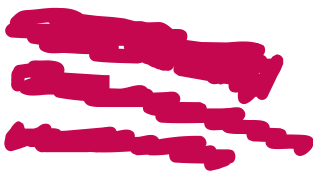


U.S. DEPARTMENT OF EDUCATION

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# State Education Indicators With a Focus on Title I: 2002-03

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# State Education Indicators With a Focus on Title I 2002-03

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## Report Objectives and Design

*State Education Indicators With a Focus on Title I 2002-03* is the eighth in a series of reports designed to provide (1) consistent, reliable indicators to allow analysis of trends for each state over time, (2) high data quality for comparability from state to state, and (3) accessible indicator formats aimed toward facilitating use by a variety of audiences. Since its inception, the report has provided two-page state profiles that report the same indicators for each state. This 2002-03 report, the first to reflect the implementation of the *No Child Left Behind Act of 2001*, has been reorganized to better reflect the requirements of the law, adding indicators and trends on finances, demographics, staff, and accountability, and expanding the trends for assessment data. A full explanation of these indicators can be found below.

## Title I, Part A

Title I, Part A, is the largest single grant program of the U.S. Department of Education, authorized under the *Elementary and Secondary Education Act (ESEA)*. For over 40 years, it has provided funds to states, the District of Columbia, and the outlying territories for additional educational support for the neediest children. In 2004, the \$14 billion program served over 15 million students in nearly all school districts and nearly half of all public schools.

## NCLB Accountability Requirements

The *No Child Left Behind Act of 2001 (NCLB)*, which reauthorized the *ESEA*, requires all schools, districts and states to work toward the goal of all students meeting state-defined levels of proficiency in reading or language arts and math by 2014. Previous reauthorizations of the bill, such as the 1994 *Im-*

*proving America's Schools Act (IASA)*, required states to monitor the progress of schools in improving the achievement only of students participating in Title I, Part A, (i.e. educationally needy students in schools with high concentrations of students from low income families). States used assessments in reading or language arts and mathematics aligned to student learning standards to measure student performance in one grade each in elementary, middle, and high school, and reported the results to the public.

*NCLB* strengthens the requirements from *IASA* by requiring states to develop an integrated accountability system, which combines testing all students in grades 3-8 and one grade in the 10-12 grade span in reading or language arts and mathematics by 2005-06 and using an "other academic indicator" to provide additional information about student progress. For the latter, *NCLB* requires the use of graduation rate for high schools but allows states flexibility to use a number of other measures for elementary and middle schools. Data on assessment results and the other academic indicators are reported for all students in a school and by student subgroups, including race or ethnicity, poverty, disability status, English language proficiency, gender and migrant status.

States must set annual targets for school and district performance that lead all students to proficiency on state reading and mathematics assessments by the 2013-14 school year. Schools and districts that do not make adequate yearly progress (AYP) toward this goal for two consecutive years are identified as needing improvement and are subject to increasing levels of interventions designed to improve performance and increase options for students and parents.

After two consecutive years of missing AYP, schools are required to notify parents that in most cases they may choose to enroll their child in another public school in the district, thereby exercising their right to public school choice under *NCLB*. If an identified school misses AYP for a third year, the district is required to provide supplemental educational services to students from low income families in the school, which may include tutoring or other after-school academic programming provided by public or private organizations or firms.

After a fourth year of missing AYP, a school is subject to corrective action, where the district implements at least one statutorily required strategy to improve student learning, such as introducing new curricula or replacing staff. After a fifth year of missing AYP, schools begin planning for restructuring and after a sixth year they implement their restructuring plan, which may include replacing all or most of the staff, reopening the school as a charter school, or other major reforms. If at any point a school under review makes AYP for two consecutive years, it exits improvement status and is no longer subject to these consequences. The school, however, must continue to demonstrate progress and consistently meet annual performance targets or it will reenter the first stage of improvement after missing AYP for two consecutive years.

It is important to note that each state establishes the rules for schools to make AYP: the state designs its statewide assessment system, defines proficiency levels for students and designates the other academic indicator for schools and districts. Assessments and accountability systems are not necessarily comparable state-to-state.

## Guide to State Indicator Profiles

The state profiles in this report contain key indicators for K-12 public education. They focus on the status of each indicator as of the 2002-03 school year, the first year of the implementation of *NCLB*, and many indicators also include data for a baseline year for the purpose of analyzing trends over time. The sources section at the end of the publication provides more detailed information and explanations for the indicators. The indicators in each state profile are organized into seven categories:

### Districts and Schools

The indicators in this category provide a statewide picture of characteristics of the public K-12 school system as of 2002-03, including the number of districts, public schools, and charter schools in the state. A comparison number from 1993-94 is provided to give a picture of how the state's school systems have changed over time, and to reflect change since the 1994 *ESEA* reauthorization. These data are from the Common Core of Data (CCD), collected from state departments of education by the National Center for Education Statistics (NCES).

### Finances

Four financial data elements are included in this report: total current expenditures, including instructional, noninstructional, and support; per-pupil expenditures; sources of funding; and Title I, Part A, allocation. These figures provide a picture of school finances for each state, demonstrating how funding is distributed, as well as the relationship between federal funding allocations and state and local resources. Data are collected from CCD surveys through NCES and the Budget Office of the U. S. Department of Education.

### Students

An important aspect of the accountability system requirements under *NCLB* is the disaggregation of student achievement results by student subgroup. This section of the profile reports student enrollment across grades, as well as trends in the student populations in each state, particularly characteristics of students by race or ethnicity, poverty, disability status, English language proficiency, and migrant status. The bar graph showing counts of public schools by the percentage of students eligible for the free or reduced-price lunch program (i.e., students from low-income families) is useful for reviewing the disaggregated student achievement results reported on the second page of each profile. Data on students in each state are collected from several sources, including NCES, program offices within the U. S. Department of Education, and the National Assessment of Educational Progress (NAEP).

### Staff

This section provides information about educators, including the number of teachers and non-teaching staff in each state from data collected by NCES through the CCD. A third data element, the percentage of teachers with a major in the main subject taught, grades 7-12, is reported from results of the Schools and Staffing Survey, a periodic sample survey of teachers and schools conducted by NCES.

The final figure in this section, percentage of core courses taught by highly qualified teachers, 2002-03, was reported by states through the Consolidated State Performance Report. In 2002-03, *NCLB* required that all newly hired teachers in assignments supported with Title I, Part A, funds be "highly qualified," and by 2005-06 all teachers teaching

in core academic subjects had to be "highly qualified." *NCLB* provides a framework by which states label teachers as "highly qualified." Because the law requires each state to create its own rubric for evaluating experienced teachers, these indicators are not comparable across states.

### Outcomes

Three measures of student outcomes are reported in the national and state profiles: the high school "event" dropout rate; the averaged freshman graduation rate, a calculation of high school graduation rates; and the college-going rate.

The high school dropout rate is based on the CCD "event rate" that reports the annual percent of students in grades 9-12 that drop out of school. This measure may underestimate the actual number of students that drop out of high school, because it indicates only the percent of students that dropped out of high school within a single year and not the cumulative dropout rate for each student cohort over a lifetime.

An alternate estimate of student attrition, the averaged freshman graduation rate, is reported for comparison purposes. The indicator is a new calculation from NCES. It uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later. While the averaged freshman graduation rate is the best measure of the graduation rate that is currently available, it has several flaws that affect its accuracy and reliability. The calculation for each state is based on local definitions of what constitutes a high school diploma, which vary considerably. For example, this definition may or may

not include students graduating with a GED or other alternative credential. The graduation rate also does not take into account student mobility across districts or states, or into or out of private schools, nor does it include students who repeated a grade in high school or those who graduated early. Another outcome provided is the college-going rate, which measures the percent of high school graduates in a state enrolled in any postsecondary education institution in the fall of the following school year, as reported by NCES.

Finally, this section also includes test results from the National Assessment of Educational Progress (NAEP) in reading and mathematics, which are comparable across states. Prior to the passage of *NCLB*, state participation in NAEP was voluntary and reading and mathematics tests were given in four-year cycles. Under *NCLB*, each state is now required to participate in each two-year cycle of the NAEP, starting with 2002 for reading and 2003 for mathematics. The NAEP for these subjects is administered to a representative sample of students in each state (approximately 2,000 students), producing state-level scores for grades 4 and 8 reading and mathematics. Data for 1994 (reading) and 1996 (mathematics) NAEP are provided in order to show trends, as these years are closest to the 1993-94 baseline used for the remainder of the report.

### Statewide Accountability Information

The first column on the second page of each state profile provides a snapshot of state accountability systems for the 2002-03 school year, the first year of *NCLB* implementation. Accountability information is presented for each state, including the name of the state's accountability system, the assessments used, the subjects included for state-level accountability

determinations, and the performance levels used to report student achievement.

This section provides information on accountability goals for one grade in elementary, middle, and high school (the same as the assessment data reported in the second column of the second page of each profile) in reading or language arts (or the state's equivalent) and mathematics. The annual measurable objective (AMO) target provides an indication of how many students in each student group must perform at or above the state-defined proficient level for 2002-03 in order to make adequate yearly progress (AYP) on the state's trajectory toward 100 percent proficiency by 2013-14. The starting point of the trajectory for most states was 2001-02, and the target for 2002-03 is also displayed. The latter number is useful for reviewing the achievement information presented in the second column on the second page.

Accountability results are based on school and district performance against three criteria: disaggregated student assessment results, student participation on state assessments, and performance on the other indicator selected by the state. Any consequences are applied in the following school year. The middle part of this column provides information on school and district performance, including the number that made AYP, the number identified for improvement (due to missing AYP two or more years in a row), and the number that exited school improvement status (after making AYP two years in a row).

Each state chooses its own assessment, sets its own learning standards, and determines the level of proficiency expected of its students. As a result, AYP results, as well as AMOs and targets are not comparable from state-to-state.

### Student Achievement 2002-03

The second column on page 2 of the profile includes state student assessment information, including the name of the assessment, the subject assessed, and disaggregated results for one grade in elementary, middle, and high school. Due to limited space, the profile does not include all disaggregated scores and grades assessed. However, *NCLB* requires the assessment of all students in grades 3-8 and once in the 10-12 grade span in reading or language arts and mathematics by the 2005-06 school year, and that these assessment results be reported for state-defined performance levels by the following categories: all students and students disaggregated by economic disadvantage, limited English proficiency, disability, migrant status, gender, and race or ethnicity. (While reporting by migrant status and gender is required by *NCLB*, these two indicators are not used in determining AYP.) In the 2002-03 school year, all states reported in all of these categories, according to the guidelines of *NCLB*.

To illustrate recent achievement trends, two charts are provided showing a three-year trend, where available, for the percentage of students achieving at the state's proficient level or above in reading and mathematics for one grade each in elementary, middle, and high school.

### Nationwide Data

In addition to providing individual state profiles, this report includes three tables that provide national summary information. Table 1 on page 2 provides a summary of state assessments, the number of levels for which student achievement is reported, and the number of years consistent data is available. Table 2 on page 4 provides a summary of student per-



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formance in elementary and middle schools at the proficient level or higher by state. Table 3 on page 6 provides a summary of student achievement trends for elementary reading or language arts and middle grades mathematics from 1995-96 through 2002-03 for states that have used consistent tests, standards and performance levels. Finally, Table 4 on page 8 provides a table of links to state reports where disaggregated state reporting data are located.

The Council of Chief State School Officers received valuable contributions from many organizations and individuals in preparing *State Education Indicators With a Focus on Title I 2002-03*. We consider the report a collaborative effort.

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

Funding support for the State Education Indicators report was provided under a task order from the U.S. Department of Education, Policy and Program Studies Service. We very much appreciate the guidance and assistance provided by staff in the Policy and Program Studies Service, especially Jessica Hausman and Adrienne Hosek, as well as staff from the Office of Elementary and Secondary Education, especially Mary Moran and Chuck Laster. The National Center for Education Statistics provided access to data files from the Common Core of Data, NAEP, and Schools and Staffing Survey, and we particularly thank John Sietsema and Lee Hoffman for their assistance. The database for the state profiles was developed in collaboration with Westat, Inc., and we appreciate the efforts of Beth

Sinclair, Nina Blecher, and Babette Gutmann in data collection and project support.

We appreciate the support and encouragement from our Technical Working Group, who contributed significantly to the profile redesign: Dale Carlson, Kerstin LeFloch, Peter Prowda, Pat Roschewski, Lani Seikaly, Beth Sinclair, Robin Taylor, Lee Hoffman, Daphne Kaplan, Joseph McCrary, Mary Moran, and Stephanie Stullich.

The data were proofed by Carla Toye, Nina de las Alas, and Carlise Smith. The state assessment directors, Title I coordinators, and CCD coordinators reviewed the profiles and proofed the state assessment data. The EIMAC subcommittee on assessment, co-chaired by Sally Tiel (Idaho) and Louis Fabrizio (North Carolina), reviewed the design and offered suggestions.



# National Summary\*

## Districts and schools

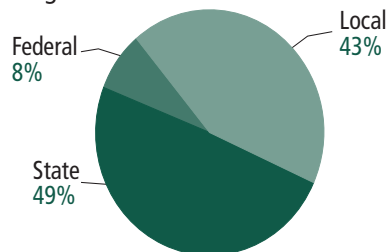
	1993-94	2002-03
Number of districts (CCD)	15,046	14,518
<b>Number of public schools<sup>†</sup>(CCD)</b>		
Elementary	50,978	53,530
Middle	14,345	16,182
High	15,715	17,958
Combined	2,703	4,994
Other	1,450	1,190
Total	85,179	93,854
<b>Number of charter schools (CCD)</b>		
		2,648

## Finances

	1993-94	2001-02
Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)		
Instructional	\$177,059,666	\$228,097,714
Noninstructional	13,288,231	15,574,173
Support	98,615,160	126,578,578
Total	288,963,057	370,250,465
<b>Per-pupil expenditures (CCD, adjusted for inflation to 2001-02, in thousands)</b>		
	\$6,613	\$7,734

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$11,568,554,258

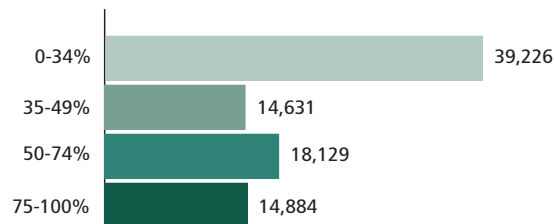
KEY:	
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent
†	= Interpret with caution, total does not include all states or districts

## Students

	1993-94	2002-03
<b>Public school enrollment<sup>(CCD)</sup></b>		
Pre-K	557,199	754,040
K-8	30,898,963	33,280,335
9-12	11,874,991	14,039,773
Total (K-12)	42,773,954	47,320,108
<b>Race/ethnicity<sup>†</sup>(CCD)</b>		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	4	4
Black, non-Hispanic	17	17
Hispanic	13	19
White, non-Hispanic	66	58
<b>Students with disabilities<sup>(OSEP)</sup></b>		
	8%	11%
<b>Students with limited English proficiency<sup>(ED/NCELA)</sup></b>		
	7%	8%
<b>Migrant students<sup>(OME)</sup></b>		
	1%	3%
<b>Eighth-grade students enrolled in Algebra I for high school credit</b>		
1996	24%	27%
2003		
<b>(NAEP)</b>		

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 13,611,199

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>(CCD)



†6,984 schools did not report.

## Staff

	1993-94	2002-03
<b>Number of FTE teachers<sup>†</sup>(CCD)</b>		
Elementary	1,188,537	1,341,125
Middle	473,922	507,940
High	655,858	754,324
Combined	69,336	85,342
Other	29,539	23,069
Total	2,417,192	2,711,800
<b>Number of FTE non-teacher staff<sup>†</sup>(CCD)</b>		
Instructional aides	448,519	664,618
Instructional coordinators	31,939	48,358
Administrators	170,695	230,079
Other	1,676,783	2,011,754
Total	2,327,936	2,954,809
<b>Percentage of teachers with a major in the main subject taught, grades 7-12<sup>(SASS)</sup></b>		
1994	2000	
English	78%	70%
Mathematics	72	67
Science	74	75
Social studies	80	78
<b>Percentage of core courses taught by highly qualified teachers, 2002-03</b> (As defined and reported by states, collected by ED)		

Only state data available.

## Outcomes

	1993-94	2000-01
High school dropout rate <sup>†</sup> (NCES)	5%	5%
Avg. freshman graduation rate <sup>(NCES)</sup>	75	72
College-going rate <sup>(IPEDS/NCES)</sup>	58	63
<b>NAEP state results<sup>†</sup>(NCES)</b>		
Reading, Grade 4	1994	2003
Proficient level or above	28%	30%
Basic level or above	59	62
Math, Grade 8	1996	2003
Proficient level or above	23%	27%
Basic level or above	61	66

\*Totals include 50 states, and the District of Columbia and Puerto Rico, unless otherwise noted.

# Assessments

Table 1: State Assessments, Number of Student Proficiency Levels, and Years of Consistent Assessment Data, 2002-03

State	State assessment*	Number of student proficiency levels	Years of consistent data
Alabama	Stanford 10	n/a	—
Alaska	Alaska Benchmark Exams	4	2
Arizona	Arizona's Instrument to Measure Standards (AIMS)	4	—
Arkansas	Arkansas Benchmark Exams	4	—
California	California Standards Tests, California High School Exit Exam	5	3 (Reading)
Colorado	Colorado Student Assessment Program	4	7
Connecticut	CMT	5	4
Delaware	Delaware Student Testing Program	5	4
District of Columbia	Stanford 9	4	—
Florida	Florida Comprehensive Assessment Test	5	3
Georgia	Criterion-Referenced Competency Tests (CRCT)	3	4
	Georgia High School Graduation Tests	3	—
Hawaii	Hawaii Content and Performance Standards II	4	2
Idaho	Idaho State Achievement Tests	3	—
Illinois	Illinois Standards Achievement Test (ISAT)	4	5
Indiana	Indiana Statewide Testing for Educational Progress Plus (ISTEP+)	3	3
Iowa	Iowa Tests of Basic Skills, Iowa Test of Ed. Dev.	3	3
Kansas	Kansas Assessment Program	5	4
Kentucky	Kentucky Core Content Test	4	5
Louisiana	Louisiana Educational Assessment Program	5	3
Maine	Maine Educational Assessment	4	5
Maryland	Maryland School Assessments	3	—
Massachusetts	Massachusetts Comprehensive Assessment System	4	4
Michigan	Michigan Educational Assessment Program	4	7 (Reading)
Minnesota	Minnesota Comprehensive Assessment	5	7 (Math)
Mississippi	Mississippi Curriculum Test	4	—
Missouri	Missouri Assessment Program	5	6
Montana	Montana Comprehensive Assessment System	4	3
Nebraska	School-based Teacher-led Assessment and Reporting System (STARS)	4	—
Nevada	Nevada Criterion-Referenced Tests	4	—

State	State assessment*	Number of student proficiency levels	Years of consistent data
New Hampshire	New Hampshire Educational Improvement and Assessment Program	4	—
New Jersey	New Jersey Skills and Knowledge Assessment	3	5
New Mexico	New Mexico Standards Based Assessment	4	—
New York	New York State Tests	4	—
North Carolina	North Carolina End of Grade Mathematics/Reading	4	8
North Dakota	North Dakota State Assessment	4	—
Ohio	Ohio Proficiency Test	4	3
Oklahoma	Oklahoma Core Curriculum Tests	4	4
Oregon	Oregon State Assessments	5	3
Pennsylvania	Pennsylvania System of School Assessment	4	3
Puerto Rico	Pruebas Puertorriqueñas de Aprovechamiento Académico	3	—
Rhode Island	New Standards Reference Exam	2	—
South Carolina	Palmetto Achievement Challenge Test	4	5
South Dakota	Dakota State Test of Educational Progress	4	—
Tennessee	Tennessee Achievement Test	3	—
Texas	Texas Assessment of Knowledge and Skills (TAKS)	3	—
Utah	Utah Performance Assessment System for Students	4	—
Vermont	New Standards Reference Examinations	5	—
Virginia	Standards of Learning Assessments	3	6
Washington	Washington Assessment of Student Learning	4	3
West Virginia	WESTEST	5	—
Wisconsin	Wisconsin Knowledge and Concepts Examinations, WAA-SWD, WAA-LEP	4	5
Wyoming	Wyoming Comprehensive Assessment System	3	—
Nation (50 states plus the District of Columbia and Puerto Rico)		3 levels: 15 states 4 levels: 24 states 5 levels: 11 states	At least 3 years: 35 states 4-6 years: 12 states More than 6 years: 4 states

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

Source: State assessment results submitted in the Consolidated Report, Section B, 2002-03, and follow-up by CCSSO with the State Education Accountability Reports and Indicator Reports: Status of Reports across the States, 2003.

Note: The column showing “Years of Consistent Data” indicates the number of years that the state had a consistent test in the same grades and a consistent definition of proficient in at least one subject and grade included in this report. See state profiles beginning on page 12 for more details.

