percent Other	2.6	1.9	1.8	2.0
Number of FTE Teachers	3,876	4,236	46,980	50,062
Student-Teacher Ratio	22.1	16.6	17.0	14.9
Number of Schools	121	128	1,470	1,556
Current Expenditures Per Pupil ²	\$4,436	\$6,436	\$4,447	\$6,567
New Orleans as a Percentage of Louisiana's Public Schools			1995-96	2002-03
Percent of Students			10.7	9.6
Percent of FRPL			15.4	12.4
Percent of IEPs			9.4	7.6
Percent of ELLs			NA	12.0
Percent of Schools			8.2	8.2
Percent of Teachers			8.2	8.5
Percent of State Revenue ³			10.3	9.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**New Orleans
ITBS/ITED
National Percentile Ranks ⁴**

Composite	Grade	1999	2000	2001	2002	2003	2004	Annualized Change in NCEs
New Orleans	3	23	25	28	27	33	35	1.5
Louisiana	3	45	47	50	50	55	57	1.3
New Orleans	5	23	25	38	33	39	40	2.1
Louisiana	5	44	46	52	51	56	57	1.4
New Orleans	6	26	27	30	33	27	28	0.2
Louisiana	6	45	47	48	51	44	46	0.1
New Orleans	7	24	25	25	27	28	30	0.8
Louisiana	7	44	46	47	47	48	48	0.4
New Orleans	9	28	29	39	33	32	33	0.6
Louisiana	9	44	46	50	48	47	48	0.4

**New Orleans
LEAP 21
Percent At/Above Basic**

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
English Language Arts								
New Orleans	4	33	33	38	31	38	40	1.4
Louisiana	4	55	55	59	57	61	60	1.0
New Orleans	8	23	29	21	22	22	22	-0.2
Louisiana	8	43	54	51	48	52	47	0.8
Math								
New Orleans	4	19	27	30	25	35	33	2.8
Louisiana	4	42	49	54	50	60	53	2.2
New Orleans	8	17	22	17	15	20	29	2.4
Louisiana	8	38	47	46	41	47	53	3.0

**New Orleans
Louisiana GEE 21-Graduate Exit Exam
Percent At or Above Basic**

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
English Language Arts								
New Orleans	10	NA	NA	32	30	29	35	1.0
Louisiana	10	NA	NA	56	52	53	60	1.3
Math								
New Orleans	10	NA	NA	27	21	33	38	3.7
Louisiana	10	NA	NA	51	47	59	61	3.3

⁴ Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT NEW YORK CITY
STATE NEW YORK

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

DEMOGRAPHICS ¹	NEW YORK CITY		NEW YORK	
	1995-96	2002-03	1995-96	2002-03
Number of Students	1,049,039	1,077,381	2,813,230	2,888,233
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.8*	12.8	16.8
Percent of Students with IEPs	11.8	13.4	12.3	14.6
Percent English Language Learners	NA	11.6	NA	6.2
Percent African American	36.3	34.0	20.2	20.0
Percent Hispanic	37.2	38.2	17.4	19.0
Percent White	16.4	15.0	56.9	54.2
Percent Other	9.9	12.8	5.4	6.8
Number of FTE Teachers	55,538	65,803	181,559	210,926
Student-Teacher Ratio	18.9	16.4	15.5	21.0
Number of Schools	1,108	1,429	4,149	4,904
Current Expenditures Per Pupil ²	\$11,266	\$11,628	\$8,361	\$11,218
New York City as a Percentage of New York's Public Schools			1995-96	2002-03
Percent of Students			37.3	37.3
Percent of FRPL			NA	NA
Percent of IEPs			35.8	34.3
Percent of ELLs			NA	69.8
Percent of Schools			26.7	29.1
Percent of Teachers			30.6	31.2
Percent of State Revenue ³			34.6	36.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**New York City
New York State Assessment Program
Percent Scoring Level 3 & 4**

	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change
English Language Arts								
New York City	4	32.7	41.7	43.9	46.5	52.4	49.6	3.4
New York State	4	48.1	58.7	60.0	61.5	64.3	62.2	2.8
New York City	8	35.3	32.5	33.1	29.5	32.5	35.6	0.1
New York State	8	48.1	44.9	44.9	44.3	45.3	47.2	-0.2
Math								
New York City	4	49.6	46.2	51.8	51.9	66.7	68.1	3.7
New York State	4	66.7	65.0	69.1	67.6	78.1	79.1	2.5
New York City	8	22.8	22.6	22.8	29.8	34.4	42.3	3.9
New York State	8	37.9	40.3	39.4	47.7	51.0	57.7	4.0

* Asterik indicates that the data has been updated by the school district.

**New York City
New York State Assessment Program
Percent Scoring Level 3 & 4**

English Language Arts	Grade	2002	2003	2004*	Change in Gap	Mathematics	Grade	2002	2003	2004*	Change in Gap
New York City	4					New York City	4				
African American		38.7	46.7	41.3		African American		41.2	58.7	59.9	
Gap		-32.3	-26.7	-30.6	-1.7	Gap		-34.6	-25.8	-25.1	-9.5
White		71.0	73.4	71.9		White		75.8	84.5	85.0	
Gap		-33.2	-29.9	-30.8	-2.4	Gap		-30.5	-23.0	-22.1	-8.4
Hispanic		37.8	43.5	41.1		Hispanic		45.3	61.5	62.9	
New York City	8					New York City	8				
African American		21.2	25.9	27.7		African American		19.2	24.3	32.3	
Gap		-33.0	-28.4	-30.4	-2.6	Gap		-35.1	-32.1	-30.8	-4.3
White		54.2	54.3	58.1		White		54.3	56.4	63.1	
Gap		-34.2	-31.0	-30.8	-3.4	Gap		-34.4	-31.5	-29.7	-4.7
Hispanic		20.0	23.3	27.3		Hispanic		19.9	24.9	33.4	

**New York City
New York State Assessment Program
Percent Scoring Level 3 & 4**

English Language Arts	Grade	2002	2003	2004*	Change in Gap	Mathematics	Grade	2002	2003	2004*	Change in Gap
New York City	4					New York City	4				
LEP		7.0	5.8	11.6		LEP		19.7	37.1	40.5	
Gap		-42.0	-48.8	-39.8	2.2	Gap		-35.0	-32.7	-30.4	-4.6
Non-LEP		49.0	54.6	51.4		Non-LEP		54.7	69.8	70.9	
New York City	8					New York City	8				
LEP		1.9	1.2	4.3		LEP		10.5	16.1	21.2	
Gap		-29.8	-33.5	-33.7	3.9	Gap		-21.3	-20.7	-23.8	2.5
Non-LEP		31.7	34.7	38.0		Non-LEP		31.8	36.8	45.0	

* Asterik indicates that the data has been updated by the school district.

DISTRICT NORFOLK
STATE VIRGINIA

STATE READING AND MATH ASSESSMENT
State Assessment: Standards of Learning Assessments
Grades Tested: 3,5,& 8
First Year Reported: 1998
How Reported: Percent Passing

DEMOGRAPHICS ¹	NORFOLK		VIRGINIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	36,771	36,745	1,079,854	1,177,229
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.3	60.1	24.3	30.2
Percent of Students with IEPs	12.2	13.6	13.0	14.4
Percent English Language Learners	NA	0.2	NA	4.2
Percent African American	64.0	67.8	26.5	27.0
Percent Hispanic	1.6	2.6	3.2	6.1
Percent White	32.0	27.2	66.6	61.3
Percent Other	2.3	2.3	3.7	4.8
Number of FTE Teachers	2,359	3,363	74,731	99,919
Student-Teacher Ratio	15.6	10.9	14.4	12.5
Number of Schools	58	58	1,889	2,064
Current Expenditures Per Pupil ²	\$5,362	\$7,371	\$5,528	\$7,496
Norfolk as a Percentage of Virginia's Public Schools			1995-96	2002-03
Percent of Students			3.4	3.1
Percent of FRPL			7.8	6.2
Percent of IEPs			3.2	3.0
Percent of ELLs			NA	0.2
Percent of Schools			3.1	2.8
Percent of Teachers			3.2	3.4
Percent of State Revenue ³			3.8	4.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Norfolk
Standards of Learning Assessment
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
English									
Norfolk	3	38.2	50.4	51.8	53.9	58.3	66.8	63.0	4.1
Virginia	3	54.7	61.4	60.7	64.5	71.6	71.9	71.0	2.7
Norfolk	5	49.0	58.8	57.7	63.2	68.7	79.7	82.0	5.5
Virginia	5	68.3	69.5	68.4	72.9	77.7	82.3	85.0	2.8
Norfolk	8	42.3	49.1	51.9	55.6	58.1	57.2	68.0	4.3
Virginia	8	64.7	66.8	69.7	73.0	69.3	67.3	72.0	1.2
Math									
Norfolk	3	47.1	56.3	63.5	70.3	72.8	78.8	82.0	5.8
Virginia	3	63.5	67.8	71.3	77.1	80.4	83.0	87.0	3.9
Norfolk	5	29.8	39.8	56.5	56.5	61.9	66.5	75.0	7.5
Virginia	5	46.6	50.6	63.3	66.6	71.1	73.5	78.0	5.2
Norfolk	8	26.0	33.5	44.1	49.5	53.3	62.9	73.0	7.8
Virginia	8	52.8	60.5	61.3	68.0	70.8	72.4	80.0	4.5

Norfolk
Standards of Learning
Assessment
Percent Passing

Norfolk
Standards of Learning
Assessment
Percent Passing

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Norfolk	3					Norfolk	3				
African American		52	62	56		African American		68	74	78	
Gap		-24	-20	-23	1	Gap		-17	-18	-13	4
White		76	82	79		White		85	92	91	
Gap		-13	-11	-22	9	Gap		-7	-6	-5	-2
Hispanic		63	71	57		Hispanic		78	86	86	
Virginia	3					Virginia	3				
African American		55	58	56		African American		65	72	77	
Gap		-25	-21	-23	-2	Gap		-22	-16	-15	-7
White		80	79	79		White		87	88	92	
Gap		-21	-17	-17	-4	Gap		-14	-10	-8	-6
Hispanic		59	62	62		Hispanic		73	78	84	
Norfolk	5					Norfolk	5				
African American		63	77	79		African American		56	63	70	
Gap		-20	-10	-12	-8	Gap		-19	-14	-16	-3
White		83	87	91		White		75	77	86	
Gap		-11	-7	-3	-8	Gap		-14	-8	-4	-10
Hispanic		72	80	88		Hispanic		61	69	82	
Virginia	5					Virginia	5				
African American		62	71	74		African American		54	60	65	
Gap		-23	-17	-15	-8	Gap		-25	-21	-19	-6
White		85	88	89		White		79	81	84	
Gap		-17	-14	-10	-7	Gap		-18	-16	-15	-3
Hispanic		68	74	79		Hispanic		61	65	69	
Norfolk	8					Norfolk	8				
African American		49	50	51		African American		45	56	67	
Gap		-28	-27	-34	6	Gap		-25	-25	-20	-5
White		77	77	85		White		70	81	87	
Gap		-4	-18	-21	17	Gap		-12	-15	-11	-1
Hispanic		73	59	64		Hispanic		58	66	76	
Virginia	8					Virginia	8				
African American		51	52	56		African American		52	59	67	
Gap		-26	-26	-23	-3	Gap		-26	-22	-18	-8
White		77	78	79		White		78	81	85	
Gap		-22	-25	-19	-3	Gap		-18	-13	-12	-6
Hispanic		55	53	60		Hispanic		60	68	73	

Norfolk
Standards of Learning
Assessment
Percent Passing
Limited English Proficient

Norfolk
Standards of Learning Assessment
Percent Passing
Limited English Proficient

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Norfolk	3	33	0	68	18	Norfolk	3	33	67	92	30
Virginia	3	55	56	60	3	Virginia	3	70	75	84	7
Norfolk	5	NA	100	57	-43	Norfolk	5	NA	50	62	12
Virginia	5	57	66	78	11	Virginia	5	56	60	67	6
Norfolk	8	NA	0	42	42	Norfolk	8	0	50	73	37
Virginia	8	39	35	50	6	Virginia	8	58	65	70	6

Norfolk
Standards of Learning
Percent Passing
Economically Disadvantaged

Norfolk
Standards of Learning
Percent Passing
Economically Disadvantaged

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Norfolk	3	53	63	57	2	Norfolk	3	68	76	80	6
Virginia	3	55	57	57	1	Virginia	3	67	72	79	6
Norfolk	5	62	77	80	9	Norfolk	5	56	63	72	8
Virginia	5	62	70	74	6	Virginia	5	54	59	66	6
Norfolk	8	49	52	62	7	Norfolk	8	45	57	70	13
Virginia	8	50	50	54	2	Virginia	8	50	59	67	9

Norfolk
Standards of Learning
Percent Passing Standard
Special Education

Norfolk
Standards of Learning
Percent Passing Standard
Special Education

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Norfolk	3	47	61	43	-2	Norfolk	3	56	64	62	3
Virginia	3	51	54	47	-2	Virginia	3	59	64	74	8
Norfolk	5	57	68	58	1	Norfolk	5	42	55	45	2
Virginia	5	56	63	62	3	Virginia	5	44	50	52	4
Norfolk	8	30	37	32	1	Norfolk	8	23	35	32	5
Virginia	8	32	37	37	3	Virginia	8	32	39	45	7

DISTRICT OAKLAND
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENT
State Assessment: California Standards Test (CST)
Grades Tested: 2-11
First Year Reported: 2002
How Reported: Performance Level

DEMOGRAPHICS ¹	OAKLAND		CALIFORNIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	52,452	52,501	5,536,406	6,356,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	60.0	65.7	45.6	47.2
Percent of Students with IEPs	9.9	10.8	10.1	10.6
Percent English Language Learners	NA	33.4	NA	25.2
Percent African American	52.0	43.7	8.7	8.1
Percent Hispanic	20.6	32.5	38.3	44.4
Percent White	6.8	5.9	39.9	33.1
Percent Other	20.7	17.9	11.9	11.9
Number of FTE Teachers	2,262	2,888	230,849	307,672
Student-Teacher Ratio	23.2	18.2	24.0	21.1
Number of Schools	89	110	7,876	9,100
Current Expenditures Per Pupil ²	\$5,463	\$8,973	\$4,937	\$7,434
Oakland as a Percentage of California's Public Schools			1995-96	2002-03
Percent of Students			0.9	0.8
Percent of FRPL			1.2	1.1
Percent of IEPs			0.9	0.8
Percent of ELLs			NA	1.1
Percent of Schools			1.1	1.2
Percent of Teachers			1.0	0.9
Percent of State Revenue ³			1.1	1.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Oakland	2	23	27	26	1.5	Oakland	2	29	39	41	6.0
California	2	32	36	36	2.0	California	2	43	53	51	4.0
Oakland	3	22	23	20	-1.0	Oakland	3	24	32	37	6.5
California	3	34	33	30	-2.0	California	3	38	46	48	5.0
Oakland	4	20	24	25	2.5	Oakland	4	21	28	32	5.5
California	4	36	39	40	2.0	California	4	37	45	45	4.0
Oakland	5	17	21	27	5.0	Oakland	5	18	24	29	5.5
California	5	31	36	40	4.5	California	5	29	35	38	4.5
Oakland	6	13	15	16	1.5	Oakland	6	15	16	14	-0.5
California	6	30	36	36	3.0	California	6	32	34	35	1.5
Oakland	7	16	18	18	1.0	Oakland	7	14	15	15	0.5
California	7	33	36	36	1.5	California	7	30	30	33	1.5
Oakland	8	15	15	18	1.5						
California	8	32	30	33	0.5						
Oakland	9	15	17	18	1.5						
California	9	33	38	37	2.0						
Oakland	10	17	14	15	-1.0						
California	10	33	33	35	1.0						
Oakland	11	18	16	16	-1.0						
California	11	31	32	32	0.5						

**Oakland
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Oakland	4					Oakland	4				
African American		15	20	20		African American		12	18	20	
Gap		-60	-56	-54	-6	Gap		-54	-55	-51	-3
White		75	76	74		White		66	73	71	
Gap		-65	-65	-60	-5	Gap		-54	-54	-48	-6
Hispanic		10	11	14		Hispanic		12	19	23	
California	4					California	4				
African American		24	27	27		African American		22	29	28	
Gap		-32	-32	-32	0	Gap		-31	-32	-33	2
White		56	59	59		White		53	61	61	
Gap		-37	-35	-34	-3	Gap		-29	-28	-28	-1
Hispanic		19	24	25		Hispanic		24	33	33	
Oakland	8					Oakland	7				
African American		12	10	12		African American		6	6	5	
Gap		-48	-41	-54	-6	Gap		-43	-53	-57	14
White		60	51	66		White		49	59	62	
Gap		-53	-43	-56	-3	Gap		-43	-50	-55	12
Hispanic		7	8	10		Hispanic		6	9	7	
California	8					California	7				
African American		17	17	19		African American		13	12	14	
Gap		-33	-30	-32	-1	Gap		-30	-32	-34	4
White		50	47	51		White		43	44	48	
Gap		-35	-32	-33	-2	Gap		-28	-28	-30	2
Hispanic		15	15	18		Hispanic		15	16	18	
Oakland	10										
African American		11	10	10							
Gap		-48	-45	-46	-2						
White		59	55	56							
Gap		-53	-48	-48	-5						
Hispanic		6	7	8							
California	10										
African American		19	19	21							
Gap		-30	-31	-32	2						
White		49	50	53							
Gap		-33	-33	-34	1						
Hispanic		16	17	19							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Oakland	4					Oakland	4				
ED		14	18	18		ED		15	24	26	
Gap		-23	-20	-27	4	Gap		-20	-15	-21	1
Non-ED		37	38	45		Non-ED		35	39	47	
California	4					California	4				
ED		19	24	25		ED		24	33	32	
Gap		-37	-35	-35	-2	Gap		-30	-29	-29	-1
Non-ED		56	59	60		Non-ED		54	62	61	
Oakland	8					Oakland	7				
ED		10	11	13		ED		12	13	12	
Gap		-15	-10	-15	0	Gap		-6	-8	-13	7
Non-ED		25	21	28		Non-ED		18	21	25	
California	8					California	7				
ED		14	15	18		ED		16	16	20	
Gap		-32	-27	-28	-4	Gap		-25	-27	-25	0
Non-ED		46	42	46		Non-ED		41	43	45	
Oakland	10										
ED		13	10	12							
Gap		-7	-9	-9	2						
Non-ED		20	19	21							
California	10										
ED		14	16	18							
Gap		-28	-26	-27	-1						
Non-ED		42	42	45							

Oakland
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Oakland	4					Oakland	4				
English Learners		5	6	4		English Learners		13	20	17	
Gap		-24	-28	-31	7	Gap		-12	-13	-21	9
English Proficient		29	34	35		English Proficient		25	33	38	
California	4					California	4				
English Learners		10	15	15		English Learners		10	29	26	
Gap		-36	-35	-36	-0	Gap		-36	-24	-28	-8
English Proficient		46	50	51		English Proficient		46	53	54	
Oakland	8					Oakland	7				
English Learners		2	1	1		English Learners		8	6	4	
Gap		-21	-20	-22	1	Gap		-9	-14	-15	6
English Proficient		23	21	23		English Proficient		17	20	19	
California	8					California	7				
English Learners		3	4	3		English Learners		9	8	10	
Gap		-38	-33	-37	-1	Gap		-26	-28	-29	3
English Proficient		41	37	40		English Proficient		35	36	39	
Oakland	10										
English Learners		2	2	1							
Gap		-22	-18	-19	-3						
English Proficient		24	20	20							
California	10										
English Learners		3	4	4							
Gap		-36	-35	-38	2						
English Proficient		39	39	42							

Oakland
California Standards Test - Special Education
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Oakland	4					Oakland	4				
Special Education		14	16	10		Special Education		12	20	14	
Gap		-6	-9	-17	11	Gap		-10	-9	-20	10
Regular Education		20	25	27		Regular Education		22	29	34	
California	4					California	4				
Special Education		16	15	16		Special Education		18	20	20	
Gap		-21	-20	-26	5	Gap		-22	-28	-28	6
Regular Education		37	35	42		Regular Education		40	48	48	
Oakland	8					Oakland	7				
Special Education		4	5	9		Special Education		6	8	5	
Gap		-13	-12	-10	-3	Gap		-9	-8	-12	3
Regular Education		17	17	19		Regular Education		15	16	17	
California	8					California	7				
Special Education		5	5	6		Special Education		6	6	7	
Gap		-30	-28	-30	-0	Gap		-25	-27	-29	4
Regular Education		35	33	36		Regular Education		31	33	36	
Oakland	10										
Special Education		5	4	5							
Gap		-12	-11	-11	-1						
Regular Education		17	15	16							
California	10										
Special Education		4	5	5							
Gap		-31	-31	-34	3						
Regular Education		35	36	39							

DISTRICT OKLAHOMA CITY
 STATE OKLAHOMA

STATE READING AND MATH ASSESSMENT
State Assessment: Oklahoma Core Curriculum Tests
Grades Tested: 5 & 8
First Year Reported: 1999
How Reported: Performance Level

DEMOGRAPHICS ¹	OKLAHOMA CITY		OKLAHOMA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	39,829	38,716*	616,393	624,548
Percent Free & Reduced Price Lunch Eligible (FRPL)	66.7	82.2*	35.9	51.3
Percent of Students with IEPs	15.5	16.0*	11.6	14.6
Percent English Language Learners	NA	16.3*	NA	6.4
Percent African American	38.5	34.9*	10.5	10.9
Percent Hispanic	13.7	27.5*	3.9	7.0
Percent White	36.6	29.1	69.4	62.6
Percent Other	7.7	8.5*	16.2	19.4
Number of FTE Teachers	2,377	2,529	39,364	40,638
Student-Teacher Ratio	16.8	15.3	15.7	15.7
Number of Schools	86	94	1,830	1,816
Current Expenditures Per Pupil ²	\$4,327	\$6,634	\$4,549	\$6,229
Oklahoma City as a Percentage of Oklahoma's Public Schools			1995-96	2002-03
Percent of Students			6.5	6.2
Percent of FRPL			12.0	9.9
Percent of IEPs			8.6	6.8
Percent of ELLs			NA	15.7
Percent of Schools			4.7	5.2
Percent of Teachers			6.0	6.2
Percent of State Revenue ³			6.7	6.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Oklahoma City
Oklahoma Core Curriculum Test
Percent Satisfactory/Advanced ⁴**

	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change
Reading								
Oklahoma City	5	64	66	63	54	56	63	-0.2
Oklahoma	5	80	76	74	72	74	76	-0.8
Oklahoma City	8	59	51	60	54	58	71	2.4
Oklahoma	8	81	77	78	77	79	82	0.2
Math								
Oklahoma City	5	77	79	66	60	63	71	-1.2
Oklahoma	5	85	85	72	71	72	78	-1.4
Oklahoma City	8	50	45	49	47	56	66	3.2
Oklahoma	8	75	71	71	70	73	77	0.4

* Asterik indicates that the data has been updated by the school district.

⁴ Test scores represent the regular education category as defined by the SDE for the given school year.