# Summary of student performance 2002-03

Table 2: Percentage of Students Achieving At or Above Each State's Proficient Level, by Grade Level, in Reading or Language Arts and Mathematics, 2002-03

	State term for proficient	Elementary school		Middle school		High school	
		Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
Alabama	–	Grade 4, 63%	Grade 4, 64%	Grade 8, 59%	Grade 8, 56%	–	–
Alaska	Proficient	Grade 3, 74%	Grade 3, 72%	Grade 8, 68%	Grade 8, 64%	High school, 70%	High school, 70%
Arizona	Meets the standard	Grade 3, 64%	Grade 3, 57%	Grade 8, 46%	Grade 8, 18%	High school, 52%	High school, 32%
Arkansas	Proficient	Grade 4, 61%	Grade 4, 60%	Grade 8, 42%	Grade 8, 22%	High school, 41%	High school, 43%
California	Proficient	Grade 4, 39%	Grade 4, 46%	Grade 8, 31%	Grade 8, 29%	High school, 48%	High school, 39%
Colorado	Proficient	Grade 4, 87%	Grade 5, 87%	Grade 8, 89%	Grade 8, 69%	Grade 10, 88%	Grade 10, 64%
Connecticut	Proficient	Grade 4, 69%	Grade 4, 81%	Grade 8, 78%	Grade 8, 77%	High school, 78%	High school, 74%
Delaware	Meets the standard	Grade 3, 79%	Grade 3, 74%	Grade 8, 70%	Grade 8, 47%	Grade 10, 67%	Grade 10, 45%
District of Columbia	Proficient	Grade 4, 46%	Grade 4, 54%	Grade 8, 42%	Grade 8, 40%	High school, 30%	High school, 44%
Florida	Level 4	Grade 4, 61%	Grade 4, 56%	Grade 8, 49%	Grade 8, 57%	Grade 10, 37%	Grade 10, 62%
Georgia	Meets the standard	Grade 4, 80%	Grade 4, 74%	Grade 8, 81%	Grade 8, 67%	Grade 11, 95%	Grade 11, 92%
Hawaii	Meets proficiency	Grade 3, 43%	Grade 3, 24%	Grade 8, 39%	Grade 8, 17%	High school, 40%	High school, 18%
Idaho	Proficient	Grade 4, 75%	Grade 4, 77%	Grade 8, 74%	Grade 8, 53%	High school, 75%	High school, 71%
Illinois	Meets standards	Grade 3, 62%	Grade 3, 76%	Grade 8, 64%	Grade 8, 53%	Grade 11, 56%	Grade 11, 53%
Indiana	Pass	Grade 3, 72%	Grade 3, 67%	Grade 8, 64%	Grade 8, 66%	High school, 68%	High school, 68%
Iowa	High	Grade 4, 76%	Grade 4, 75%	Grade 8, 69%	Grade 8, 72%	High school, 77%	High school, 79%
Kansas	Proficient	Grade 5, 69%	Grade 4, 74%	Grade 8, 71%	Grade 7, 60%	Grade 11, 61%	Grade 10, 46%
Kentucky	Proficient	Grade 4, 62%	Grade 5, 38%	Grade 7, 57%	Grade 8, 31%	High school, 31%	High school, 33%
Louisiana	Basic	Grade 4, 61%	Grade 4, 60%	Grade 8, 55%	Grade 8, 52%	High school, 53%	High school, 59%
Maine	Meets the standard	Grade 4, 49%	Grade 4, 28%	Grade 8, 45%	Grade 8, 18%	High school, 46%	High school, 20%
Maryland	Proficient	Grade 3, 58%	Grade 3, 65%	Grade 8, 60%	Grade 8, 40%	High school, 61%	High school, 43%
Massachusetts	Proficient	Grade 4, 56%	Grade 4, 40%	Grade 7, 66%	Grade 8, 37%	High school, 61%	High school, 51%
Michigan	Meets expectations	Grade 4, 66%	Grade 4, 66%	Grade 7, 59%	Grade 8, 54%	High school, 64%	High school, 43%
Minnesota	Level III	Grade 3, 76%	Grade 3, 74%	–	–	–	–
Mississippi	Proficient	Grade 4, 87%	Grade 4, 74%	Grade 8, 57%	Grade 8, 48%	High school, 35%	High school, 45%
Missouri	Proficient	Grade 3, 34%	Grade 4, 37%	Grade 7, 32%	Grade 8, 14%	High school, 22%	High school, 12%
Montana	Proficient	Grade 4, 77%	Grade 4, 75%	Grade 8, 71%	Grade 8, 70%	Grade 11, 78%	Grade 11, 77%
Nebraska	Proficient	Grade 4, 83%	Grade 4, 82%	Grade 8, 80%	Grade 8, 75%	High school, 77%	High school, 65%

	State term for proficient	Elementary school		Middle school		High school	
		Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
Nevada	Meets standard	Grade 3, 51%	Grade 3, 51%	Grade 8, 56%	–	High school, 81%	High school, 55%
New Hampshire	Proficient	Grade 3, 77%	Grade 3, 80%	Grade 6, 72%	Grade 6, 74%	High school, 70%	High school, 63%
New Jersey	Proficient	Grade 4, 78%	Grade 4, 68%	Grade 8, 74%	Grade 8, 57%	High school, 80%	High school, 66%
New Mexico	Proficient	Grade 4, 70%	Grade 4, 65%	Grade 8, 69%	Grade 8, 64%	Grade 10, 91%	Grade 10, 84%
New York**							
North Carolina	Level III	Grade 4, 81%	Grade 4, 92%	Grade 8, 86%	Grade 8, 82%	High school, 64%	High school, 69%
North Dakota	Proficient	Grade 4, 74%	Grade 4, 58%	Grade 8, 69%	Grade 8, 44%	High school, 52%	High school, 33%
Ohio	Proficient	Grade 4, 66%	Grade 4, 59%	Grade 6, 65%	Grade 6, 53%	High school, 87%	High school, 71%
Oklahoma	Satisfactory	Grade 5, 65%	Grade 5, 65%	Grade 8, 71%	Grade 8, 65%	High school, 56%	High school, 13%
Oregon	Meets standard	Grade 3, 83%	Grade 3, 78%	Grade 8, 60%	Grade 8, 59%	High school, 52%	High school, 45%
Pennsylvania	Proficient	Grade 5, 58%	Grade 5, 56%	Grade 8, 64%	Grade 8, 51%	Grade 11, 59%	Grade 11, 49%
Puerto Rico	Proficient	Grade 3, 53%	Grade 3, 59%	Grade 8, 37%	Grade 8, 35%	Grade 11, 54%	Grade 11, 35%
Rhode Island	Achieved standard	Grade 4, 62%	Grade 4, 42%	Grade 8, 41%	Grade 8, 34%	High school, 43%	High school, 34%
South Carolina	Proficient	Grade 4, 32%	Grade 4, 33%	Grade 8, 20%	Grade 8, 19%	High school, 29%	High school, 31%
South Dakota	Proficient	Grade 4, 85%	Grade 4, 72%	Grade 8, 77%	Grade 8, 55%	Grade 11, 57%	Grade 11, 69%
Tennessee	Proficient	Grade 3, 81%	Grade 3, 80%	Grade 8, 80%	Grade 8, 79%	High school, 89%	High school, 77%
Texas	Met the standard	Grade 4, 86%	Grade 4, 87%	Grade 8, 88%	Grade 8, 73%	Grade 10, 81%	Grade 10, 73%
Utah	Sufficient	Grade 4, 79%	Grade 4, 73%	Grade 8, 72%	Grade 8, 73%	Grade 10, 80%	Grade 10, 49%
Vermont	Achieves the standard	Grade 4, 81%	Grade 4, 73%	Grade 8, 62%	Grade 8, 67%	Grade 10, 55%	Grade 10, 62%
Virginia	Pass/proficient	Grade 3, 72%	Grade 3, 83%	Grade 8, 70%	Grade 8, 75%	Grade 11, 92%	Grade 11, 80%
Washington	Level 3	Grade 4, 67%	Grade 4, 55%	Grade 7, 48%	Grade 7, 37%	High school, 60%	High school, 40%
West Virginia	Mastery	Grade 3-11, 61%	Grade 3-11, 69%	–	–	–	–
Wisconsin	Proficient	Grade 4, 81%	Grade 4, 71%	Grade 8, 83%	Grade 8, 73%	Grade 10, 71%	Grade 10, 69%
Wyoming	Proficient	Grade 4, 41%	Grade 4, 37%	Grade 8, 44%	Grade 8, 35%	Grade 11, 54%	Grade 11, 44%

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

\*\*New York reports data in a proficiency index. See the state profile for more information.



# Student achievement trends

Table 3: Trends in the Percentage of Students Achieving At or Above Each State's Proficient Level, in Elementary Reading or Language Arts and in Middle Grades Mathematics, 1996 to 2003

State	Grade	Test	Subject	State term for Proficient**	1996	1997	1998	1999	2000	2001	2002	2003
California	4	California Standards Tests	English/Lang. Arts	Proficient	—	—	—	—	—	33%	36%	39%
Connecticut	4	Connecticut Mastery Test	Reading	Proficient	—	—	—	—	71%	71%	69%	69%
	8		Mathematics		—	—	—	—	77%	76%	77%	77%
Delaware	3	Del. Student Testing Program	Reading	Meets Standard	—	—	—	—	77%	78%	80%	79%
	8		Mathematics		—	—	—	—	36%	43%	48%	47%
Georgia	4	Criterion-Referenced Comp. Test	Reading	Meets Standard	—	—	—	—	65%	74%	77%	80%
	8		Mathematics		—	—	—	—	54%	58%	65%	67%
Illinois	3	Illinois Standards Achiev. Test	Reading	Meets Standards	—	—	—	61%	62%	62%	63%	62%
	8		Mathematics		—	—	—	43%	47%	50%	52%	53%
Iowa	4	Iowa Tests of Basic Skills	Reading	Proficient	—	—	—	—	—	68%	69%	76%
	8		Mathematics		—	—	—	—	—	74%	73%	72%
Kansas	5	Kansas Assessment Program	Reading	Proficient	—	—	—	—	62%	63%	63%	69%
	7		Mathematics		—	—	—	—	53%	57%	56%	60%
Kentucky	4	Kentucky Core Content Test	Reading	Proficient	—	—	—	32%	57%	58%	60%	62%
	8		Mathematics		—	—	—	33%	25%	27%	26%	31%
Maine	4	Maine Educational Assessment	Reading	Meets the Standard	—	—	—	47%	45%	51%	49%	49%
	8		Mathematics		—	—	—	19%	21%	20%	21%	18%
Mass.	4	Mass. Comp. Assmt. System	English Lang. Arts	Proficient	—	—	—	—	20%	51%	54%	56%
	8		Mathematics		—	—	—	—	34%	34%	34%	37%
Michigan	4	Mich. Educ. Assmt. Program	Reading/Lang. Arts	Met Expectations	—	49%	59%	59%	58%	60%	57%	66%
Missouri	3	Missouri Assessment Program	Comm. Arts	Proficient	—	—	—	29%	32%	32%	36%	34%
	8		Mathematics		—	—	13%	11%	14%	14%	14%	14%
Montana	4	Iowa Tests of Basic Skills	Reading	Proficient	—	—	—	—	—	79%	73%	77%
	8		Mathematics		—	—	—	—	—	69%	68%	70%
New Jersey	4	New Jersey Proficiency Test	Language Arts Literacy	Proficient	—	—	—	57%	55%	79%	79%	78%
	8		Mathematics		—	—	—	62%	60%	62%	58%	57%
N. Carolina	4	N.C. End of Grade/Course Test	Reading	Level III	69%	68%	71%	71%	72%	74%	77%	81%
	8		Mathematics		68%	69%	76%	78%	80%	80%	83%	82%
Ohio	4	Ohio Proficiency Test	Reading	Proficient	—	—	—	—	—	56%	66%	53%
	6		Mathematics		—	—	—	—	—	61%	59%	65%
Oklahoma	5	Oklahoma Core Curriculum Test	Reading	Satisfactory	—	—	—	—	68%	66%	63%	65%
	8		Mathematics		—	—	—	—	65%	63%	64%	65%

State	Grade	Test Subject	State term for Proficient**	1996	1997	1998	1999	2000	2001	2002	2003
Oregon	3	Oregon State Assmts.	Reading	Meets Standard	—	—	—	—	84%	85%	83%
	8		Mathematics	—	—	—	—	—	55%	58%	59%
Pennsylvania	5	Penn. System of School Assmts.	Reading	Proficient	—	—	—	—	56%	57%	58%
	8		Mathematics	—	—	—	—	—	51%	52%	51%
S. Carolina	4	Palmetto Achiev. Challenge Test	English Language Arts	Proficient	—	—	—	29%	37%	37%	34%
	8		Mathematics	—	—	—	15%	20%	18%	19%	19%
Virginia	3	Standards of Learning	English	Pass/Proficient	—	—	54%	61%	61%	64%	71%
	8		Mathematics	—	—	—	—	61%	68%	70%	75%
Washington	4	Wash. Assmt. of Student Learning	Reading	Level 3	—	—	—	—	67%	66%	67%
	7		Mathematics	—	—	—	—	—	27%	30%	37%
Wisconsin	4	Wis. Knowl. and Concepts Exam.	Reading	Proficient	—	—	—	81%	78%	78%	79%
	8		Mathematics	—	—	—	43%	42%	39%	44%	73%

\*Note: "Trend" indicates at least one subject and grade in the state has had a consistent test, definitions of proficient, and grade tested across the years reported.

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

# State report cards

Table 4: Links to State Report Cards for More Information on Student Accountability and Assessment

State	Web link
Alabama	<a href="ftp://ftp.alsde.edu/documents/ReportCards/2002-2003/000.pdf">ftp://ftp.alsde.edu/documents/ReportCards/2002-2003/000.pdf</a>
Alaska	<a href="http://www.eed.state.ak.us/reportcard/2002-2003/2State%20Report%20Card/2002-2003%20Report%20Card.pdf">http://www.eed.state.ak.us/reportcard/2002-2003/2State%20Report%20Card/2002-2003%20Report%20Card.pdf</a>
Arizona	<a href="http://www.ade.az.gov/srcs/statereportcards/2002-2003.pdf">http://www.ade.az.gov/srcs/statereportcards/2002-2003.pdf</a>
Arkansas	<a href="http://www.as-is.org/reportcard/rc2003">http://www.as-is.org/reportcard/rc2003</a>
California	<a href="http://star.cde.ca.gov/star2003/viewreport.asp">http://star.cde.ca.gov/star2003/viewreport.asp</a>
Colorado	<a href="http://www.cde.state.co.us/FedPrograms/Reports/download/NCLBRptCrd/NCLBRprtCrdsFull0203.pdf">http://www.cde.state.co.us/FedPrograms/Reports/download/NCLBRptCrd/NCLBRprtCrdsFull0203.pdf</a>
Connecticut	<a href="http://www.csde.state.ct.us/public/der/ssp/sch0203/school.htm">http://www.csde.state.ct.us/public/der/ssp/sch0203/school.htm</a>
Delaware	<a href="http://www.doe.k12.de.us/files/pdf/de_edreportcard200203.pdf">http://www.doe.k12.de.us/files/pdf/de_edreportcard200203.pdf</a>
District of Columbia	<a href="http://silicon.k12.dc.us/NCLB/reportcards.asp">http://silicon.k12.dc.us/NCLB/reportcards.asp</a>
Florida	<a href="http://schoolgrades.fldoe.org/default.asp?schoolYear=2002-2003">http://schoolgrades.fldoe.org/default.asp?schoolYear=2002-2003</a>
Georgia	<a href="http://reportcard2003.gaosa.org/">http://reportcard2003.gaosa.org/</a>
Hawaii	<a href="http://arch.k12.hi.us/PDFs/nclb/2003/SEArptFinal021204_rev062104.pdf">http://arch.k12.hi.us/PDFs/nclb/2003/SEArptFinal021204_rev062104.pdf</a>
Idaho	<a href="http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp">http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp</a>
Illinois	<a href="http://webprod1.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx">http://webprod1.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx</a>
Indiana	<a href="http://www.doe.state.in.us/asap/pdf/2003IndianaAnnual.pdf">http://www.doe.state.in.us/asap/pdf/2003IndianaAnnual.pdf</a>
Iowa	<a href="http://www.iowaccess.org/educate/ecese/nclb/doc/reportcard03.pdf">http://www.iowaccess.org/educate/ecese/nclb/doc/reportcard03.pdf</a>
Kansas	<a href="http://www3.ksde.org/accountability/accountability_report_2002_2003.pdf">http://www3.ksde.org/accountability/accountability_report_2002_2003.pdf</a>
Kentucky	<a href="http://www.education.ky.gov/NR/rdonlyres/2F3C178D-15D7-47FD-8B0A-399E22E29E2A/0/NCLBmediareport.doc">http://www.education.ky.gov/NR/rdonlyres/2F3C178D-15D7-47FD-8B0A-399E22E29E2A/0/NCLBmediareport.doc</a>
Louisiana	<a href="http://www.louisianaschools.net/lde/pair/1794.asp">http://www.louisianaschools.net/lde/pair/1794.asp</a>
Maine	<a href="http://www.state.me.us/education/profiles/getprofiles.htm">http://www.state.me.us/education/profiles/getprofiles.htm</a>
Maryland	<a href="http://mdreportcard.org/">http://mdreportcard.org/</a>
Massachusetts	<a href="http://profiles.doe.mass.edu/staterc/">http://profiles.doe.mass.edu/staterc/</a>
Michigan	<a href="http://www.michigan.gov/documents/State_Report_Card_2003-04_120358_7.doc">http://www.michigan.gov/documents/State_Report_Card_2003-04_120358_7.doc</a>
Minnesota	<a href="http://education.state.mn.us/ReportCard2005/">http://education.state.mn.us/ReportCard2005/</a>
Mississippi	<a href="http://www.mde.k12.ms.us/Account/RC3B/RC02-03.pdf">http://www.mde.k12.ms.us/Account/RC3B/RC02-03.pdf</a>
Missouri	<a href="http://dese.mo.gov/commissioner/statereportcard/">http://dese.mo.gov/commissioner/statereportcard/</a>
Montana	<a href="http://www.opi.state.mt.us/ReportCard/Index.html">http://www.opi.state.mt.us/ReportCard/Index.html</a>

State	Web link
Nebraska	<a href="http://reportcard.nde.state.ne.us/20022003/Main/PDFDownload.asp">http://reportcard.nde.state.ne.us/20022003/Main/PDFDownload.asp</a>
Nevada	<a href="http://www.nevadareportcard.com/">http://www.nevadareportcard.com/</a>
New Hampshire	<a href="http://www4.measuredprogress.org/NHProfile/">http://www4.measuredprogress.org/NHProfile/</a>
New Jersey	<a href="http://education.state.nj.us/rc/2003/index.html">http://education.state.nj.us/rc/2003/index.html</a>
New Mexico	<a href="http://www.ped.state.nm.us/div/ais/data/dcrfactsheets.html">http://www.ped.state.nm.us/div/ais/data/dcrfactsheets.html</a>
New York	<a href="http://www.emsc.nysed.gov/reprcdfall2003/home.html">http://www.emsc.nysed.gov/reprcdfall2003/home.html</a>
North Carolina	<a href="http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&amp;pYear=2002-2003">http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&amp;pYear=2002-2003</a>
North Dakota	<a href="http://www.dpi.state.nd.us/dpi/reports/profile/0203/ProfileDistrict/99999.pdf">http://www.dpi.state.nd.us/dpi/reports/profile/0203/ProfileDistrict/99999.pdf</a>
Ohio	<a href="http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&amp;TopicRelationID=1266">http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&amp;TopicRelationID=1266</a>
Oklahoma	<a href="http://apps.sde.state.ok.us/apireports/default.html">http://apps.sde.state.ok.us/apireports/default.html</a>
Oregon	<a href="http://www.ode.state.or.us/data/annreportcard/rptcard2003.pdf">http://www.ode.state.or.us/data/annreportcard/rptcard2003.pdf</a>
Pennsylvania	<a href="http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&amp;q=97989">http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&amp;q=97989</a>
Puerto Rico	Not available
Rhode Island	<a href="http://www.infoworks.ride.uri.edu/2003/state/">http://www.infoworks.ride.uri.edu/2003/state/</a>
South Carolina	<a href="http://www.myschools.com/reportcard/2003/">http://www.myschools.com/reportcard/2003/</a>
South Dakota	<a href="https://sis.ddncampus.net:8081/nclb/portal/portal.xsl?&amp;extractID=1">https://sis.ddncampus.net:8081/nclb/portal/portal.xsl?&amp;extractID=1</a>
Tennessee	<a href="http://evaas.sas.com/tn_reportcard/welcome.jsp">http://evaas.sas.com/tn_reportcard/welcome.jsp</a>
Texas	<a href="http://www.tea.state.tx.us/perfreport/aeis/2003/index.html/">http://www.tea.state.tx.us/perfreport/aeis/2003/index.html/</a>
Utah	<a href="http://u-pass.schools.utah.gov/u-passweb/">http://u-pass.schools.utah.gov/u-passweb/</a>
Vermont	<a href="http://crs.uvm.edu/schlprt">http://crs.uvm.edu/schlprt</a>
Virginia	<a href="http://www.doe.virginia.gov/VDOE/Publications/asrstat/2002-03/asrbook.html">http://www.doe.virginia.gov/VDOE/Publications/asrstat/2002-03/asrbook.html</a>
Washington	<a href="http://reportcard.ospi.k12.wa.us/summary.aspx">http://reportcard.ospi.k12.wa.us/summary.aspx</a>
West Virginia	<a href="http://wveis.k12.wv.us/nclb/public03/nclbmenu.asp">http://wveis.k12.wv.us/nclb/public03/nclbmenu.asp</a>
Wisconsin	<a href="http://www2.dpi.state.wi.us/wsas/default.asp">http://www2.dpi.state.wi.us/wsas/default.asp</a>
Wyoming	<a href="https://wdesecure.k12.wy.us/stats/wde.esc.show_menu">https://wdesecure.k12.wy.us/stats/wde.esc.show_menu</a>



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STATE PROFILES

## Districts and schools

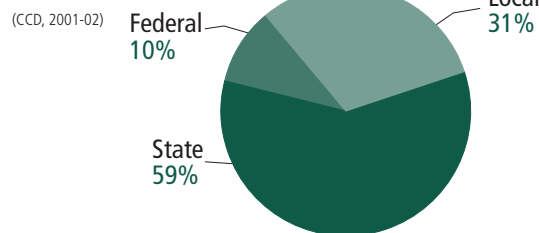
	1993-94	2002-03
Number of districts (CCD)	127	129
<b>Number of public schools (CCD)</b>		
Elementary	664	710
Middle	218	231
High	246	274
Combined	155	167
Other	11	9
Total	1,294	1,391
Number of charter schools (CCD)		n/a

## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$2,249,389	\$2,721,721
Noninstructional	284,407	307,556
Support	935,139	1,415,114
Total	3,468,935	4,444,391

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2002-03
	\$4,898	\$6,029

## Sources of funding



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$154,938,816

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	8,445	n/a
K-8	527,373	523,594
9-12	198,651	203,117
Total (K-12)	726,024	726,711

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	1
Black, non-Hispanic	36	36
Hispanic	*	2
White, non-Hispanic	62	60

Students with disabilities (OSEP) 12% 11%

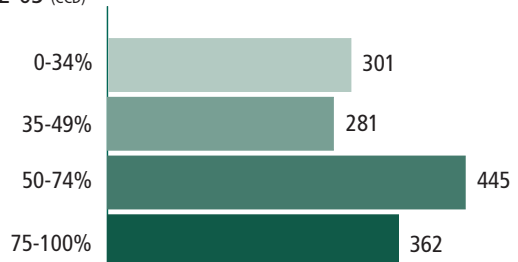
Students with limited English proficiency (NCELA) \* 1%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 20% 2003 17%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 364,226

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>2 schools did not report.