DISTRICT OMAHA
STATE NEBRASKA

STATE READING AND MATH ASSESSMENT State Assessment: NA District Assessment: CAT-5 Grades Tested: 2,5,8 First Year Reported: 1994 How Reported: National Percentile				
DEMOGRAPHICS ¹	OMAHA		NEBRASKA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	44,247	45,986	289,744	285,402
Percent Free & Reduced Price Lunch Eligible (FRPL)	36.6	54.2	20.0	32.4
Percent of Students with IEPs	14.7	15.2	13.7	15.8
Percent English Language Learners	NA	10.4	NA	4.8
Percent African American	29.7	31.2	5.9	7.0
Percent Hispanic	6.6	16.6	4.4	9.2
Percent White	60.9	49.0	87.2	80.6
Percent Other	2.8	3.1	2.6	3.2
Number of FTE Teachers	2,786	3,111	20,028	21,043
Student-Teacher Ratio	15.9	14.8	14.5	13.7
Number of Schools	82	84	1,411	1,281
Current Expenditures Per Pupil ²	\$5,276	\$6,877	\$5,688	\$7,741
Omaha as a Percentage of Nebraska's Public Schools			1995-96	2002-03
Percent of Students			15.3	16.1
Percent of FRPL			28.0	27.0
Percent of IEPs			16.3	15.6
Percent of ELLs			NA	34.5
Percent of Schools			5.8	6.6
Percent of Teachers			13.9	14.8
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Omaha
CAT/5
National Percentiles**

Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change in NCEs
Total Reading												
2	57	58	59	59	59	59	61	61	61	62	61	0.2
5	NA	NA	NA	NA	NA	57	57	55	55	57	57	0.0
8	59	59	58	56	57	56	56	56	55	53	56	-0.2
Total Math												
2	70	71	71	72	75	73	76	76	75	76	78	0.5
5	NA	NA	NA	NA	NA	64	64	63	63	65	64	0.0
8	61	61	61	60	59	58	56	57	59	56	56	-0.3

DISTRICT ORANGE COUNTY
 STATE FLORIDA

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

DEMOGRAPHICS ¹	ORANGE COUNTY		FLORIDA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	123,165	158,718	2,176,222	2,539,929
Percent Free & Reduced Price Lunch Eligible (FRPL)	32.6	42.9	37.1	45.2
Percent of Students with IEPs	12.5	16.2	13.4	15.3
Percent English Language Learners	NA	12.4	NA	8.0
Percent African American	28.0	28.5	25.3	24.7
Percent Hispanic	16.1	25.6	15.3	21.4
Percent White	52.3	41.7	57.5	51.6
Percent Other	3.6	4.1	2.0	2.3
Number of FTE Teachers	6,394	9,128	114,938	138,226
Student-Teacher Ratio	19.3	17.4	18.9	18.0
Number of Schools	157	188	2,760	3,526
Current Expenditures Per Pupil ²	\$4,997	\$5,994	\$5,275	\$6,213
Orange County as a Percentage of Florida's Public Schools			1995-96	2002-03
Percent of Students			5.7	6.2
Percent of FRPL			5.0	5.9
Percent of IEPs			5.4	6.6
Percent of ELLs			NA	9.6
Percent of Schools			5.7	5.3
Percent of Teachers			5.6	6.6
Percent of State Revenue ³			5.4	6.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Orange	3	NA	NA	NA	52	58	62	5.0
Florida	3	NA	NA	NA	60	63	65	2.5
Orange	4	42	43	46	49	55	65	4.6
Florida	4	48	52	53	55	60	69	4.2
Orange	5	NA	NA	NA	47	56	54	3.5
Florida	5	NA	NA	NA	53	58	59	3.0
Orange	6	NA	NA	NA	46	49	54	4.0
Florida	6	NA	NA	NA	51	53	54	1.5
Orange	7	NA	NA	NA	44	45	49	2.5
Florida	7	NA	NA	NA	50	52	53	1.5
Orange	8	41	35	40	41	44	39	-0.4
Florida	8	44	39	43	45	49	44	0.0
Orange	9	NA	NA	NA	27	29	28	0.5
Florida	9	NA	NA	NA	29	31	32	1.5
Orange	10	32	29	36	34	34	34	0.4
Florida	10	30	29	37	36	36	34	0.8

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

Mathematics	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Orange	3	NA	NA	NA	54	59	60	3.0
Florida	3	NA	NA	NA	59	63	64	2.5
Orange	4	NA	NA	NA	48	50	61	6.5
Florida	4	NA	NA	NA	51	54	63	6.0
Orange	5	33	41	40	42	49	46	2.6
Florida	5	35	46	48	48	52	52	3.4
Orange	6	NA	NA	NA	40	44	46	3.0
Florida	6	NA	NA	NA	43	47	45	1.0
Orange	7	NA	NA	NA	42	43	44	1.0
Florida	7	NA	NA	NA	47	47	50	1.5
Orange	8	43	47	52	50	52	53	2.0
Florida	8	44	51	55	53	56	57	2.6
Orange	9	NA	NA	NA	45	48	51	3.0
Florida	9	NA	NA	NA	47	51	55	4.0
Orange	10	49	54	59	58	59	61	2.4
Florida	10	47	51	59	60	60	64	3.4

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Orange	4								
African American		22	23	30	28	31	39	53	
Gap		-40	-41	-39	-36	-35	-34	-26	-14
White		62	64	69	64	66	73	79	
Gap		-28	-27	-29	-30	-28	-29	-25	-3
Hispanic		34	37	40	34	38	44	54	
Florida	4								
African American		23	26	32	31	36	41	53	
Gap		-42	-41	-39	-35	-31	-32	-26	-16
White		65	67	71	66	67	73	79	
Gap		-27	-26	-23	-23	-21	-22	16	-11
Hispanic		38	41	48	43	46	51	63	
Orange	8								
African American		23	24	21	21	24	25	24	
Gap		-36	-37	-35	-35	-33	-38	-33	-3
White		59	61	56	56	57	63	57	
Gap		-28	-27	-27	-30	-27	-30	-29	1
Hispanic		31	34	29	26	30	33	28	
Florida	8								
African American		21	24	20	21	24	27	25	
Gap		-34	-37	-38	-35	-34	-35	-32	-2
White		55	61	58	56	58	62	57	
Gap		-22	-24	-23	-25	-23	-24	-22	0
Hispanic		33	37	35	31	35	38	35	
Orange	10								
African American		13	17	15	16	13	17	18	
Gap		-29	-30	-28	-35	-36	-33	-32	3
White		42	47	43	51	49	50	50	
Gap		-20	-24	-23	-29	-29	-27	-30	10
Hispanic		22	23	20	22	20	23	20	
Florida	10								
African American		12	13	13	15	14	15	16	
Gap		-26	-29	-27	-34	-33	-32	-28	2
White		38	42	40	49	47	47	44	
Gap		-18	-19	-18	-24	-23	-23	-19	1
Hispanic		20	23	22	25	24	24	25	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Orange	5								
African American		8	16	25	20	24	28	28	
Gap		-36	-37	-40	-37	-35	-38	-35	-1
White		44	53	65	57	59	66	63	
Gap		-25	-27	-25	-28	-26	-28	-25	0
Hispanic		19	26	40	29	33	38	38	
Florida	5								
African American		10	15	26	25	27	30	31	
Gap		-34	-36	-37	-34	-33	-33	-33	-1
White		44	51	63	59	60	63	64	
Gap		-22	-22	-19	-19	-17	-18	-18	-4
Hispanic		22	29	44	40	43	45	46	
Orange	8								
African American		18	22	32	31	28	32	33	
Gap		-43	-43	-39	-38	-40	-39	-38	-5
White		61	65	71	69	68	71	71	
Gap		-28	-28	-29	-29	-30	-28	-26	-2
Hispanic		33	37	42	40	38	43	45	
Florida	8								
African American		19	21	30	30	28	31	34	
Gap		-40	-43	-41	-38	-39	-39	-35	-5
White		59	64	71	68	67	70	69	
Gap		-25	-26	-24	-24	-25	-23	-19	-6
Hispanic		34	38	47	44	42	47	50	
Orange	10								
African American		15	25	31	34	35	38	40	
Gap		-44	-43	-42	-41	-41	-38	-39	-5
White		59	68	73	75	76	76	79	
Gap		-29	-31	-28	-30	-31	-28	-30	1
Hispanic		30	37	45	45	45	48	49	
Florida	10								
African American		15	22	26	32	32	33	38	
Gap		-39	-41	-44	-40	-41	-42	-37	-2
White		54	63	70	72	73	75	75	
Gap		-24	-25	-26	-24	-25	-23	-20	-4
Hispanic		30	38	44	48	48	52	55	

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Orange County	4					Orange County	5				
FRPL		36	43	55		FRPL		29	35	35	
Gap		-29	-32	-25	-4	Gap		-29	-33	-30	1
Non-FRPL		65	75	80		Non-FRPL		58	68	65	
Florida	4					Florida	5				
FRPL		43	48	60		FRPL		35	38	40	
Gap		-29	-29	-23	-6	Gap		-29	-30	-29	0
Non-FRPL		72	77	83		Non-FRPL		64	68	69	
Orange County	8					Orange County	8				
FRPL		27	31	27		FRPL		37	40	42	
Gap		-24	-27	-25	1	Gap		-24	-26	-22	-2
Non-FRPL		51	58	52		Non-FRPL		61	66	64	
Florida	8					Florida	8				
FRPL		30	33	30		FRPL		36	40	43	
Gap		-28	-30	-29	1	Gap		-31	-31	-27	-4
Non-FRPL		58	63	59		Non-FRPL		67	71	70	
Orange County	10					Orange County	10				
FRPL		18	21	18		FRPL		44	46	47	
Gap		-21	-22	-23	2	Gap		-20	-23	-22	2
Non-FRPL		39	43	41		Non-FRPL		64	69	69	
Florida	10					Florida	10				
FRPL		17	20	20		FRPL		41	45	49	
Gap		-25	-24	-22	-3	Gap		-26	-25	-23	-3
Non-FRPL		42	44	42		Non-FRPL		67	70	72	

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

Reading	Grade	2002	2003	2004	Annualized Change	Math	Grade	2002	2003	2004	Annualized Change
Orange	4	NA	19	33	14	Orange	5	NA	20	20	0
Florida	4	NA	22	34	12	Florida	5	NA	23	24	1
Orange	8	NA	9	7	-2	Orange	8	NA	21	24	3
Florida	8	NA	9	9	0	Florida	8	NA	24	27	3
Orange	10	NA	2	3	1	Orange	10	NA	28	27	-1
Florida	10	NA	4	6	2	Florida	10	NA	32	34	2

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

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Orange County	4					Orange County	5				
Special Education		19	25	38		Special Education		15	19	19	
Gap		-36	-37	-32	-4	Gap		-32	-37	-33	1
Regular Education		55	62	70		Regular Education		47	56	52	
Florida	4					Florida	5				
Special Education		24	28	42		Special Education		19	21	22	
Gap		-37	-39	-33	-4	Gap		-35	-36	-36	1
Regular Education		61	67	75		Regular Education		54	57	58	
Orange County	8					Orange County	8				
Special Education		13	15	9		Special Education		16	20	18	
Gap		-33	-35	-36	3	Gap		-39	-40	-41	2
Regular Education		46	50	45		Regular Education		55	60	59	
Florida	8					Florida	8				
Special Education		13	15	13		Special Education		18	18	19	
Gap		-37	-39	-36	-1	Gap		-41	-44	-43	2
Regular Education		50	54	49		Regular Education		59	62	62	
Orange County	10					Orange County	10				
Special Education		12	13	11		Special Education		32	32	28	
Gap		-23	-25	-25	2	Gap		-29	-34	-37	8
Regular Education		35	38	36		Regular Education		61	66	65	
Florida	10					Florida	10				
Special Education		10	10	7		Special Education		25	26	26	
Gap		-28	-30	-30	2	Gap		-39	-40	-42	3
Regular Education		38	40	37		Regular Education		64	66	68	

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

DISTRICT PALM BEACH COUNTY
 STATE FLORIDA

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

DEMOGRAPHICS ¹	PALM BEACH COUNTY		FLORIDA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	132,215	164,896	2,176,222	2,539,929
Percent Free & Reduced Price Lunch Eligible (FRPL)	30.4	41.3	37.1	45.2
Percent of Students with IEPs	13.2	14.5	13.1	15.3
Percent English Language Learners	NA	11.0	NA	8.0
Percent African American	29.1	29.7	25.3	24.7
Percent Hispanic	13.6	20.0	15.3	21.4
Percent White	55.0	47.5	57.5	51.6
Percent Other	2.3	2.8	2.0	2.3
Number of FTE Teachers	7,090	8,826	114,938	138,226
Student-Teacher Ratio	18.6	18.7	18.9	18.0
Number of Schools	133	208	2,760	3,526
Current Expenditures Per Pupil ²	\$5,476	\$6,346	\$5,275	\$6,213
Palm Beach County as a Percentage of Florida's Public Schools			1995-96	2002-03
Percent of Students			6.1	6.5
Percent of FRPL			5.0	5.9
Percent of IEPs			6.1	6.1
Percent of ELLs			NA	8.9
Percent of Schools			4.8	5.9
Percent of Teachers			6.2	6.4
Percent of State Revenue ³			4.4	4.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Palm Beach	3	NA	NA	NA	58	62	65	3.5
Florida	3	NA	NA	NA	60	63	65	2.5
Palm Beach	4	47	48	52	54	58	68	4.2
Florida	4	48	52	53	55	60	69	4.2
Palm Beach	5	NA	NA	NA	53	56	57	2.0
Florida	5	NA	NA	NA	53	58	59	3.0
Palm Beach	6	NA	NA	NA	52	55	54	1.0
Florida	6	NA	NA	NA	51	53	54	1.5
Palm Beach	7	NA	NA	NA	51	52	52	0.5
Florida	7	NA	NA	NA	50	52	53	1.5
Palm Beach	8	48	41	45	44	49	45	-0.6
Florida	8	44	39	43	45	49	44	0.0
Palm Beach	9	NA	NA	NA	27	31	33	3.0
Florida	9	NA	NA	NA	29	31	32	1.5
Palm Beach	10	33	28	38	38	32	37	0.8
Florida	10	30	29	37	36	36	34	0.8

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

Mathematics	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Palm Beach	3	NA	NA	NA	55	63	64	4.5
Florida	3	NA	NA	NA	59	63	64	2.5
Palm Beach	4	NA	NA	NA	50	52	66	8.0
Florida	4	NA	NA	NA	51	54	63	6.0
Palm Beach	5	37	49	51	50	52	52	3.0
Florida	5	35	46	48	48	52	52	3.4
Palm Beach	6	NA	NA	NA	44	49	50	3.0
Florida	6	NA	NA	NA	43	47	45	1.0
Palm Beach	7	NA	NA	NA	49	49	55	3.0
Florida	7	NA	NA	NA	47	47	50	1.5
Palm Beach	8	48	52	56	54	56	59	2.2
Florida	8	44	51	55	53	56	57	2.6
Palm Beach	9	NA	NA	NA	47	55	58	5.5
Florida	9	NA	NA	NA	47	51	55	4.0
Palm Beach	10	53	51	58	64	58	69	3.2
Florida	10	47	51	59	60	60	64	3.4

**Palm Beach
FCAT-Reading
Percent Level 3 and Above**

	Grade	2002	2003	2004	Change in Gap
Palm Beach	4				
African American		29	36	47	
Gap		-43	-38	-35	-8
White		72	74	82	
Gap		-27	-26	-23	-4
Hispanic		45	48	59	
Florida	4				
African American		36	41	53	
Gap		-31	-32	-26	-5
White		67	73	79	
Gap		-21	-22	-16	-5
Hispanic		46	51	63	
Palm Beach	8				
African American		21	23	23	
Gap		-39	-43	-37	-2
White		60	66	60	
Gap		-25	-27	-26	1
Hispanic		35	39	34	
Florida	8				
African American		24	27	25	
Gap		-34	-35	-32	-2
White		58	62	57	
Gap		-23	-24	-22	-1
Hispanic		35	38	35	
Palm Beach	10				
African American		13	10	15	
Gap		-41	-40	-36	-5
White		54	50	51	
Gap		-29	-27	-27	-2
Hispanic		25	23	24	
Florida	10				
African American		14	15	16	
Gap		-33	-32	-28	-5
White		47	47	44	
Gap		-23	-23	-19	-4
Hispanic		24	24	25	

**Palm Beach County
FCAT-Math
Percent Level 3 and Above**

	Grade	2002	2003	2004	Change in Gap
Palm Beach	5				
African American		25	27	31	
Gap		-42	-41	-39	-3
White		67	68	70	
Gap		-24	-23	-25	1
Hispanic		43	45	45	
Florida	5				
African American		27	30	31	
Gap		-33	-33	-33	0
White		60	63	64	
Gap		-17	-18	-18	1
Hispanic		43	45	46	
Palm Beach	8				
African American		25	29	35	
Gap		-46	-47	-40	-6
White		71	76	75	
Gap		-26	-26	-24	-2
Hispanic		45	50	51	
Florida	8				
African American		28	31	34	
Gap		-39	-39	-35	-4
White		67	70	69	
Gap		-25	-23	-19	-6
Hispanic		42	47	50	
Palm Beach	10				
African American		32	28	41	
Gap		-50	-49	-42	-8
White		82	77	83	
Gap		-30	-6	-21	-9
Hispanic		52	71	62	
Florida	10				
African American		32	33	38	
Gap		-41	-42	-37	-4
White		73	75	75	
Gap		-25	-23	-20	-5
Hispanic		48	52	55	

**Palm Beach County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Palm Beach	4					Palm Beach	5				
FRPL		37	42	54		FRPL		34	35	38	
Gap		-36	-35	-30	-6	Gap		-33	-37	-33	0
Non-FRPL		73	77	84		Non-FRPL		67	72	71	
Florida	4					Florida	5				
FRPL		43	48	60		FRPL		35	38	40	
Gap		-29	-29	-23	-6	Gap		-29	-30	-29	0
Non-FRPL		72	77	83		Non-FRPL		64	68	69	
Palm Beach	8					Palm Beach	8				
FRPL		25	29	27		FRPL		32	38	41	
Gap		-33	-33	-31	-2	Gap		-35	-32	-32	-3
Non-FRPL		58	62	58		Non-FRPL		67	70	73	
Florida	8					Florida	8				
FRPL		30	33	30		FRPL		36	40	43	
Gap		-28	-30	-29	-2	Gap		-31	-31	-27	-4
Non-FRPL		58	63	59		Non-FRPL		67	71	70	
Palm Beach	10					Palm Beach	10				
FRPL		13	14	15		FRPL		36	37	47	
Gap		-31	-28	-29	-2	Gap		-35	-30	-29	-6
Non-FRPL		44	42	44		Non-FRPL		71	67	76	
Florida	10					Florida	10				
FRPL		17	20	20		FRPL		41	45	49	
Gap		-25	-24	-22	-3	Gap		-26	-25	-23	-3
Non-FRPL		42	44	42		Non-FRPL		67	70	72	

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

Reading	Grade	2002	2003	2004	Annualized Change	Mathematics	Grade	2002	2003	2004	Annualized Change
Palm Beach	4	NA	21	35	14	Palm Beach	5	NA	20	20	0
Florida	4	NA	22	34	12	Florida	5	NA	23	24	1
Palm Beach	8	NA	8	6	-2	Palm Beach	8	NA	19	20	1
Florida	8	NA	9	9	0	Florida	8	NA	24	27	3
Palm Beach	10	NA	3	4	1	Palm Beach	10	NA	23	30	7
Florida	10	NA	4	6	2	Florida	10	NA	32	34	2

**Palm Beach County
FCAT
Percent Level 3 and Above**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Palm Beach	4					Palm Beach	5				
Special Education		22	24	39		Special Education		22	19	21	
Gap		-37	-40	-34	-3	Gap		-34	-40	-37	3
Regular Education		59	64	73		Regular Education		56	59	58	
Florida	4					Florida	5				
Special Education		24	28	42		Special Education		19	21	22	
Gap		-37	-39	-33	-4	Gap		-35	-36	-36	1
Regular Education		61	67	75		Regular Education		54	57	58	
Palm Beach	8					Palm Beach	8				
Special Education		10	14	11		Special Education		16	19	18	
Gap		-40	-40	-38	-2	Gap		-42	-44	-45	3
Regular Education		50	54	49		Regular Education		58	63	63	
Florida	8					Florida	8				
Special Education		13	15	13		Special Education		18	18	19	
Gap		-37	-39	-36	-1	Gap		-41	-44	-43	2
Regular Education		50	54	49		Regular Education		59	62	62	
Palm Beach	10					Palm Beach	10				
Special Education		11	10	8		Special Education		30	25	32	
Gap		-29	-28	-31	2	Gap		-38	-38	-40	2
Regular Education		40	38	39		Regular Education		68	63	72	
Florida	10					Florida	10				
Special Education		10	10	7		Special Education		25	26	26	
Gap		-28	-30	-30	2	Gap		-39	-40	-42	3
Regular Education		38	40	37		Regular Education		64	66	68	

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

DISTRICT PHILADELPHIA
 STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENT
State Assessment: Pennsylvania System of Student Assessments
Grades Tested: 5,8, & 11
First Year Reported: 2001
How Reported: Performance Level

DEMOGRAPHICS ¹	PHILADELPHIA		PENNSYLVANIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	210,503	192,683	1,787,533	1,816,747
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	69.4	NA	29.1
Percent of Students with IEPs	10.5	12.2	10.4	13.4
Percent English Language Learners	NA	6.5*	NA	NA
Percent African American	63.5	65.3	14.0	15.5
Percent Hispanic	11.2	14.2	3.5	5.2
Percent White	20.4	15.2	80.6	77.1
Percent Other	4.8	5.3	1.9	2.3
Number of FTE Teachers	11,105	11,776*	104,921	118,256
Student-Teacher Ratio	19.0	19.5*	17.0	16.1
Number of Schools	258	262	3,182	3,264
Current Expenditures Per Pupil ²	\$5,575	\$7,143	\$6,922	\$8,537
Philadelphia as a Percentage of Pennsylvania's Public Schools			1995-96	2002-03
Percent of Students			11.8	10.6
Percent of FRPL			NA	25.3
Percent of IEPs			11.8	9.7
Percent of ELLs			NA	NA
Percent of Schools			8.1	8.0
Percent of Teachers			10.6	10.0
Percent of State Revenue ³			13.6	13.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Philadelphia
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced

	Grade	2001	2002	2003	2004	Annualized Change
Reading						
Philadelphia	5	18.8	20.8	23.4	31.6	4.3
Pennsylvania	5	56.1	57.0	58.0	62.7	2.2
Philadelphia	8	23.0	24.1	30.4	41.2	6.1
Pennsylvania	8	60.1	58.8	63.4	68.9	2.9
Philadelphia	11	34.0	28.7	30.1	27.0	-2.3
Pennsylvania	11	58.1	59.0	59.2	60.8	0.9
Math						
Philadelphia	5	17.5	18.7	23.1	30.7	4.4
Pennsylvania	5	53.0	53.1	56.3	61.8	2.9
Philadelphia	8	16.2	17.9	19.7	30.9	4.9
Pennsylvania	8	51.0	51.7	51.3	57.9	2.3
Philadelphia	11	23.8	23.6	21.6	22.9	-0.3
Pennsylvania	11	47.9	49.6	49.1	49.1	0.4

Philadelphia
Pennsylvania System of School Assessment
Percent Scoring Proficient and Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Philadelphia	5					Philadelphia	5				
African American		15.2	19.3	27.8		African American		11.8	16.8	24.3	
Gap		-28.5	-25.0	-23.8	-4.7	Gap		-30.9	-30.2	-32.7	1.8
White		43.7	44.3	51.6		White		42.7	47.0	57.0	
Gap		-25.5	-27.6	-27.0	1.5	Gap		-23.1	-26.7	-31.1	8.0
Hispanic		18.2	16.7	24.6		Hispanic		19.6	20.3	25.9	
Pennsylvania	5					Pennsylvania	5				
African American		22.0	28.3	34.6		African American		18.2	25.1	30.3	
Gap		-43.7	-38.2	-35.9	-7.8	Gap		-43.2	-39.4	-39.7	-3.5
White		65.7	66.5	70.5		White		61.4	64.5	70.0	
Gap		-36.9	-36.7	-35.2	-1.7	Gap		-32.6	-32.5	-31.8	-0.0
Hispanic		28.8	29.8	35.3		Hispanic		28.8	32.0	38.2	
Philadelphia	8					Philadelphia	8				
African American		18.2	25.8	37.0		African American		10.7	14.1	24.0	
Gap		-27.4	-26.1	-26.5	-0.9	Gap		-27.1	-25.0	-39.3	2.2
White		45.6	51.9	63.5		White		37.8	39.1	53.3	
Gap		-28.9	-29.4	-31.0	2.1	Gap		-25.0	-24.9	-25.5	0.5
Hispanic		16.7	22.5	32.5		Hispanic		12.8	14.2	27.8	
Pennsylvania	8					Pennsylvania	8				
African American		24.0	32.5	41.4		African American		15.5	18.7	26.1	
Gap		-42.7	-38.5	-34.4	-8.3	Gap		-44.1	-40.0	-39.1	-5.0
White		66.7	71.0	75.8		White		59.6	58.7	65.2	
Gap		-36.7	-38.9	-36.1	-0.6	Gap		-35.9	-36.6	-34.0	-1.9
Hispanic		30.0	32.1	39.7		Hispanic		23.7	22.1	31.2	
Philadelphia	11					Philadelphia	11				
African American		21.4	22.7	20.7		African American		15.7	13.6	15.1	
Gap		-29.4	-30.3	-29.2	-0.9	Gap		-26.9	-27.1	-27.9	1.0
White		50.8	53.0	49.9		White		42.6	40.7	43.0	
Gap		-31.2	-32.1	-30.7	-0.5	Gap		-29.3	-27.9	-30.3	1.0
Hispanic		19.6	20.9	19.2		Hispanic		13.3	12.8	12.7	
Pennsylvania	11					Pennsylvania	11				
African American		25.9	28.2	27.9		African American		17.3	15.9	17.5	
Gap		-38.2	-36.4	-39.2	1.0	Gap		-36.8	-38.4	-37.1	0.3
White		64.1	64.6	67.1		White		54.1	54.3	54.6	
Gap		-35.4	-37.1	-37.7	2.3	Gap		-32.8	-34.8	-35.7	2.9
Hispanic		28.7	27.5	29.4		Hispanic		21.3	19.5	18.9	

DISTRICT PITTSBURGH
 STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENT
State Assessment: Pennsylvania System of Student Assessments
Grades Tested: 5,8, & 11
First Year Reported: 2001
How Reported: Performance Level

DEMOGRAPHICS ¹	PITTSBURGH		PENNSYLVANIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	39,761	35,146	1,787,533	1,816,747
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	59.5	NA	29.1
Percent of Students with IEPs	11.1	17.3	10.6	13.4
Percent English Language Learners	NA	NA	NA	NA
Percent African American	55.3	58.2	14.0	15.5
Percent Hispanic	0.4	0.6	3.5	5.2
Percent White	42.9	39.6	80.6	77.1
Percent Other	1.4	1.6	1.9	2.3
Number of FTE Teachers	2,674	2,710	104,921	118,256
Student-Teacher Ratio	14.9	13.0	17.0	16.1
Number of Schools	86	93	3,182	3,264
Current Expenditures Per Pupil ²	\$8,524	\$9,796	\$6,922	\$8,537
Pittsburgh as a Percentage of Pennsylvania's Public Schools			1995-96	2002-03
Percent of Students			2.2	1.9
Percent of FRPL			NA	4.0
Percent of IEPs			2.4	2.5
Percent of ELLs			NA	NA
Percent of Schools			2.7	2.8
Percent of Teachers			2.5	2.3
Percent of State Revenue ³			2.8	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Pittsburgh
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced**

	Grade	2001	2002	2003	2004	Annualized Change
Reading						
Pittsburgh	5	40.3	36.5	41.9	43.0	0.9
Pennsylvania	5	56.1	57.0	58.0	62.7	2.2
Pittsburgh	8	42.6	38.9	45.6	54.3	3.9
Pennsylvania	8	60.1	58.8	63.4	68.9	2.9
Pittsburgh	11	36.9	45.6	50.3	49.1	4.1
Pennsylvania	11	58.1	59.0	59.2	60.8	0.9
Math						
Pittsburgh	5	37.1	33.6	43.7	41.4	1.4
Pennsylvania	5	53.0	53.1	56.3	61.8	2.9
Pittsburgh	8	28.0	30.1	30.5	38.2	3.4
Pennsylvania	8	51.0	51.7	51.3	57.9	2.3
Pittsburgh	11	31.6	38.6	38.1	37.8	2.1
Pennsylvania	11	47.9	49.6	49.1	49.1	0.4

DISTRICT PORTLAND
STATE OREGON

STATE READING AND MATH ASSESSMENT State Assessment: Oregon Statewide Assessments Grades Tested: 3,5,8, & 10 First Year Reported: 2002 How Reported: Performance Level				
DEMOGRAPHICS ¹	PORTLAND		OREGON	
	1995-96	2002-03	1995-96	2002-03
Number of Students	55,130	51,654	527,914	554,071
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	41.2	19.6	38.2
Percent of Students with IEPs	9.9	12.6	10.8	12.9
Percent English Language Learners	NA	11.6	NA	9.4
Percent African American	15.5	16.7	2.6	3.0
Percent Hispanic	5.0	10.7	6.8	12.2
Percent White	65.4	60.1	85.1	76.3
Percent Other	10.7	12.5	5.3	6.3
Number of FTE Teachers	3,073	2,760	26,680	27,126
Student-Teacher Ratio	17.9	18.7	19.8	20.7
Number of Schools	101	104	1,216	1,263
Current Expenditures Per Pupil ²	\$6,622	\$8,315	\$5,790	\$7,642
Portland as a Percentage of Oregon's Public Schools			1995-96	2002-03
Percent of Students			10.4	9.3
Percent of FRPL			NA	10.0
Percent of IEPs			9.6	9.1
Percent of ELLs			NA	11.5
Percent of Schools			8.3	8.2
Percent of Teachers			11.5	10.2
Percent of State Revenue ³			10.6	8.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Portland
Oregon State Assessment
Percent Meeting/Exceeding Standard**

	Grade	2002	2003	2004	Annualized Change
Reading/Literature					
Portland	3	79	84	81	1.0
Oregon	3	80	82	82	1.0
Portland	5	72	77	77	2.5
Oregon	5	74	76	76	1.0
Portland	8	63	62	62	-0.5
Oregon	8	61	61	59	-1.0
Portland	10	51	48	47	-2.0
Oregon	10	52	52	50	-1.0
Math					
Portland	3	73	76	81	4.0
Oregon	3	74	78	81	3.5
Portland	5	72	76	80	4.0
Oregon	5	72	76	79	3.5
Portland	8	56	61	62	3.0
Oregon	8	54	59	59	2.5
Portland	10	44	45	46	1.0
Oregon	10	43	45	43	0.0

DISTRICT PROVIDENCE
STATE RHODE ISLAND

STATE READING AND MATH ASSESSMENT State Assessment: New Standards Exam Grades Tested: 4, 8, & 11 First Year Reported: 2002 How Reported: Performance Level				
DEMOGRAPHICS ¹	PROVIDENCE		RHODE ISLAND	
	1995-96	2002-03	1995-96	2002-03
Number of Students	24,069	26,724*	149,799	159,205
Percent Free & Reduced Price Lunch Eligible (FRPL)	66.3	75.2	26.6	33.3
Percent of Students with IEPs	13.6	18.7	16.5	20.4
Percent English Language Learners	NA	21.8	NA	6.3
Percent African American	23.0	22.4	7.0	8.4
Percent Hispanic	40.2	53.3	10.3	15.6
Percent White	25.1	15.3	78.9	72.2
Percent Other	11.7	9.0	3.8	3.8
Number of FTE Teachers	1,377	1,779	10,482	11,196
Student-Teacher Ratio	17.5	15.0	14.3	14.2
Number of Schools	42	54	310	335
Current Expenditures Per Pupil ²	\$6,788	\$9,965	\$7,304	\$9,703
Providence as a Percentage of Rhode Island's Public Schools			1995-96	2002-03
Percent of Students			16.1	16.8
Percent of FRPL			40.0	37.9
Percent of IEPs			13.3	15.4
Percent of ELLs			NA	57.8
Percent of Schools			13.5	16.1
Percent of Teachers			13.1	15.9
Percent of State Revenue ³			22.6	27.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Providence
New Standards Exam
Percent Met/Exceeded Standard**

English Language Arts	Grade	2002	2003	2004*	Change
Providence	4	36.8	37.0	46.0	4.6
Rhode Island	4	62.6	61.8	67.0	2.2
Providence	8	19.8	19.0	28.3	4.3
Rhode Island	8	43.9	41.4	52.0	4.1
Providence	11	N A	N A	34.3	N A
Rhode Island	11	N A	N A	53.3	N A
Mathematics					
Providence	4	19.5	18.5	28.0	4.3
Rhode Island	4	44.4	41.8	51.3	3.5
Providence	8	8.8	11.0	13.0	2.1
Rhode Island	8	33.9	34.4	39.3	2.7
Providence	11	N A	N A	22.5	N A
Rhode Island	11	N A	N A	44.1	N A

* Asterisk indicates that the test data were provided by the school district.

**Providence
New Standards Exam
Percent Met/Exceeded Standard**

English Language Arts	Grade	2002	2003	2004*	Change in Gap	Mathematics	Grade	2002	2003	2004*	Change in Gap
Providence	4					Providence	4				
African American Gap		33.4 -17.1	35.5 -10.4	47.4 -4.8	-12.3	African American Gap		15.7 -14.0	14.7 -11.1	22.7 -12.8	-1.2
White Gap		50.5 -16.1	45.9 -10.8	52.2 -9.6	-6.5	White Gap		29.7 -11.8	25.8 -7.7	35.5 -8.3	-3.5
Hispanic		34.4	35.1	42.6		Hispanic		17.9	18.1	27.2	
Rhode Island	4					Rhode Island	4				
African American Gap		42.5 -28.8	42.3 -28.9	52.7 -21.5	-7.3	African American Gap		23.6 -29.3	20.3 -29.9	31.7 -27.8	-1.5
White Gap		71.3 -31.9	71.2 -31.5	74.2 -27.0	-4.9	White Gap		52.9 -31.1	50.2 -28.4	59.5 -28.6	-2.5
Hispanic		39.4	39.7	47.2		Hispanic		21.8	21.8	30.9	
Providence	8					Providence	8				
African American Gap		19.5 -10.7	19.3 -8.2	28.2 -5.6	-5.1	African American Gap		7.1 -9.7	9.8 -9.9	9.5 -14.9	5.2
White Gap		30.2 -13.0	27.5 -11.8	33.8 -7.5	-5.5	White Gap		16.8 -9.8	19.7 -11.4	24.4 -13.4	3.6
Hispanic		17.2	15.7	26.3		Hispanic		7.0	8.3	11.0	
Rhode Island	8					Rhode Island	8				
African American Gap		25.3 -26.2	25.9 -22.8	35.7 -23.7	-2.5	African American Gap		13.2 -28.7	15.2 -27.0	16.0 -32.5	3.8
White Gap		51.5 -27.9	48.7 -27.1	59.4 -29.4	1.5	White Gap		41.9 -30.5	42.2 -28.9	48.5 -34.1	3.6
Hispanic		23.6	21.6	30.0		Hispanic		11.4	13.3	14.4	
Providence	11					Providence	11				
African American Gap		NA NA	NA NA	31.7 -21.5	NA	African American Gap		NA NA	NA NA	15.6 -29.2	NA
White Gap		NA NA	NA NA	53.2 -25.1	NA	White Gap		NA NA	NA NA	44.8 -28.3	NA
Hispanic		NA	NA	28.1		Hispanic		NA	NA	16.5	
Rhode Island	11					Rhode Island	11				
African American Gap		NA NA	NA NA	33.2 -27.2	NA	African American Gap		NA NA	NA NA	16.9 -35.8	NA
White Gap		NA NA	NA NA	60.4 -29.5	NA	White Gap		NA NA	NA NA	52.7 -34.5	NA
Hispanic		NA	NA	30.9		Hispanic		NA	NA	18.2	

* Asterik indicates that the data has been updated by the school district.

Providence
New Standards Exam
Percent Met/Exceeded Standard - Students with Disabilities

English Language Arts	Grade	2002	2003	2004*	Annualized	Mathematics	Grade	2002	2003	2004*	Annualized
					Change						Change
Providence	4	11.2	14.4	18.5	3.7	Providence	4	9.4	11.5	17.4	4.0
Rhode Island	4	30.7	30.3	39.8	4.6	Rhode Island	4	24.0	24.1	32.4	5.1
Providence	8	3.9	3.1	5.7	0.9	Providence	8	0.8	3.7	2.7	1.0
Rhode Island	8	15.4	14.4	22.8	3.7	Rhode Island	8	9.4	11.3	15.2	2.9
Providence	11	NA	NA	6.6	NA	Providence	11	NA	NA	2.9	NA
Rhode Island	11	NA	NA	21.6	NA	Rhode Island	11	NA	NA	14.9	NA

Providence
New Standards Exam
Percent Met/Exceeded Standard - Limited English Proficiency

English Language Arts	Grade	2002	2003	2004*	Annualized	Mathematics	Grade	2002	2003	2004*	Annualized
					Change						Change
Providence	4	20.5	23.0	29.0	4.3	Providence	4	11.1	12.7	17.9	3.4
Rhode Island	4	22.7	22.1	33.4	5.4	Rhode Island	4	13.0	13.5	22.6	4.8
Providence	8	5.0	6.3	9.2	2.1	Providence	8	3.9	4.4	6.4	1.3
Rhode Island	8	7.3	10.3	16.8	4.8	Rhode Island	8	4.7	7.5	11.4	3.4
Providence	11	NA	NA	3.9	NA	Providence	11	NA	NA	7.5	NA
Rhode Island	11	NA	NA	9.4	NA	Rhode Island	11	NA	NA	10.1	NA

Providence
New Standards Exam
Percent Met/Exceeded Standard - Economically Disadvantaged

English Language Arts	Grade	2002	2003	2004*	Annualized	Mathematics	Grade	2002	2003	2004*	Annualized
					Change						Change
Providence	4	34.3	36.2	44.2	5.0	Providence	4	17.3	18.2	26.4	4.6
Rhode Island	4	43.9	43.9	51.7	3.9	Rhode Island	4	25.6	25.8	35.7	5.1
Providence	8	18.8	17.1	27.6	4.4	Providence	8	7.4	8.9	11.4	2.0
Rhode Island	8	25.0	23.3	34.5	4.8	Rhode Island	8	12.8	14.8	19.2	3.2
Providence	11	NA	NA	29.5	NA	Providence	11	NA	NA	17.3	NA
Rhode Island	11	NA	NA	32.8	NA	Rhode Island	11	NA	NA	21.5	NA

* Asterisk indicates that the test data were provided by the school district.

DISTRICT RICHMOND
STATE VIRGINIA

STATE READING AND MATH ASSESSMENT State Assessment: Standards of Learning Assessments Grades Tested: 3,5, & 8 First Year Reported: 1998 How Reported: Percent Passing				
DEMOGRAPHICS ¹	RICHMOND		VIRGINIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	27,708	26,136	1,079,854	1,177,229
Percent Free & Reduced Price Lunch Eligible (FRPL)	67.2	66.4	24.3	30.2
Percent of Students with IEPs	12.0	16.1	13.0	14.4
Percent English Language Learners	NA	1.6	NA	4.2
Percent African American	90.2	90.3	26.5	27.0
Percent Hispanic	0.7	2.1	3.2	6.1
Percent White	8.4	6.9	66.6	61.3
Percent Other	0.7	0.7	3.7	4.8
Number of FTE Teachers	1,982	2,361	74,731	99,919
Student-Teacher Ratio	14.0	11.1	14.4	12.5
Number of Schools	61	55*	1,889	2,064
Current Expenditures Per Pupil ²	\$7,054	\$9,512	\$5,528	\$7,496
Richmond as a Percentage of Virginia's Public Schools			1995-96	2002-03
Percent of Students			2.6	2.2
Percent of FRPL			7.1	4.9
Percent of IEPs			2.4	2.5
Percent of ELLs			NA	0.8
Percent of Schools			3.2	2.7
Percent of Teachers			2.7	2.4
Percent of State Revenue ³			2.4	2.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Richmond
Standards of Learning Assessment
Percent Passing**

	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
English									
Richmond	3	35.0	40.1	37.3	39.8	53.5	56.3	63.0	4.7
Virginia	3	54.7	61.4	60.7	64.5	71.6	71.9	71.0	2.7
Richmond	5	46.0	40.3	43.0	52.4	56.6	69.9	80.0	5.7
Virginia	5	68.3	69.5	68.4	72.9	77.7	82.3	85.0	2.8
Richmond	8	45.4	37.3	44.5	49.4	48.2	50.8	61.0	2.6
Virginia	8	64.7	66.8	69.7	73.0	69.3	67.3	72.0	1.2
Math									
Richmond	3	40.3	40.6	44.2	49.5	60.1	75.0	82.0	7.0
Virginia	3	63.5	67.8	71.3	77.1	80.4	83.0	87.0	3.9
Richmond	5	22.3	20.4	37.1	39.4	50.2	62.1	75.0	8.8
Virginia	5	46.6	50.6	63.3	66.6	71.1	73.5	78.0	5.2
Richmond	8	22.9	28.5	30.7	38.1	42.0	55.6	67.0	7.4
Virginia	8	52.8	60.5	61.3	68.0	70.8	72.4	80.0	4.5

Richmond
Standards of Learning
Assessment
Percent Passing

Richmond
Standards of Learning
Assessment
Percent Passing

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Richmond	3					Richmond	3				
African American		51	58	62		African American		57	75	81	
Gap		-34	-30	-27	-7	Gap		-31	-17	-15	-16
White		85	88	89		White		88	92	96	
Gap		-29	-13	-33	9	Gap		-20	1	-16	-4
Hispanic		56	75	51		Hispanic		68	93	80	
Virginia	3					Virginia	3				
African American		55	58	56		African American		65	72	77	
Gap		-25	-21	-23	-2	Gap		-22	-16	-15	-7
White		80	79	79		White		87	88	92	
Gap		-21	-17	-17	-4	Gap		-14	-10	-8	-6
Hispanic		59	62	62		Hispanic		73	78	84	
Richmond	5					Richmond	5				
African American		55	71	79		African American		48	63	75	
Gap		-29	-20	-13	-16	Gap		-40	-23	-16	-24
White		84	91	92		White		88	86	91	
Gap		-36	-12	-7	-29	Gap		-40	-5	-13	-27
Hispanic		48	79	85		Hispanic		48	81	78	
Virginia	5					Virginia	5				
African American		62	71	74		African American		54	60	65	
Gap		-23	-17	-15	-8	Gap		-25	-21	-19	-6
White		85	88	89		White		79	81	84	
Gap		-17	-14	-10	-7	Gap		-18	-16	-15	-3
Hispanic		68	74	79		Hispanic		61	65	69	
Richmond	8					Richmond	8				
African American		46	54	59		African American		40	58	66	
Gap		-31	-27	-26	-5	Gap		-26	-31	-16	-10
White		77	81	85		White		66	89	82	
Gap		-10	-22	-31	21	Gap		-1	-44	-9	8
Hispanic		67	59	54		Hispanic		65	45	73	
Virginia	8					Virginia	8				
African American		51	52	56		African American		52	59	67	
Gap		-26	-26	-23	-3	Gap		-26	-22	-18	-8
White		77	78	79		White		78	81	85	
Gap		-22	-25	-19	-3	Gap		-18	-13	-12	-6
Hispanic		55	53	60		Hispanic		60	68	73	

Richmond
Standards of Learning
Assessment
Percent Passing
Limited English Proficient

Richmond
Standards of Learning
Assessment
Percent Passing
Limited English Proficient

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Richmond	3	53	78	51	-1	Richmond	3	69	96	73	2
Virginia	3	55	56	60	3	Virginia	3	70	75	84	7
Richmond	5	43	85	77	17	Richmond	5	39	75	76	19
Virginia	5	57	66	78	11	Virginia	5	56	60	67	6
Richmond	8	38	43	40	1	Richmond	8	50	56	66	8
Virginia	8	39	35	50	6	Virginia	8	58	65	70	6

Richmond
Standards of Learning
Percent Passing
Economically
Disadvantaged

Richmond
Standards of Learning
Percent Passing
Economically
Disadvantaged

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Richmond	3	47	56	60	7	Richmond	3	55	74	81	13
Virginia	3	55	57	57	1	Virginia	3	67	72	79	6
Richmond	5	53	70	78	13	Richmond	5	46	63	74	14
Virginia	5	62	70	74	6	Virginia	5	54	59	66	6
Richmond	8	44	51	55	6	Richmond	8	40	57	63	12
Virginia	8	50	50	54	2	Virginia	8	50	59	67	9

Richmond
Standards of Learning
Percent Passing
Special Education

Richmond
Standards of Learning
Percent Passing
Special Education

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Richmond	3	40	82	53	7	Richmond	3	45	71	75	15
Virginia	3	51	54	47	-2	Virginia	3	59	64	74	8
Richmond	5	36	77	62	13	Richmond	5	39	63	53	7
Virginia	5	56	63	62	3	Virginia	5	44	50	52	4
Richmond	8	21	60	42	11	Richmond	8	23	60	39	8
Virginia	8	32	37	37	3	Virginia	8	32	39	45	7

DISTRICT ROCHESTER
STATE NEW YORK

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

DEMOGRAPHICS ¹	ROCHESTER		NEW YORK	
	1995-96	2002-03	1995-96	2002-03
Number of Students	36,962	35,659	2,813,230	2,888,233
Percent Free & Reduced Price Lunch Eligible (FRPL)	62.0	71.2	12..8	16.8
Percent of Students with IEPs	15.2	19.0	12.3	14.6
Percent English Language Learners	NA	7.8	NA	6.2
Percent African American	59.0	63.9	20.2	20.0
Percent Hispanic	17.4	19.6	17.4	19.0
Percent White	20.5	14.4	56.9	54.2
Percent Other	3.1	2.1	5.4	6.8
Number of FTE Teachers	2,533	2,944	181,559	210,926
Student-Teacher Ratio	14.6	12.1	15.5	21.0
Number of Schools	57	69	4,149	4,904
Current Expenditures Per Pupil ²	\$8,931	\$12,225	\$8,361	\$11,218
Rochester as a Percentage of New York's Public Schools			1995-96	2002-03
Percent of Students			1.3	1.2
Percent of FRPL			6.4	5.2
Percent of IEPs			1.6	1.6
Percent of ELLs			NA	1.5
Percent of Schools			1.4	1.4
Percent of Teachers			1.4	1.4
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," and The Council of the Great City Schools.

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² Current expenditure per pupil data for 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**Rochester
New York State Assessment Program
Percent Scoring Level 3 & 4**

	Grade	1999	2000	2001	2002	2003	2004*	Annualized Change
English Language Arts								
Rochester	4	24.4	37.5	41.9	46.4	42.9	42.4	3.6
New York State	4	48.1	58.7	60.0	61.5	64.3	62.2	2.8
Rochester	8	23.8	26.6	25.1	18.3	17.7	18.5	-1.1
New York State	8	48.1	44.9	44.9	44.3	45.3	47.2	-0.2
Math								
Rochester	4	39.9	37.7	47.5	45.1	57.4	64.1	4.8
New York State	4	66.7	65.0	69.1	67.6	78.1	79.1	2.5
Rochester	8	10.2	11.8	10.7	12.1	9.5	16.9	1.3
New York State	8	37.9	40.3	39.4	47.7	51.0	57.7	4.0

* Asterisk indicates that the test data were provided by the school district.