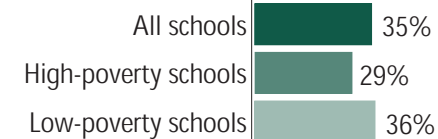
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	18,619	21,325
Middle	6,474	7,436
High	9,699	10,962
Combined	5,898	5,455
Other	2,312	1,927
Total	43,002	47,104

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	3,897	6,169
Instructional coordinators	393	667
Administrators	2,384	4,697
Other	31,246	30,245
Total	37,920	41,778

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

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	6%	4%
Avg. freshman graduation rate (NCES)	64	64
College-going rate (IPEDS/NCES)	64	58

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	23%	23%
Basic level or above	52	53
Math, Grade 8		
Proficient level or above	12%	16%
Basic level or above	45	53

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

## Statewide Accountability Information

See Appendix B for Alabama's definitions of proficient for reading/language arts and mathematics for grades 4, 8, and high school.

See <http://www.alsde.edu/html/reports1.asp?systemcode=000&schoolcode=0000> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** n/a

**State student achievement levels:** n/a

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading/Language Arts	—	—
	Mathematics	—	—
Grade 8	Reading/Language Arts	—	—
	Mathematics	—	—
Grade -	Reading/Language Arts	—	—
	Mathematics	—	—

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Corrective action	n/a	n/a	n/a
Restructuring	n/a	n/a	n/a
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

### Other indicator, 2002-03

	State Target	State Outcome
Elementary indicator: Attendance	—	—
Middle indicator: Attendance	—	—
High school indicator: Graduation rate	—	—

### NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	836	*
Supplemental educational services:	726	1%

\* AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

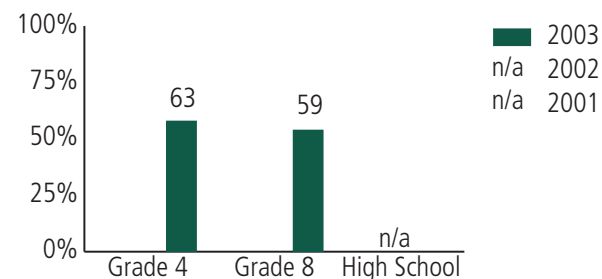
## Student Achievement 2002-03

### Stanford 10, not used for NCLB accountability in 2002-03

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade
All students	63%	59%	—
Economically disadvantaged students	50	42	—
Migrant students	43	38	—
Students with disabilities	25	16	—
Students with limited English proficiency	32	14	—
Black, non-Hispanic students	45	38	—
Hispanic students	49	38	—
White, non-Hispanic students	76	71	—

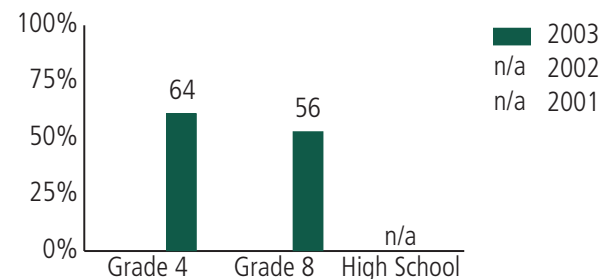
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade
All students	64%	56%	—
Economically disadvantaged students	53	41	—
Migrant students	50	45	—
Students with disabilities	26	14	—
Students with limited English proficiency	46	34	—
Black, non-Hispanic students	49	38	—
Hispanic students	52	42	—
White, non-Hispanic students	74	67	—

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	56	53
<b>Number of public schools (CCD)</b>		
Elementary	175	175
Middle	31	35
High	70	65
Combined	204	225
Other	3	n/a
Total	483	500
<b>Number of charter schools (CCD)</b>		
		15

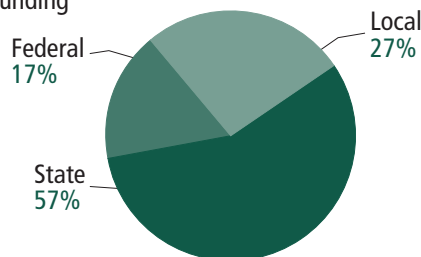
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$662,113	\$754,660
Noninstructional	39,683	42,850
Support	581,611	487,344
Total	1,283,408	1,284,854

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$10,190	\$9,563

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	2001-02
	\$29,751,500

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	2,787	1,391
K-8	90,814	92,991
9-12	32,347	39,984
Total (K-12)	123,161	132,975

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	23%	26%
Asian/Pacific Islander	4	6
Black, non-Hispanic	5	5
Hispanic	2	4
White, non-Hispanic	65	59

Students with disabilities (OSEP)	1993-94	2002-03
	12%	12%

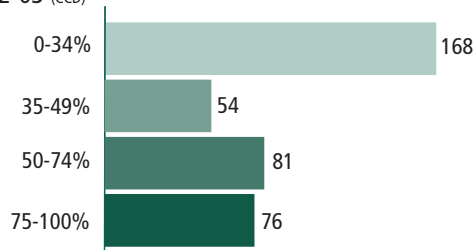
Students with limited English proficiency (NCELA)	1993-94	2002-03
	22%	15%

Migrant students (OME)	1993-94	2002-03
	14%	10%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	26%	n/a

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	34,846

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>121 schools did not report.

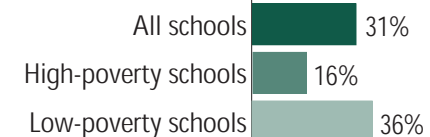
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	3,067	3,401
Middle	756	1,095
High	1,479	1,816
Combined	1,109	1,555
Other	782	214
Total	7,193	8,080

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	2,146	2,328
Instructional coordinators	102	172
Administrators	603	1,094
Other	5,362	5,427
Total	8,213	9,021

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	84%	64%
Mathematics	50	57
Science	79	77
Social studies	66	73

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	8%
Avg. freshman graduation rate (NCES)	74%	68
College-going rate (IPEDS/NCES)	37	44

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	—	28%
Basic level or above	—	58
Math, Grade 8		
Proficient level or above	30%	30%
Basic level or above	68	70

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

## Statewide Accountability Information

See Appendix B for Alaska's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.eed.state.ak.us/stats/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Alaska Benchmark Exams

**State student achievement levels:** Far Below Proficient, Below Proficient, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	64.03%	64.03%
	Mathematics	54.86	54.86
Grade 8	Reading	64.03	64.03
	Mathematics	54.86	54.86
High School	Reading	64.03	64.03
	Mathematics	54.86	54.86

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	118 (40%)	206 (42%)	13 (24%)
Identified for improvement:			
Year 1	46 (16%)	49 (10%)	4 (7%)
Year 2	9 (3%)	9 (2%)	2 (4%)
Corrective action	8 (3%)	8 (2%)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Average daily attendance	85%	Met
Middle indicator: Average daily attendance	85%	Met
High school indicator: Graduation rate	55.58%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	26	*
Supplemental educational services:	475	2%

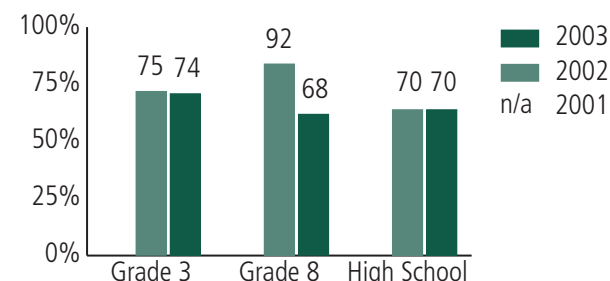
## Student Achievement 2002-03

### Alaska Benchmark Exams, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	High School
All students	74%	68%	70%
Economically disadvantaged students	58	48	47
Migrant students	44	39	44
Students with disabilities	45	26	24
Students with limited English proficiency	44	34	32
Black, non-Hispanic students	71	63	47
Hispanic students	73	56	63
White, non-Hispanic students	85	81	82

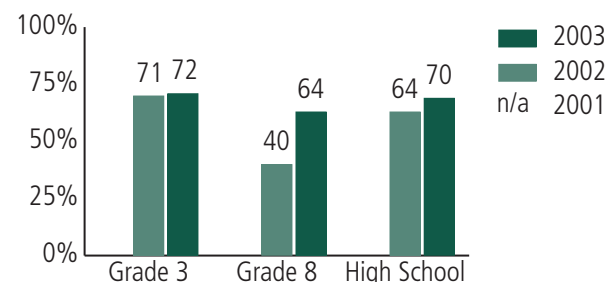
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High School
All students	72%	64%	70%
Economically disadvantaged students	58	45	51
Migrant students	48	42	52
Students with disabilities	49	22	27
Students with limited English proficiency	47	39	45
Black, non-Hispanic students	62	52	51
Hispanic students	69	46	62
White, non-Hispanic students	82	75	79

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	217	323
<b>Number of public schools (CCD)</b>		
Elementary	720	1,008
Middle	193	240
High	176	399
Combined	12	143
Other	11	11
Total	1,112	1,801
Number of charter schools (CCD)		319

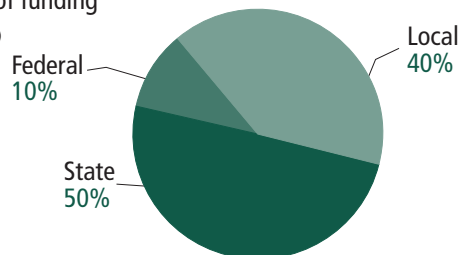
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$2,151,235	\$3,123,642
Noninstructional	243,677	346,134
Support	1,332,105	2,029,869
Total	3,727,017	5,499,645

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$5,254	\$5,964

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$173,246,701

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

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	3,164	7,434
K-8	519,054	644,438
9-12	182,737	272,679
Total (K-12)	701,791	917,117

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	7%	7%
Asian/Pacific Islander	2	2
Black, non-Hispanic	4	5
Hispanic	28	36
White, non-Hispanic	60	50

Students with disabilities (OSEP)	1993-94	2002-03
	9%	9%

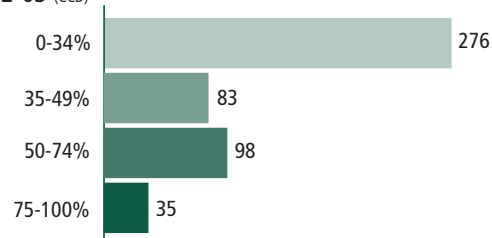
Students with limited English proficiency (NCELA)	1993-94	2002-03
	12%	15%

Migrant students (OME)	1993-94	2002-03
	2%	3%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	26%	22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 111,717

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>1,309 schools did not report.

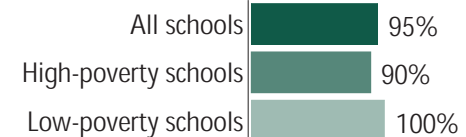
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	19,983	25,716
Middle	6,453	7,880
High	8,624	11,269
Combined	69	437
Other	2,636	1,799
Total	37,493	47,101

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	9,519	13,650
Instructional coordinators	180	187
Administrators	2,040	2,397
Other	25,447	33,304
Total	37,186	49,538

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	65%	52%
Mathematics	61	49
Science	73	66
Social studies	65	75

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	14%	11%
Avg. freshman graduation rate (NCES)	72	74
College-going rate (IPEDS/NCES)	44	50

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	24%	23%
Basic level or above	52	54
Math, Grade 8		
Proficient level or above	18%	21%
Basic level or above	57	62

## Statewide Accountability Information

See Appendix B for Arizona's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.ade.az.gov/researchpolicy/srcs.asp> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Arizona Instrument to Measure Standards (AIMS)  
**State student achievement levels:** Approaches the Standard, Falling Far below the Standard, Meets the Standard, Exceeding the Standard

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	44%	44%
	Mathematics	32	32
Grade 8	Reading	31	31
	Mathematics	7	7
High School	Reading	23	23
	Mathematics	10	10

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	564 (72%)	1,294 (76%)	331 (66%)
Identified for improvement:			
Year 1	99 (13%)	99 (1%)	193 (34%)
Year 2	100 (13%)	100 (1%)	0
Corrective action	20 (3%)	20 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 94%	n/a
Middle indicator: Attendance	Meet or exceed 94%	n/a
High School indicator: Graduation rate	Meet or exceed 71%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	149	*
Supplemental educational services:	2,815	1%

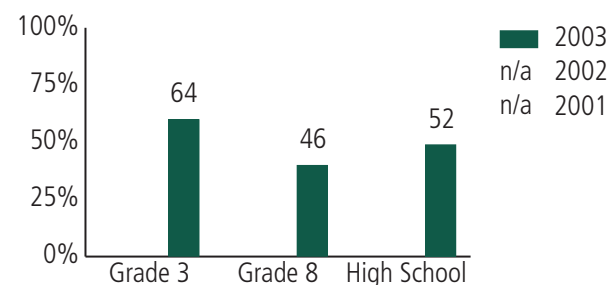
## Student Achievement 2002-03

### Arizona Instrument to Measure Standards, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	High School
All students	64%	46%	52%
Economically disadvantaged students	48	28	31
Migrant students	33	20	21
Students with disabilities	32	17	19
Students with limited English proficiency	37	15	14
Black, non-Hispanic students	59	34	38
Hispanic students	49	29	33
White, non-Hispanic students	80	62	67

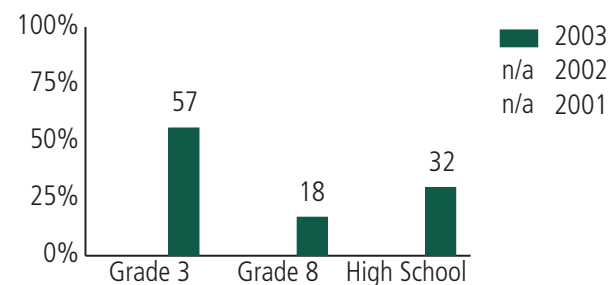
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High School
All students	57%	18%	32%
Economically disadvantaged students	41	7	13
Migrant students	37	7	10
Students with disabilities	28	5	8
Students with limited English proficiency	37	5	9
Black, non-Hispanic students	45	8	18
Hispanic students	44	8	16
White, non-Hispanic students	72	27	44

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	315	311
<b>Number of public schools (CCD)</b>		
Elementary	564	571
Middle	161	199
High	324	326
Combined	6	9
Other	15	24
Total	1,070	1,129
Number of charter schools (CCD)		7

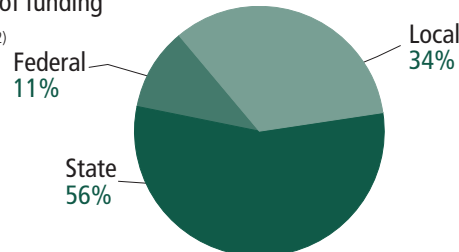
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,429,709	\$1,739,455
Noninstructional	155,090	144,218
Support	697,321	939,213
Total	2,282,121	2,822,886

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$5,137	\$6,276
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## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	\$97,234,354
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## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	1,248	1,938
K-8	314,617	315,854
9-12	125,801	131,716
Total (K-12)	440,418	447,570

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	1%	1
Black, non-Hispanic	24	23
Hispanic	1	5
White, non-Hispanic	74	71

Students with disabilities (OSEP)	10%	12%
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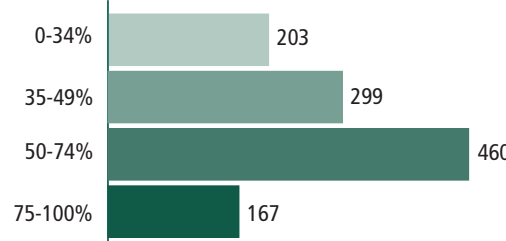
Students with limited English proficiency (NCELA)	1%	3%
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Migrant students (OME)	3%	5%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	18%	18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	218,277
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



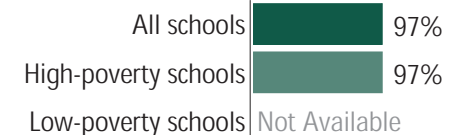
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	12,440	13,521
Middle	5,050	6,040
High	7,623	8,859
Combined	390	468
Other	3,511	1,442
Total	29,014	30,330

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	2,501	6,217
Instructional coordinators	784	613
Administrators	2,076	2,439
Other	19,145	24,216
Total	24,448	33,485

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	78%	82%
Mathematics	70	79
Science	66	57
Social studies	70	64

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	77	74
College-going rate (IPEDS/NCES)	48	53

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	24%	28%
Basic level or above	54	60
Math, Grade 8		
Proficient level or above	13%	18%
Basic level or above	52	57

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

## Statewide Accountability Information

See Appendix B for Arkansas's definitions of proficient for reading and mathematics for grades 4, 8 and high school.

See <http://www.as-is.org/reportcard/rc2003/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Arkansas Benchmark Exams

**State student achievement levels:** Below Basic, Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	31.8%	37.48%
	Mathematics	28.2	34.18
Grade 8	Reading	18.1	24.93
	Mathematics	15.3	22.36
High school	Reading	19.5	26.21
	Mathematics	10.4	17.87

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	227 (28%)	227 (21%)	0
Year 2	15 (2%)	15 (1%)	0
Corrective action	2 (*)	2 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	92.70%	Met
Middle indicator: Attendance	92.70%	Met
High school indicator: Graduation rate	86.7%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	175	*
Supplemental educational services:	3	*

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

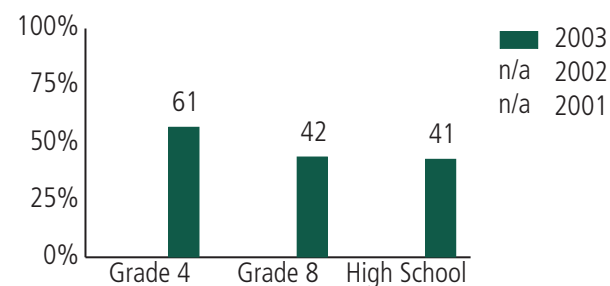
## Student Achievement 2002-03

### Arkansas Benchmark Exams, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	61%	42%	41%
Economically disadvantaged students	50	27	—
Migrant students	47	24	13
Students with disabilities	11	<5	<5
Students with limited English proficiency	39	16	10
Black, non-Hispanic students	40	21	16
Hispanic students	56	31	22
White, non-Hispanic students	69	50	51

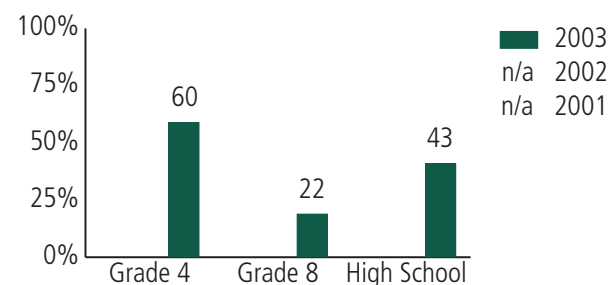
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	60%	22%	43%
Economically disadvantaged students	49	11	—
Migrant students	50	8	17
Students with disabilities	20	<5	8
Students with limited English proficiency	46	6	17
Black, non-Hispanic students	32	<5	18
Hispanic students	58	13	28
White, non-Hispanic students	69	28	52

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 1,002	<b>2002-03</b> 988
<b>Number of public schools</b> (CCD)		
Elementary	4,943	5,550
Middle	1,101	1,305
High	1,382	1,788
Combined	167	426
Other	141	18
<b>Total</b>	<b>7,734</b>	<b>9,087</b>
<b>Number of charter schools</b> (CCD)		408

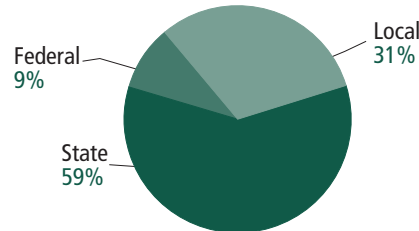
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$19,239,205
Noninstructional	\$28,566,063
Support	\$1,739,089
<b>Total</b>	<b>\$15,960,392</b>
	<b>\$46,265,544</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$6,040</b>	<b>\$7,434</b>
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## Sources of funding

(CCD, 2001-02)



<b>Title I allocation 2001-02</b> (ED; Includes Title I, Part A)	<b>\$1,448,883,975</b>
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KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate  
 FTE = Full Time Equivalent

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	61,281	n/a
K-8	3,772,731	4,373,967
9-12	1,393,530	1,807,054
<b>Total (K-12)</b>	<b>5,166,261</b>	<b>6,181,021</b>

<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	11	11
Black, non-Hispanic	9	8
Hispanic	37	46
White, non-Hispanic	42	34

<b>Students with disabilities</b> (OSEP)	9%	9%
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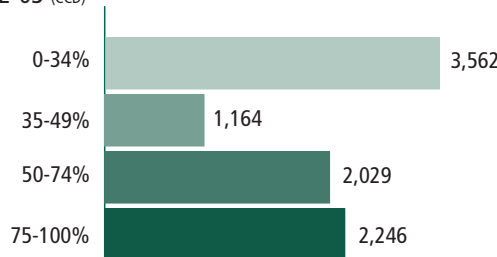
<b>Students with limited English proficiency</b> (NCELA)	23%	26%
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<b>Migrant students</b> (OME)	4%	8%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b> 27%	<b>2003</b> 46%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	<b>3,002,890</b>
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>86 schools did not report.

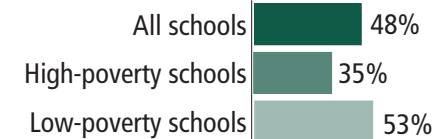
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	113,113	158,983
Middle	39,438	51,595
High	51,143	75,318
Combined	268	10,032
Other	17,796	11,745
<b>Total</b>	<b>221,779</b>	<b>307,672</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	55,984	72,242
Instructional coordinators	4,248	6,664
Administrators	12,231	16,228
Other	136,843	178,858
<b>Total</b>	<b>209,306</b>	<b>273,992</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	76%	68%
Mathematics	50	57
Science	62	77
Social studies	77	84

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	n/a	n/a
<b>Avg. freshman graduation rate</b> (NCES)	82%	72%
<b>College-going rate</b> (IPEDS/NCES)	61	48

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	18%	21%
Basic level or above	44	49
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	17%	21%
Basic level or above	51	55

## Statewide Accountability Information

See Appendix B for California's definitions of proficient for English language arts and mathematics for grades 4, 8, and high school.