DISTRICT SACRAMENTO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENT
State Assessment: California Standards Test (CST)
Grades Tested: 2-11
First Year Reported: 2002
How Reported: Performance Level

DEMOGRAPHICS ¹	SACRAMENTO		CALIFORNIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	50,104	52,850	5,536,406	6,356,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	59.4	61.4	45.6	47.2
Percent of Students with IEPs	11.1	12.2	10.1	10.6
Percent English Language Learners	NA	30.0	NA	25.2
Percent African American	21.2	22.4	8.7	8.1
Percent Hispanic	22.2	28.0	38.3	44.4
Percent White	28.5	22.9	39.9	33.1
Percent Other	28.1	26.7	11.9	11.9
Number of FTE Teachers	1,944	2,490	230,849	307,672
Student-Teacher Ratio	25.8	21.2	24.0	21.1
Number of Schools	75	80	7,876	9,100
Current Expenditures Per Pupil ²	\$4,914	\$7,976	\$4,937	\$7,434
Sacramento as a Percentage of California's Public Schools			1995-96	2002-03
Percent of Students			0.9	0.8
Percent of FRPL			1.2	1.1
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	0.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
Sacramento	2	30	37	33	1.5	Sacramento	2	36	43	42	3.0
California	2	32	36	36	2.0	California	2	43	53	51	4.0
Sacramento	3	28	30	25	-1.5	Sacramento	3	30	39	42	6.0
California	3	34	33	30	-2.0	California	3	38	46	48	5.0
Sacramento	4	32	33	34	1.0	Sacramento	4	39	43	43	2.0
California	4	36	39	40	2.0	California	4	37	45	45	4.0
Sacramento	5	26	31	33	3.5	Sacramento	5	26	31	35	4.5
California	5	31	36	40	4.5	California	5	29	35	38	4.5
Sacramento	6	27	32	31	2.0	Sacramento	6	34	35	35	0.5
California	6	30	36	36	3.0	California	6	32	34	35	1.5
Sacramento	7	31	31	34	1.5	Sacramento	7	28	29	33	2.5
California	7	33	36	36	1.5	California	7	30	30	33	1.5
Sacramento	8	31	27	28	-1.5						
California	8	32	30	33	0.5						
Sacramento	9	24	32	30	3.0						
California	9	33	38	37	2.0						
Sacramento	10	26	25	30	2.0						
California	10	33	33	35	1.0						
Sacramento	11	28	26	25	-1.5						
California	11	31	32	32	0.5						

**Sacramento
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Sacramento	4					Sacramento	4				
African American		24	23	23		African American		22	25	24	
Gap		-25	-30	-30	5	Gap		-33	-36	-34	1
White		49	53	53		White		55	61	58	
Gap		-26	-30	-26	0	Gap		-24	-28	-22	-2
Hispanic		23	23	27		Hispanic		31	33	36	
California	4					California	4				
African American		24	27	27		African American		22	29	28	
Gap		-32	-32	-32	0	Gap		-31	-32	-33	2
White		56	59	59		White		53	61	61	
Gap		-37	-35	-34	-3	Gap		-29	-28	-28	-1
Hispanic		19	24	25		Hispanic		24	33	33	
Sacramento	8					Sacramento	7				
African American		18	16	17		African American		14	13	16	
Gap		-32	-31	-28	-4	Gap		-26	-30	-35	9
White		50	47	45		White		40	43	51	
Gap		-33	-30	-28	-5	Gap		-23	-26	-30	7
Hispanic		17	17	17		Hispanic		17	17	21	
California	8					California	7				
African American		17	17	19		African American		13	12	14	
Gap		-33	-30	-32	-1	Gap		-30	-32	-34	4
White		50	47	51		White		43	44	48	
Gap		-35	-32	-33	-2	Gap		-28	-28	-30	2
Hispanic		15	15	18		Hispanic		15	16	18	
Sacramento	10										
African American		16	13	15							
Gap		-32	-29	-36	4						
White		48	42	51							
Gap		-31	-29	-32	1						
Hispanic		17	13	19							
California	10										
African American		19	19	21							
Gap		-30	-31	-32	2						
White		49	50	53							
Gap		-33	-33	-34	1						
Hispanic		16	17	19							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Sacramento	4					Sacramento	4				
ED		21	25	26		ED		30	36	36	
Gap		-40	-35	-35	-5	Gap		-34	-30	-30	-4
Non-ED		61	60	61		Non-ED		64	66	66	
California	4					California	4				
ED		19	24	25		ED		24	33	32	
Gap		-37	-35	-35	-2	Gap		-30	-29	-29	-1
Non-ED		56	59	60		Non-ED		54	62	61	
Sacramento	8					Sacramento	7				
ED		15	15	19		ED		19	19	24	
Gap		-38	-30	-28	-10	Gap		-25	-26	-29	4
Non-ED		53	45	47		Non-ED		44	45	53	
California	8					California	7				
ED		14	15	18		ED		16	16	20	
Gap		-32	-27	-28	-4	Gap		-25	-27	-25	0
Non-ED		46	42	46		Non-ED		41	43	45	
Sacramento	10										
ED		15	11	18							
Gap		-19	-24	-22	3						
Non-ED		34	35	40							
California	10										
ED		14	16	18							
Gap		-28	-26	-27	-1						
Non-ED		42	42	45							

**Sacramento
California Standards Test - English Proficiency
Percent Proficient & Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Sacramento	4					Sacramento	4				
English Learners		12	22	23		English Learners		29	41	40	
Gap		-28	-19	-18	-10	Gap		-14	-4	-5	-9
English Proficient		40	41	41		English Proficient		43	45	45	
California	4					California	4				
English Learners		10	15	15		English Learners		10	29	26	
Gap		-36	-35	-36	0	Gap		-36	-24	-28	-8
English Proficient		46	50	51		English Proficient		46	53	54	
Sacramento	8					Sacramento	7				
English Learners		2	4	6		English Learners		13	17	17	
Gap		-36	-30	-30	-6	Gap		-21	-15	-22	1
English Proficient		38	34	36		English Proficient		34	32	39	
California	8					California	7				
English Learners		3	4	3		English Learners		9	8	10	
Gap		-38	-33	-37	-1	Gap		-26	-28	-29	3
English Proficient		41	37	40		English Proficient		35	36	39	
Sacramento	10										
English Learners		1	2	3							
Gap		-32	-30	-34	2						
English Proficient		33	32	37							
California	10										
English Learners		3	4	4							
Gap		-36	-35	-38	2						
English Proficient		39	39	42							

Sacramento
California Standards Test - Special Education
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
Sacramento	4					Sacramento	4				
Special Education		16	12	12		Special Education		22	17	17	
Gap		-17	-25	-26	9	Gap		-18	-30	-30	12
Regular Education		33	37	38		Regular Education		40	47	47	
California	4					California	4				
Special Education		16	15	16		Special Education		18	20	20	
Gap		-21	-20	-26	-5	Gap		-22	-28	-28	6
Regular Education		37	35	42		Regular Education		40	48	48	
Sacramento	8					Sacramento	7				
Special Education		3	3	3		Special Education		5	4	5	
Gap		-29	-26	-29	0	Gap		-26	-27	-31	5
Regular Education		32	29	32		Regular Education		31	31	36	
California	8					California	7				
Special Education		5	5	6		Special Education		6	6	7	
Gap		-30	-28	-30	0	Gap		-25	-27	-29	4
Regular Education		35	33	36		Regular Education		31	33	36	
Sacramento	10										
Special Education		2	1	3							
Gap		-26	-26	-29	3						
Regular Education		28	27	32							
California	10										
Special Education		4	5	5							
Gap		-31	-31	-34	3						
Regular Education		35	36	39							

DISTRICT SALT LAKE CITY
STATE UTAH

STATE READING AND MATH ASSESSMENT State Assessment: Criterion Reference Test (CRT) Grades Tested: 3-11 First Year Reported: 2000 How Reported: Performance Level				
DEMOGRAPHICS ¹	SALT LAKE CITY		UTAH	
	1995-96	2002-03	1995-96	2002-03
Number of Students	25,712	24,850	477,121	489,072
Percent Free & Reduced Price Lunch Eligible (FRPL)	41.8	55.8	19.4	30.6
Percent of Students with IEPs	13.1	12.7	11.0	11.5
Percent English Language Learners	NA	35.0	NA	8.9
Percent African American	2.7	4.0	0.7	1.1
Percent Hispanic	18.8	31.9	5.3	10.4
Percent White	67.6	52.1	90.4	84.1
Percent Other	11.0	12.0	3.6	4.4
Number of FTE Teachers	1,151	1,287	20,039	22,415
Student-Teacher Ratio	22.3	19.3	23.8	22.3
Number of Schools	40	42	735	804
Current Expenditures Per Pupil ²	\$4,595	\$5,627	\$3,604	\$4,900
Salt Lake City as a Percentage of Utah's Public Schools			1995-96	2002-03
Percent of Students			5.4	5.1
Percent of FRPL			11.6	9.3
Percent of IEPs			6.4	5.6
Percent of ELLs			NA	20.1
Percent of Schools			5.4	5.2
Percent of Teachers			5.7	5.7
Percent of State Revenue ³			4.4	4.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Salt Lake City
 Criterion Reference Test
 Percent At or Above Sufficient Level

Language Arts	Grade	2000*	2001*	2002*	2003*	2004*	Annualized Change
Salt Lake City	3	75.9	77.2	64.6	65.0	63.5	-3.1
Utah	3	80.0	82.1	79.5	77.4	75.6	-1.1
Salt Lake City	4	71.6	75.8	68.4	68.2	67.0	-1.2
Utah	4	78.7	81.1	80.0	78.1	76.0	-0.7
Salt Lake City	5	72.9	70.7	67.9	65.8	66.0	-1.7
Utah	5	78.6	80.2	78.7	77.5	75.7	-0.7
Salt Lake City	6	64.9	69.7	58.5	62.1	65.3	0.1
Utah	6	70.3	74.3	72.1	71.6	76.3	1.5
Salt Lake City	7	NA	NA	66.1	74.0	66.3	0.1
Utah	7	NA	NA	78.6	85.3	78.6	0.0
Salt Lake City	8	NA	NA	49.9	65.5	71.3	10.7
Utah	8	NA	NA	61.8	73.8	77.4	7.8
Salt Lake City	9	NA	NA	54.4	55.9	57.9	1.8
Utah	9	NA	NA	71.0	75.8	75.0	2.0
Salt Lake City	10	NA	NA	63.1	72.5	64.0	0.4
Utah	10	NA	NA	73.0	79.8	77.3	2.2
Salt Lake City	11	NA	NA	51.0	74.3	74.0	11.5
Utah	11	NA	NA	69.6	76.9	75.1	2.8

* Asterisk indicates that the test data were provided by the school district.

**Salt Lake City
Criterion Reference Test
Percent At or Above Sufficient Level**

Math	Grade	2000*	2001*	2002*	2003*	2004*	Annualized Change
Salt Lake City	3	70.9	67.8	61.6	63.8	67.5	-0.9
Utah	3	75.2	75.1	73.6	73.0	74.0	-0.3
Salt Lake City	4	64.7	70.7	63.6	66.3	68.0	0.8
Utah	4	70.9	74.6	73.9	72.5	73.6	0.7
Salt Lake City	5	66.9	67.4	64.7	65.1	69.0	0.5
Utah	5	72.4	72.2	73.0	71.6	72.3	0.0
Salt Lake City	6	55.7	59.2	53.3	57.3	71.2	3.9
Utah	6	62.5	63.4	61.0	62.0	65.6	0.8
Salt Lake City	7	19.6	4.0	3.7	23.2	30.1	2.6
Utah	7	NA	NA	39.6	60.5	62.7	11.6

* Asterik indicates that the data has been updated by the school district.

DISTRICT SAN DIEGO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENT State Assessment: California Standards Test (CST) Grades Tested: 2-11 First Year Reported: 2002 How Reported: Performance Level				
DEMOGRAPHICS ¹	SAN DIEGO		CALIFORNIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	130,360	140,753	5,536,406	6,356,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	64.2	56.6	45.6	47.2
Percent of Students with IEPs	10.2	10.7*	10.1	10.6
Percent English Language Learners	NA	29.4*	NA	25.2
Percent African American	16.9	15.0	8.7	8.1
Percent Hispanic	33.3	40.9	38.3	44.4
Percent White	30.0	26.2	39.9	33.1
Percent Other	19.8	18.0	11.9	11.9
Number of FTE Teachers	5,786	7,495	230,849	307,672
Student-Teacher Ratio	22.5	18.8	24.0	21.1
Number of Schools	164	185	7,876	9,100
Current Expenditures Per Pupil ²	\$5,328	\$7,901	\$4,937	\$7,434
San Diego as a Percentage of California's Public Schools			1995-96	2002-03
Percent of Students			2.4	2.2
Percent of FRPL			3.3	2.7
Percent of IEPs			2.4	2.2
Percent of ELLs			NA	2.6
Percent of Schools			2.1	2.0
Percent of Teachers			2.5	2.4
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," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**San Diego
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002*	2003*	2004*	Change	Math	Grade	2002*	2003*	2004*	Change
San Diego	2	37	40	39	1.0	San Diego	2	41	50	52	5.5
California	2	32	36	36	2.0	California	2	43	53	51	4.0
San Diego	3	37	36	34	-1.5	San Diego	3	36	45	51	7.5
California	3	34	33	30	-2.0	California	3	38	46	48	5.0
San Diego	4	36	40	41	2.5	San Diego	4	31	39	44	6.5
California	4	36	39	40	2.0	California	4	37	45	45	4.0
San Diego	5	31	34	42	5.5	San Diego	5	23	28	33	5.0
California	5	31	36	40	4.5	California	5	29	35	38	4.5
San Diego	6	30	36	35	2.5	San Diego	6	29	31	32	1.5
California	6	30	36	36	3.0	California	6	32	34	35	1.5
San Diego	7	32	34	36	2.0	San Diego	7	29	28	32	1.5
California	7	33	36	36	1.5	California	7	30	30	33	1.5
San Diego	8	31	32	34	1.5						
California	8	32	30	33	0.5						
San Diego	9	34	39	39	2.5						
California	9	33	38	37	2.0						
San Diego	10	33	34	36	1.5						
California	10	33	33	35	1.0						
San Diego	11	32	34	35	1.5						
California	11	31	32	32	0.5						

* Asterisk indicates that the test data were provided by the school district.

**San Diego
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002*	2003*	2004*	Change in Gap	Math	Grade	2002*	2003*	2004*	Change in Gap
San Diego	4					San Diego	4				
African American		25	29	29		African American		18	26	29	
Gap		-36	-35	-35	-1	Gap		-33	-32	-33	0
White		61	64	64		White		51	58	62	
Gap		-41	-40	-37	-3	Gap		-33	-31	-32	-1
Hispanic		20	24	26		Hispanic		18	27	30	
California	4					California	4				
African American		24	27	27		African American		22	29	28	
Gap		-32	-32	-32	0	Gap		-31	-32	-33	2
White		56	59	59		White		53	61	61	
Gap		-37	-35	-34	-3	Gap		-29	-28	-28	-1
Hispanic		19	24	25		Hispanic		24	33	33	
San Diego	8					San Diego	7				
African American		17	20	21		African American		14	13	14	
Gap		-38	-36	-38	0	Gap		-34	-35	-39	5
White		55	56	59		White		48	48	53	
Gap		-41	-40	-42	1	Gap		-34	-33	-33	-1
Hispanic		14	16	17		Hispanic		14	15	20	
California	8					California	7				
African American		17	17	19		African American		13	12	14	
Gap		-33	-30	-32	-1	Gap		-30	-32	-34	4
White		50	47	51		White		43	44	48	
Gap		-35	-32	-33	-2	Gap		-28	-28	-30	2
Hispanic		15	15	18		Hispanic		15	16	18	
San Diego	10										
African American		18	20	23							
Gap		-39	-38	-36	-3						
White		57	58	59							
Gap		-43	-42	-41	2						
Hispanic		14	16	18							
California	10										
African American		19	19	21							
Gap		-30	-31	-32	2						
White		49	50	53							
Gap		-33	-33	-34	1						
Hispanic		16	17	19							

* Asterik indicates that the data has been updated by the school district.

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

Reading	Grade	2002*	2003*	2004*	Change in Gap	Math	Grade	2002*	2003*	2004*	Change in Gap
San Diego	4					San Diego	4				
ED		22	26	28		ED		20	27	32	
Gap		-39	-38	-37	-2	Gap		-31	-33	-32	1
Non-ED		61	64	65		Non-ED		51	60	64	
California	4					California	4				
ED		19	24	25		ED		24	33	32	
Gap		-37	-35	-35	-2	Gap		-30	-29	-29	-1
Non-ED		56	59	60		Non-ED		54	62	61	
San Diego	8					San Diego	7				
ED		15	18	18		ED		17	17	22	
Gap		-33	-31	-33	0	Gap		-27	-27	-25	-2
Non-ED		48	49	51		Non-ED		44	44	47	
California	8					California	7				
ED		14	15	18		ED		16	16	20	
Gap		-32	-27	-28	-4	Gap		-25	-27	-25	0
Non-ED		46	42	46		Non-ED		41	43	45	
San Diego	10										
ED		15	19	20							
Gap		-29	-25	-25	-4						
Non-ED		44	44	45							
California	10										
ED		14	16	18							
Gap		-28	-26	-27	-1						
Non-ED		42	42	45							

* Asterisk indicates that the test data were provided by the school district.

San Diego
California Standards Test - English Proficiency
Percent Proficient & Advanced

Reading	Grade	2002*	2003*	2004*	Change in Gap	Math	Grade	2002*	2003*	2004*	Change in Gap
San Diego	4					San Diego	4				
English Learners		10	16	16		English Learners		14	23	25	
Gap		-39	-37	-38	-1	Gap		-26	-25	-27	-1
English Proficient		49	53	54		English Proficient		40	48	52	
California	4					California	4				
English Learners		10	15	15		English Learners		10	29	26	
Gap		-36	-35	-36	0	Gap		-36	-24	-28	-8
English Proficient		46	50	51		English Proficient		46	53	54	
San Diego	8					San Diego	7				
English Learners		3	3	3		English Learners		7	8	10	
Gap		-36	-36	-39	3	Gap		-28	-28	-29	1
English Proficient		39	39	42		English Proficient		35	36	39	
California	8					California	7				
English Learners		3	4	3		English Learners		9	8	10	
Gap		-38	-33	-24	-14	Gap		-26	-28	-29	3
English Proficient		41	37	27		English Proficient		35	36	39	
San Diego	10										
English Learners		2	2	3							
Gap		-39	-39	-40	1						
English Proficient		41	41	43							
California	10										
English Learners		3	4	4							
Gap		-36	-35	-38	2						
English Proficient		39	39	42							

* Asterik indicates that the data has been updated by the school district.

San Diego
California Standards Test - Special Education
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
San Diego	4					San Diego	4				
Special Education		8	16	38		Special Education		7	20	20	
Gap		-31	-27	-7	-24	Gap		-26	-22	-26	6
Regular Education		39	43	45		Regular Education		33	42	46	
California	4					California	4				
Special Education		16	15	16		Special Education		18	20	20	
Gap		-21	-20	-26	5	Gap		-22	-28	-28	6
Regular Education		37	35	42		Regular Education		40	48	48	
San Diego	8					San Diego	7				
Special Education		6	9	30		Special Education		6	8	10	
Gap		-29	-26	-7	-22	Gap		-25	-23	-26	1
Regular Education		35	35	37		Regular Education		31	31	36	
California	8					California	7				
Special Education		5	5	6		Special Education		6	6	7	
Gap		-30	-28	-30	0	Gap		-25	-27	-29	4
Regular Education		35	33	36		Regular Education		31	33	36	
San Diego	10										
Special Education		6	11	26							
Gap		-29	-26	-13	-16						
Regular Education		35	37	39							
California	10										
Special Education		4	5	5							
Gap		-31	-31	-34	3						
Regular Education		35	36	39							

DISTRICT SAN FRANCISCO
 STATE CALIFORNIA

STATE READING AND MATH ASSESSMENT
State Assessment: California Standards Test (CST)
Grades Tested: 2-11
First Year Reported: 2002
How Reported: Performance Level

DEMOGRAPHICS ¹	SAN FRANCISCO		CALIFORNIA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	61,889	58,216	5,536,406	6,356,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	64.6	58.8	45.6	47.2
Percent of Students with IEPs	10.8	11.6	10.1	10.6
Percent English Language Learners	NA	27.9	NA	25.2
Percent African American	17.5	15.0	8.7	8.1
Percent Hispanic	20.5	21.9	38.3	44.4
Percent White	13.1	10.2	39.9	33.1
Percent Other	48.9	52.9	11.9	11.9
Number of FTE Teachers	2,972	3,362	230,849	307,672
Student-Teacher Ratio	20.8	17.3	24.0	21.1
Number of Schools	111	114	7,876	9,100
Current Expenditures Per Pupil ²	\$5,357	\$8,308	\$4,937	\$7,434
San Francisco as a Percentage of California's Public Schools			1995-96	2002-03
Percent of Students			1.1	0.9
Percent of FRPL			1.6	1.1
Percent of IEPs			1.2	1.0
Percent of ELLs			NA	1.0
Percent of Schools			1.4	1.3
Percent of Teachers			1.3	1.1
Percent of State Revenue ³			0.8	0.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**San Francisco
California Standards Test
Percent Proficient & Advanced**

Reading	Grade	2002	2003	2004	Change	Math	Grade	2002	2003	2004	Change
San Francisco	2	33	38	37	2.0	San Francisco	2	43	54	55	6.0
California	2	32	36	36	2.0	California	2	43	53	51	4.0
San Francisco	3	36	35	33	-1.5	San Francisco	3	41	52	52	5.5
California	3	34	33	30	-2.0	California	3	38	46	48	5.0
San Francisco	4	39	43	43	2.0	San Francisco	4	36	48	49	6.5
California	4	36	39	40	2.0	California	4	37	45	45	4.0
San Francisco	5	32	39	45	6.5	San Francisco	5	32	37	40	4.0
California	5	31	36	40	4.5	California	5	29	35	38	4.5
San Francisco	6	29	36	38	4.5	San Francisco	6	36	40	39	1.5
California	6	30	36	36	3.0	California	6	32	34	35	1.5
San Francisco	7	34	37	42	4.0	San Francisco	7	32	36	43	5.5
California	7	33	36	36	1.5	California	7	30	30	33	1.5
San Francisco	8	32	33	38	3.0						
California	8	32	30	33	0.5						
San Francisco	9	38	44	41	1.5						
California	9	33	38	37	2.0						
San Francisco	10	39	37	42	1.5						
California	10	33	33	35	1.0						
San Francisco	11	38	41	39	0.5						
California	11	31	32	32	0.5						

**San Francisco
California Standards Test by Ethnicity
Percent Proficient & Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
San Francisco	4					San Francisco	4				
African American		17	17	17		African American		11	14	16	
Gap		-41	-45	-50	9	Gap		-33	-42	-43	10
White		58	62	67		White		44	56	59	
Gap		-40	-38	-43	3	Gap		-30	-30	-34	4
Hispanic		18	24	24		Hispanic		14	26	25	
California	4					California	4				
African American		24	27	27		African American		22	29	28	
Gap		-32	-32	-32	0	Gap		-31	-32	-33	2
White		56	59	59		White		53	61	61	
Gap		-37	-35	-34	-3	Gap		-29	-28	-28	-1
Hispanic		19	24	25		Hispanic		24	33	33	
San Francisco	8					San Francisco	7				
African American		12	12	16		African American		7	8	10	
Gap		-39	-42	-46	7	Gap		-36	-40	-54	18
White		51	54	62		White		43	48	64	
Gap		-37	-38	-42	5	Gap		-33	-33	-46	13
Hispanic		14	16	20		Hispanic		10	15	18	
California	8					California	7				
African American		17	17	19		African American		13	12	14	
Gap		-33	-30	-32	-1	Gap		-30	-32	-34	4
White		50	47	51		White		43	44	48	
Gap		-35	-32	-33	-2	Gap		-28	-28	-30	2
Hispanic		15	15	18		Hispanic		15	16	18	
San Francisco	10										
African American		13	13	17							
Gap		-48	-48	-47	-1						
White		61	61	64							
Gap		-45	-42	-44	-1						
Hispanic		16	19	20							
California	10										
African American		19	19	21							
Gap		-30	-31	-32	2						
White		49	50	53							
Gap		-33	-33	-34	1						
Hispanic		16	17	19							

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

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
San Francisco	4					San Francisco	4				
ED		31	36	36		ED		32	44	44	
Gap		-22	-19	-20	-2	Gap		-11	-10	-12	1
Non-ED		53	55	56		Non-ED		43	54	56	
California	4					California	4				
ED		19	24	25		ED		24	33	32	
Gap		-37	-35	-35	-2	Gap		-30	-29	-29	-1
Non-ED		56	59	60		Non-ED		54	62	61	
San Francisco	8					San Francisco	7				
ED		24	26	29		ED		29	32	40	
Gap		-16	-12	-17	-1	Gap		-7	-9	-7	0
Non-ED		40	38	46		Non-ED		36	41	47	
California	8					California	7				
ED		14	15	18		ED		16	16	20	
Gap		-32	-27	-28	-4	Gap		-25	-27	-25	0
Non-ED		46	42	46		Non-ED		41	43	45	
San Francisco	10										
ED		24	26	29							
Gap		-22	-17	-20	-2						
Non-ED		46	43	49							
California	10										
ED		14	16	18							
Gap		-28	-26	-27	-1						
Non-ED		42	42	45							

**San Francisco
California Standards Test - English Proficiency
Percent Proficient & Advanced**

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
San Francisco	4					San Francisco	4				
English Learners		24	25	29		English Learners		30	41	44	
Gap		-24	-28	-22	-2	Gap		-10	-11	-8	-2
English Proficient		48	53	51		English Proficient		40	52	52	
California	4					California	4				
English Learners		10	15	15		English Learners		10	29	26	
Gap		-36	-35	-36	0	Gap		-36	-24	-28	-8
English Proficient		46	50	51		English Proficient		46	53	54	
San Francisco	8					San Francisco	7				
English Learners		4	3	6		English Learners		14	16	17	
Gap		-36	-37	-38	2	Gap		-23	-25	-33	10
English Proficient		40	40	44		English Proficient		37	41	50	
California	8					California	7				
English Learners		3	4	3		English Learners		9	8	10	
Gap		-38	-33	-37	-1	Gap		-26	-28	-29	3
English Proficient		41	37	40		English Proficient		35	36	39	
San Francisco	10										
English Learners		4	3	5							
Gap		-44	-42	-46	2						
English Proficient		48	45	51							
California	10										
English Learners		3	4	4							
Gap		-36	-35	-38	2						
English Proficient		39	39	42							

San Francisco
California Standards Test - Special Education
Percent Proficient & Advanced

Reading	Grade	2002	2003	2004	Change in Gap	Math	Grade	2002	2003	2004	Change in Gap
San Francisco	4					San Francisco	4				
Special Education		14	14	11		Special Education		13	16	18	
Gap		-28	-33	-36	8	Gap		-25	-36	-35	10
Regular Education		42	47	47		Regular Education		38	52	53	
California	4					California	4				
Special Education		16	15	16		Special Education		18	20	20	
Gap		-21	-20	-26	5	Gap		-22	-28	-28	6
Regular Education		37	35	42		Regular Education		40	48	48	
San Francisco	8					San Francisco	7				
Special Education		5	6	7		Special Education		6	6	9	
Gap		-30	-30	-36	6	Gap		-29	-35	-38	9
Regular Education		35	36	43		Regular Education		35	41	47	
California	8					California	7				
Special Education		5	5	6		Special Education		6	6	7	
Gap		-30	-28	-30	0	Gap		-25	-27	-29	4
Regular Education		35	33	36		Regular Education		31	33	36	
San Francisco	10										
Special Education		7	7	4							
Gap		-34	-34	-41	7						
Regular Education		41	41	45							
California	10										
Special Education		4	5	5							
Gap		-31	-31	-34	3						
Regular Education		35	36	39							

DISTRICT SEATTLE
STATE WASHINGTON

STATE READING AND MATH ASSESSMENT
State Assessment: Washington Assessment of Student Learning & ITBS
Grades Tested: 3,4,6,7,9, & 10
First Year Reported: 1998
How Reported: Performance Level & National Percentile

DEMOGRAPHICS ¹	SEATTLE		WASHINGTON	
	1995-96	2002-03	1995-96	2002-03
Number of Students	46,757	47,853	956,572	1,014,798
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	40.1	NA	34.3
Percent of Students with IEPs	NA	12.5	NA	12.1
Percent English Language Learners	NA	11.6	NA	6.9
Percent African American	23.0	23.0	4.7	5.6
Percent Hispanic	8.0	11.0	7.8	11.6
Percent White	41.1	40.1	78.3	72.6
Percent Other	27.9	25.9	9.1	10.3
Number of FTE Teachers	2,420	2,662	46,907	52,953
Student-Teacher Ratio	19.3	18.0	20.4	19.7
Number of Schools	114	132	2,124	2,209
Current Expenditures Per Pupil ²	\$6,723	\$8,921	\$5,639	\$7,039
Seattle as a Percentage of Washington's Public Schools			1995-96	2002-03
Percent of Students			4.9	4.7
Percent of FRPL			NA	5.5
Percent of IEPs			NA	4.9
Percent of ELLs			NA	7.9
Percent of Schools			5.4	6.0
Percent of Teachers			5.2	5.0
Percent of State Revenue ³			4.7	4.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Seattle
Washington Assessment of Student Learning (WASL)
Percent Meeting Standard

Reading	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Seattle	4	52.3	56.0	63.6	63.5	64.2	64.0	72.0	3.3
Washington	4	55.6	59.1	65.8	66.1	65.6	66.7	74.4	3.1
Seattle	7	33.8	40.1	39.8	38.9	44.3	47.9	55.0	3.5
Washington	7	38.4	40.8	41.5	39.8	44.5	47.9	60.4	3.7
Seattle	10	NA	36.0	49.8	49.5	52.4	53.1	55.1	3.8
Washington	10	NA	51.4	59.8	62.4	59.2	60.0	64.4	2.6
Math									
Seattle	4	34.8	35.8	44.3	43.5	51.1	53.1	59.6	4.1
Washington	4	31.2	37.3	41.8	43.4	51.8	55.2	59.9	4.8
Seattle	7	21.8	26.9	30.9	29.9	29.8	33.9	43.6	3.6
Washington	7	20.1	24.2	28.2	27.4	30.4	36.8	46.3	4.4
Seattle	10	NA	24.8	32.2	33.7	35.3	34.9	38.6	2.8
Washington	10	NA	33.0	35.0	38.9	37.3	39.4	43.9	2.2

Seattle
ITBS
National Percentile

Reading		1999	2000	2001	2002	2003	2004	Annualized Change in NCEs
Seattle	3	59	60	60	61	61	62	0.3
Washington	3	55	56	57	57	58	58	0.3
Seattle	6	NA	57	55	57	56	57	0.0
Washington	6	NA	54	53	54	55	55	0.1
Seattle	9	NA	52	53	51	54	55	0.4
Washington	9	NA	54	53	54	53	53	-0.1

**Quantitative
Thinking**

Seattle	3	69	69	68	71	71	71	0.3
Washington	3	60	63	64	66	67	67	0.8
Seattle	6	NA	60	56	58	57	59	-0.1
Washington	6	NA	56	56	58	58	58	0.3
Seattle	9	NA	NA	NA	57	60	59	0.5
Washington	9	NA	NA	NA	59	59	59	0.0

**Seattle
WASL-Reading
Percent Meeting Standard**

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Seattle	4								
African American		30.6	33.5	40.3	41.3	43.3	47.7	55.5	
Gap		-41.7	-43.5	-41.1	-41.0	-37.1	-34.9	-31.9	-9.8
White		72.3	77.0	81.4	82.3	80.4	82.6	87.4	
Gap		-32.1	-34.2	-30.7	-34.3	-28.6	-36.9	-28.8	-3.3
Hispanic		40.2	42.8	50.7	48.0	51.8	45.7	58.6	
Washington	4								
African American		35.4	39.3	47.7	48.2	49.2	52.4	61.9	
Gap		-26.1	-26.0	-24.1	-23.9	-21.9	-20.7	-18.0	-8.1
White		61.5	65.3	71.8	72.1	71.1	73.1	79.9	
Gap		-33.9	-34.0	-32.4	-31.7	-29.2	-31.8	-26.0	-7.9
Hispanic		27.6	31.3	39.4	40.4	41.9	41.3	53.9	
Seattle	7								
African American		12.2	16.7	15.4	15.9	20.0	21.4	30.4	
Gap		-40.9	-45.9	-42.7	-41.9	-43.2	-45.0	-43.2	2.3
White		53.1	62.6	58.1	57.8	63.2	66.4	73.6	
Gap		-32.3	-34.5	-24.6	-33.6	-31.0	-32.0	-32.1	-0.2
Hispanic		20.8	28.1	33.5	24.2	32.2	34.4	41.5	
Washington	7								
African American		17.5	19.5	20.4	20.4	24.2	28.2	41.8	
Gap		-25.8	-26.8	-26.7	-24.5	-25.4	-25.0	-23.9	-1.9
White		43.3	46.3	47.1	44.9	49.6	53.2	65.7	
Gap		-28.6	-28.5	-29.4	-28.2	-28.4	-29.6	-27.6	-1.0
Hispanic		14.7	17.8	17.7	16.7	21.2	23.6	38.1	
Seattle	10								
African American		NA	15.9	25.4	26.5	23.0	24.2	30.8	
Gap		NA	-38.8	-45.1	-41.2	-48.0	-48.3	-43.0	4.2
White		NA	54.7	70.5	67.7	71.0	72.5	73.8	
Gap		NA	-34.3	-26.7	-31.9	-29.1	-32.9	-31.5	-2.8
Hispanic		NA	20.4	43.8	35.8	41.9	39.6	42.3	
Washington	10								
African American		NA	26.1	38.2	40.6	36.0	37.1	42.8	
Gap		NA	-32.2	-27.9	-27.2	-28.5	-28.0	-26.7	-5.5
White		NA	58.3	66.1	67.8	64.5	65.1	69.5	
Gap		NA	-32.3	-30.2	-29.4	-29.7	-30.5	-28.2	-4.1
Hispanic		NA	26.0	35.9	38.4	34.8	34.6	41.3	

**Seattle
WASL-Math
Percent Meeting Standard**

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Seattle	4								
African American		14.2	12.0	17.2	15.0	22.2	31.1	36.3	
Gap		-38.3	-43.1	-45.7	-50.6	-47.7	-40.7	-41.6	3.3
White		52.5	55.1	62.9	65.6	69.9	71.8	77.9	
Gap		-29.0	-32.1	-31.4	-36.9	-31.9	-35.5	-34.1	5.1
Hispanic		23.5	23.0	31.5	28.7	38.0	36.3	43.8	
Washington	4								
African American		13.0	15.3	18.7	19.5	28.6	35.5	37.5	
Gap		-22.4	-27.2	-28.5	-29.6	-28.8	-26.0	-28.6	6.2
White		35.4	42.5	47.2	49.1	57.4	61.5	66.1	
Gap		-24.0	-28.3	-29.0	-29.1	-28.1	-30.8	-27.3	3.3
Hispanic		11.4	14.2	18.2	20.0	29.3	30.7	38.3	
Seattle	7								
African American		2.3	4.7	6.3	5.1	6.8	7.3	14.9	
Gap		-32.7	-41.8	-41.9	-43.3	-38.7	-42.7	-49.3	16.6
White		35.0	46.5	48.2	48.4	45.5	50.0	64.2	
Gap		-24.1	-31.1	-26.7	-30.9	-29.2	-30.8	-35.7	11.6
Hispanic		10.9	15.4	21.5	17.5	16.3	19.2	28.5	
Washington	7								
African American		4.9	6.8	8.7	7.8	10.3	14.1	21.4	
Gap		-17.9	-21.3	-23.7	-23.8	-24.1	-27.5	-30.9	13.0
White		22.8	28.1	32.4	31.6	34.4	41.6	52.3	
Gap		-17.3	-20.9	-22.7	-23.2	-22.8	-26.9	-30.1	12.8
Hispanic		5.5	7.2	9.7	8.4	11.6	14.7	22.2	
Seattle	10								
African American		NA	5.4	8.3	6.1	8.1	7.0	11.1	
Gap		NA	-35.9	-40.2	-46.6	-45.6	-45.5	-46.4	10.5
White		NA	41.3	48.5	52.7	53.7	52.5	57.5	
Gap		NA	-30.4	-26.4	-34.9	-33.9	-29.4	-29.4	-1.0
Hispanic		NA	10.9	22.1	17.8	19.8	23.1	28.1	
Washington	10								
African American		NA	9.5	11.7	11.9	13.0	14.2	16.0	
Gap		NA	-28.6	-28.4	-31.8	-28.9	-29.8	-33.2	4.6
White		NA	38.1	40.1	43.7	41.9	44.0	49.2	
Gap		NA	-26.5	-27.5	-29.1	-27.6	-27.8	-29.6	3.1
Hispanic		NA	11.6	12.6	14.6	14.3	16.2	19.6	

**Seattle
WASL
Percent Students Meeting Standard - Low Income**

Reading	Grade	2000	2001	2002	2003	2004	Change
Seattle	4	NA	NA	50.9	49.3	55.8	2.5
Washington	4	NA	NA	NA	52.0	61.4	9.4
Seattle	7	NA	NA	22.9	22.0	33.0	5.1
Washington	7	NA	NA	NA	29.6	42.5	12.9

Math

Seattle	4	NA	NA	35.3	37.8	40.4	2.6
Washington	4	NA	NA	NA	40.4	44.3	3.9
Seattle	7	NA	NA	3.4	7.1	20.2	8.4
Washington	7	NA	NA	NA	19.8	26.9	7.1

**Seattle
WASL
Percent Students Meeting Standard - Limited English**

Reading	Grade	1999	2000	2001	2002	2003	2004	Change
Seattle	4	NA	NA	24.4	25.9	21.5	38.6	4.7
Washington	4	NA	NA	24.0	24.8	23.7	36.7	4.2
Seattle	7	NA	NA	1.7	5.0	8.4	14	4.1
Washington	7	NA	NA	3.8	6.7	6.7	16.5	4.2
Seattle	10	NA	NA	11.0	8.5	10.5	12.6	0.5
Washington	10	NA	NA	17.8	13.0	11.7	16.9	-0.3

Math

Seattle	4	NA	NA	9.0	18.2	17.2	28.7	6.6
Washington	4	NA	NA	11.6	18.2	19.9	26.7	5.0
Seattle	7	NA	NA	2.5	4.3	7.3	7.2	1.6
Washington	7	NA	NA	3.8	6.8	5.9	7.6	1.3
Seattle	10	NA	NA	9.7	10.1	10.0	9.5	-0.1
Washington	10	NA	NA	12.0	8.7	8.1	9.8	-0.7

**Seattle
WASL
Percent Students Meeting Standard - Special Education**

Reading	Grade	1999	2000	2001	2002	2003	2004	Change
Seattle	4	18.5	25.5	30.0	35.9	34.2	45.4	5.4
Washington	4	19.7	27.2	29.0	30.2	30.6	39.1	3.9
Seattle	7	6.5	7.2	9.3	11.0	13.0	14.1	1.5
Washington	7	7.1	6.7	6.5	8.3	9.6	16	1.8
Seattle	10	7.3	10.0	14.1	16.1	14.8	14.5	1.4
Washington	10	11.3	14.5	14.8	12.6	11.9	16.1	1.0
Math								
Seattle	4	7.7	14.2	15.7	28.7	26.4	33.9	5.2
Washington	4	11.5	14.5	16.4	22.9	25.3	29.3	3.6
Seattle	7	3.9	3.8	4.9	4.0	5.3	6.6	0.5
Washington	7	3.3	3.1	3.4	3.9	5.2	8.6	1.1
Seattle	10	3.7	2.1	7.0	6.5	5.8	8.1	0.9
Washington	10	4.7	4.5	5.3	4.3	4.0	6.3	0.3

DISTRICT ST. LOUIS
STATE MISSOURI

STATE READING AND MATH ASSESSMENT
State Assessment: Missouri Assessment Program
Grades Tested: 3,4,7,8,10, & 11
First Year Reported: 1997
How Reported: Performance Level

DEMOGRAPHICS ¹	ST. LOUIS		MISSOURI	
	1995-96	2002-03	1995-96	2002-03
Number of Students	41,720	45,480	889,881	924,445
Percent Free & Reduced Price Lunch Eligible (FRPL)	74.5	75.2	27.4	36.1
Percent of Students with IEPs	15.1	16.1	13.3	15.5
Percent English Language Learners	NA	5.9	NA	1.4
Percent African American	79.2	81.7	16.1	18.2
Percent Hispanic	0.7	1.3	1.0	2.3
Percent White	18.5	15.6	81.7	77.9
Percent Other	1.6	1.4	1.2	1.6
Number of FTE Teachers	3,153	3,520	57,951	66,717
Student-Teacher Ratio	13.2	12.9	15.4	13.9
Number of Schools	109	124	2,256	2,382
Current Expenditures Per Pupil ²	\$7,696	\$10,144	\$5,092	\$7,135
St. Louis as a Percentage of Missouri's Public Schools			1995-96	2002-03
Percent of Students			4.7	4.9
Percent of FRPL			12.8	10.2
Percent of IEPs			5.3	5.1
Percent of ELLs			NA	20.4
Percent of Schools			4.8	5.2
Percent of Teachers			5.4	5.3
Percent of State Revenue ³			7.9	7.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced

	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Communication Arts										
St. Louis	3	NA	10.1	12.0	14.0	17.4	21.1	22.7	30.6	3.4
Missouri	3	NA	28.6	28.8	31.7	31.6	35.4	34.1	34.7	1.0
St. Louis	7	NA	11.7	10.7	12.8	11.7	15.5	12.6	12.1	0.1
Missouri	7	NA	30.3	30.5	32.3	34.2	32.0	32.5	31.9	0.3
St. Louis	11	NA	10.4	10.0	9.6	8.1	6.9	5.1	5.9	-0.8
Missouri	11	NA	20.7	23.4	22.8	22.6	23.7	21.8	22.5	0.3
Math										
St. Louis	4	10.6	11.8	17.6	17.9	19.3	20.5	24.1	37.1	4.2
Missouri	4	34.1	31.8	35.3	36.7	37.7	37.6	37.2	40.3	1.4
St. Louis	8	3.5	3.6	3.0	4.3	6.3	5.3	6.2	6.1	0.4
Missouri	8	13.5	12.6	10.4	14.1	14.7	13.7	13.9	13.9	0.2
St. Louis	10	5.7	3.0	3.3	3.2	2.6	2.5	2.6	2.3	-0.1
Missouri	10	11.4	7.0	9.7	10.3	12.7	10.7	12.3	15.2	1.4

**St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced**

Communication Arts	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Louis	3								
African American		7.0	9.3	11.5	15.6	19.4	21.2	29.1	
Gap		-17.4	-17.3	-18.3	-11.2	-10.0	-10.1	-6.5	-10.9
White		24.4	26.6	29.8	26.8	29.4	31.3	35.6	
Gap		-10.6	-9.4	-17.6	-4.8	-6.3	-13.8	-3.5	-7.1
Hispanic		13.8	17.2	12.2	22.0	23.1	17.5	32.1	
Missouri	3								
African American		9.5	10.7	14.6	14.9	18.6	16.2	18.5	
Gap		-24.7	-22.6	-21.6	-21.2	-21.4	-22.7	-20.4	-4.3
White		34.2	33.3	36.2	36.1	40.0	38.9	38.9	
Gap		-16.0	-14.6	-15.8	-17.1	-18.5	-17.0	-17.9	1.9
Hispanic		18.2	18.7	20.4	19.0	21.5	21.9	21.0	
St. Louis	7								
African American		7.5	6.6	8.6	7.9	11.9	8.9	7.9	
Gap		-18.4	-18.9	-19.2	-16.7	-15.1	-18.1	-23.0	4.6
White		25.9	25.5	27.8	24.6	27.0	27.0	30.9	
Gap		-9.2	NA	-14.5	NA	4.0	-2.0	-13.2	4.0
Hispanic		16.7	NA	13.3	NA	31.0	25.0	17.7	
Missouri	7								
African American		10.0	10.0	11.0	12.4	12.2	11.3	10.2	
Gap		-25.4	-24.9	-26.0	-26.7	-24.5	-26.3	-27.3	1.9
White		35.4	34.9	37.0	39.1	36.7	37.6	37.5	
Gap		-14.0	-13.0	-15.5	-13.7	-14.8	-12.8	-17.3	3.3
Hispanic		21.4	21.9	21.5	25.4	21.9	24.8	20.2	
St. Louis	11								
African American		6.5	4.8	6.7	4.9	4.2	3.1	2.6	
Gap		-17.0	-20.7	-11.2	-13.6	-11.1	-9.9	-15.8	-1.2
White		23.5	25.5	17.9	18.5	15.3	13.0	18.4	
Gap		NA	NA	NA	NA	NA	NA	-8.1	NA
Hispanic		NA	NA	NA	NA	NA	NA	10.3	
Missouri	11								
African American		6.8	6.3	6.8	6.8	6.8	6.2	6.7	
Gap		-16.0	-19.6	-18.4	-18.2	-19.5	-18.2	-18.6	2.6
White		22.8	25.9	25.2	25.0	26.3	24.4	25.3	
Gap		-3.4	-10.4	-10.8	-10.0	-9.5	-9.8	-10.7	7.3
Hispanic		19.4	15.5	14.4	15.0	16.8	14.6	14.6	