See <http://star.cde.ca.gov/star2003/viewreport.asp> for more on the statewide accountability system.

**State assessment for NCLB accountability:** California Standards Tests (CSTs) grades 2-8, California High School Exit Exam (SCSAHSEE) grade 10

**State student achievement levels:** Below Basic, Basic, Far Below Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	English language arts	13.6%	13.6%
	Mathematics	16	16
Grade 8	English language arts	13.6	13.6
	Mathematics	16	16
High school	English language arts	11.2	11.2
	Mathematics	9.6	9.6

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

AYP Outcomes and Consequences	Title I schools	All schools	All districts
Made AYP	2,786 (51%)	4,874 (54%)	456 (44%)
Identified for improvement:			
Year 1	644 (54%)	644 (7%)	0
Year 2	216 (18%)	216 (2%)	0
Corrective action	329 (27%)	329 (4%)	0
Restructuring	11 (1%)	11 (*)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	191 (16%)	191 (2%)	0

Other indicator, 2002-03	State target	State outcome
Elementary, Middle, and High school indicator: Academic Performance Index (API), reflecting growth in all performance areas.	Meeting API target or growing at least one API point.	Met target.

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	3,609	*
Supplemental educational services:	41,198	1%

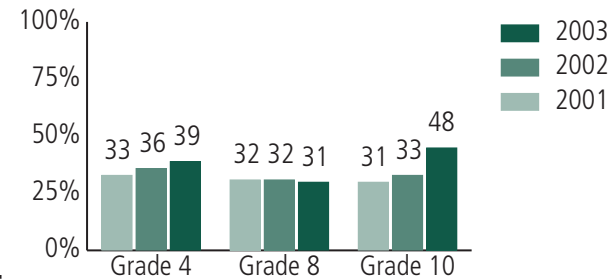
## Student Achievement 2002-03

**California Standards Tests and California High School Exit Exam, used for NCLB accountability**

**English or language arts**

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	39%	31%	48%
Economically disadvantaged students	24	16	28
Migrant students	13	9	17
Students with disabilities	15	5	14
Students with limited English proficiency	21	14	25
Black, non-Hispanic students	27	17	33
Hispanic students	24	16	30
White, non-Hispanic students	59	47	67

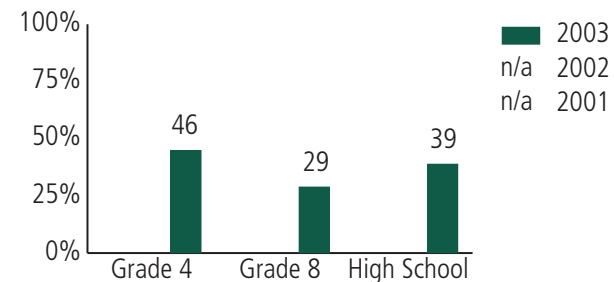
**Student achievement trend: English or language arts percent proficient level or above**



**Mathematics**

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	46%	29%	39%
Economically disadvantaged students	33	16	23
Migrant students	25	13	17
Students with disabilities	20	6	10
Students with limited English proficiency	34	18	24
Black, non-Hispanic students	29	12	19
Hispanic students	33	15	21
White students	61	42	56

**Student achievement trend: Mathematics percent proficient level or above**





## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 176	<b>2002-03</b> 178
<b>Number of public schools</b> (CCD)		
Elementary	817	959
Middle	246	291
High	243	339
Combined	14	72
Other	18	1
<b>Total</b>	<b>1,373</b>	<b>1,662</b>
<b>Number of charter schools</b> (CCD)		92

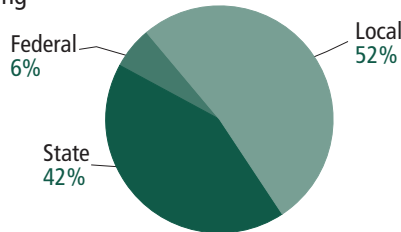
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$2,324,087
Noninstructional	142,061
Support	1,316,544
<b>Total</b>	<b>3,782,691</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$6,051</b>	<b>\$6,941</b>
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$96,384,762

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

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	7,249	20,005
K-8	451,469	513,918
9-12	164,260	217,133
<b>Total (K-12)</b>	<b>615,729</b>	<b>731,051</b>

## Race/ethnicity

(CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	2	3
Black, non-Hispanic	5	6
Hispanic	17	24
White, non-Hispanic	74	66

<b>Students with disabilities</b> (OSEP)	12%	9%
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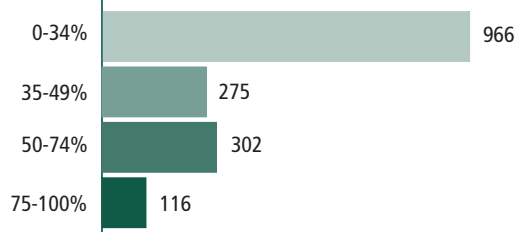
<b>Students with limited English proficiency</b> (NCELA)	4%	11%
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<b>Migrant students</b> (OME)	1%	3%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b> 28%	<b>2003</b> 27%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	214,115
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>3 schools did not report.

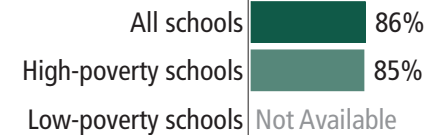
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	16,771	22,407
Middle	7,267	9,288
High	8,681	12,010
Combined	67	1,337
Other	876	359
<b>Total</b>	<b>33,661</b>	<b>45,401</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	4,995	11,008
Instructional coordinators	670	926
Administrators	2,592	3,313
Other	21,102	29,748
<b>Total</b>	<b>29,359</b>	<b>44,995</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	91%	80%
Mathematics	65	68
Science	78	72
Social studies	61	88

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	n/a	n/a
<b>Avg. freshman graduation rate</b> (NCES)	77%	73%
<b>College-going rate</b> (IPEDS/NCES)	52	53
<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	28%	37%
Basic level or above	59	70
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	25%	35%
Basic level or above	67	74

## Statewide Accountability Information

See Appendix B for Colorado's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

See <http://www.cde.state.co.us/cdeunified/NCLBProfiles0506/index.asp> for more details on the state-wide accountability system.

**State assessment for NCLB accountability:** Colorado Student Assessment Program and Colorado Student Assessment Program - Alternative

**State student achievement levels:** Unsatisfactory, Partially Proficient, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	76.92%	76.92%
	Mathematics	75.86	75.86
Grade 8	Reading	73.61	73.61
	Mathematics	59.51	59.51
Grade 10	Reading	79.65	79.65
	Mathematics	47.00	47.00

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	454 (75%)	1,322 (75%)	105 (59%)
Identified for improvement:			
Year 1	39 (6%)	39 (2%)	0
Year 2	37 (6%)	37 (2%)	0
Corrective action	1 (*)	1 (*)	0
Restructuring	3 (*)	3 (*)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	0

Other indicator, 2002-03	State target	State outcome
Elementary and Middle indicator: Percentage of students in the advanced category on the CSAP.	1% or greater	Met
High school indicator: Graduation rate	55.3% or greater	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	368	*
Supplemental educational services:	2,149	2%

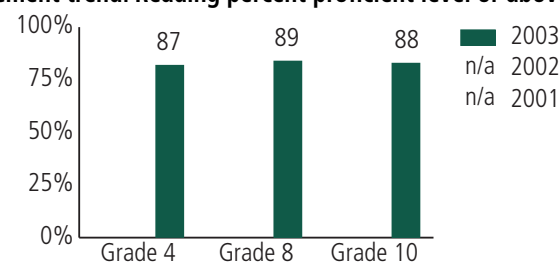
## Student Achievement 2002-03

### Colorado Student Assessment Program and Colorado Student Assessment Program - Alternative, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	87%	89%	88%
Economically disadvantaged students	77	77	76
Migrant students	66	62	55
Students with disabilities	55	52	52
Students with limited English proficiency	69	67	68
Black, non-Hispanic students	78	82	79
Hispanic students	76	76	77
White, non-Hispanic students	93	93	91

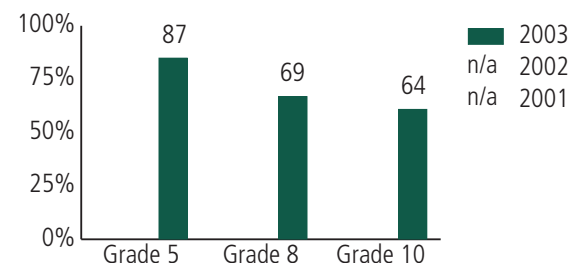
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 5	Grade 8	Grade 10
All students	87%	69%	64%
Economically disadvantaged students	76	45	39
Migrant students	67	39	27
Students with disabilities	58	24	18
Students with limited English proficiency	71	42	34
Black, non-Hispanic students	72	44	33
Hispanic students	76	49	37
White, non-Hispanic students	93	78	72

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	166	166
<b>Number of public schools (CCD)</b>		
Elementary	625	654
Middle	177	193
High	162	197
Combined	15	40
Other	18	3
Total	997	1,087
<b>Number of charter schools (CCD)</b>		
		13

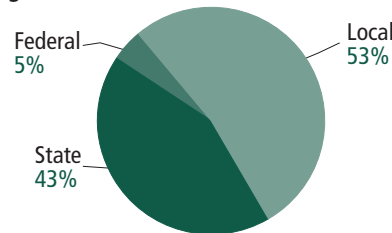
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,201,775	\$3,861,634
Noninstructional	243,055	216,609
Support	1,604,096	1,952,819
Total	5,048,927	6,031,062

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$10,174	\$10,577

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$104,126,530

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	6,216	11,133
K-8	352,360	394,795
9-12	127,655	164,008
Total (K-12)	480,015	558,803

## Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	13	14
Hispanic	11	14
White, non-Hispanic	73	69

Students with disabilities (OSEP)	12%	10%
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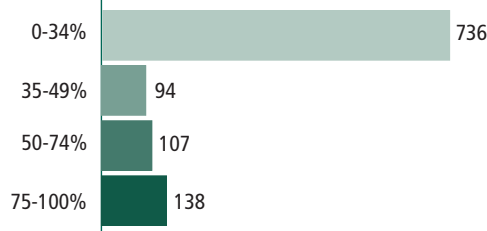
Students with limited English proficiency (NCELA)	4%	4%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	28%	31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	145,017
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>12 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	16,018	19,004
Middle	7,409	9,712
High	8,561	12,603
Combined	368	823
Other	2,170	154
Total	34,526	42,296

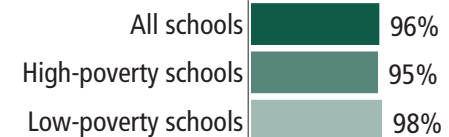
## Number of FTE non-teacher staff (CCD)

Instructional aides	6,178	12,076
Instructional coordinators	416	400
Administrators	2,442	3,507
Other	18,452	28,082
Total	27,488	44,065

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

	1994	2000
English	84%	71%
Mathematics	84	62
Science	90	77
Social studies	92	79

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	3%
Avg. freshman graduation rate (NCES)	80	77
College-going rate (IPEDS/NCES)	59	62

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	38%	43%
Basic level or above	68	74
Math, Grade 8		
Proficient level or above	31%	35%
Basic level or above	70	73

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

## Statewide Accountability Information

See Appendix B for Connecticut's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.csde.state.ct.us/public/der/edfacts/performance.htm> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Connecticut Mastery Test (CMT)

**State student achievement levels:** Basic, Below Basic, Proficient, Goal, Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	57%	55%
	Mathematics	65	64
Grade 8	Reading	57	55
	Mathematics	65	64
High school	Reading	62	62
	Mathematics	59	59

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	341 (71%)	799 (81%)	141 (82%)
Identified for improvement:			
Year 1	77 (15%)	95 (10%)	0
Year 2	0	0	0
Corrective action	8 (2%)	8 (1%)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

### Other indicator, 2002-03

Other indicator, 2002-03	State target	State outcome
Elementary and Middle indicator: Writing assessment	70% or more students at basic or above, or increase from previous year.	Met
High school indicator: Graduation rate	n/a	n/a

### NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	260	*
Supplemental educational services:	711	1%

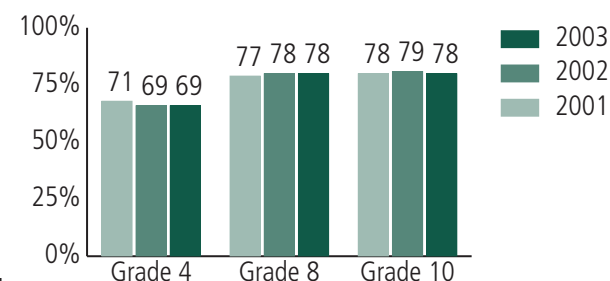
## Student Achievement 2002-03

### Connecticut Mastery Test/Academic Performance Test, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	69%	78%	78%
Economically disadvantaged students	42	53	51
Migrant students	n/a	n/a	n/a
Students with disabilities	28	38	40
Students with limited English proficiency	18	20	27
Black, non-Hispanic students	42	55	53
Hispanic students	39	50	50
White, non-Hispanic students	79	87	84

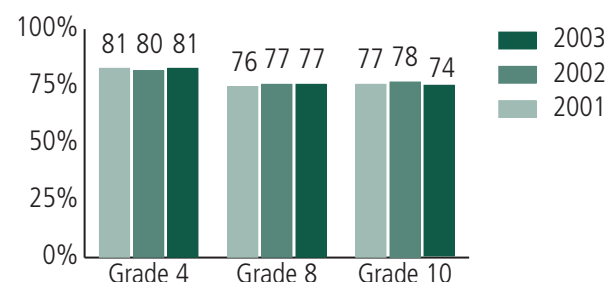
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	81%	77%	74%
Economically disadvantaged students	61	50	42
Migrant students	n/a	n/a	n/a
Students with disabilities	47	36	39
Students with limited English proficiency	45	31	32
Black, non-Hispanic students	59	48	39
Hispanic students	60	48	42
White, non-Hispanic students	89	87	86

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	19	19
<b>Number of public schools (CCD)</b>		
Elementary	86	104
Middle	41	44
High	32	32
Combined	18	21
Other	n/a	n/a
Total	177	201
<b>Number of charter schools (CCD)</b>		
		11

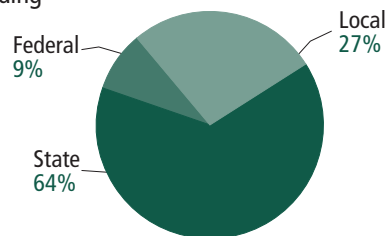
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$510,983	\$660,857
Noninstructional	34,687	50,033
Support	278,661	361,985
Total	824,332	1,072,875

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$7,810	\$9,284

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	Amount
	\$27,673,805

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

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	565	665
K-8	76,052	81,556
9-12	28,930	34,121
Total (K-12)	104,982	115,677

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	29	31
Hispanic	3	7
White, non-Hispanic	66	58

Students with disabilities (OSEP)	1993-94	2002-03
	11%	12%

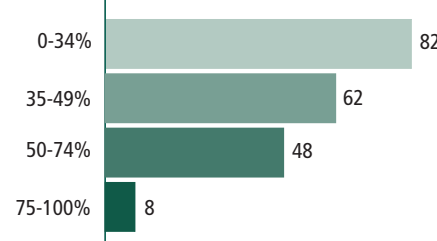
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	3%

Migrant students (OME)	1993-94	2002-03
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	39%	21%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	Count
	41,319

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>1 school did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	2,376	3,213
Middle	1,741	1,764
High	1,435	2,178
Combined	n/a	361
Other	828	182
Total	6,380	7,698

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	846	1,388
Instructional coordinators	61	181
Administrators	491	640
Other	3,862	4,542
Total	5,260	6,751

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	90%	61%
Mathematics	#	74
Science	82	68
Social studies	77	n/a

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	74	71
College-going rate (IPEDS/NCES)	65	60

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	23%	33%
Basic level or above	52	71
Math, Grade 8		
Proficient level or above	19%	25%
Basic level or above	55	68

## Statewide Accountability Information

See Appendix B for Delaware's definitions of proficient for reading and mathematics for grades 3, 8, and 10.

See [http://www.doe.state.de.us/docs/pdf/de\\_edreportcard200304.pdf](http://www.doe.state.de.us/docs/pdf/de_edreportcard200304.pdf) for more details on the state-wide accountability system.

**State assessment for NCLB accountability:** Delaware Student Testing Program

**State student achievement levels:** Well Below the Standard, Below the Standard, Meets the Standard, Distinguished, Exceeds the Standard

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	62%	57%
	Mathematics	41	33
Grade 8	Reading	62	57
	Mathematics	41	33
Grade 10	Reading	62	57
	Mathematics	41	33

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Corrective action	n/a	n/a	n/a
Restructuring	n/a	n/a	n/a
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Grade 4, 6, 8 students at/above standard on DSTP social studies & science	Progress toward or above 85%	Met
High school indicator: Graduation rate	Progress toward or above 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	—	—
Supplemental educational services:	n/a	n/a

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

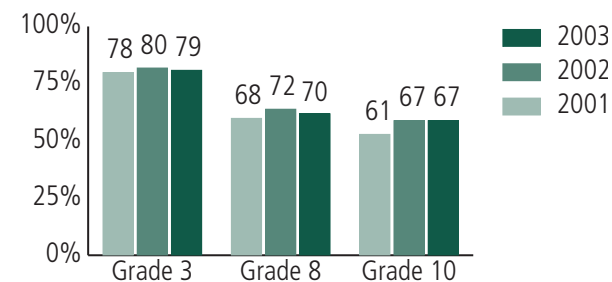
## Student Achievement 2002-03

### Delaware Student Testing Program, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	Grade 10
All students	79%	70%	67%
Economically disadvantaged students	68	54	43
Migrant students	*	*	*
Students with disabilities	44	25	13
Students with limited English proficiency	67	16	15
Black, non-Hispanic students	65	55	46
Hispanic students	73	55	44
White, non-Hispanic students	88	79	77

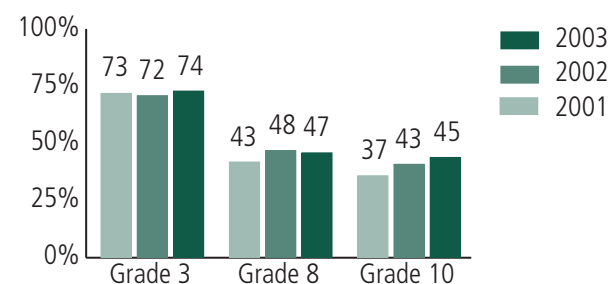
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 10
All students	74%	47%	45%
Economically disadvantaged students	62	27	22
Migrant students	*	*	*
Students with disabilities	41	12	6
Students with limited English proficiency	51	24	24
Black, non-Hispanic students	56	26	20
Hispanic students	67	33	26
White, non-Hispanic students	84	59	56

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	1	1
<b>Number of public schools (CCD)</b>		
Elementary	111	119
Middle	26	28
High	20	30
Combined	5	8
Other	11	18
Total	173	203
<b>Number of charter schools (CCD)</b>		
		34

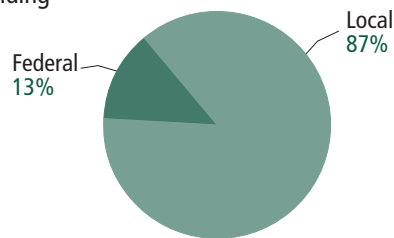
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$449,382	\$452,905
Noninstructional	37,699	27,834
Support	426,240	431,692
Total	913,321	912,431

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$11,321	\$12,102

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$34,870,281

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	5,216	4,703
K-8	53,903	50,486
9-12	17,854	15,374
Total (K-12)	71,757	65,860

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	2%
Black, non-Hispanic	89	84
Hispanic	6	10
White, non-Hispanic	4	4

Students with disabilities (OSEP)	1993-94	2002-03
	9%	15%

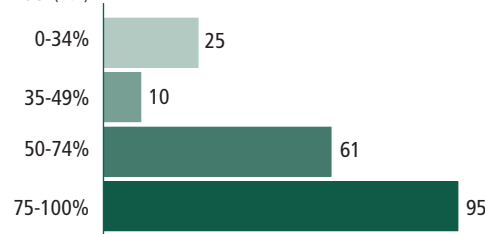
Students with limited English proficiency (NCELA)	1993-94	2002-03
	6%	8%

Migrant students (OME)	1993-94	2002-03
	*	2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	53%	16%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	47,189

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>12 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	2,286	n/a
Middle	905	n/a
High	977	n/a
Combined	105	n/a
Other	1,783	n/a
Total	6,056	n/a

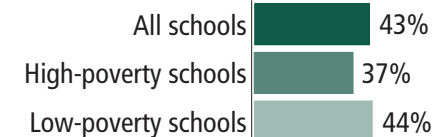
## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	366	1,536
Instructional coordinators	168	20
Administrators	799	333
Other	3,202	4,655
Total	4,535	6,544

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

	1994	2000
English	90%	68%
Mathematics	82	87
Science	#	n/a
Social studies	#	74

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	10%	n/a
Avg. freshman graduation rate (NCES)	59	60%
College-going rate (IPEDS/NCES)	71	48

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	11%
Basic level or above	n/a	32
Math, Grade 8		
Proficient level or above	5%	6%
Basic level or above	20	29

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

## Statewide Accountability Information

See Appendix B for the District of Columbia's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://silicon.k12.dc.us/NCLB/reportcards.asp> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Stanford 9

**State student achievement levels:** Below Basic, Basic, Proficient, Advanced

### NCLB Accountability Goals

	2001-02 Annual measurable objective starting point	Target (2002-03)
Elementary Reading	30.3%	30.3%
Mathematics	38.4	38.4
Secondary Reading	19.8	19.8
Mathematics	13.7	13.7
High school Reading	19.8	19.8
Mathematics	13.7	13.7

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	50 (27%)	78 (42%)	0
Identified for improvement:			
Year 1	65 (35%)	65 (35%)	0
Year 2	14 (8%)	14 (8%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or approach 90%.	97 schools met
Middle indicator: Attendance	Meet or approach 90%.	21 schools met
High school indicator: Graduation rate	n/a	n/a

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	192	*
Supplemental educational services:	1,120	2%

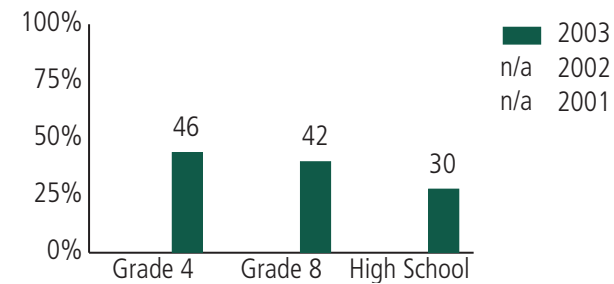
## Student Achievement 2002-03

### Stanford 9, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	46%	42%	30%
Economically disadvantaged students	48	46	33
Migrant students	60	65	40
Students with disabilities	16	11	7
Students with limited English proficiency	29	13	<5
Black, non-Hispanic students	44	40	28
Hispanic students	44	40	20
White, non-Hispanic students	96	91	86

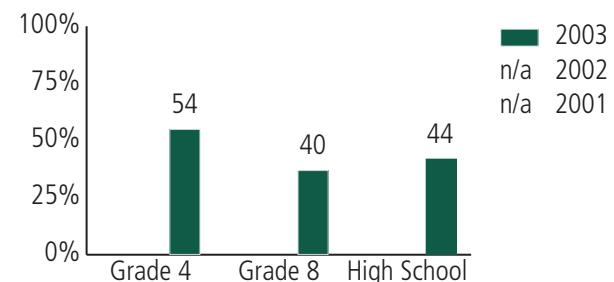
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	54%	40%	44%
Economically disadvantaged students	58	42	47
Migrant students	63	58	57
Students with disabilities	15	8	10
Students with limited English proficiency	45	27	40
Black, non-Hispanic students	52	37	41
Hispanic students	58	43	44
White, non-Hispanic students	97	93	87

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 67	<b>2002-03</b> 67
<b>Number of public schools</b> (CCD)		
Elementary	1,479	1,826
Middle	393	511
High	343	442
Combined	300	593
Other	41	10
<b>Total</b>	<b>2,556</b>	<b>3,382</b>
<b>Number of charter schools</b> (CCD)		225

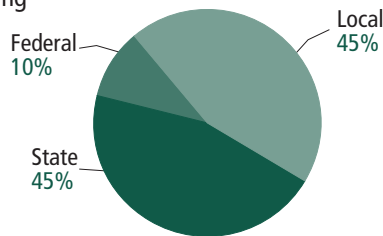
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$7,643,691
Noninstructional	646,235
Support	4,936,846
<b>Total</b>	<b>13,226,722</b>
<b>Total current expenditures</b> 2001-02 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$9,161,962
Noninstructional	772,643
Support	5,601,259
<b>Total</b>	<b>15,535,864</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$6,482</b>	<b>\$6,213</b>
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## Sources of funding

(CCD, 2001-02)



<b>Title I allocation 2001-02</b> (ED; Includes Title I, Part A)	<b>\$476,520,104</b>
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## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	34,793	51,304
K-8	1,480,401	1,724,113
9-12	525,569	729,149
<b>Total (K-12)</b>	<b>2,005,970</b>	<b>2,453,262</b>

<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	2%
Black, non-Hispanic	25	25
Hispanic	14	21
White, non-Hispanic	60	52

<b>Students with disabilities</b> (OSEP)	12%	13%
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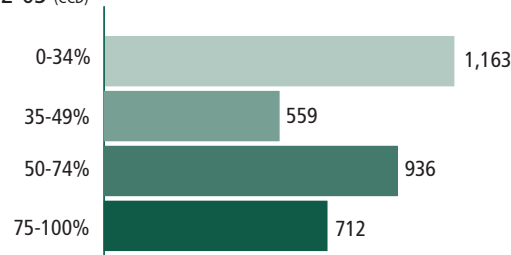
<b>Students with limited English proficiency</b> (NCELA)	6%	13%
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<b>Migrant students</b> (OME)	2%	3%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b>	<b>2003</b>
	27%	28%

<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	<b>1,148,685</b>
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>12 schools did not report.

## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	55,750	68,661
Middle	19,218	26,552
High	20,830	33,510
Combined	6,996	8,590
Other	7,859	913
<b>Total</b>	<b>110,653</b>	<b>138,226</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	22,238	31,040
Instructional coordinators	801	658
Administrators	7,436	8,483
Other	85,783	108,683
<b>Total</b>	<b>116,258</b>	<b>148,864</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	83%	86%
Mathematics	76	67
Science	52	69
Social studies	86	96

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	n/a	4%
<b>Avg. freshman graduation rate</b> (NCES)	66%	61
<b>College-going rate</b> (IPEDS/NCES)	49	58

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	23%	32%
Basic level or above	50	63
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	17%	23%
Basic level or above	54	61

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

## Statewide Accountability Information

See Appendix B for Florida's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

See <http://schoolgrades.fldoe.org> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Florida Comprehensive Assessment Test

**State student achievement levels:** Level 1, Level 2, Level 3, Level 4, Level 5

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	31%	31%
	Mathematics	38	38
Grade 8	Reading	31	31
	Mathematics	38	38
Grade 10	Reading	31	31
	Mathematics	38	38

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	128 (11%)	534 (15%)	0
Identified for improvement:			
Year 1	42 (3%)	42 (1%)	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: FCAT writing assessment	90% or 1% improvement	Met
Middle indicator: FCAT writing assessment	90% or 1% improvement	Met
High school indicator: FCAT writing assessment	90% or 1% improvement	Met
High school indicator: Graduation rate	85% or 1% improvement	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	10,283	3%
Supplemental educational services:	0	0

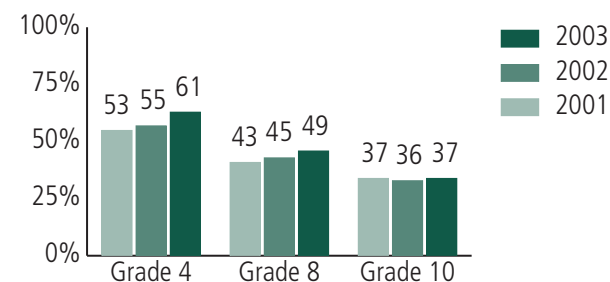
## Student Achievement 2002-03

### Florida Comprehensive Assessment Test, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	61%	49%	37%
Economically disadvantaged students	47	32	20
Migrant students	32	19	10
Students with disabilities	31	18	17
Students with limited English proficiency	23	10	<5
Black, non-Hispanic students	42	27	16
Hispanic students	52	39	26
White, non-Hispanic students	73	62	48

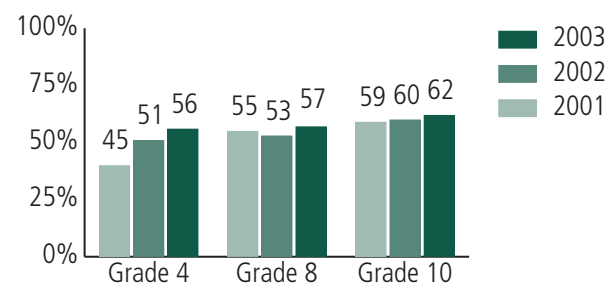
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	56%	57%	62%
Economically disadvantaged students	41	40	44
Migrant students	32	29	35
Students with disabilities	29	20	28
Students with limited English proficiency	27	24	32
Black, non-Hispanic students	33	32	35
Hispanic students	49	48	53
White, non-Hispanic students	68	70	74

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

Number of districts (CCD)	1993-94	2002-03
	181	180

Number of public schools (CCD)		
Elementary	1,085	1,205
Middle	311	421
High	288	332
Combined	67	38
Other	4	7
Total	1,755	2,003

Number of charter schools (CCD)		46
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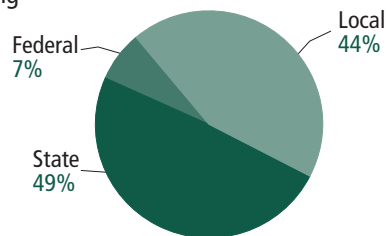
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$4,447,073	\$6,932,058
Noninstructional	444,003	558,162
Support	2,334,106	3,363,275
Total	7,225,182	10,853,495

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$5,849	\$7,380
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## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	\$313,331,096
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## Students

Public school enrollment (CCD)		1993-94	2002-03
Pre-K	5,534	34,745	
K-8	904,891	1,053,816	
9-12	324,879	407,451	
Total (K-12)	1,229,770	1,461,267	

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	2%
Black, non-Hispanic	37	38
Hispanic	2	6
White, non-Hispanic	60	53

Students with disabilities (OSEP)	9%	11%
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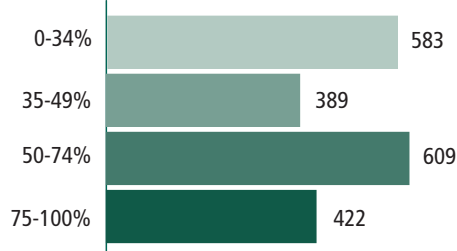
Students with limited English proficiency (NCELA)	1%	4%
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Migrant students (OME)	1%	2%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	29%	27%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	674,800
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



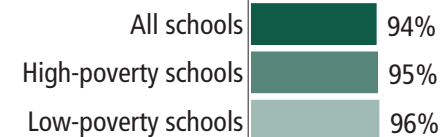
## Staff

Number of FTE teachers (CCD)		1993-94	2002-03
Elementary	38,541	46,045	
Middle	15,534	22,531	
High	17,770	23,720	
Combined	2,784	1,427	
Other	974	2,280	
Total	75,602	96,004	

Number of FTE non-teacher staff (CCD)		
Instructional aides	20,043	23,792
Instructional coordinators	676	1,490
Administrators	5,743	6,885
Other	52,469	69,733
Total	78,931	101,900

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

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	9%	7%
Avg. freshman graduation rate (NCES)	68	59
College-going rate (IPEDS/NCES)	59	60

NAEP state results (NCES)		
Reading, Grade 4	1994	2003
Proficient level or above	26%	26%
Basic level or above	52	58
Math, Grade 8	1996	2003
Proficient level or above	16%	21%
Basic level or above	51	59

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

## Statewide Accountability Information

See Appendix B for Georgia's definitions of proficient for Reading and mathematics for grades 4, 8, and 11.  
See <http://reportcard.gaosa.org/yr2004/psc> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Criterion- Referenced Competency Tests (CRCT)  
**State student achievement levels:** CRCT: Does Not Meet Standard, Meets Standard, Exceeds Standard; GHS GT: Failure, Pass, Pass Plus

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	60%	60%
	Mathematics	50	50
Grade 8	Reading	60	60
	Mathematics	50	50
Grade 11	Reading	88	88
	Mathematics	81	81

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	762 (68%)	1,274 (64%)	12 (7%)
Identified for improvement:			
Year 1	146 (13%)	146 (7%)	0
Year 2	90 (8%)	90 (5%)	0
Corrective action	176 (16%)	176 (9%)	0
Restructuring	121 (11%)	121 (6%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: LEA choice	—	—
Middle indicator: LEA choice	—	—
High school indicator: Graduation rate	Meeting 60% or progress toward goal.	Met.

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	2,547	*
Supplemental educational services:	25,451	4%

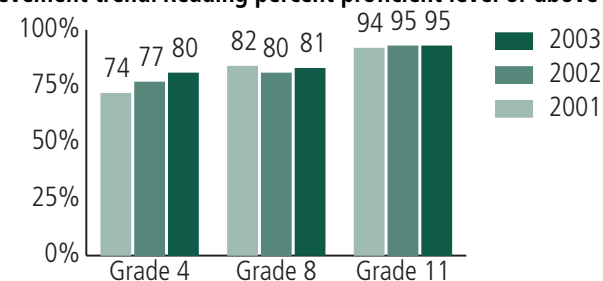
## Student Achievement 2002-03

### Criterion-Referenced Competency Tests, High School Graduation Test, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	80%	81%	95%
Economically disadvantaged students	71	71	90
Migrant students	58	51	84
Students with disabilities	51	43	74
Students with limited English proficiency	47	46	67
Black, non-Hispanic students	73	73	92
Hispanic students	65	65	84
White, non-Hispanic students	88	88	97

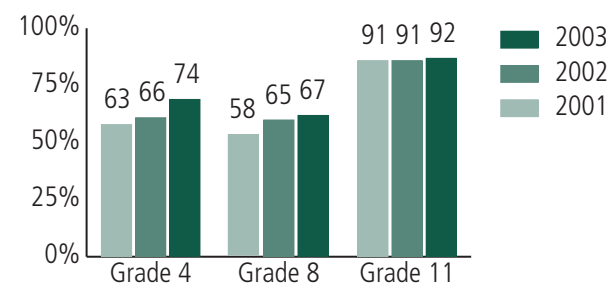
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	74%	67%	92%
Economically disadvantaged students	64	53	83
Migrant students	57	48	78
Students with disabilities	42	23	60
Students with limited English proficiency	50	44	75
Black, non-Hispanic students	62	52	84
Hispanic students	64	54	85
White, non-Hispanic students	83	77	96

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

<b>Number of districts</b> (CCD)	1993-94 1	2002-03 1
<b>Number of public schools</b> (CCD)		
Elementary	168	183
Middle	28	37
High	33	43
Combined	10	19
Other	2	1
<b>Total</b>	<b>241</b>	<b>283</b>
<b>Number of charter schools</b> (CCD)		
		25

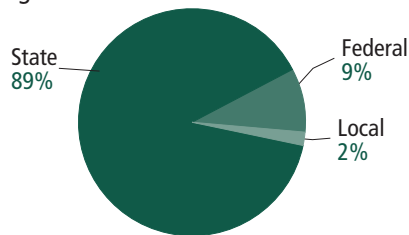
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$787,661
Noninstructional	76,988
Support	413,162
<b>Total</b>	<b>1,277,811</b>
	\$815,123
	75,474
	457,784
	<b>1,348,381</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	\$7,082	\$7,306
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$33,671,612

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

## Students

<b>Public school enrollment</b> (CCD)	1993-94	2002-03
Pre-K	552	1,031
K-8	131,051	129,779
9-12	48,728	52,922
<b>Total (K-12)</b>	<b>179,779</b>	<b>182,701</b>

## Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	68%	72%
Black, non-Hispanic	3	2
Hispanic	5	5
White, non-Hispanic	24	20

<b>Students with disabilities</b> (OSEP)	7%	10%
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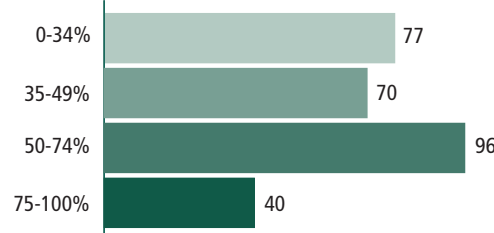
<b>Students with limited English proficiency</b> (NCELA)	6%	7%
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<b>Migrant students</b> (OME)	n/a	1%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	1996 18%	2003 17%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	80,630
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## Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



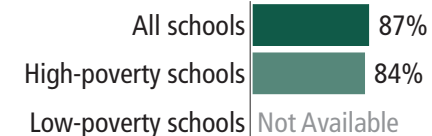
## Staff

<b>Number of FTE teachers</b> (CCD)	1993-94	2002-03
Elementary	5,629	5,677
Middle	1,322	1,815
High	2,805	3,062
Combined	342	268
Other	14	153
<b>Total</b>	<b>10,111</b>	<b>10,973</b>

<b>Number of FTE non-teacher staff</b> (CCD)	1993-94	2002-03
Instructional aides	2,203	2,603
Instructional coordinators	226	524
Administrators	609	640
Other	5,143	5,963
<b>Total</b>	<b>8,181</b>	<b>9,730</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	1994	2000
English	81%	81%
Mathematics	69	76
Science	74	87
Social studies	86	62

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
<b>High school dropout rate</b> (NCES)	n/a	6%
<b>Avg. freshman graduation rate</b> (NCES)	76%	68
<b>College-going rate</b> (IPEDS/NCES)	62	60

<b>NAEP state results</b> (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	19%	21%
Basic level or above	46	53
Math, Grade 8		
Proficient level or above	16%	16%
Basic level or above	51	55

## Statewide Accountability Information

See Appendix B for Hawaii's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://arch.k12.hi.us/pdf/nclb/2004/NCLB999.pdf> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** HCPS II State Assessment

**State student achievement levels:** Well Below Proficiency Assessment, Approaches Proficiency Assessment, Meets Proficiency, Exceeds Proficiency

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	30%	30%
	Mathematics	10	10
Grade 8	Reading	30	30
	Mathematics	10	10
High school	Reading	30	30
	Mathematics	10	10

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	42 (31%)	109 (39%)	0
Identified for improvement:			
Year 1	3 (2%)	3 (1%)	0
Year 2	12 (9%)	12 (4%)	0
Corrective action	25 (18%)	25 (9%)	0
Restructuring	44 (32%)	44 (16%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Grade-level retention rate	3% or less	Met
Middle indicator: Grade-level retention rate	6% or less	Met
High school indicator: Graduation rate	70%	Met

NCLB choice participation	Number of Title I students	Percent of Title I students
Title I school choice:	157	*
Supplemental educational services:	2,447	3%

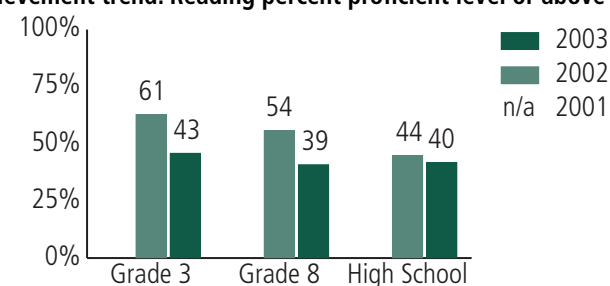
## Student Achievement 2002-03

**Hawaii Content and Performance Standards II State Assessment, used for NCLB accountability**

### Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	43%	39%	40%
Economically disadvantaged students	30	26	26
Migrant students	21	18	20
Students with disabilities	9	6	5
Students with limited English proficiency	8	5	7
Black, non-Hispanic students	36	38	35
Hispanic students	36	34	31
White, non-Hispanic students	57	53	52

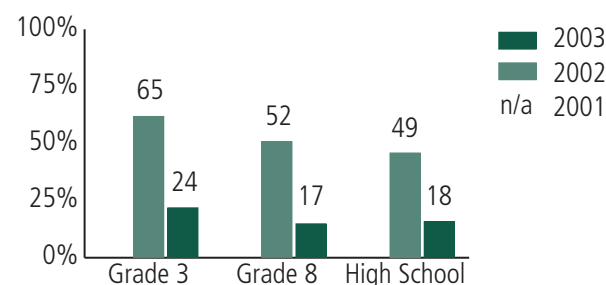
### Student achievement trend: Reading percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	24%	17%	18%
Economically disadvantaged students	15	8	9
Migrant students	12	5	8
Students with disabilities	6	<5	<5
Students with limited English proficiency	6	<5	5
Black, non-Hispanic students	12	7	8
Hispanic students	15	9	9
White, non-Hispanic students	32	23	23

### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 113	<b>2002-03</b> 114
<b>Number of public schools</b> (CCD)		
Elementary	329	350
Middle	100	106
High	142	172
Combined	15	28
Other	13	4
<b>Total</b>	<b>599</b>	<b>660</b>
<b>Number of charter schools</b> (CCD)		
		13

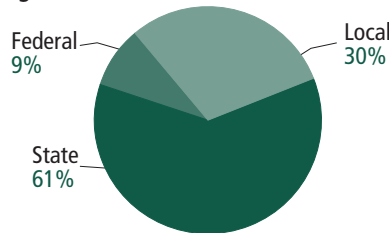
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$695,625
Noninstructional	53,749
Support	350,421
<b>Total</b>	<b>1,099,794</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$4,645</b>	<b>\$6,011</b>
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## Sources of funding

(CCD, 2001-02)



<b>Title I allocation 2001-02</b> (ED; Includes Title I, Part A)	<b>\$32,795,334</b>
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KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate  
 FTE = Full Time Equivalent

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	1,389	2,517
K-8	164,828	170,608
9-12	69,287	75,241
<b>Total (K-12)</b>	<b>234,115</b>	<b>245,849</b>

<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	7	11
White, non-Hispanic	90	86

<b>Students with disabilities</b> (OSEP)	8%	10%
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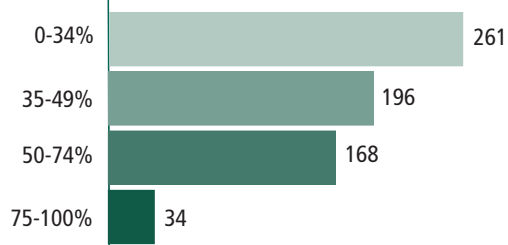
<b>Students with limited English proficiency</b> (NCELA)	3%	8%
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<b>Migrant students</b> (OME)	5%	6%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b> n/a	<b>2003</b> 28%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	<b>90,447</b>
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>1 school did not report.