St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced

Mathematics	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Louis	4									
African American		7.0	8.9	14.5	13.9	16.2	17.8	21.6	35.0	
Gap		-20.8	-15.6	-16.9	-23.9	-19.1	-19.9	-15.3	-11.9	-8.9
White		27.8	24.5	31.4	37.8	35.3	37.7	36.9	46.9	
Gap		-24.5	-14.8	-14.7	-9.7	-11.8	-17.2	-18.9	-8.0	-16.5
Hispanic		3.3	9.7	16.7	28.1	23.5	20.5	18.0	38.9	
Missouri	4									
African American		10.5	9.3	12.4	12.8	14.9	15.6	17.7	24.2	
Gap		-29.7	-27.5	-28.4	-29.7	-28.7	-27.8	-24.8	-20.5	-9.2
White		40.2	36.8	40.8	42.5	43.6	43.4	42.5	44.7	
Gap		-20.6	-14.5	-18.2	-17.6	-16.1	-18.9	-15.6	-15.9	-4.7
Hispanic		19.6	22.3	22.6	24.9	27.5	24.5	26.9	28.8	
St. Louis	8									
African American		1.0	1.1	0.9	1.8	2.9	2.5	3.1	2.6	
Gap		-10.2	-11.1	-8.3	-8.8	-14.5	-11.7	-19.5	-18.8	8.6
White		11.2	12.2	9.2	10.6	17.4	14.2	22.6	21.4	
Gap		NA	-8.9	NA	NA	-11.7	NA	-14.7	-13.3	4.4
Hispanic		NA	3.3	NA	NA	5.7	NA	7.9	8.1	
Missouri	8									
African American		1.5	1.6	1.0	2.0	2.8	2.5	3.0	2.9	
Gap		-14.6	-13.1	-11.3	-14.4	-14.4	-13.6	-13.4	-13.6	-1.0
White		16.1	14.7	12.3	16.4	17.2	16.1	16.4	16.5	
Gap		-8.0	-8.0	-7.2	-9.0	-8.0	-7.7	-8.3	-9.0	1.0
Hispanic		8.1	6.7	5.1	7.4	9.2	8.4	8.1	7.5	
St. Louis	10									
African American		1.3	0.3	0.9	0.8	0.4	0.6	0.9	0.7	
Gap		-14.4	-9.3	-7.7	-8.1	-8.9	-7.3	-7.7	-7.0	-7.4
White		15.7	9.6	8.6	8.9	9.3	7.9	8.6	7.7	
Gap		NA	NA	NA	NA	NA	NA	-5.2	NA	NA
Hispanic		NA	NA	NA	NA	NA	NA	3.4	NA	
Missouri	10									
African American		1.5	0.4	0.9	1.2	1.5	1.2	1.7	2.0	
Gap		-11.6	-7.5	-10.2	-10.7	-13.1	-11.1	-12.7	-15.8	4.2
White		13.1	7.9	11.1	11.9	14.6	12.3	14.4	17.8	
Gap		-7.9	-2.2	-4.6	-5.6	-7.1	-6.4	-6.4	-9.9	2.0
Hispanic		5.2	5.7	6.5	6.3	7.5	5.9	8.0	7.9	

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	2004	Annualized Change
St. Louis	3	NA	19.2	20.7	28.8	4.8
Missouri	3	NA	21.8	21.9	22.5	0.4
St. Louis	7	NA	11.9	9.6	9.3	-1.3
Missouri	7	NA	16.4	18.0	17.9	0.8
St. Louis	11	NA	4.0	2.6	3.0	-0.5
Missouri	11	NA	11.0	10.4	10.0	-0.5
Math						
St. Louis	4	NA	18.3	22.2	35.8	8.8
Missouri	4	NA	23.4	24.1	28.4	2.5
St. Louis	8	NA	3.8	6.1	5.0	0.6
Missouri	8	NA	5.3	6.0	6.0	0.4
St. Louis	10	NA	0.8	1.1	1.1	0.2
Missouri	10	NA	3.3	4.2	5.3	1.0

**St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Limited English Proficiency (LEP)**

Communication Arts	Grade	2001	2002	2003	2004	Change
St. Louis	3	NA	15.2	13.2	26.2	5.5
Missouri	3	NA	11.7	14.1	18.3	3.3
St. Louis	7	NA	13.5	12.4	19.1	2.8
Missouri	7	NA	11.5	8.1	15.6	2.1
St. Louis	11	NA	2.7	2.5	4.5	0.9
Missouri	11	NA	2.3	2.6	6.6	2.2
Math						
St. Louis	4	NA	23.0	25.5	44.4	10.7
Missouri	4	NA	16.9	21.4	30.3	6.7
St. Louis	8	NA	13.9	27.2	21.0	3.6
Missouri	8	NA	8.2	14.1	10.5	1.2
St. Louis	10	NA	1.9	2.2	2.5	0.3
Missouri	10	NA	1.3	3.0	5.9	2.3

**St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced - Special Education**

Communication Arts	Grade	2001	2002	2003	2004	Annualized Change
St. Louis	3	NA	10.4	9.6	19.3	4.5
Missouri	3	NA	16.0	18.0	20.7	2.4
St. Louis	7	NA	2.0	2.7	3.4	0.7
Missouri	7	NA	5.3	5.7	6.9	0.8
St. Louis	11	NA	0.8	0.0	0.4	-0.2
Missouri	11	NA	2.1	1.2	2.2	0.1
Math						
St. Louis	4	NA	7.2	11.9	23.5	8.2
Missouri	4	NA	17.4	20.1	23.6	3.1
St. Louis	8	NA	0.5	0.8	0.9	0.2
Missouri	8	NA	1.3	1.6	1.8	0.3
St. Louis	10	NA	0.3	0.2	0.0	-0.2
Missouri	10	NA	0.8	1.0	1.4	0.3

DISTRICT ST. PAUL
 STATE MINNESOTA

STATE READING AND MATH ASSESSMENT
State Assessment: Minnesota Comprehensive Assessment & Basic Skills Test
Grades Tested: 3,5, & 8
First Year Reported: 1998
How Reported: Performance Level

DEMOGRAPHICS ¹	ST. PAUL		MINNESOTA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	42,520	43,923	835,166	846,891
Percent Free & Reduced Price Lunch Eligible (FRPL)	48.8	64.9	18.7	27.3
Percent of Students with IEPs	NA	15.8	NA	13.2
Percent English Language Learners	NA	33.8	NA	6.1
Percent African American	21.2	26.6	4.8	7.4
Percent Hispanic	6.8	11.0	2.0	4.2
Percent White	45.9	30.8	87.4	81.1
Percent Other	26.2	31.5	5.8	7.4
Number of FTE Teachers	2,203	2,955	46,971	52,808
Student-Teacher Ratio	19.3	14.9	17.8	16.4
Number of Schools	142	125	2,157	2,503
Current Expenditures Per Pupil ²	\$6,649	\$9,844	\$5,801	\$7,736
St. Paul as a Percentage of Minnesota's Public Schools			1995-96	2002-03
Percent of Students			5.1	5.2
Percent of FRPL			13.3	12.3
Percent of IEPs			NA	6.2
Percent of ELLs			NA	29.0
Percent of Schools			6.6	5.0
Percent of Teachers			4.7	5.6
Percent of State Revenue ³			5.9	7.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III and Above**

	Grade	1999	2000	2001	2002	2003	2004	Annualized Change
Reading								
St. Paul	3	31.8	34.8	44.4	42.6	55.1	53.0	4.2
Minnesota	3	56.1	61.6	67.1	66.8	72.6	73.3	2.9
St. Paul	5	35.7	39.9	45.6	46.9	62.0	55.4	3.9
Minnesota	5	59.1	66.9	73.8	74.8	76.8	75.5	2.7
Math								
St. Paul	3	31.6	40.9	45.6	45.2	56.6	53.2	4.3
Minnesota	3	58.4	64.7	65.5	65.1	71.5	70.5	2.0
St. Paul	5	26.9	35.7	42.2	46.2	56.4	56.2	5.9
Minnesota	5	51.6	61.7	67.3	70.2	74.9	74.3	3.8

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading									
St. Paul	8	39.6	49.4	55.9	54.8	55.3	56.2	57.8	3.0
Minnesota	8	68.0	75.2	79.7	78.8	80.0	81.0	81.1	2.2
Math									
St. Paul	8	38.6	44.0	46.6	46.3	47.7	45	43.1	0.8
Minnesota	8	70.6	70.2	71.8	72.0	74.5	71.7	70.8	0.0

**St. Paul
Minnesota Comprehensive Assessment (MCA)-Reading
Percent Scoring at Levels III & Above**

	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
African American		21.7	27.3	34.8	37.2	45.6	42.3	
Gap		-32.4	-34.2	-33.4	-32.5	-35.6	-38.5	6.1
White		54.1	61.5	68.2	69.7	81.2	80.8	
Gap		-25.3	-32.0	-30.1	-36.0	-38.6	-39.2	13.9
Hispanic		28.8	29.5	38.2	33.7	42.6	41.6	
Minnesota	3							
African American		25.0	28.9	36.8	36.9	47.6	45.5	
Gap		-36.8	-39.1	-36.6	-36.4	-35.3	-34.5	-2.3
White		61.8	68.0	73.4	73.3	82.9	80.0	
Gap		-30.0	-33.8	-34.1	-36.1	-37.1	-36.6	6.6
Hispanic		31.7	34.3	39.2	37.2	45.8	43.4	
St. Paul	5							
African American		24.2	30.2	33.2	36.9	52.4	46.1	
Gap		-32.6	-34.0	-40.5	-37.4	-28.4	-33.7	1.1
White		56.8	64.2	73.7	74.3	80.8	79.8	
Gap		-26.8	-26.1	-33.2	-33.4	-24.5	-31.0	4.2
Hispanic		30.0	38.1	40.5	40.9	56.3	48.8	
Minnesota	5							
African American		25.4	33.1	39.6	42.1	47.5	47.5	
Gap		-39.2	-39.7	-40.8	-39.5	-35.5	-34.3	-4.9
White		64.5	72.8	80.4	81.5	83.0	81.8	
Gap		-34.4	-32.5	-34.9	-35.8	-34.6	-33.0	-1.4
Hispanic		30.2	40.3	45.5	45.7	48.4	48.8	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
African American		25.5	33.7	41.4	40.1	40.8	40.5	42.4	
Gap		-33.2	-35.9	-34.6	-35.3	-38.5	-39.2	-38.6	5.4
White		58.7	69.6	76.0	75.4	79.3	79.8	81.0	
Gap		-30.1	-30.2	-25.7	-24.5	-32.1	-28.7	-34.2	4.1
Hispanic		28.6	39.4	50.3	50.9	47.2	51.1	46.8	
Minnesota	8								
African American		31.2	38.5	48.1	45.2	46.5	48.7	50.1	
Gap		-41.2	-41.3	-36.0	-38.4	-39.1	-38.1	-37.1	-4.1
White		72.4	79.8	84.1	83.6	85.6	86.8	87.2	
Gap		-34.1	-34.6	-31.0	-32.4	-33.6	-32.2	-35.4	1.3
Hispanic		38.3	45.2	53.1	51.2	52.0	54.6	51.8	

**St. Paul
Minnesota Comprehensive Assessment (MCA)-Math
Percent Scoring at Levels III & Above**

	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
African American		17.7	27.4	27.9	31.8	42.7	36.0	
Gap		-36.5	-36.6	-37.2	-38.4	-36.4	-42.4	5.9
White		54.2	63.9	65.1	70.2	79.1	78.4	
Gap		-27.9	-28.0	-24.0	-34.3	-32.3	-34.8	6.9
Hispanic		26.3	35.9	41.1	35.9	46.8	43.6	
Minnesota	3							
African American		21.2	28.6	30.3	32.7	40.7	39.0	
Gap		-43.5	-42.2	-41.4	-38.6	-37.0	-38.0	-5.5
White		64.7	70.8	71.7	71.3	77.7	77.0	
Gap		-34.2	-32.5	-35.3	-35.3	-33.9	-32.3	-1.9
Hispanic		30.5	38.4	36.4	36.0	43.8	44.7	
St. Paul	5							
African American		9.4	16.7	24.4	26.5	39.6	41.4	
Gap		-38.6	-40.8	-43.0	-44.5	-36.0	-34.9	-3.7
White		48.1	57.5	67.4	71.0	75.6	76.3	
Gap		-31.4	-27.7	-34.6	-32.6	-26.2	-29.1	-2.3
Hispanic		16.7	29.8	32.8	38.4	49.4	47.2	
Minnesota	5							
African American		14.4	22.5	29.0	33.7	39.0	42.5	
Gap		-42.7	-45.2	-45.0	-43.0	-42.4	-38.1	-4.6
White		57.1	67.7	73.9	76.7	81.4	80.6	
Gap		-35.5	-36.4	-35.9	-35.7	-35.7	-33.5	-2.0
Hispanic		21.6	31.3	38.1	41.0	45.7	47.1	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
African American		17.6	22.0	24.3	26.2	25.7	23.6	22.9	
Gap		-40.9	-39.9	-41.0	-39.0	-42.7	-42.7	-44.0	3.1
White		58.5	61.9	65.3	65.2	68.4	66.4	66.9	
Gap		-34.6	-32.1	-29.0	-27.7	-29.2	-32.2	-37.6	3.0
Hispanic		23.9	29.8	36.3	37.5	39	34.2	29.3	
Minnesota	8								
African American		26.0	26.2	30.6	29.7	33.0	33.0	31.1	
Gap		-49.5	-48.9	-46.0	-47.5	-47.5	-44.8	-46.4	-3.1
White		75.5	75.1	76.6	77.2	80.5	77.8	77.5	
Gap		-38.2	-38.1	-37.1	-36.9	-37.6	-34.8	-39.3	-1.1
Hispanic		37.3	37.0	39.5	40.3	42.9	43.0	38.2	

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & Above**

Reading	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
FRPL		19.9	22.1	32.5	31.5	44.7	41.8	
Gap		-39.7	-41.0	-37.4	-39.5	-35.6	-35.6	-41
Non-FRPL		59.5	63.1	69.8	71.0	80.3	77.4	
Minnesota	3							
FRPL		34.9	39.0	46.5	45.7	57.2	54.2	
Gap		-30.8	-32.7	-29.6	-30.4	-27.7	-27.9	-2.9
Non-FRPL		65.7	71.7	76.2	76.1	84.9	82.1	
St. Paul	5							
FRPL		21.9	26.8	32.5	35.5	53.2	46.1	
Gap		-44.0	-40.0	-41.6	-41.1	-29.4	-33.5	-10.5
Non-FRPL		65.9	66.7	74.2	76.6	82.5	79.6	
Minnesota	5							
FRPL		36.7	44.3	52.0	53.7	63.5	56.2	
Gap		-31.9	-31.9	-30.8	-30.3	-24.8	-28.2	-3.7
Non-FRPL		68.6	76.2	82.7	84.0	88.2	84.4	

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

Reading	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
FRPL		25.9	34.8	43.8	42.3	43.7	45.3	47.3	
Gap		-39.7	-39.2	-34.7	-37.6	-37.7	-34.5	-34.3	-5.4
Non-FRPL		65.5	74.1	78.5	79.8	81.3	79.8	81.6	
Minnesota	8								
FRPL		45.6	53.2	59.6	57.1	59.3	60.4	60.8	
Gap		-30.1	-29.6	-26.9	-29.0	-28.3	-28.5	-28.3	-1.8
Non-FRPL		75.7	82.7	86.4	86.0	87.6	88.9	89.1	

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & Above**

Mathematics	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
FRPL		20.7	30.2	36.3	35.2	47.9	43.1	
Gap		-36.9	-35.5	-30.1	-36.0	-29.6	-32.1	-4.8
Non-FRPL		57.6	65.6	66.4	71.2	77.6	75.2	
Minnesota	3							
FRPL		37.7	44.2	45.5	45.3	53.0	51.6	
Gap		-30.2	-29.9	-28.9	-28.8	-26.9	27.7	-2.5
Non-FRPL		67.9	74.1	74.4	74.1	79.9	79.3	
St. Paul	5							
FRPL		14.2	23.4	30.1	35.6	47.7	48.3	
Gap		-40.9	-37.4	-39.2	-37.4	-28.9	28.8	-12.1
Non-FRPL		55.1	60.7	69.3	73.0	76.6	77.1	
Minnesota	5							
FRPL		29.7	38.1	44.9	48.6	54.9	55.0	
Gap		-31.2	-33.3	-31.7	-31.1	-28.9	-28.3	-2.9
Non-FRPL		60.9	71.4	76.7	79.7	83.8	83.3	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
FRPL		26.2	29.9	34.5	34.4	36.8	34.7	32.1	
Gap		-36.6	-38.3	-35.7	-35.8	-35.1	-33.2	-36.4	-0.2
Non-FRPL		62.8	68.2	70.2	70.2	71.8	67.9	68.5	
Minnesota	8								
FRPL		48.1	46.9	49.3	47.8	51.7	49.2	47.0	
Gap		-30.4	-31.4	-30.1	-32.2	-31.2	-31.1	-33.1	2.7
Non-FRPL		78.5	78.2	79.4	80.0	82.9	80.3	80.1	

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & Above**

Reading	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
LEP		10.1	11.0	29.7	17.3	36.2	32.5	
Gap		-32.3	-36.6	-23.8	-38.2	-28.8	-31.3	-1.0
Non-LEP		42.4	47.6	53.5	55.5	65.1	63.8	
Minnesota	3							
LEP		14.3	14.4	26.8	23.8	31.2	33.3	
Gap		-44.1	-50.0	-43.2	-46.3	-44.9	-43.6	-0.5
Non-LEP		58.4	64.4	70.0	70.0	76.1	76.9	
St. Paul	5							
LEP		9.6	11.1	29.0	17.7	43.2	36.2	
Gap		-36.9	-41.9	-27.6	-43.4	-27.7	-29.2	-7.7
Non-LEP		46.4	53.0	56.5	61.1	70.8	65.4	
Minnesota	5							
LEP		12.0	16.0	27.1	25.3	34.4	34.8	
Gap		-49.2	-53.4	-49.7	-52.6	-45.4	-43.8	-5.4
Non-LEP		61.2	69.4	76.8	77.9	79.8	78.6	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
LEP		11.5	17.0	30.0	41.0	32.9	41.0	42.1	
Gap		-36.3	-43.6	-37.9	-22.5	-35.1	-24.3	-24.0	-12.3
Non-LEP		47.8	60.6	67.9	63.4	68.0	65.3	66.1	
Minnesota	8								
LEP		15.8	21.6	30.5	32.0	30.8	35.3	35.7	
Gap		-53.8	-55.3	-51.2	-48.9	-51.8	-48.4	-48.1	-5.7
Non-LEP		69.6	76.9	81.7	80.9	82.6	83.8	83.8	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & Above

Mathematics	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
LEP		13.6	23.7	40.3	28.1	45.0	39.9	
Gap		-27.1	-27.0	-9.1	-26.3	-17.7	-20.3	-6.8
Non-LEP		40.8	50.7	49.4	54.3	62.7	60.2	
Minnesota	3							
LEP		18.3	26.2	33.1	30.5	39.9	38.2	
Gap		-42.4	-40.9	-34.8	-37.3	-34.4	-35.2	-7.2
Non-LEP		60.7	67.0	67.9	67.8	74.3	73.4	
St. Paul	5							
LEP		8.1	17.5	31.9	26.4	43.2	44.9	
Gap		-26.7	-26.6	-17.7	-29.4	-19.5	-17.3	-9.4
Non-LEP		34.8	44.1	49.5	55.7	62.7	62.2	
Minnesota	5							
LEP		11.4	19.6	28.4	29.9	37.2	40.1	
Gap		-42.0	-44.3	-41.6	-43.0	-40.3	-36.8	-5.2
Non-LEP		53.4	63.8	70.0	72.8	77.5	76.9	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
LEP		15.7	21.7	30.2	39.0	32.9	36.6	30.4	
Gap		-29.8	-30.3	-25.1	-12.0	-23.2	-14.1	-19.7	-10.1
Non-LEP		45.5	51.9	55.2	51.0	56.1	50.7	50.1	
Minnesota	8								
LEP		22.5	24.2	31.4	33.1	32.1	33.7	29.3	
Gap		-49.7	-47.6	-42.1	-40.7	-44.8	-40.5	-44.0	-5.7
Non-LEP		72.2	71.8	73.5	73.8	76.9	74.1	73.3	

**St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & Above**

Reading	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
Special Education		10.9	15.2	17.2	19.3	28.1	25.6	
Gap		-23.8	-21.8	-30.4	-26.5	-31.3	-32.0	8.2
Regular Education		34.7	37.0	47.6	45.8	59.3	57.6	
Minnesota	3							
Special Education		25.4	28.0	34.0	34.7	40.6	40.2	
Gap		-34.7	-37.8	-37.2	-36.0	-36.2	-37.6	2.9
Regular Education		60.1	65.8	71.2	70.7	76.8	77.8	
St. Paul	5							
Special Education		9.8	12.8	19.2	21.6	30.7	27.5	
Gap		-30.6	-31.5	-31.2	-30.6	-37.9	-33.5	3.0
Regular Education		40.4	44.3	50.4	52.2	68.6	61.0	
Minnesota	5							
Special Education		23.1	30.6	37.9	39.4	43.2	40.6	
Gap		-41.8	-41.8	-41.3	-40.7	-38.6	-40.3	-1.5
Regular Education		64.8	72.5	79.3	80.1	81.8	80.9	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
Special Education		11.5	13.7	19.6	18.3	19.3	16.8	19.3	
Gap		-32.7	-41.0	-42.7	-42.9	-42.8	-46.8	-46.3	13.6
Regular Education		44.2	54.6	62.3	61.2	62.1	63.6	65.6	
Minnesota	8								
Special Education		24.9	32.7	39.0	36.7	40.3	42.3	39.6	
Gap		-48.9	-48.3	-46.8	-48.2	-45.5	-44.5	-47.3	-1.6
Regular Education		73.8	81.0	85.8	84.9	85.8	86.8	86.9	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & Above

Mathematics	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	3							
Special Education		14.2	21.0	19.5	20.8	31.4	31.9	
Gap		-20.1	-22.5	-29.5	-27.8	-29.2	-24.8	4.8
Regular Education		34.3	43.5	49.1	48.6	60.6	56.7	
Minnesota	3							
Special Education		31.2	36.4	37.5	37.7	44.9	44.7	
Gap		-30.9	-32.0	-31.7	-30.9	-30.2	-29.4	-1.5
Regular Education		62.1	68.4	69.2	68.6	75.1	74.1	
St. Paul	5							
Special Education		8.7	11.4	15.9	19.6	27.5	28.7	
Gap		-21.8	-28.2	-31.4	-31.8	-34.9	-32.6	10.8
Regular Education		30.5	39.6	47.3	51.4	62.3	61.3	
Minnesota	5							
Special Education		22.0	29.7	34.7	37.2	44.5	44.4	
Gap		-34.4	-37.0	-37.8	-38.1	-34.9	-34.5	0.1
Regular Education		56.4	66.7	72.5	75.3	79.4	78.9	

Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
St. Paul	8								
Special Education		10.1	10.9	12.7	13.9	13.5	11.3	13.9	
Gap		-33.4	-38.0	-40.2	-38.0	-40.4	-40.2	-35.3	1.9
Regular Education		43.5	49.0	52.9	51.9	54.0	51.5	49.2	
Minnesota	8								
Special Education		26.8	27.0	28.7	30.1	33.1	30.2	28.4	
Gap		-49.8	-49.2	-49.6	-48.0	-47.5	-47.7	-48.4	-1.4
Regular Education		76.6	76.2	78.3	78.1	80.6	77.9	76.8	

DISTRICT TOLEDO
STATE OHIO

STATE READING AND MATH ASSESSMENT State Assessment: Ohio Proficiency Tests Grades Tested: 4,6,& 10 First Year Reported: 1996 How Reported: Performance Level				
DEMOGRAPHICS ¹	TOLEDO		OHIO	
	1995-96	2002-03	1995-96	2002-03
Number of Students	39,193	35,742	1,836,015	1,838,285
Percent Free & Reduced Price Lunch Eligible (FRPL)	51.2	56.6	14.1	29.1
Percent of Students with IEPs	4.7	16.3	3.9	13.5
Percent English Language Learners	NA	1.5	NA	1.4
Percent African American	42.6	47.6	15.2	16.6
Percent Hispanic	6.0	7.3	1.4	2.0
Percent White	50.5	44.3	81.8	78.4
Percent Other	0.9	0.8	1.1	1.3
Number of FTE Teachers	2,514	2,752	107,347	125,372
Student-Teacher Ratio	15.6	13.0	17.1	15.7
Number of Schools	64	69	3,865	4,017
Current Expenditures Per Pupil ²	\$6,154	\$8,988	\$5,669	\$8,069
Toledo as a Percentage of Ohio's Public Schools			1995-96	2002-03
Percent of Students			2.1	1.9
Percent of FRPL			7.7	3.8
Percent of IEPs			2.6	2.4
Percent of ELLs			NA	2.0
Percent of Schools			1.7	1.7
Percent of Teachers			2.3	2.2
Percent of State Revenue ³			2.6	2.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