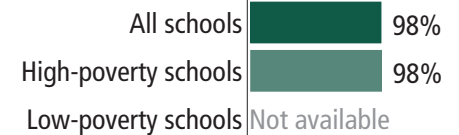
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	5,713	6,379
Middle	2,635	2,924
High	3,205	4,081
Combined	155	365
Other	300	147
<b>Total</b>	<b>12,007</b>	<b>13,896</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	1,709	2,641
Instructional coordinators	185	274
Administrators	709	847
Other	5,373	7,239
<b>Total</b>	<b>7,976</b>	<b>11,001</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	69%	57%
Mathematics	46	49
Science	77	75
Social studies	73	66

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	9%	6%
<b>Avg. freshman graduation rate</b> (NCES)	80	80
<b>College-going rate</b> (IPEDS/NCES)	48	45

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	n/a	30%
Basic level or above	n/a	64
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	n/a	28%
Basic level or above	n/a	72

## Statewide Accountability Information

See Appendix B for Idaho's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard0304.asp> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Idaho Standards Achievement Test

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

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	66%	66%
	Mathematics	51	62
Grade 8	Reading	66	66
	Mathematics	51	51
High school	Reading	66	66
	Mathematics	51	51

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	—	—	—
Year 2	—	—	—
Corrective action	—	—	—
Restructuring	—	—	—
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	—	—	—

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Language Arts ISAT or student growth.	Meet or progress toward standard set by board.	Met
High school indicator: Graduation rate	Meet or progress toward standard	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	—
Supplemental educational services:	0	—

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

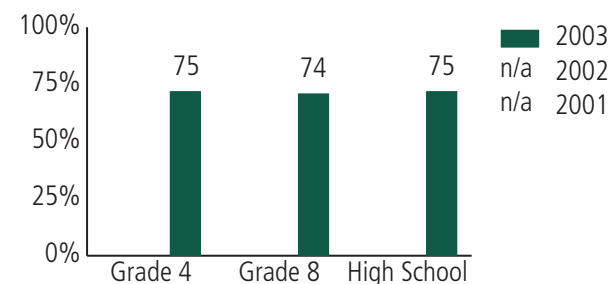
## Student Achievement 2002-03

### Idaho Standards Achievement Tests, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	75%	74%	75%
Economically disadvantaged students	65	61	61
Migrant students	39	33	32
Students with disabilities	36	28	27
Students with limited English proficiency	39	36	29
Black, non-Hispanic students	75	65	63
Hispanic students	50	44	40
White, non-Hispanic students	79	78	79

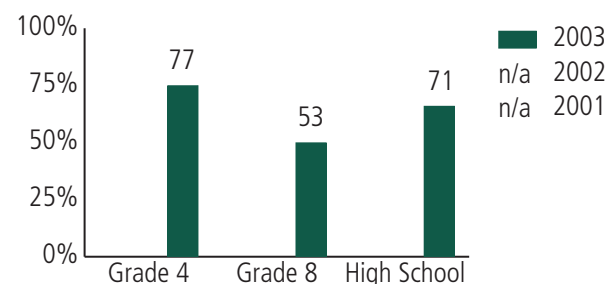
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	77%	53%	71%
Economically disadvantaged students	68	36	57
Migrant students	51	17	38
Students with disabilities	45	12	22
Students with limited English proficiency	49	21	35
Black, non-Hispanic students	67	37	51
Hispanic students	58	25	43
White, non-Hispanic students	81	57	74

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 922	<b>2002-03</b> 893
<b>Number of public schools</b> (CCD)		
Elementary	2,618	2,619
Middle	707	740
High	645	753
Combined	27	123
Other	181	36
<b>Total</b>	<b>4,178</b>	<b>4,271</b>
<b>Number of charter schools</b> (CCD)		22

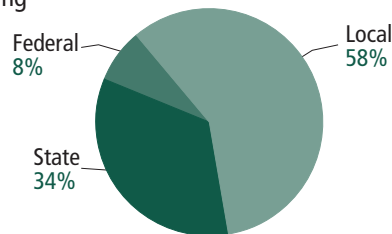
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$7,763,834
Noninstructional	437,918
Support	4,698,564
<b>Total</b>	<b>12,900,315</b>
<b>Total current expenditures</b> 2001-02 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$9,804,430
Noninstructional	536,275
Support	6,140,082
<b>Total</b>	<b>16,480,787</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$6,814</b>	<b>\$7,956</b>
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$430,679,234

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	42,359	60,524
K-8	1,259,394	1,425,283
9-12	503,024	595,349
<b>Total (K-12)</b>	<b>1,762,418</b>	<b>2,020,632</b>

## Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	4%
Black, non-Hispanic	21	21
Hispanic	11	17
White, non-Hispanic	65	58

<b>Students with disabilities</b> (OSEP)	11%	12%
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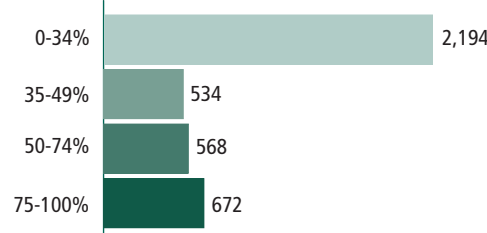
<b>Students with limited English proficiency</b> (NCELA)	5%	8%
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<b>Migrant students</b> (OME)	*	*
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b>	<b>2003</b>
	n/a	23%

<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	741,954
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>303 schools did not report.

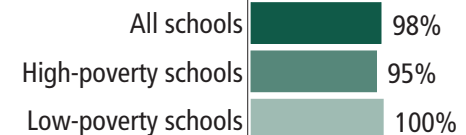
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	55,317	65,432
Middle	17,322	22,421
High	29,174	36,121
Combined	872	1,959
Other	8,190	5,112
<b>Total</b>	<b>110,874</b>	<b>131,045</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	17,609	32,902
Instructional coordinators	1,507	1,298
Administrators	6,031	10,333
Other	63,201	82,656
<b>Total</b>	<b>88,348</b>	<b>127,189</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	89%	70%
Mathematics	82	65
Science	77	93
Social studies	80	90

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	7%	6%
<b>Avg. freshman graduation rate</b> (NCES)	76	76
<b>College-going rate</b> (IPEDS/NCES)	64	60

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	n/a	31%
Basic level or above	n/a	61
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	n/a	29%
Basic level or above	n/a	66

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

## Statewide Accountability Information

See Appendix B for Illinois's definitions of proficient for reading and mathematics for grades 3, 8, and 11.

See <http://webprod1.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Illinois Standards Achievement Test (ISAT)

**State student achievement levels:** Academic Warning, Below Standards, Meets Standards, Exceeds Standards

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	40%	40%
	Mathematics	40	40
Grade 8	Reading	40	40
	Mathematics	40	40
Grade 11	Reading	40	40
	Mathematics	40	40

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,441 (62%)	2,582 (68%)	455 (51%)
Identified for improvement:			
Year 1	252 (10%)	244 (6%)	0
Year 2	287 (11%)	279 (7%)	0
Corrective action	23 (1%)	240 (1%)	0
Restructuring	22 (1%)	22 (*)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 88%	Met
Middle indicator: Attendance	Meet or progress toward 88%	Met
High school indicator: Graduation rate	Meet or progress toward 65%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,313	*
Supplemental educational services:	18,000	3%

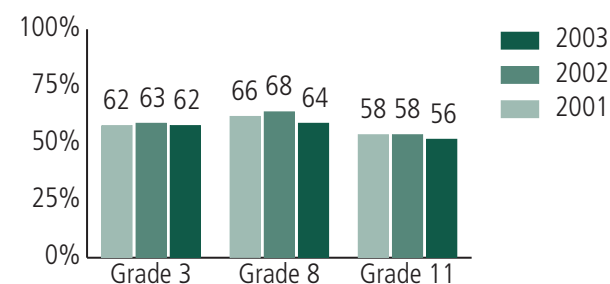
## Student Achievement 2002-03

### Illinois Standards Achievement Test, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	62%	64%	56%
Economically disadvantaged students	42	46	32
Migrant students	26	20	18
Students with disabilities	32	20	15
Students with limited English proficiency	38	15	16
Black, non-Hispanic students	35	45	31
Hispanic students	49	47	35
White, non-Hispanic students	76	73	65

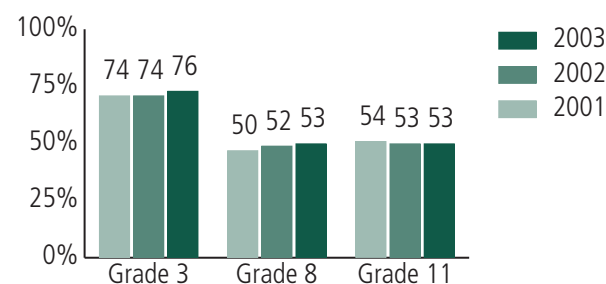
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	76%	53%	53%
Economically disadvantaged students	58	30	25
Migrant students	48	22	10
Students with disabilities	55	13	13
Students with limited English proficiency	57	18	24
Black, non-Hispanic students	49	23	21
Hispanic students	69	36	29
White, non-Hispanic students	89	66	63

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

<b>Number of districts (CCD)</b>	<b>1993-94</b>	<b>2002-03</b>
	292	294
<hr/>		
<b>Number of public schools (CCD)</b>		
Elementary	1,180	1,165
Middle	292	318
High	348	340
Combined	32	85
Other	9	1
<b>Total</b>	<b>1,861</b>	<b>1,909</b>
<hr/>		
<b>Number of charter schools (CCD)</b>		11

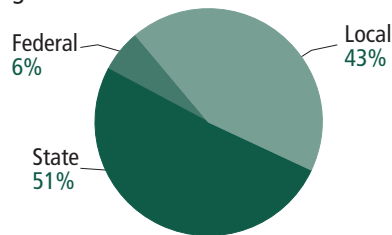
## Finances

<b>Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)</b>	<b>1993-94</b>	<b>2001-02</b>
Instructional	\$3,995,708	\$4,689,264
Noninstructional	284,075	316,010
Support	2,203,966	2,699,273
<b>Total</b>	<b>6,483,749</b>	<b>7,704,547</b>

<b>Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)</b>	<b>\$6,715</b>	<b>\$7,734</b>
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## Sources of funding

(CCD, 2001-02)



**Title I allocation 2001-02** \$152,669,344  
(ED; Includes Title I, Part A)

## Students

<b>Public school enrollment (CCD)</b>	<b>1993-94</b>	<b>2002-03</b>
Pre-K	3,971	5,407
K-8	669,997	707,112
9-12	282,219	288,190
<b>Total (K-12)</b>	<b>952,216</b>	<b>995,302</b>

<b>Race/ethnicity (CCD)</b>		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	11	12
Hispanic	2	4
White, non-Hispanic	86	82

<b>Students with disabilities (OSEP)</b>	11%	13%
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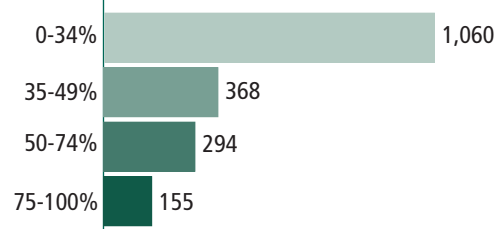
<b>Students with limited English proficiency (NCELA)</b>	1%	2%
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<b>Migrant students (OME)</b>	1%	2%
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<b>Eighth-grade students enrolled in Algebra I for high school credit (NAEP)</b>	<b>1996</b>	<b>2003</b>
	21%	24%

**Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)** 325,856

**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)**



<sup>†</sup>32 schools did not report.

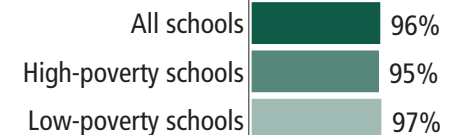
## Staff

<b>Number of FTE teachers (CCD)</b>	<b>1993-94</b>	<b>2002-03</b>
Elementary	25,289	28,277
Middle	9,848	11,114
High	15,889	16,166
Combined	721	2,041
Other	3,360	2,371
<b>Total</b>	<b>55,107</b>	<b>59,968</b>

<b>Number of FTE non-teacher staff (CCD)</b>		
Instructional aides	13,633	17,426
Instructional coordinators	1,293	1,623
Administrators	3,611	3,919
Other	40,248	44,062
<b>Total</b>	<b>58,785</b>	<b>67,030</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)</b>	<b>1994</b>	<b>2000</b>
English	76%	87%
Mathematics	81	72
Science	78	77
Social studies	89	79

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate (NCES)</b>	n/a	n/a
<b>Avg. freshman graduation rate (NCES)</b>	76%	72%
<b>College-going rate (IPEDS/NCES)</b>	55	60

<b>NAEP state results (NCES)</b>		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	33%	33%
Basic level or above	66	66
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	24%	30%
Basic level or above	68	73

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

## Statewide Accountability Information

See Appendix B for Indiana's definitions of proficient for English/language arts and mathematics for grades 3, 8, and high school.

See <http://www.doe.state.in.us/istep/2003/summary.html> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

**State student achievement levels:** Did Not Pass, Pass, Pass Plus

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	English/language arts	58.8%	58.8%
	Mathematics	57.1	57.1
Grade 8	English/language arts	58.8	58.8
	Mathematics	57.1	57.1
High school	English/language arts	58.8	58.8
	Mathematics	57.1	57.1

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	654 (85%)	1,405 (76%)	161 (55%)
Identified for improvement:			
Year 1	26 (3%)	26 (1%)	23 (8%)
Year 2	23 (3%)	23 (1%)	0
Corrective action	18 (2%)	18 (1%)	0
Restructuring	10 (1%)	10 (1%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 95%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,199	1%
Supplemental educational services:	3,064	3%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

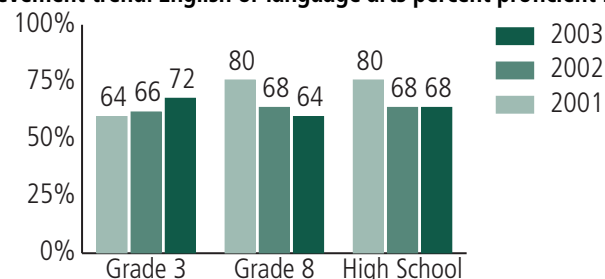
## Student Achievement 2002-03

### Indiana Statewide Testing for Educational Progress Plus, used for NCLB accountability

#### English or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	72%	64%	68%
Economically disadvantaged students	59	43	48
Migrant students	#	#	#
Students with disabilities	38	17	20
Students with limited English proficiency	51	24	24
Black, non-Hispanic students	50	36	38
Hispanic students	56	45	49
White, non-Hispanic students	76	68	74

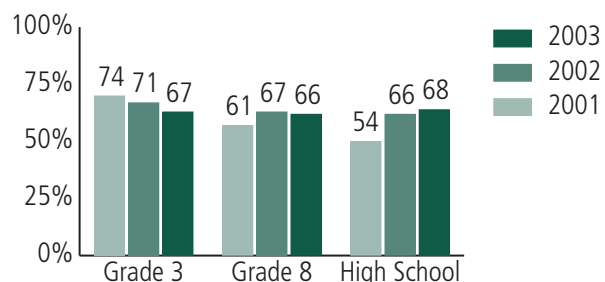
#### Student achievement trend: English or language arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	67%	66%	68%
Economically disadvantaged students	54	45	47
Migrant students	#	#	#
Students with disabilities	41	22	27
Students with limited English proficiency	52	34	35
Black, non-Hispanic students	46	33	35
Hispanic students	55	51	49
White, non-Hispanic students	70	72	73

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	396	371
<b>Number of public schools (CCD)</b>		
Elementary	852	797
Middle	289	293
High	357	366
Combined	18	37
Other	—	7
Total	1,516	1,500
<b>Number of charter schools (CCD)</b>		
		n/a

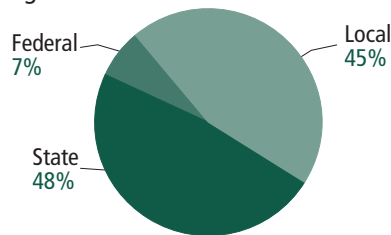
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,994,760	\$2,124,947
Noninstructional	145,189	259,195
Support	1,095,643	1,181,655
Total	3,235,591	3,565,797

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,491	\$7,338

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	2001-02
	\$62,955,699

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	5,430	5,949
K-8	333,743	315,773
9-12	142,601	152,147
Total (K-12)	476,344	467,920

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	2%	2
Black, non-Hispanic	3	4
Hispanic	2	4
White, non-Hispanic	93	89

Students with disabilities (OSEP)	1993-94	2002-03
	11%	13%

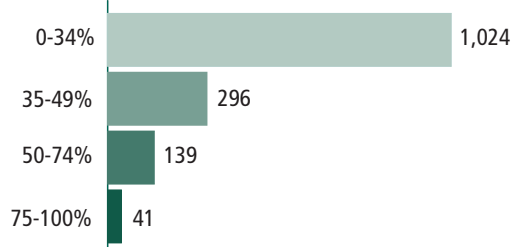
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	3%

Migrant students (OME)	1993-94	2002-03
	*	2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	20%	19%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	137,404

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



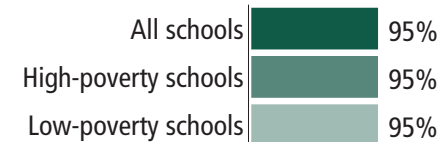
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	14,572	16,089
Middle	6,521	7,204
High	10,389	11,216
Combined	133	65
Other	n/a	n/a
Total	31,616	34,573

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	4,945	8,439
Instructional coordinators	372	477
Administrators	2,496	3,149
Other	20,848	20,788
Total	28,661	32,853

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	80%	70%
Mathematics	74	73
Science	86	89
Social studies	81	80

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	3%
Avg. freshman graduation rate (NCES)	87	83
College-going rate (IPEDS/NCES)	64	65

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	35%	35%
Basic level or above	69	71
Math, Grade 8		
Proficient level or above	31%	33%
Basic level or above	78	76

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

## Statewide Accountability Information

See Appendix B for Iowa's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.state.ia.us/educate/stateboard/doc/pocketcard03.pdf> for more details on the state-wide accountability system.

**State assessment for NCLB accountability:** Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED)

**State student achievement levels:** Low, Intermediate, High

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	65%	65%
	Mathematics	64	64
Grade 8	Reading	61	61
	Mathematics	63	63
High school	Reading	69	69
	Mathematics	69	69

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	718 (98%)	1,488 (99%)	371(100%)
Identified for improvement:			
Year 1	12 (2%)	12 (1%)	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	60	*
Supplemental educational services:	75	*

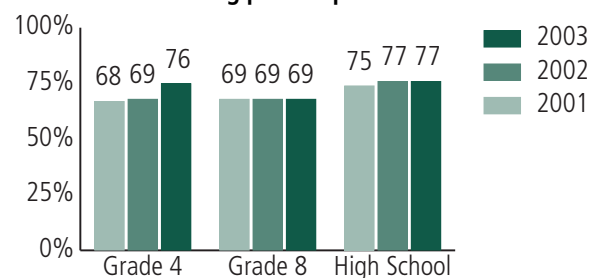
## Student Achievement 2002-03

### Iowa Tests of Basic Skills (grades 4, 8) and the Iowa Tests of Educational Development (high school), used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	76%	69%	77%
Economically disadvantaged students	61	50	61
Migrant students	44	30	26
Students with disabilities	29	23	28
Students with limited English proficiency	41	27	32
Black, non-Hispanic students	48	36	50
Hispanic students	53	43	54
White, non-Hispanic students	79	72	79

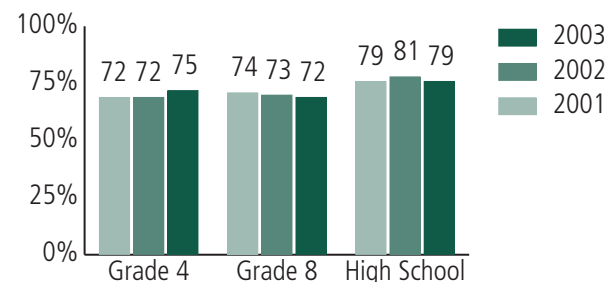
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	75%	72%	79%
Economically disadvantaged students	59	51	62
Migrant students	49	39	37
Students with disabilities	35	25	33
Students with limited English proficiency	45	34	40
Black, non-Hispanic students	43	33	44
Hispanic students	53	43	53
White, non-Hispanic students	78	74	81

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 304	<b>2002-03</b> 304
<b>Number of public schools</b> (CCD)		
Elementary	865	804
Middle	235	258
High	351	364
Combined	1	2
Other	4	3
<b>Total</b>	<b>1,456</b>	<b>1,431</b>
<b>Number of charter schools</b> (CCD)		
		18

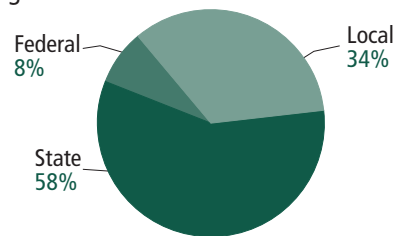
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$1,722,008
Noninstructional	146,144
Support	1,108,602
<b>Total</b>	<b>2,976,754</b>
	\$2,017,178
	161,018
	1,272,727
	3,450,923

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$6,505</b>	<b>\$7,339</b>
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## Sources of funding

(CCD, 2001-02)



<b>Title I allocation 2001-02</b> (ED; Includes Title I, Part A)	<b>\$73,138,975</b>
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KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate  
 FTE = Full Time Equivalent

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	2,432	2,257
K-8	324,914	307,786
9-12	127,081	143,412
<b>Total (K-12)</b>	<b>451,995</b>	<b>451,198</b>

<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	2	2
Black, non-Hispanic	8	9
Hispanic	5	10
White, non-Hispanic	84	77

<b>Students with disabilities</b> (OSEP)	9%	11%
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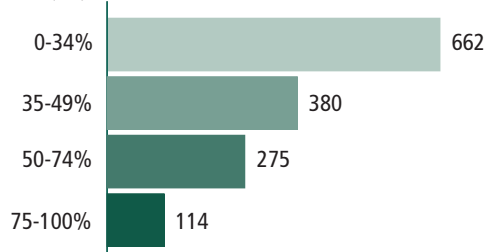
<b>Students with limited English proficiency</b> (NCELA)	2%	6%
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<b>Migrant students</b> (OME)	3%	4%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b> n/a	<b>2003</b> 28%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	168,744
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03** (CCD)



## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	14,836	15,618
Middle	5,692	6,504
High	9,146	10,455
Combined	23	67
Other	587	n/a
<b>Total</b>	<b>30,283</b>	<b>32,643</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	4,178	6,805
Instructional coordinators	166	118
Administrators	2,103	2,991
Other	19,053	21,354
<b>Total</b>	<b>25,500</b>	<b>31,268</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	63%	66%
Mathematics	63	58
Science	78	73
Social studies	73	71

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	n/a	3%
<b>Avg. freshman graduation rate</b> (NCES)	80%	77
<b>College-going rate</b> (IPEDS/NCES)	57	68

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	n/a	32%
Basic level or above	n/a	66
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	n/a	34%
Basic level or above	n/a	76

## Statewide Accountability Information

See Appendix B for Kansas's definitions of proficient for reading grades 5, 8, and 11, and mathematics for grades 4, 7, and 10.

See [http://www.ksde.org/ayp/2003\\_Kansas\\_State\\_Assessment\\_Highlights.pdf](http://www.ksde.org/ayp/2003_Kansas_State_Assessment_Highlights.pdf) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Kansas Assessment Program

**State student achievement levels:** Unsatisfactory, Basic, Proficient, Advanced, Exemplary

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 5	Reading	51.2%	51.2%
Grade 4	Mathematics	46.8	46.8
Grade 8	Reading	51.2	51.2
Grade 7	Mathematics	46.8	46.8
Grade 11	Reading	44	44
Grade 10	Mathematics	29.1	29.1

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	597 (93%)	1,216 (87%)	258 (85%)
Identified for improvement:			
Year 1	6 (1%)	6 (*)	0
Year 2	5 (1%)	5 (*)	0
Corrective action	19 (3%)	19 (1%)	7 (2%)
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	21 (3%)	21 (2%)	11 (4%)

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 75%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	196	*
Supplemental educational services:	4,691	5%

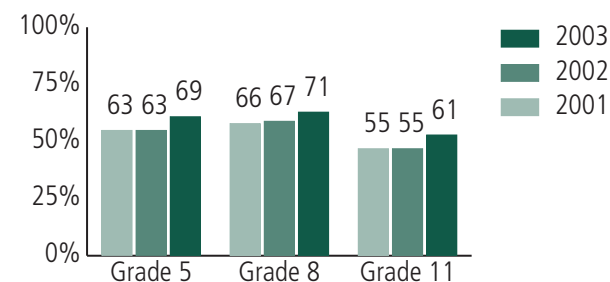
## Student Achievement 2002-03

### Kansas Assessment Program, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 5	Grade 8	Grade 11
All students	69%	71%	61%
Economically disadvantaged students	55	55	43
Migrant students	51	50	46
Students with disabilities	49	39	28
Students with limited English proficiency	50	53	50
Black, non-Hispanic students	44	47	33
Hispanic students	52	53	42
White, non-Hispanic students	74	75	64

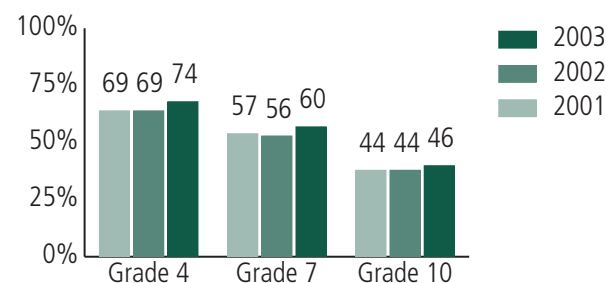
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 7	Grade 10
All students	74%	60%	46%
Economically disadvantaged students	61	41	26
Migrant students	52	26	13
Students with disabilities	59	34	20
Students with limited English proficiency	50	22	13
Black, non-Hispanic students	48	28	16
Hispanic students	56	33	19
White, non-Hispanic students	79	67	51

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	176	176
<b>Number of public schools (CCD)</b>		
Elementary	814	772
Middle	222	233
High	251	293
Combined	10	80
Other	6	3
Total	1,303	1,381
Number of charter schools (CCD)		n/a

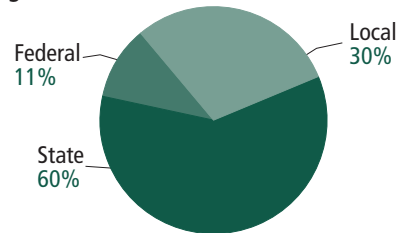
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$2,263,697	\$2,619,607
Noninstructional	197,370	235,471
Support	1,318,201	1,413,529
Total	3,779,268	4,268,607

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$5,767	\$6,523

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$152,145,672

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

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	15,732	n/a
K-8	442,834	440,952
9-12	184,356	182,479
Total (K-12)	627,190	623,431

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	10	10
Hispanic	*	1
White, non-Hispanic	89	87

Students with disabilities (OSEP)	1993-94	2002-03
	10%	12%

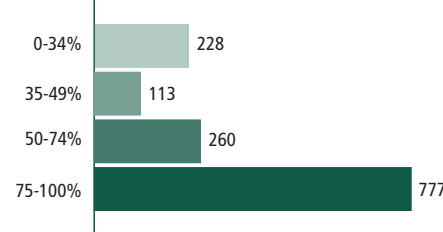
Students with limited English proficiency (NCELA)	1993-94	2002-03
	*	1%

Migrant students (OME)	1993-94	2002-03
	3%	3%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	20%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	434,012

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>3 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	19,213	19,088
Middle	7,410	8,007
High	10,701	10,773
Combined	n/a	579
Other	n/a	2,214
Total	37,324	40,662

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	9,322	14,078
Instructional coordinators	626	846
Administrators	2,945	3,722
Other	31,062	36,531
Total	43,955	55,177

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

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	5%
Avg. freshman graduation rate (NCES)	79%	70
College-going rate (IPEDS/NCES)	49	59

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	26%	31%
Basic level or above	56	65
Math, Grade 8		
Proficient level or above	16%	24%
Basic level or above	56	66

## Statewide Accountability Information

See Appendix B for Kentucky's definitions of proficient for reading, grades 4, 7, and high school and mathematics for grades 5, 8, and high school.

See <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/CTBS+5+Reports/default.htm> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Kentucky Core Content Test

**State student achievement levels:** Novice, Apprentice, Proficient, Distinguished

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	47.27%	47.27%
Grade 5	Mathematics	22.45	22.45
Grade 7	Reading	45.6	45.6
Grade 8	Mathematics	16.49	16.49
High school	Reading	19.26	19.26
	Mathematics	19.76	19.76

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	522 (62%)	700 (59%)	55 (31%)
Identified for improvement:			
Year 1	0	0	0
Year 2	25 (3%)	25 (2%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Modified Kentucky Accountability Index	Improvement from previous year	Met
High school indicator: Graduation rate	n/a	n/a

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	328	*
Supplemental educational services:	1,170	*

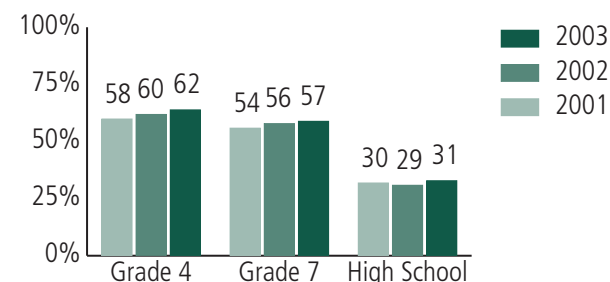
## Student Achievement 2002-03

### Kentucky Core Content Test, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 7	High school
All students	62%	57%	31%
Economically disadvantaged students	51	43	17
Migrant students	47	40	12
Students with disabilities	43	19	7
Students with limited English proficiency	38	31	12
Black, non-Hispanic students	43	35	15
Hispanic students	53	51	23
White, non-Hispanic students	65	60	33

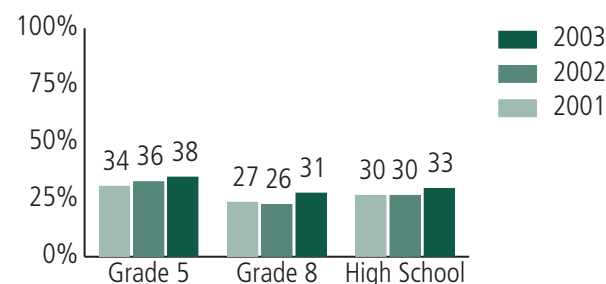
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 5	Grade 8	High school
All students	38%	31%	33%
Economically disadvantaged students	26	17	17
Migrant students	19	16	21
Students with disabilities	19	9	9
Students with limited English proficiency	28	17	20
Black, non-Hispanic students	19	10	13
Hispanic students	31	23	26
White, non-Hispanic students	41	33	35

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

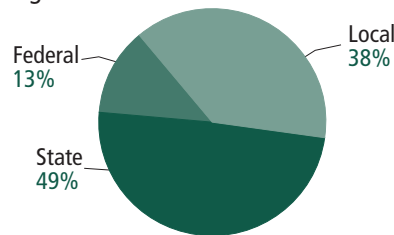
<b>Number of districts</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
	66	68
<b>Number of public schools</b> (CCD)		
Elementary	758	804
Middle	272	285
High	220	248
Combined	102	161
Other	3	24
<b>Total</b>	<b>1,355</b>	<b>1,522</b>
<b>Number of charter schools</b> (CCD)		
		20

## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$2,518,505
Noninstructional	380,458
Support	1,337,205
<b>Total</b>	<b>4,236,169</b>
	\$2,935,369
	304,938
	1,562,258
	<b>4,268,607</b>
<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$5,291</b>
	<b>\$6,567</b>

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$152,145,672

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

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	12,857	21,856
K-8	546,168	513,138
9-12	202,283	192,873
<b>Total (K-12)</b>	<b>748,451</b>	<b>706,011</b>
<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	1%	1
Black, non-Hispanic	45	48
Hispanic	1	2
White, non-Hispanic	52	49

Students with disabilities (OSEP) 9% 11%

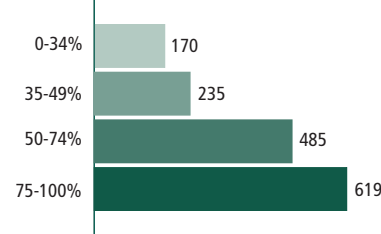
Students with limited English proficiency (NCELA) 1% 1%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003  
14% 11%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 443,102

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



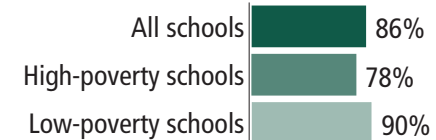
<sup>†</sup>13 schools did not report.

## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	22,730	23,805
Middle	9,316	9,484
High	10,891	11,728
Combined	3,224	3,597
Other	752	1,449
<b>Total</b>	<b>46,913</b>	<b>50,062</b>
<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	9,431	11,372
Instructional coordinators	492	1,348
Administrators	3,316	2,919
Other	33,041	36,632
<b>Total</b>	<b>46,280</b>	<b>52,271</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	65%	60%
Mathematics	63	58
Science	57	45
Social studies	67	60

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
High school dropout rate (NCES)	5%	8%
Avg. freshman graduation rate (NCES)	61	64
College-going rate (IPEDS/NCES)	53	59
<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	15%	20%
Basic level or above	40	49
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	7%	16%
Basic level or above	38	57

## Statewide Accountability Information

See Appendix B for Louisiana's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.doe.state.la.us/lde/pair/1989.asp> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Louisiana Educational Assessment Program  
**State student achievement levels:** Unsatisfactory, Approaching Basic, Basic, Advanced, Mastery

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	36.9%	36.9%
	Mathematics	30.1	30.1
Grade 8	Reading	36.9	36.9
	Mathematics	30.1	30.1
High school	Reading	36.9	36.9
	Mathematics	30.1	30.1

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	780 (83%)	1,162 (95%)	49 (72%)
Identified for improvement:			
Year 1	0	0	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Attendance	90%	Met
High school indicator: Non-dropout rate	90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	n/a
Supplemental educational services:	n/a	n/a

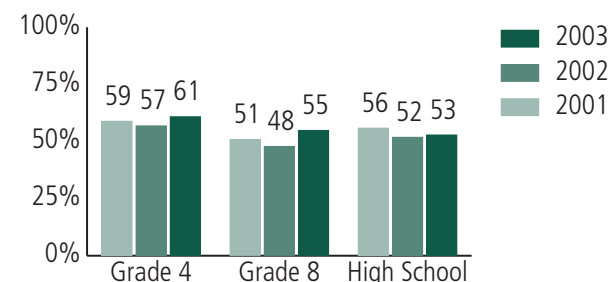
## Student Achievement 2002-03

Louisiana Educational Assessment Program, used for NCLB accountability

### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	61%	55%	53%
Economically disadvantaged students	52	42	38
Migrant students	51	45	42
Students with disabilities	30	14	8
Students with limited English proficiency	56	36	31
Black, non-Hispanic students	47	35	33
Hispanic students	68	57	49
White, non-Hispanic students	75	71	68

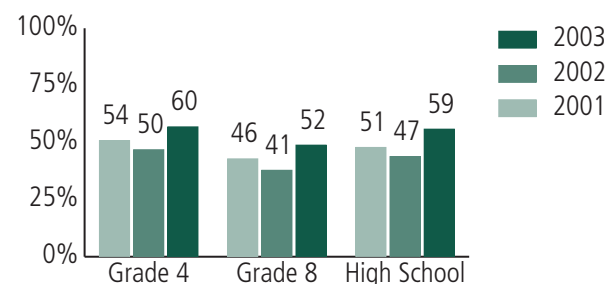
### Student achievement trend: Reading percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	60%	52%	59%
Economically disadvantaged students	51	39	45
Migrant students	56	53	59
Students with disabilities	35	18	16
Students with limited English proficiency	61	47	53
Black, non-Hispanic students	43	32	38
Hispanic students	68	54	57
White, non-Hispanic students	76	70	75

### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

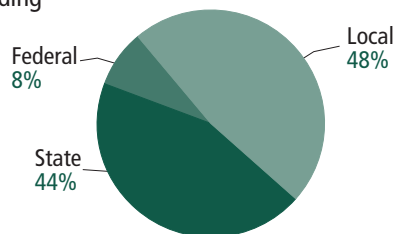
	1993-94	2002-03
Number of districts (CCD)	226	282
<b>Number of public schools (CCD)</b>		
Elementary	455	418
Middle	125	126
High	106	111
Combined	14	16
Other	2	1
Total	702	672
<b>Number of charter schools (CCD)</b>		
		n/a

## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,035,170	\$1,208,176
Noninstructional	56,523	60,634
Support	455,300	543,988
Total	1,546,993	1,812,798
<b>Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)</b>		
	\$7,129	\$8,818

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$37,942,178

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

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	1,036	1,503
K-8	152,981	138,124
9-12	59,632	61,873
Total (K-12)	212,613	199,997

## Race/ethnicity (CCD)

American Indian/Alaskan Native	n/a	1%
Asian/Pacific Islander	n/a	1
Black, non-Hispanic	n/a	2
Hispanic	n/a	1
White, non-Hispanic	n/a	96

Students with disabilities (OSEP)	12%	16%
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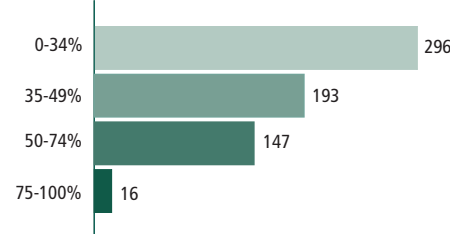
Students with limited English proficiency (NCELA)	1%	1%
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Migrant students (OME)	4%	5%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	25%	21%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	62,047
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>20 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	6,658	6,964
Middle	2,835	3,462
High	3,822	4,475
Combined	329	364
Other	1,700	1,572
Total	15,344	16,837

## Number of FTE non-teacher staff (CCD)

Instructional aides	3,452	5,903
Instructional coordinators	118	218
Administrators	1,287	1,493
Other	8,664	10,127
Total	13,521	17,741

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

	1994	2000
English	81%	71%
Mathematics	68	64
Science	67	63
Social studies	72	56

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

Not Available

## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	3%
Avg. freshman graduation rate (NCES)	75	76
College-going rate (IPEDS/NCES)	50	54

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	41%	36%
Basic level or above	75	71
Math, Grade 8		
Proficient level or above	31%	29%
Basic level or above	77	74

## Statewide Accountability Information

See Appendix B for Maine's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.state.me.us/education/profiles/getprofiles.htm> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Maine Educational Assessment (MEA)

**State student achievement levels:** Does Not Meet the Standard, Partially Meets the Standard, Meets the Standard, Exceeds the Standard

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	34%	34%
	Mathematics	12	12
Grade 8	Reading	35	35
	Mathematics	13	13
High school	Reading	44	44
	Mathematics	11	11

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	6 (*)	10 (1%)	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Average daily attendance	Meet or progress toward 96%.	Met
Middle indicator: Average daily attendance	Meet or progress toward 96%.	Met
High school indicator: Graduation rate	n/a	n/a

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	—
Supplemental educational services:	0	—

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

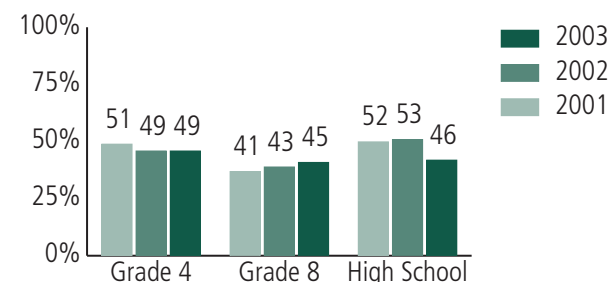
## Student Achievement 2002-03

### Maine Educational Assessment, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	49%	45%	46%
Economically disadvantaged students	39	27	25
Migrant students	n/a	25	16
Students with disabilities	10	7	5
Students with limited English proficiency	29	18	12
Black, non-Hispanic students	30	26	22
Hispanic students	40	41	29
White, non-Hispanic students	50	45	47

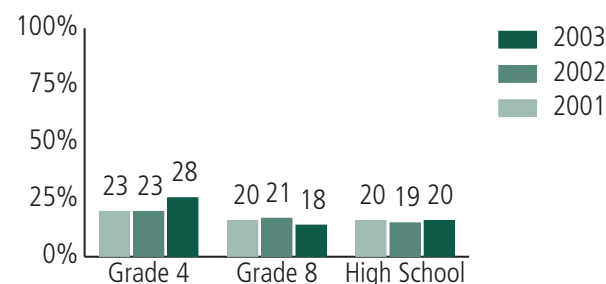
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	28%	18%	20%
Economically disadvantaged students	20	9	8
Migrant students	20	7	<5
Students with disabilities	8	<5	<5
Students with limited English proficiency	18	12	<5
Black, non-Hispanic students	7	6	65
Hispanic students	22	10	10
White, non-Hispanic students	29	18	20

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	24	24
<b>Number of public schools (CCD)</b>		
Elementary	799	862
Middle	209	241
High	158	205
Combined	7	23
Other	2	28
Total	1,175	1,359
<b>Number of charter schools (CCD)</b>		
		n/a

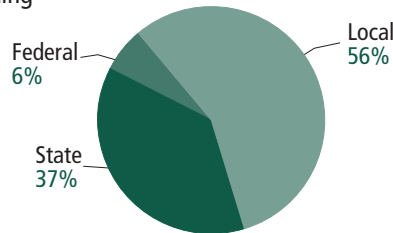
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,700,987	\$4,653,921
Noninstructional	310,379	355,058
Support	2,111,805	2,471,745
Total	6,123,170	7,480,724

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$7,926	\$8,692

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$153,983,710

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	17,984	20,397
K-8	544,839	587,066
9-12	197,072	253,506
Total (K-12)	741,911	840,572

## Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	4%	5%
Black, non-Hispanic	34	37
Hispanic	3	6
White, non-Hispanic	59	52

Students with disabilities (OSEP)	10%	10%
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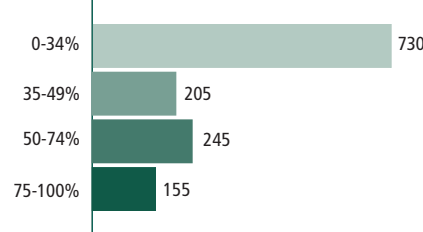
Students with limited English proficiency (NCELA)	2%	3%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	41%	32%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	265,989
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>24 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	21,532	26,487
Middle	9,507	11,896
High	10,733	14,104
Combined	295	638
Other	2,104	2,258
Total	44,171	55,382

## Number of FTE non-teacher staff (CCD)

Instructional aides	7,277	9,726
Instructional coordinators	669	948
Administrators	3,155	3,963
Other	27,481	32,623
Total	38,582	47,260

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

	1994	2000
English	86%	71%
Mathematics	73	68
Science	86	84
Social studies	92	91

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	79	79
College-going rate (IPEDS/NCES)	55	55

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	26%	32%
Basic level or above	55	62
Math, Grade 8		
Proficient level or above	24%	30%
Basic level or above	57	67

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

## Statewide Accountability Information

See Appendix B for Maryland's definitions of proficient for reading and mathematics for grades 3, 8, and 10.

See <http://mdreportcard.org/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Maryland School Assessments (MSA)

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

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	40%	40%
	Mathematics	47.4	47.4
Grade 8	Reading	43	43
	Mathematics	19	19
High school	Reading	42.9	42.9
	Mathematics	20.9	20.9

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	188 (40%)	871 (65%)	0
Identified for improvement:			
Year 1	19 (4%)	511 (38%)	0
Year 2	26 (1%)	48 (4%)	0
Corrective action	14 (*)	19 (1%)	0
Restructuring	61 (13%)	64 (5%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 94%	Met
Middle indicator: Attendance	Meet or progress toward 94%	Met
High school indicator: Graduation rate	Meet or progress toward 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	914	1%
Supplemental educational services:	5,077	4%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

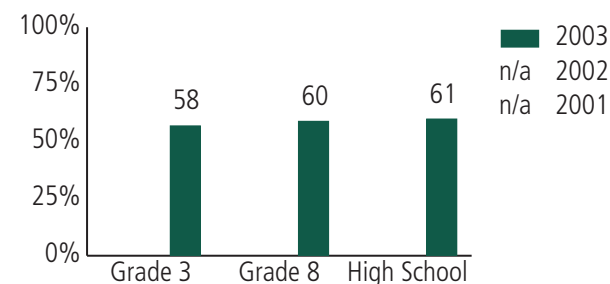
## Student Achievement 2002-03

### Maryland School Assessments (MSA), used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	58%	60%	61%
Economically disadvantaged students	37	36	38
Migrant students	31	13	33
Students with disabilities	25	20	22
Students with limited English proficiency	18	13	15
Black, non-Hispanic students	41	40	41
Hispanic students	39	45	45
White, non-Hispanic students	72	74	75

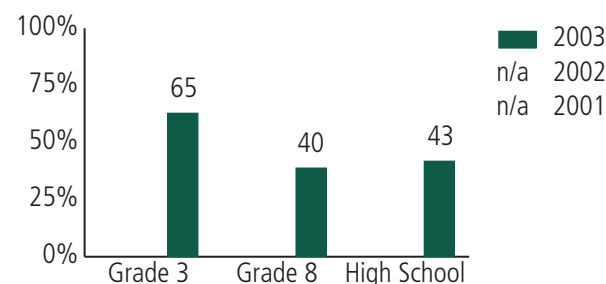
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	65%	40%	43%
Economically disadvantaged students	45	16	20
Migrant students	52	25	n/a
Students with disabilities	37	8	14
Students with limited English proficiency	38	20	29
Black, non-Hispanic students	47	18	17
Hispanic students	53	27	30
White, non-Hispanic students	79	54	58

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

<b>Number of districts</b> (CCD)	1993-94 262	2002-03 350
<b>Number of public schools</b> (CCD)		
Elementary	1,170	1,205
Middle	290	325
High	226	296
Combined	26	64
Other	3	4
<b>Total</b>	<b>1,715</b>	<b>1,894</b>
<b>Number of charter schools</b> (CCD)		47

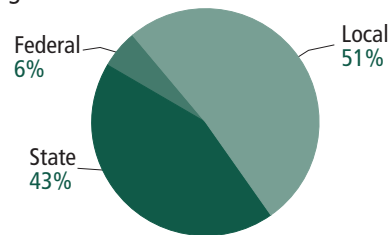
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$4,351,014
Noninstructional	251,143
Support	2,614,695
<b>Total</b>	<b>7,216,853</b>
	\$6,340,143
	309,134
	3,308,015
	<b>9,957,292</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	\$8,223	\$10,232
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$220,646,251

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

## Students

<b>Public school enrollment</b> (CCD)	1993-94	2002-03
Pre-K	13,178	22,803
K-8	625,344	678,247
9-12	232,208	281,939
<b>Total (K-12)</b>	<b>857,552</b>	<b>960,186</b>

## Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	4%	5%
Black, non-Hispanic	8	9
Hispanic	9	11
White, non-Hispanic	79	75

<b>Students with disabilities</b> (OSEP)	15%	13%
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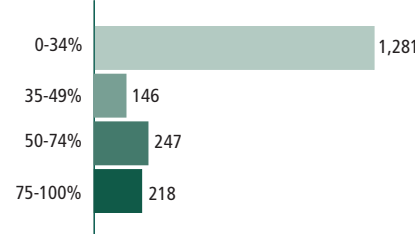
<b>Students with limited English proficiency</b> (NCELA)	5%	5%
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<b>Migrant students</b> (OME)	*	*
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	1996 41%	2003 33%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	257,359
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>2 schools did not report.