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

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading											
Toledo	4	28.7	33.4	23.6	37.2	34.5	29.1	41.2	42.0	52.7	3.0
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	66.3	70.8	3.2
Toledo	6	23.8	30.5	29.9	35.4	34.6	35.7	33.4	42.4	48.5	3.1
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	65.0	64.6	2.7
Math											
Toledo	4	25.2	19.5	20.1	27.4	24.4	32.6	33.9	30.9	48.9	3.0
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	58.6	65.8	2.7
Toledo	6	21.8	30.3	23.5	31.4	33.4	34.6	38.4	26.6	47.5	3.2
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	52.8	65.6	2.7

Ohio Graduation Test
OGT
Percent Proficient

	Grade	1996	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading											
Toledo	10	NA	NA	NA	NA	NA	NA	NA	NA	63.2	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	78.5	NA
Math											
Toledo	10	NA	NA	NA	NA	NA	NA	NA	NA	48.3	NA
Ohio	10	NA	NA	NA	NA	NA	NA	NA	NA	68.4	NA

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Toledo	4								
African American		11.3	23.8	24.8	18.4	25.7	29.3	39.9	
Gap		-22.9	-27.4	-21.4	-23.4	-31.7	-26.3	-25.8	2.9
White		34.2	51.2	46.2	41.8	57.4	55.6	65.7	
Gap		-11.9	-20.5	-16.5	-19.5	-14.9	-5.9	-8.9	-3.0
Hispanic		22.3	30.7	29.7	22.3	42.5	49.7	56.8	
Ohio	4								
African American		19.6	32.4	29.7	27.6	38.2	43.7	47.7	
Gap		-33.2	-32.4	-31.6	-34.7	-36.4	-28.3	-29.0	-4.2
White		52.8	64.8	64.3	62.3	74.6	72.0	76.7	
Gap		-22.6	-22.8	-20.5	-22.7	-22.5	-17.6	-23.4	0.8
Hispanic		30.2	42.0	43.8	39.6	52.1	54.4	53.3	
Toledo	6								
African American		21.0	22.9	21.2	21.6	22.9	30.9	38.6	
Gap		-17.4	-23.7	-24.9	-28.9	-22.2	-25.7	-19.0	1.6
White		38.4	46.6	46.1	50.5	45.1	56.6	57.6	
Gap		-21.5	-17.9	-14.4	-18.5	-14.8	-21.5	-4.7	-16.8
Hispanic		16.9	28.7	31.7	32.0	30.3	35.1	52.9	
Ohio	6								
African American		24.9	23.9	24.4	25.0	25.8	40.0	39.8	
Gap		-33.1	-33.7	-35.2	-40.3	-39.4	-30.9	-30.6	-2.5
White		58.0	57.6	59.6	65.3	65.2	70.9	70.4	
Gap		-26.5	-26.7	-20.1	-27.1	-26.1	-22.7	-22.2	-4.3
Hispanic		31.5	30.9	39.5	38.2	39.1	48.2	48.2	
Ohio Graduation Test Percent Proficient									
Toledo	10	1998	1999	2000	2001	2002	2003	2004	Change in Gap
African American		NA	NA	NA	NA	NA	NA	51.3	
Gap		NA	NA	NA	NA	NA	NA	-16.6	NA
White		NA	NA	NA	NA	NA	NA	72.0	
Gap		NA	NA	NA	NA	NA	NA	-4.1	NA
Hispanic		NA	NA	NA	NA	NA	NA	67.9	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	58.3	
Gap		NA	NA	NA	NA	NA	NA	-4.4	NA
White		NA	NA	NA	NA	NA	NA	82.0	
Gap		NA	NA	NA	NA	NA	NA	-19.3	NA
Hispanic		NA	NA	NA	NA	NA	NA	62.7	

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

	Grade	1998	1999	2000	2001	2002	2003	2004	Change in Gap
Toledo	4								
African American		7.2	11.6	13.8	18.7	18.6	17.2	33.5	
Gap		-23.5	-31.9	-22.1	-29.4	-31.5	-29.8	-18.5	-5.0
White		30.7	43.5	35.9	48.1	50.1	47.0	52.0	
Gap		-9.5	-20.6	-14.7	-22.7	-14.3	-17.6	12.0	-21.5
Hispanic		21.2	22.9	21.2	25.4	35.8	29.4	64.0	
Ohio	4								
African American		14.6	21.7	19.1	26.5	32.2	31.6	39.3	
Gap		-32.6	-34.9	-35.7	-40.1	-37.7	-33.7	-33.1	0.5
White		47.2	56.6	54.8	66.6	69.9	65.3	72.4	
Gap		-20.8	-21.7	-21.9	-23.2	-19.4	-19.8	-21.0	0.2
Hispanic		26.4	34.9	32.9	43.4	50.5	45.5	51.4	
Toledo	6								
African American		11.7	17.0	19.9	18.9	25.5	15.0	34.6	
Gap		-22.0	-26.4	-24.7	-31.9	-27.0	-25.0	-25.0	3.0
White		33.7	43.4	44.6	50.8	52.5	40.0	59.6	
Gap		-14.9	-14.7	-14.9	-21.8	-15.3	-17.2	-6.7	-8.2
Hispanic		18.8	28.7	29.7	29.0	37.2	22.8	52.9	
Ohio	6								
African American		15.6	18.5	22.3	25.8	27.7	25.4	36.8	
Gap		-37.2	-39.3	-39.0	-42.6	-41.2	-33.5	-35.4	-1.8
White		52.8	57.8	61.3	68.4	68.9	58.9	72.2	
Gap		-27.7	-27.5	-20.8	-27.6	-25.3	-18.0	-19.5	-8.2
Hispanic		25.1	30.3	40.5	40.8	43.6	40.9	52.7	
Ohio Graduation Test									
Percent Proficient									
Toledo	10	1998	1999	2000	2001	2002	2003	2004	Change in Gap
African American		NA	NA	NA	NA	NA	NA	32.1	
Gap		NA	NA	NA	NA	NA	NA	-28.5	NA
White		NA	NA	NA	NA	NA	NA	60.6	
Gap		NA	NA	NA	NA	NA	NA	-11.3	NA
Hispanic		NA	NA	NA	NA	NA	NA	49.3	
Ohio	10								
African American		NA	NA	NA	NA	NA	NA	38.5	
Gap		NA	NA	NA	NA	NA	NA	-34.9	NA
White		NA	NA	NA	NA	NA	NA	73.4	
Gap		NA	NA	NA	NA	NA	NA	-24.2	NA
Hispanic		NA	NA	NA	NA	NA	NA	49.2	

**Toledo
Ohio State Proficiency Test
Percent Proficient**

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Toledo	4					Toledo	4				
LEP		42.2	6.3	NA		LEP		28.9	12.5	NA	
Gap		10	-35.9	NA	NA	Gap		-51	-18.5	NA	NA
Non-LEP		41.2	42.2	52.8		Non-LEP		34.0	31.0	48.9	
Ohio	4					Ohio	4				
LEP		43.4	42.4	41.8		LEP		51.5	41.9	46.8	
Gap		-24.6	-24.2	-29.4	4.8	Gap		-11.5	-16.9	-19.3	7.8
Non-LEP		68.0	66.6	71.2		Non-LEP		63.0	58.8	66.1	
Toledo	6					Toledo	6				
LEP		33.3	13.3	NA		LEP		44.4	13.3	NA	
Gap		-01	-13.4	NA	NA	Gap		61	-29.2	NA	NA
Non-LEP		33.4	26.7	48.6		Non-LEP		38.3	42.5	47.5	
Ohio	6					Ohio	6				
LEP		31.6	32.1	33.7		LEP		49.9	36.3	49.1	
Gap		-26.7	-33.2	-31.2	4.5	Gap		-11.9	-16.6	-16.7	4.8
Non-LEP		58.3	65.3	64.9		Non-LEP		61.8	52.9	65.8	

**Ohio Graduation Test
Percent Proficient**

	Grade	2002	2003	2004	Change in Gap		Grade	2002	2003	2004	Change in Gap
Toledo	10					Toledo	10				
LEP		NA	NA	NA		LEP		NA	NA	NA	
Gap		NA	NA	NA	NA	Gap		NA	NA	NA	NA
Non-LEP		NA	NA	63.4		Non-LEP		NA	NA	48.4	
Ohio	10					Ohio	10				
LEP		NA	NA	44.2		LEP		NA	NA	42.6	
Gap		NA	NA	NA	NA	Gap		NA	NA	NA	NA
Non-LEP		NA	NA	NA		Non-LEP		NA	NA	NA	

Toledo
Ohio State Proficiency Test
Percent Proficient

Reading	Grade	2002	2003	2004	Change in Gap	Mathematics	Grade	2002	2003	2004	Change in Gap
Toledo	4					Toledo	4				
Disabled		20.8	9.3	39.2		Disabled		19.9	8.3	30.6	
Gap		-21.6	-38.4	-15.3	-6.3	Gap		-14.8	-26.4	-20.6	5.8
Non-Disabled		42.4	47.7	54.5		Non-Disabled		34.7	34.7	51.2	
Ohio	4					Ohio	4				
Disabled		47.9	35.8	36.6		Disabled		45.4	34.3	37.7	
Gap		-21.1	-35.7	-39.9	18.8	Gap		-18.7	-28.4	-32.9	14.2
Non-Disabled		69.0	71.5	76.5		Non-Disabled		64.1	62.7	70.6	
Toledo	6					Toledo	6				
Disabled		25.0	10.8	30.0		Disabled		27.8	6.8	29.6	
Gap		-8.7	-37.2	-22.4	13.7	Gap		-11.0	-23.3	-21.6	10.6
Non-Disabled		33.7	48.0	52.4		Non-Disabled		38.8	30.1	51.2	
Ohio	6					Ohio	6				
Disabled		31.3	29.6	25.1		Disabled		35.9	24.8	27.2	
Gap		-28.3	-41.2	-46.2	17.9	Gap		-27.3	-32.6	-44.9	17.6
Non-Disabled		59.6	70.8	71.3		Non-Disabled		63.2	57.4	72.1	
Ohio Graduation Test Percent Proficient											
Toledo	10	2002	2003	2004	Change in Gap	Toledo	10	2002	2003	2004	Change in Gap
Disabled		NA	NA	29.6		Disabled		NA	NA	16.6	
Gap		NA	NA	-38.3	NA	Gap		NA	NA	-36.0	NA
Non-Disabled		NA	NA	67.9		Non-Disabled		NA	NA	52.6	
Ohio	10					Ohio	10				
Disabled		NA	NA	36.3		Disabled		NA	NA	24.1	
Gap		NA	NA	-48.0	NA	Gap		NA	NA	-50.4	NA
Non-Disabled		NA	NA	84.3		Non-Disabled		NA	NA	74.5	

Toledo State Proficiency Test Reading Percent Proficient					Toledo State Proficiency Test Mathematics Percent Proficient				
Grade	2002	2003	2004	Change in Gap	Grade	2002	2003	2004	Change in Gap
Toledo	4				Toledo	4			
ED	NA	34.2	46.5		ED	NA	23.5	42.4	
Gap	NA	-27.1	-20.6	-6.5	Gap	NA	-25.5	-21.7	-3.8
Non-ED	NA	61.3	67.1		Non-ED	NA	49.0	64.1	
Ohio	4				Ohio	4			
ED	NA	49.2	54.4		ED	NA	40.2	48.4	
Gap	NA	-22.3	-26.1	3.8	Gap	NA	-22.5	-27.8	5.3
Non-ED	NA	71.5	80.5		Non-ED	NA	62.7	76.2	
Toledo	6				Toledo	6			
ED	NA	35.1	42.7		ED	NA	18.9	40.7	
Gap	NA	-22.9	-18.9	-4.0	Gap	NA	-24.2	-22.1	-2.1
Non-ED	NA	58.0	61.6		Non-ED	NA	43.1	62.8	
Ohio	6				Ohio	6			
ED	NA	46.1	45.7		ED	NA	32.4	45.8	
Gap	NA	-24.7	-29.1	4.4	Gap	NA	-25.0	-30.5	5.5
Non-ED	NA	70.8	74.8		Non-ED	NA	57.4	76.3	
Toledo	10				Toledo	10			
ED	NA	NA	59.2		ED	NA	NA	37.2	
Gap	NA	NA	-5.5	NA	Gap	NA	NA	-15.2	NA
Non-ED	NA	NA	64.7		Non-ED	NA	NA	52.4	
Ohio	10				Ohio	10			
ED	NA	NA	61.6		ED	NA	NA	46.1	
Gap	NA	NA	-22.1	NA	Gap	NA	NA	-29.1	NA
Non-ED	NA	NA	83.7		Non-ED	NA	NA	75.2	

DISTRICT TUCSON
STATE ARIZONA

STATE READING AND MATH ASSESSMENT
State Assessment: Arizona Instrument to Measure Standards (AIMS) & SAT 9
Grades Tested: 2-10
First Year Reported: 1997
How Reported: Performance Level

DEMOGRAPHICS ¹	TUCSON		ARIZONA	
	1995-96	2002-03	1995-96	2002-03
Number of Students	62,317	61,958	743,566	937,755
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	55.6*	NA	11.9
Percent of Students with IEPs	9.6	11.9	9.7	10.8
Percent English Language Learners	NA	15.7	NA	15.3
Percent African American	6.4	6.5	4.3	4.8
Percent Hispanic	40.3	49.0	30.0	36.5
Percent White	45.8	37.8	56.9	50.0
Percent Other	5.9	6.7	8.9	8.7
Number of FTE Teachers	3,179	3,464	38,017	47,101
Student-Teacher Ratio	19.6	17.9	19.6	19.9
Number of Schools	110	125	1,133	1,928
Current Expenditures Per Pupil ²	\$4,433	\$5,803	\$4,476	\$5,964
Tucson as a Percentage of Arizona's Public Schools			1995-96	2002-03
Percent of Students			8.4	6.6
Percent of FRPL			NA	30.8
Percent of IEPs			8.3	7.2
Percent of ELLs			NA	6.8
Percent of Schools			9.7	6.5
Percent of Teachers			8.4	7.4
Percent of State Revenue ³			8.4	6.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

Tucson
Arizona's Instrument to Measure Standards (AIMS)
Percent Meeting/Exceeding Standard

	Grade	2000	2001	2002	2003	2004	Annualized Change
Reading							
Tucson	3	65	67	71	70	65	0.0
Arizona	3	71	71	75	77	72	0.4
Tucson	5	63	52	54	52	43	-5.0
Arizona	5	65	55	59	57	52	-3.2
Tucson	8	44	49	49	50	40	-1.0
Arizona	8	52	56	56	55	50	-0.5
Tucson	10	68	70	62	54	55	-3.3
Arizona	10	68	67	62	59	59	-2.3
Math							
Tucson	3	46	51	59	61	58	3.0
Arizona	3	53	57	62	66	64	2.8
Tucson	5	32	35	41	45	41	2.3
Arizona	5	34	41	46	49	47	3.3
Tucson	8	15	15	20	20	19	1.0
Arizona	8	18	18	21	21	26	2.0
Tucson	10	NA	35	33	32	37	0.7
Arizona	10	NA	31	32	36	39	2.7

**Tucson
SAT/9-Reading
National Percentiles**

	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change in NCEs
Tucson	2	NA	NA	48	43	46	46	46	46	-0.2
Arizona	2	NA	NA	50	52	53	57	57	57	0.7
Tucson	3	41	45	45	44	46	43	46	48	0.5
Arizona	3	44	47	47	48	50	50	54	54	0.8
Tucson	4	49	49	52	48	52	47	49	46	-0.2
Arizona	4	52	53	54	54	55	55	57	56	0.3
Tucson	5	47	47	48	48	47	47	47	46	-0.1
Arizona	5	50	51	51	51	51	53	54	54	0.3
Tucson	6	48	48	47	45	51	46	47	44	-0.3
Arizona	6	52	53	54	53	54	56	57	56	0.3
Tucson	7	49	48	49	46	48	49	45	44	-0.4
Arizona	7	52	52	53	52	53	55	55	54	0.1
Tucson	8	53	51	51	49	52	52	51	46	-0.5
Arizona	8	54	54	54	53	55	56	56	54	0.0
Tucson	9	42	43	42	43	40	41	41	37	-0.4
Arizona	9	43	44	43	43	43	43	44	41	0.2

Tucson
SAT/9-Math
National Percentiles

	Grade	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change in NCEs
Tucson	2	NA	NA	50	44	48	50	52	56	0.6
Arizona	2	NA	NA	51	55	57	61	63	63	1.3
Tucson	3	34	41	41	43	44	45	49	52	1.4
Arizona	3	41	46	49	52	54	56	59	59	1.4
Tucson	4	40	43	47	44	50	47	50	50	0.8
Arizona	4	48	51	54	55	57	58	60	59	0.8
Tucson	5	40	44	45	48	46	48	51	52	0.9
Arizona	5	47	51	54	55	57	59	61	63	1.2
Tucson	6	48	49	50	49	54	49	53	50	0.2
Arizona	6	54	57	59	60	63	65	66	65	0.9
Tucson	7	45	46	47	47	50	50	48	48	0.2
Arizona	7	50	53	55	56	58	60	61	61	0.8
Tucson	8	48	48	50	50	52	54	55	48	0.0
Arizona	8	50	52	54	56	58	59	61	59	0.7
Tucson	9	54	57	55	59	59	59	59	56	0.2
Arizona	9	54	57	57	59	61	62	63	63	0.7

**Tucson
AIMS
Percent Meeting/Exceeding Standard**

Reading	Grade	2000	2001	2002	2003	2004	Change in Gap
Tucson	3						
African American		55	56	62	64	50	
Gap		-21	-24	-18	-15	-24	3
White		76	80	80	79	74	
Gap		-19	-22	-17	-14	-13	-6
Hispanic		57	58	63	65	61	
Arizona	3						
African American		56	61	63	64	57	
Gap		-25	-22	-23	-20	-23	-2
White		81	83	86	84	80	
Gap		-25	-25	-26	-16	-18	-7
Hispanic		56	58	60	68	62	
Tucson	5						
African American		60	41	47	43	37	
Gap		-18	-26	-24	-26	-21	3
White		78	67	71	69	58	
Gap		-28	-26	-30	-29	-24	-4
Hispanic		50	41	41	40	34	
Arizona	5						
African American		51	41	44	44	37	
Gap		-28	-28	-28	-26	-29	1
White		79	69	72	70	66	
Gap		-33	-32	-30	-28	-29	-4
Hispanic		46	37	42	42	37	
Tucson	8						
African American		30	40	44	41	35	
Gap		-29	-26	-21	-26	-22	-7
White		59	66	65	67	57	
Gap		-28	-33	-30	-31	-28	0
Hispanic		31	33	35	36	29	
Arizona	8						
African American		36	43	41	38	36	
Gap		-30	-27	-29	-30	-26	-4
White		66	70	70	68	62	
Gap		-34	-34	-33	-30	-29	-5
Hispanic		32	36	37	38	33	

Tucson
AIMS
Percent Meeting/Exceeding Standard

Mathematics	Grade	2000	2001	2002	2003	2004	Change in Gap
Tucson	3						
African American		33	36	45	51	43	
Gap		-27	-27	-27	-20	-27	0
White		60	63	72	71	70	
Gap		-26	-22	-23	-16	-17	-9
Hispanic		34	41	49	55	53	
Arizona	3						
African American		34	41	45	49	46	
Gap		-32	-29	-30	-27	-28	-4
White		66	70	75	76	74	
Gap		-30	-28	-27	-20	-21	-10
Hispanic		36	42	48	56	53	
Tucson	5						
African American		20	24	29	34	29	
Gap		-26	-26	-30	-29	-29	3
White		46	50	59	63	58	
Gap		-26	-28	-30	-29	-27	1
Hispanic		20	22	29	34	31	
Arizona	5						
African American		18	24	27	32	29	
Gap		-29	-31	-32	-30	-32	3
White		47	55	59	62	61	
Gap		-29	-30	-28	-27	-29	0
Hispanic		18	25	31	35	32	
Tucson	8						
African American		5	11	13	8	12	
Gap		-18	-12	-18	-23	-19	1
White		23	23	31	31	31	
Gap		-15	-15	-19	-19	-21	6
Hispanic		8	8	12	12	10	
Arizona	8						
African American		6	6	7	8	13	
Gap		-20	-19	-22	-21	-23	3
White		26	25	29	29	36	
Gap		-20	-19	-21	-19	-22	2
Hispanic		6	6	8	10	14	

**Tucson
AIMS - English Learners
National Percentile Rank**

Reading	Grade	2002	2003	2004	Change
Tucson	3	21	19	NA	NA
Arizona	3	17	23	NA	NA
Tucson	5	19	18	NA	NA
Arizona	5	17	23	NA	NA
Tucson	8	18	18	NA	NA
Arizona	8	19	25	NA	NA
Mathematics					
Tucson	3	29	29	NA	NA
Arizona	3	28	35	NA	NA
Tucson	5	27	27	NA	NA
Arizona	5	29	36	NA	NA
Tucson	8	24	28	NA	NA
Arizona	8	29	37	NA	NA

As of the Beating the Odds V's publishing date, 2004 test data for English Language Learners were unavailable for the district and state.

DISTRICT WASHINGTON, D.C.

READING AND MATH ASSESSMENT Assessment: Stanford Achievement Test, Ninth Edition (SAT/9) Grades Tested: 1-11 First Year Reported: 1997 How Reported: Performance Level		
DEMOGRAPHICS ¹	WASHINGTON D.C.	
	1995-96	2002-03
Number of Students	79,802	67,522
Percent Free & Reduced Price Lunch Eligible (FRPL)	66.2	60.8
Percent of Students with IEPs	8.9	16.8
Percent English Language Learners	NA	7.9
Percent African American	87.6	84.0
Percent Hispanic	7.0	9.6
Percent White	4.0	4.7
Percent Other	1.4	1.7
Number of FTE Teachers	5,305	5,005
Student-Teacher Ratio	15.0	13.5
Number of Schools	186	170
Current Expenditures Per Pupil ²	\$8,510	\$13,330
NOT APPLICABLE		

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2002-2003, "Local Education Agency Universe Survey," 2002-2003, and "National Public Education Financial Survey," 2001-2002, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-2002," 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 2002-03 are from the 2002 fiscal year.

³ Percent of state revenue data for 2002-03 are from the 2002 fiscal year.

District of Columbia Public Schools
SAT-9
Percent Proficient/Above

Grade	1997	1998	1999	2000	2001	2002	2003	2004	Annualized Change
Reading									
1	39	47	42	43	45	49	51	53	2.0
2	20	25	25	28	26	29	25	27	1.0
3	29	32	30	33	28	29	31	34	0.7
4	20	29	28	31	27	30	29	29	1.3
5	20	25	24	26	22	23	22	24	0.6
6	26	29	26	31	25	25	24	26	0.0
7	NA	22	23	25	22	22	21	21	-0.2
8	22	30	28	28	27	24	23	24	0.3
9	NA	14	16	15	17	15	14	14	0.0
10	16	15	13	16	14	16	13	12	-0.6
11	14	14	13	13	14	13	12	13	-0.1
Math									
1	NA	45	39	47	48	50	52	53	1.3
2	NA	29	29	36	35	38	37	38	1.5
3	25	30	25	33	31	31	35	38	1.9
4	NA	25	26	32	29	31	32	33	1.3
5	NA	18	21	24	23	23	25	25	1.2
6	17	22	20	29	23	22	23	24	1.0
7	NA	10	10	14	12	12	13	12	0.3
8	9	12	11	15	13	13	12	13	0.6
9	NA	11	11	14	13	13	14	14	0.5
10	3	4	5	8	8	9	6	7	0.6
11	NA	12	10	10	11	8	8	8	-0.7

**District of Columbia Public Schools
SAT-9 by Ethnicity
Percent Proficient & Advanced**

Reading	1999	2000	2001	2002	2003	2004	Change in Gap
Grade 4							
African American	23.4	27.7	24.2	26.9	26.3	25.7	
Gap	-68.6	-61.4	-65.1	-62.7	-64.4	-62.4	-6.2
White	92.0	89.2	89.3	89.6	90.7	88.1	
Gap	-54.9	-60.3	-64.8	-64.5	-67.8	-62.0	7.1
Latino	37.1	28.9	24.5	25.1	22.8	26.1	
Grade 8							
African American	26.8	26.3	23.9	20.6	20.3	20.5	
Gap	-63.2	-54.4	-59.3	-64.2	-65.9	-63.5	0.3
White	90.0	80.6	83.1	84.7	86.3	84.0	
Gap	-62.5	-58.8	-57.7	-61.9	-64.9	-60.0	-2.5
Latino	27.5	21.8	25.4	22.8	21.3	24.0	
Grade 10							
African American	10.0	13.2	11.4	11.0	9.6	9.3	
Gap	-70.3	-64.1	-69.3	-69.4	-70.4	-70.4	0.1
White	80.3	77.3	80.7	80.4	80.0	79.7	
Gap	-64.1	-68.4	-71.8	-70.1	-72.3	-71.7	7.6
Latino	16.3	8.9	9.0	10.3	7.7	8.0	
Mathematics							
	1999	2000	2001	2002	2003	2004	Change in Gap
Grade 4							
African American	21.0	28.7	24.9	28.0	28.8	29.2	
Gap	-65.9	-55.8	-62.8	-57.8	-58.8	-54.8	-11.1
White	86.9	84.5	87.7	85.8	87.6	84.0	
Gap	-48.6	-53.9	-55.5	-53.4	-56.4	-48.8	0.2
Latino	38.3	30.6	32.2	32.4	31.2	35.2	
Grade 8							
African American	8.1	10.9	9.2	8.8	8.6	8.8	
Gap	-65.6	-66.6	-70.7	-71.7	-71.5	-64.3	-1.3
White	73.7	77.5	79.9	80.5	80.2	73.1	
Gap	-65.6	-65.9	-69.2	-65.8	-69.9	54.8	-10.8
Latino	8.2	11.6	10.7	14.7	10.3	18.3	
Grade 10							
African American	2.6	5.5	5.0	4.2	3.0	3.7	
Gap	-54.7	-55.4	-60.5	-59.7	-50.5	-48.3	-6.4
White	57.3	60.9	65.5	63.9	53.5	52.0	
Gap	-50.8	-55.9	-60.8	-57.9	-49.9	-46.4	-4.4
Latino	6.5	5.0	4.7	6.0	3.6	5.6	

**District of Columbia Public Schools
SAT-9 - Title I Students
Percent Proficient & Advanced**

Reading	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
Title I	4	23.5	26.9	23.5	25.9	25.2	25.2	
Gap		-56.6	-50.5	-49.9	-47.2	-47.0	-41.5	-15.1
Non-Title I		80.2	77.4	73.4	73.1	72.2	66.7	
Title I	8	23.5	22.3	21.5	18.3	18.2	18.7	
Gap		-30.1	-31.9	-39.7	-37.6	-35.4	-36.1	6.0
Non-Title I		53.6	54.2	61.1	56.0	53.5	54.8	
Title I	10	11.5	13.7	12.0	14.0	11.0	9.9	
Gap		-13.9	-17.6	-16.5	-12.6	-15.2	-18.1	4.2
Non-Title I		25.4	31.3	28.5	26.6	26.2	28.0	
Mathematics	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
Title I	4	21.5	28.2	25.1	27.5	28.4	29.3	
Gap		-53.1	-46.7	-46.6	-45.5	-42.0	-38.2	-14.9
Non-Title I		74.5	74.9	71.7	73.0	70.3	67.5	
Title I	8	7.8	9.7	7.9	7.9	7.1	8.0	
Gap		-17.0	-24.9	-38.4	-35.4	-36.7	-36.2	19.2
Non-Title I		24.8	34.6	46.3	43.3	43.8	44.2	
Title I	10	4.6	7.2	6.9	8.3	5.7	6.2	
Gap		-5.5	-10.5	-6.4	-4.5	-3.0	-4.7	-0.8
Non-Title I		10.1	17.7	13.3	12.7	8.7	10.9	

**District of Columbia Public Schools
SAT-9 - Limited English Proficiency Students
Percent Proficient & Advanced**

Reading	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
LEP	4	NA	2.5	3.7	8.9	12.1	4.7	3.2
Gap		NA	-43.0	-39.9	-40.8	-46.4	-46.1	
Non-LEP		32.8	45.5	43.6	49.7	58.6	50.8	
LEP	8	5.6	3.1	1.5	2.2	2.2	1.8	20.4
Gap		-20.4	-24.6	-43.1	-35.4	-34.9	-40.8	
Non-LEP		25.9	27.7	44.6	37.6	37.0	42.6	
LEP	10	NA	0.0	0.0	0.7	0.0	0.6	-8.9
Gap		NA	-23.2	-14.4	-24.1	-21.8	-14.3	
Non-LEP		28.6	23.2	14.4	24.7	21.8	14.9	
Math	Grade	1999	2000	2001	2002	2003	2004	Change in Gap
LEP	4	NA	12.2	12.7	18.3	23.5	19.9	5.3
Gap		NA	-35.4	-42.5	-40.6	-40.0	-40.7	
Non-LEP		37.5	47.6	55.1	58.9	63.5	60.6	
LEP	8	5.6	9.2	4.6	9.8	12.6	11.5	15.4
Gap		-9.3	-13.5	-18.7	-15.9	-8.0	-24.6	
Non-LEP		14.8	22.7	23.2	25.6	20.6	36.1	
LEP	10	NA	5.6	4.1	3.2	4.5	9.6	-9.5
Gap		NA	-15.3	-5.9	-16.0	-6.0	-5.8	
Non-LEP		14.3	20.9	10.0	19.2	10.5	15.4	

DATA SOURCES

State Reading and Math Assessments

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 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, *Digest of Education Statistics 1998*, NCES 98-015, by Thomas D. Snyder. Production Manager, Charlene M. Hoffman. Program Analyst, Claire M. Geddes. Washington DC: 1997.

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 2001*, NCES 2002-130, by Thomas D. Snyder. and Charlene M. Hoffman. Washington DC: 2002.

U.S. Department of Education. National Center for Educational Statistics, Common Core of data. Public Elementary/Secondary School Universe Survey, 2002-03, and Local Education Agency Universe Survey, 2002-03.

Notes: Current Expenditures Per Pupil data for the 2002-03 school year is from the 2002 fiscal year.

CALCULATIONS

$$\text{Annualized Change} = \frac{(\text{Data from most recent school year} - \text{Baseline year})}{\text{Number of years}-1}$$

Achievement Gaps

$$\text{African American/White Achievement Gap} = \text{African American} - \text{White}$$

$$\text{Hispanic/White Gap} = \text{Hispanic} - \text{White}$$

Change of Achievement Gaps

$$\text{Change in Gap} = \text{Achievement Gap for the Baseline year} - \text{Most current year}$$

Notes: A negative change indicates that the gap is closing. The larger the negative number, the more the gap has closed.

$$\text{Percent At or Above Proficiency} = \frac{\text{Sum } (\% \text{ At or Above Proficient} \times \text{Enrollment for each district})}{\text{Sum Total Enrollment}}$$

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		6	
	h	i	j	f	g	a	b	c	d	a	b	e	See App. C	4th	8th	f	g
Albuquerque						x	x	x	x	x	x	x					
Anchorage						x	x	x	x	x	x	x			x		
Atlanta		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Austin	x	x	x	x	x	x	x	x	x	x	x	x				x	x
Baltimore	x	x	x	x	x	x	x	x	x	x	x	x				x	x
Birmingham	x	x		x	x	x	x	x	x	x	x	x				x	x
Boston						x	x	x	x	x	x	x		x	x		
Broward	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Buffalo						x	x	x	x	x	x	x		x	x		
Caddo Parish						x	x	x	x	x	x	x		x	x		
Charleston	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Charlotte-Mecklenburg	x	x	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	x
Christina	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x
Cincinnati	x	x	x	x	x	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	x	x		x		x	x
Columbus	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x
Dallas	x	x	x	x	x	x	x	x	x	x	x	x				x	x
Dayton	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x
Denver						x	x	x	x	x	x	x			x		
Des Moines						x		x		x		x		x	x		
Detroit						x	x	x	x	x	x	x		x	x		
Duval County	x	X	X	x	x	x	x	x	x	x	x	x		x	x	x	x
Fort Worth	x	X	X	x	x	x	x	x	x	x	x	x				x	x
Fresno	x	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	x	x
Hillsborough County	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Houston	x	x	x	x	x	x	x	x	x	x	x	x				x	x
Indianapolis	x	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		x	x	x	
Jefferson County	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x
Kansas City	x	x	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	x
Los Angeles	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x
Memphis						x		x		x		x					
Miami-Dade County	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Milwaukee	x	x	x	x	x	x	x	x	x	x	x	x				x	x
Minneapolis	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x
Nashville						x		x		x		x					
Newark						x	x	x	x	x	x	x		x	x		
New Orleans						x	x	x	x	x	x	x		x	x		
New York						x	x	x	x	x	x	x		x	x	x	x
Norfolk	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x
Oakland	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x
Oklahoma City						x	x	x	x	x	x	x			x		
Omaha						x		x		x		x			x		
Orange County	x	x	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	x	x
Philadelphia				x	x	x	x	x	x	x	x	x			x	x	x
Pittsburgh						x	x	x	x	x	x	x			x		
Portland						x	x	x	x	x	x	x			x		
Providence	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Richmond	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x
Rochester						x	x	x	x	x	x	x		x	x		
Sacramento	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x
Salt Lake City						x	x	x	x	x	x	x		x			
San Diego	x	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	x
Seattle	x	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	x	x
St. Paul	x	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	x
Tucson				x	x	x	x	x	x	x	x	x			x	x	x
Washington, DC						x		x		x		x		x	x	x	x
Total Districts	41	39	39	44	43	65	60	65	60	65	60	65		38	40	46	45

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	7						8		9			10					11			
	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	
Austin	x	x	x	x	x	x	x	x								x	x	x	x	
Baltimore			x	x					x	x	x					x	x	x	x	
Birmingham	x	x	x	x					x	x	x					x	x	x	x	
Boston																x	x	x	x	
Broward			x	x	x	x			x		x					x	x	x	x	
Buffalo																x	x	x	x	
Caddo Parish																x	x	x	x	
Charleston	x	x	x	x					x	x	x					x	x	x	x	
Charlotte	x	x	x	x					x	x	x					x	x	x	x	
Chicago			x	x					x	x	x					x	x	x	x	
Christina			x	x	x	x			x	x	x					x	x	x	x	
Cincinnati	x	x							x	x	x					x	x	x	x	
Clark County																x	x	x	x	
Cleveland	x	x							x	x	x					x	x	x	x	
Columbus	x	x							x	x	x					x	x	x	x	
Dallas	x	x	x	x	x	x			x	x						x	x	x	x	
Dayton	x	x							x	x	x					x	x	x	x	
Denver																x	x	x	x	
Des Moines																x		x		
Detroit																x	x	x	x	
Duval County			x	x	x	x			x		x					x	x	x	x	
Fort Worth	x	x	x	x	x	x			x	x						x	x	x	x	
Fresno	x	x							x	x	x					x	x	x	x	
Greensboro	x	x	x	x					x	x	x					x	x	x	x	
Hillsborough			x	x	x	x			x	x	x					x	x	x	x	
Houston	x	x	x	x	x	x			x	x						x	x	x	x	
Indianapolis			x	x					x	x	x					x	x	x	x	
Jackson	x		x						x							x	x	x	x	
Jefferson County			x	x					x	x	x					x	x	x	x	
Kansas City	x	x	x	x	x	x			x	x						x	x	x	x	
Long Beach	x	x							x	x	x					x	x	x	x	
Los Angeles	x	x							x	x	x					x	x	x	x	
Memphis																x		x		
Miami			x	x	x	x			x	x	x					x	x	x	x	
Milwaukee	x	x	x	x	x	x			x	x	x					x	x	x	x	
Minneapolis			x	x					x	x	x					x	x	x	x	
Nashville																x		x		
Newark																x	x	x	x	
New Orleans																x	x	x	x	
New York	x	x	x	x						x						x	x	x	x	
Norfolk			x	x					x	x						x	x	x	x	
Oakland	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	
Palm Beach			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	
Richmond			x	x					x	x						x	x	x	x	
Rochester																x	x	x	x	
Sacramento	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	
San Francisco	x	x							x	x	x					x	x	x	x	
Seattle	x	x			x	x			x	x						x	x	x	x	
St. Louis	x	x	x	x	x				x	x						x	x	x	x	
St. Paul			x	x					x	x	x					x	x	x	x	
Toledo	x	x							x	x						x	x	x	x	
Tucson			x	x					x	x						x	x	x	x	
Washington, DC	x	x	x	x	x	x			x	x						x		x		
Total Districts	29	28	32	31	16	15	44	43	31	22	29	41	39	39	44	43	65	60	65	60

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	12			13	14		15		16					
	a	b	c	See App. D	4th	8th	f	g	4th		8th		10th	
District	a	b	c	See App. D			f	g	f	g	f	g	f	g
Albuquerque	x	x	x											
Anchorage	x	x	x			x								
Atlanta	x	x	x		x	x	x	x	x	x	x	x		
Austin	x	x	x				x	x	x	x	x	x	x	x
Baltimore	x	x	x				x	x			x	x		
Birmingham	x	x	x				x	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	x								
Caddo Parish	x	x	x		x	x								
Charleston	x	x	x		x	x	x	x	x	x	x	x		
Charlotte-Mecklenburg	x	x	x		x	x	x	x	x	x	x	x		
Chicago	x	x	x				x	x			x	x		
Christina	x	x	x				x	x			x	x	x	x
Cincinnati	x	x	x		x		x	x	x	x				
Clark County	x	x	x											
Cleveland	x	x	x		x		x	x	x	x				
Columbus	x	x	x		x		x	x	x	x				
Dallas	x	x	x				x	x	x	x	x	x	x	x
Dayton	x	x	x		x		x	x	x	x				
Denver	x	x	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	x	x	x	x	x	x
Fresno	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		
Hillsborough County	x	x	x		x	x	x	x	x	x	x	x	x	x
Houston	x	x	x				x	x	x	x	x	x	x	x
Indianapolis	x	x	x				x	x			x	x		
Jackson	x	x	x		x	x	x		x	x				
Jefferson County	x	x	x		x		x	x	x	x			x	x
Kansas City	x	x	x				x	x						
Long Beach	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
Memphis	x		x											
Miami-Dade County	x	x	x		x	x	x	x	x	x	x	x	x	x
Milwaukee	x	x	x				x	x	x	x	x	x	x	x
Minneapolis	x	x	x				x	x	x		x	x		
Nashville	x		x											
Newark	x	x	x		x	x								
New Orleans	x	x	x		x	x								
New York	x	x	x		x	x	x	x	x	x	x	x		
Norfolk	x	x	x		x	x	x	x			x	x		
Oakland	x	x	x		x	x	x	x	x	x	x	x	x	x
Oklahoma City	x	x	x				x							
Omaha	x		x				x							
Orange County	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
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		
Richmond	x	x	x				x	x	x		x	x		
Rochester	x	x	x		x	x								
Sacramento	x	x	x		x	x	x	x	x	x	x	x	x	x
Salt Lake City	x	x	x		x	x								
San Diego	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
Seattle	x	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	x				
Tucson	x	x	x				x	x			x	x		
Washington, DC	x		x		x	x	x	x	x	x	x	x	x	x
Total Districts	65	60	65		38	43	46	45	34	33	37	36	22	22

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	17		18			19	20	21		22	23	24	25
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	x	x	
Baltimore	x	x	x	x	x	x	x	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	
Buffalo						x	x	x	x	x	x	x	
Caddo Parish						x	x	x	x	x	x	x	
Charleston	x	x	x	x	x	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	
Christina	x	x	x	x	x	x	x	x	x	x	x	x	
Cincinnati	x	x	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	x	
Columbus	x	x	x	x	x	x	x	x	x	x	x	x	
Dallas	x	x				x	x	x	x	x	x	x	
Dayton	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	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	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	
Hillsborough County	x	x	x		x	x	x	x	x	x	x	x	
Houston	x	x				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	
Kansas City	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	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	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	
Philadelphia	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	
Richmond	x	x				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	x	
Tucson	x	x				x	x	x	x	x	x	x	
Washington, DC			x	x		x	x	x	x	x		x	
Total Districts	44	43	31	22	29	65	65	64	65	65	65	64	65

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		
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				
Caddo Parish			x	x	x	x	x	x	x	x		
Charleston			x	x	x	x	x	x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Christina			x		x			x		x		
Cincinnati				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	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				
Hillsborough County			x	x	x	x	x	x	x	x		
Houston			x	x	x	x	x	x	x	x	x	
Indianapolis			x			x		x				
Jackson		x	x	x	x	x	x	x				
Jefferson County			x		x	x		x	x		x	
Kansas City				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	x	x	x	x		
Milwaukee				x				x		x		
Minneapolis				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				
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	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	43	48	45	43	34	49	18	30	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=44 in 3rd grade, n=46 in 4th grade, n=46 in 5th grade, n=41 in 6th grade, n=32 in 7th grade, n=50 in 8th grade, n=25 in 10th grade, and n=11 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		
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			x		
Broward			x	x	x	x	x	x	x	x		
Buffalo				x				x				
Caddo Parish			x	x	x	x	x	x	x	x		
Charleston			x	x	x	x	x	x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Christina			x		x			x		x		
Cincinnati				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	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				
Hillsborough County			x	x	x	x	x	x	x	x		
Houston			x	x	x	x	x	x	x	x	x	
Indianapolis			x			x		x				
Jackson	x		x	x	x	x	x	x				
Jefferson County			x	x		x	x		x	x		
Kansas City			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				
Orange County			x	x	x	x	x	x	x	x		
Palm Beach County		x	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	x	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		
Washington, DC	x	x	x	x	x	x	x	x	x	x	x	
Total Districts	1	11	47	48	44	42	39	52	26	38	21	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=48 in 3rd grade, n=46 in 4th grade, n=45 in 5th grade, n=40 in 6th grade, n=37 in 7th grade, n=53 in 8th grade, n=33 in 10th grade, and n=20 in 11th grade.

Council Board of Directors and Member Districts 2004-2005

<u>School District</u>	<u>Superintendent</u>	<u>Board Representative</u>
Albuquerque Public Schools	Elizabeth M. Everitt	Mary Lee Martin
Anchorage School District	Carol Comeau	Jake Metcalfe
Atlanta Public Schools	Beverly Hall	Kathleen B. Pattillo
Austin Independent School District	Pascal Forgione	Doyle Valdez
Baltimore City Public Schools	Bonnie Copeland	Patricia L. Welch
Birmingham City Schools	Wayman B. Shiver	Dannetta Thornton Owens
Boston Public Schools	Thomas Payzant	Elizabeth Reilinger
Broward County Public Schools	Franklin Till	Robert D. Parks
Buffalo City School District	Yvonne Hargrave	Jack Coyle
Caddo Parish School District	Ollie S. Tyler	Larry E. Ramsey
Charleston County Public Schools	Maria L. Goodloe	Nancy Cook
Charlotte-Mecklenburg Schools	James Pughsley	Joe White
Chicago Public Schools	Arne Duncan	TBD
Christina School District	Joseph Wise	Brenda C. Phillips
Cincinnati Public Schools	Rosa Blackwell	Florence M. Newell
Clark County School District	Carlos A. Garcia	Larry P. Mason
Cleveland Municipal School District	Barbara Byrd-Bennett	Margaret M. Hopkins
Columbus Public Schools	Gene T. Harris	Betty Drummond
Dallas Independent School District	Larry Groppel	Hollis Brashear
Dayton Public Schools	Percy A. Mack	L. Anthony Hill
Denver Public Schools	Jerry Wartgow	Elaine Gantz Berman
Des Moines Indep. Community School District	Eric Witherspoon	Margaret Borgen
Detroit Public Schools	Kenneth Stephen Burnley	William C. Brooks
District of Columbia Public Schools	Clifford Janey	Peggy Cooper Cafritz
Duval County Public Schools	John C. Fryer	Nancy Broner
Fort Worth Independent School District	Joe P. Ross	William H. Koehler
Fresno Unified School District	Charles E. McCully	Manuel G. Nunez
Guilford County Schools	Terry Grier	Alan W. Duncan
Hillsborough County School District	Earl J. Lennard	Candy Olson
Houston Independent School District	Abelardo Saavedra	Arthur M. Gaines
Indianapolis Public Schools	Duncan N.P. Pritchett	Kelly E. Bentley
Jackson Public School District	Earl Watkins	Charles R. Lindsay
Jefferson County Public Schools	Stephen Daeschner	Ann V. Elmore
Kansas City School District	Bernard Taylor	David A. Smith
Long Beach Unified School District	Christopher A. Steinhauser	James Choura
Los Angeles Unified School District	Roy Romer	Marlene Canter
Memphis City Public Schools	Carol R. Johnson	Sara L. Lewis
Miami-Dade County Public Schools	Rudy Crew	Robert Ingram
Milwaukee Public Schools	William G. Andrekopoulos	Peter Blewett
Minneapolis Public Schools	Thandiwe Peebles	Judy L. Farmer
Nashville-Davidson Metropolitan Public Schools	Pedro Garcia	George H. Thompson
New Orleans Public Schools	Anthony Amato	Heidi Lovett Daniels
New York City Department of Education	Joel I. Klein	Joan Correale
Newark Public Schools	Marion A. Bolden	Anibal Ramos
Norfolk Public Schools	Denise K. Schnitzer	Anna G. Dodson
Oakland Unified School District	Randolph E. Ward	Gary Yee
Oklahoma City Public Schools	Bob Moore	Joseph L. Clytus
Omaha Public Schools	John J. Mackiel	Mona M. McGregor
Orange County Public Schools	Ronald Blocker	Tim Shea
Palm Beach County Public Schools	Arthur C. Johnson	Debra L. Robinson
Philadelphia Public Schools	Paul Vallas	James P. Gallagher
Pittsburgh Public Schools	Andrew King	William Isler
Portland Public Schools	Vicki Phillips	Dilafruz Williams
Providence Public Schools	Melody Johnson	Dilania M. Inoa
Richmond Public Schools	Deborah Jewell-Sherman	M. Gail Townes
Rochester City School District	Manuel J. Rivera	Darryl W. Porter
Sacramento City Unified School District	Magdalena Carrillo Mejia	Miguel Navarrette
Salt Lake City School District	McKell Withers	Laurel Young
San Diego Unified School District	Alan D. Bersin	Luis Acle
San Francisco Unified School District	Arlene Ackerman	Dan Kelly
Seattle Public Schools	Raj Manhas	Dick Lilly
St. Louis Public Schools	Pamela Randall Hughes	Darnetta Clinkscale
St. Paul Public Schools	Patricia A. Harvey	Anne Carroll
Toledo Public Schools	Eugene T.W. Sanders	Larry Sykes
Tucson Unified School District	Roger Pfeuffer	Joel Ireland