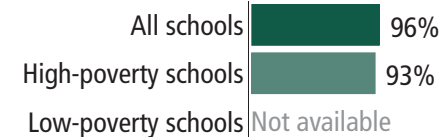
## Staff

<b>Number of FTE teachers</b> (CCD)	1993-94	2002-03
Elementary	n/a	n/a
Middle	n/a	n/a
High	n/a	n/a
Combined	n/a	n/a
Other	n/a	n/a
<b>Total</b>	<b>n/a</b>	<b>n/a</b>

<b>Number of FTE non-teacher staff</b> (CCD)	1993-94	2002-03
Instructional aides	10,611	19,945
Instructional coordinators	957	3,603
Administrators	3,043	3,918
Other	30,819	42,264
<b>Total</b>	<b>45,430</b>	<b>69,730</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	1994	2000
English	89%	83%
Mathematics	76	73
Science	89	79
Social studies	87	87

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
<b>High school dropout rate</b> (NCES)	4%	3%
<b>Avg. freshman graduation rate</b> (NCES)	80	79
<b>College-going rate</b> (IPEDS/NCES)	65	69

<b>NAEP state results</b> (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	36%	40%
Basic level or above	69	73
Math, Grade 8		
Proficient level or above	28%	38%
Basic level or above	68	76

## Statewide Accountability Information

See Appendix B for Massachusetts's definitions of proficient for English Language Arts in grades 4, 7, and 10 and mathematics for grades in grades 4, 8, and 10.

See <http://profiles.doe.mass.edu/staterc/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Massachusetts Comprehensive Assessment System

**State student achievement levels:** Failing (High school) / Warning (Elementary), Needs Improvement, Proficient, Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	English Language Arts	70.7 CPI	75 CPI
	Mathematics	53.0	60.8
Grade 7	English Language Arts	70.7	75
Grade 8	Mathematics	53.0	60.8
High school	English Language Arts	70.7	75
	Mathematics	53.0	60.8

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	937 (50%)	79 (23%)
Identified for improvement:			
Year 1	n/a	256 (14%)	0
Year 2	n/a	170 (9%)	0
Corrective action	n/a	38 (2%)	0
Restructuring	n/a	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	92%	Met
Middle indicator: Attendance	92%	Met
High school indicator: Competency determination	70%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	554	*
Supplemental educational services:	6,589	3%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

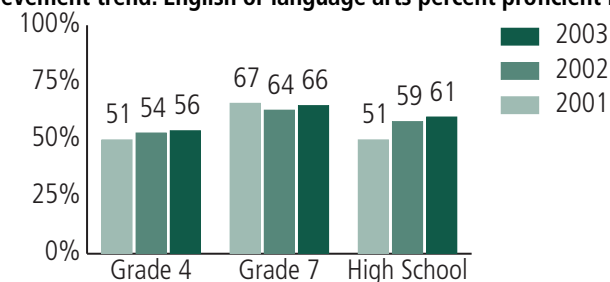
## Student Achievement 2002-03

### Massachusetts Comprehensive Assessment System, used for NCLB accountability

#### English or Language Arts

Proficient level or above for:	Grade 4	Grade 7	High school
All students	56%	66%	61%
Economically disadvantaged students	30	37	31
Migrant students	25	16	23
Students with disabilities	26	29	26
Students with limited English proficiency	16	19	12
Black, non-Hispanic students	30	39	35
Hispanic students	26	31	26
White, non-Hispanic students	65	75	69

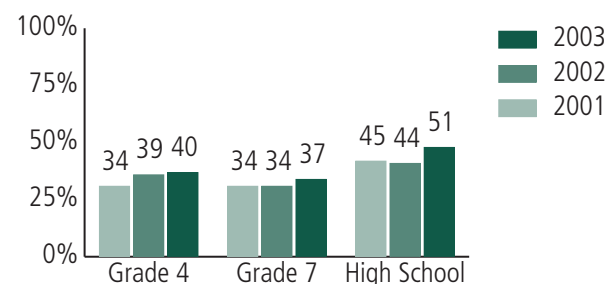
#### Student achievement trend: English or language arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	40%	37%	51%
Economically disadvantaged students	18	13	27
Migrant students	17	9	17
Students with disabilities	18	8	21
Students with limited English proficiency	14	11	27
Black, non-Hispanic students	15	11	24
Hispanic students	15	11	21
White, non-Hispanic students	48	44	58

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	556	554
<b>Number of public schools (CCD)</b>		
Elementary	1,864	2,139
Middle	534	639
High	540	663
Combined	48	185
Other	16	245
Total	3,002	3,871
Number of charter schools (CCD)		191

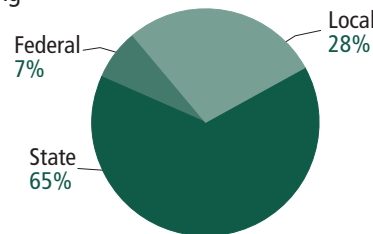
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$7,286,286	\$8,598,644
Noninstructional	365,422	459,635
Support	4,915,682	5,916,871
Total	12,567,391	14,975,150

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$7,858	\$10,232

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$420,799,581

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

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	11,704	24,133
K-8	1,106,414	1,194,167
9-12	423,081	515,519
Total (K-12)	1,529,495	1,709,686

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	17	20
Hispanic	2	4
White, non-Hispanic	78	72

Students with disabilities (OSEP)	1993-94	2002-03
	9%	11%

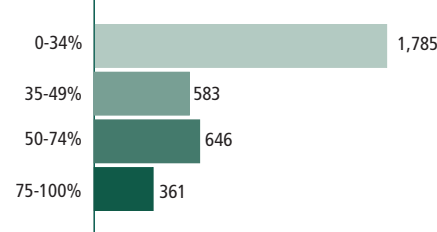
Students with limited English proficiency (NCELA)	1993-94	2002-03
	3%	3%

Migrant students (OME)	1993-94	2002-03
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	29%	21%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	553,124

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>496 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	35,068	37,522
Middle	15,166	18,021
High	20,508	22,119
Combined	1,019	2,202
Other	8,506	9,732
Total	80,267	89,595

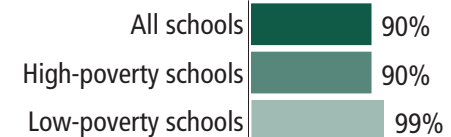
## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	12,629	22,664
Instructional coordinators	915	2,988
Administrators	6,599	7,382
Other	68,873	64,464
Total	89,016	97,498

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

	1994	2000
English	67%	64%
Mathematics	61	68
Science	73	72
Social studies	88	66

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	n/a
Avg. freshman graduation rate (NCES)	74%	75%
College-going rate (IPEDS/NCES)	60	54

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	32%
Basic level or above	n/a	64
Math, Grade 8		
Proficient level or above	28%	28%
Basic level or above	67	68

## Statewide Accountability Information

See Appendix B for Michigan's definitions of proficient for reading/language arts and mathematics for grades 4, 8, and high school.

See [http://www.michigan.gov/documents/State\\_Report\\_Card\\_2003-04\\_120358\\_7.doc](http://www.michigan.gov/documents/State_Report_Card_2003-04_120358_7.doc) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Michigan Educational Assessment Program

**State student achievement levels:** Below Basic, Basic, Met Expectations, Exceeds Expectations

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading/language arts	38%	38%
	Mathematics	47	47
Grade 7	Reading/language arts	31	31
Grade 8	Mathematics	31	31
High school	Reading/language arts	42	42
	Mathematics	33	33

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	2,090 (39%)	3,168 (89%)	n/a
Identified for improvement:			
Year 1	35 (1%)	54 (2%)	0
Year 2	79 (2%)	120 (3%)	0
Corrective action	65 (1%)	99 (3%)	0
Restructuring	66 (1%)	101 (3%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	289 (5%)	438 (12%)	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 80%	Met
Middle indicator: Attendance	Meet or progress toward 80%	Met
High school indicator: Graduation rate	80%	Met

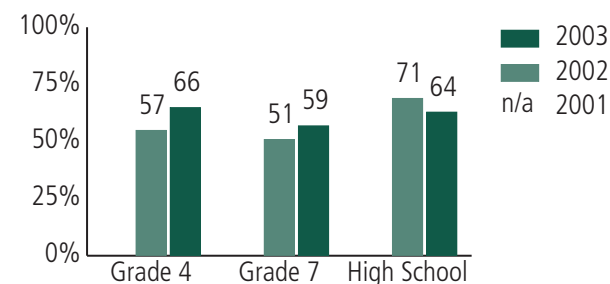
NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	370	*
Supplemental educational services:	11,444	2%

## Student Achievement 2002-03

### Michigan Educational Assessment Program, used for NCLB accountability Reading or language arts

Proficient level or above for:	Grade 4	Grade 7	High school
All students	66%	59%	64%
Economically disadvantaged students	46	37	42
Migrant students	54	29	22
Students with disabilities	53	42	26
Students with limited English proficiency	40	20	25
Black, non-Hispanic students	42	34	41
Hispanic students	49	45	51
White, non-Hispanic students	67	67	69

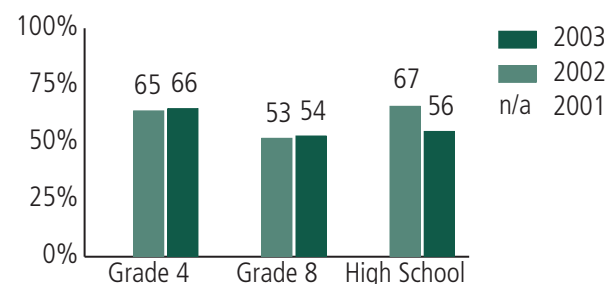
### Student achievement trend: Reading or language arts percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	66%	54%	56%
Economically disadvantaged students	51	33	20
Migrant students	47	22	<5
Students with disabilities	55	37	14
Students with limited English proficiency	51	30	29
Black, non-Hispanic students	45	26	17
Hispanic students	52	35	30
White, non-Hispanic students	73	61	58

### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	400	417
<b>Number of public schools (CCD)</b>		
Elementary	888	1,024
Middle	220	290
High	371	646
Combined	15	207
Other	3	15
Total	1,497	2,182
Number of charter schools (CCD)		89

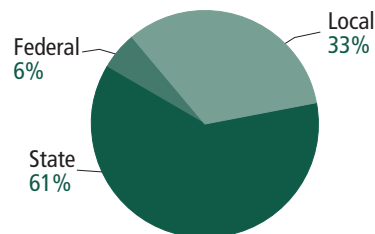
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,530,240	\$4,192,253
Noninstructional	224,024	281,475
Support	1,786,512	2,112,832
Total	5,540,775	6,586,560

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,839	\$7,736

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$112,964,619

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	6,656	10,037
K-8	570,324	557,664
9-12	233,253	279,190
Total (K-12)	803,577	836,854

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	4	5
Black, non-Hispanic	4	7
Hispanic	2	4
White, non-Hispanic	89	81

Students with disabilities (OSEP)	1993-94	2002-03
	9%	11%

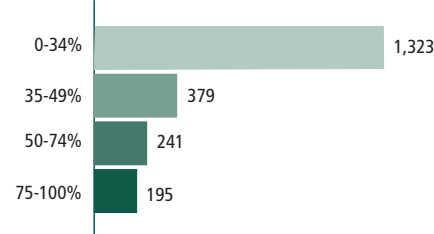
Students with limited English proficiency (NCELA)	1993-94	2002-03
	3%	6%

Migrant students (OME)	1993-94	2002-03
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	34%	22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 231,450

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>44 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	21,654	24,061
Middle	7,969	9,584
High	12,690	16,025
Combined	355	1,501
Other	4,288	1,636
Total	46,956	52,808

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	6,089	14,758
Instructional coordinators	487	439
Administrators	2,872	3,220
Other	18,455	34,086
Total	27,903	52,503

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	84%	92%
Mathematics	94	90
Science	97	93
Social studies	89	94

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	89	84
College-going rate (IPEDS/NCES)	53	64

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	33%	37%
Basic level or above	65	69
Math, Grade 8		
Proficient level or above	34%	44%
Basic level or above	75	82

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

## Statewide Accountability Information

See Appendix B for Minnesota's definitions of proficient for reading and mathematics for grade 3.

See [http://education.state.mn.us/html/intro\\_sch\\_dist\\_data.htm](http://education.state.mn.us/html/intro_sch_dist_data.htm) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Minnesota Comprehensive Assessments (MCAs)

**State student achievement levels:** Level 1, Level 2, Level 3, Level 4, Level 5

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	62.9%	62.9%
	Mathematics	65.4	65.4
Grade	Reading		
	Mathematics		
Grade	Reading		
	Mathematics		

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	824 (90%)	1,692 (92%)	361 (89%)
Identified for improvement:			
Year 1	23 (3%)	23 (1%)	0
Year 2	15 (2%)	15 (1%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	30 (3%)	30 (2%)	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 94.5%	Met
Middle indicator: Attendance	Meet or progress toward 94.5%	Met
High school indicator: Graduation rate	Meet or growth towards 87.4%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	306	*
Supplemental educational services:	1,498	1%

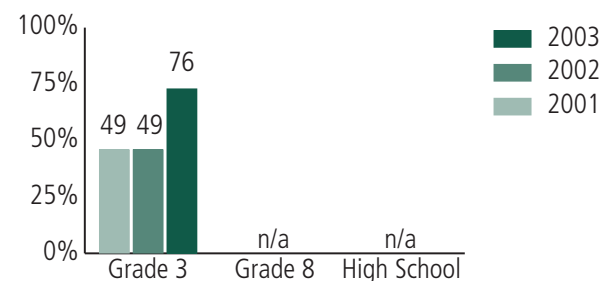
## Student Achievement 2002-03

### Minnesota Comprehensive Assessments, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade	Grade
All students	76%	-	-
Economically disadvantaged students	57	-	-
Migrant students	36	-	-
Students with disabilities	44	-	-
Students with limited English proficiency	38	-	-
Black, non-Hispanic students	47	-	-
Hispanic students	47	-	-
White, non-Hispanic students	82	-	-

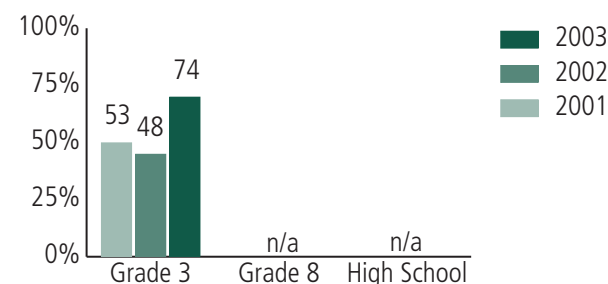
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade	Grade
All students	74%	-	-
Economically disadvantaged students	57	-	-
Migrant students	38	-	-
Students with disabilities	48	-	-
Students with limited English proficiency	43	-	-
Black, non-Hispanic students	44	-	-
Hispanic students	47	-	-
White, non-Hispanic students	81	-	-

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

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

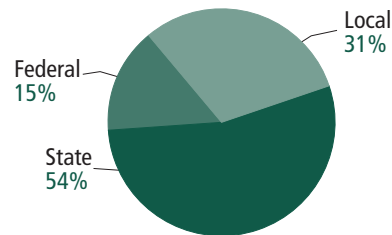
## Finances

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

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

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$130,431,212

## Students

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

## Race/ethnicity (CCD)

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

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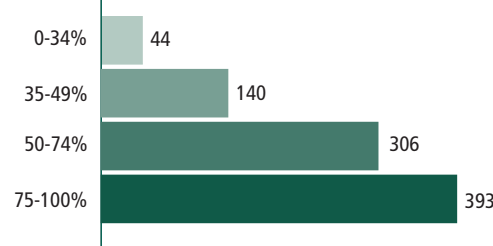
Students with limited English proficiency (NCELA)	*	1%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	18%	16%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 321,712

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>4 schools did not report.

## Staff

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

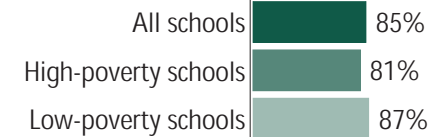
## Number of FTE non-teacher staff (CCD)

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

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

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

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	6%	5%
Avg. freshman graduation rate (NCES)	64	60
College-going rate (IPEDS/NCES)	69	63

## NAEP state results (NCES)

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

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

## Statewide Accountability Information

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

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

**State assessment for NCLB accountability:** Mississippi Curriculum Test

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

### NCLB Accountability Goals

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

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	0	650 (75%)	70 (46%)
Identified for improvement:			
Year 1	3 (*)	3 (*)	0
Year 2	1 (*)	1 (*)	0
Corrective action	3 (*)	3 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance rate	93%	Met
Middle indicator: Attendance rate	93%	Met
High school indicator: Graduation rate	72%	Met

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

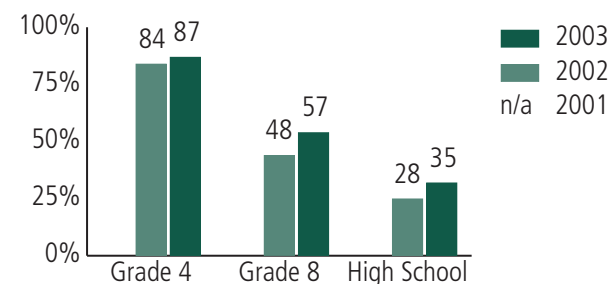
## Student Achievement 2002-03

### Mississippi Curriculum Test, used for NCLB accountability

#### Reading

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

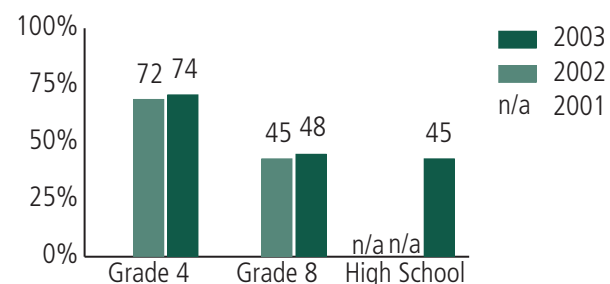
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

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

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	541	524
<b>Number of public schools (CCD)</b>		
Elementary	1,176	1,253
Middle	314	375
High	482	495
Combined	26	115
Other	23	48
Total	2,021	2,286
Number of charter schools (CCD)		25

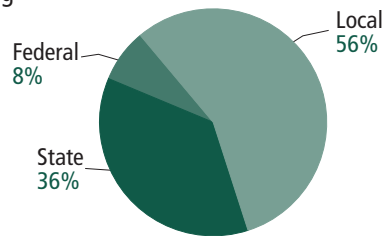
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,092,460	\$3,954,002
Noninstructional	225,296	288,301
Support	1,779,459	2,249,300
Total	5,097,216	6,491,603

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$5,821	\$7,135

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$163,743,528

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	23,597	28,614
K-8	601,691	622,524
9-12	241,874	269,997
Total (K-12)	843,565	892,521

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	16	18
Hispanic	1	2
White, non-Hispanic	82	78

Students with disabilities (OSEP)	1993-94	2002-03
	11%	13%

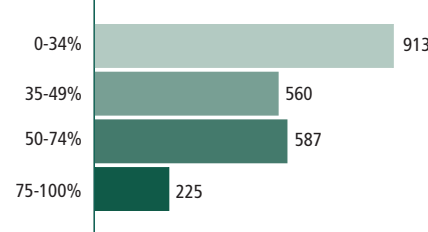
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	1%

Migrant students (OME)	1993-94	2002-03
	*	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	27%	26%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	333,964

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>1 school did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	26,009	31,266
Middle	9,764	12,614
High	14,939	17,666
Combined	375	2,617
Other	n/a	n/a
Total	51,087	64,163

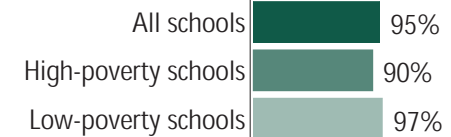
## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	6,430	11,884
Instructional coordinators	1,256	1,057
Administrators	3,048	4,411
Other	46,481	44,055
Total	57,215	61,407

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

	1994	2000
English	81%	64%
Mathematics	89	52
Science	70	70
Social studies	84	80

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	4%
Avg. freshman graduation rate (NCES)	77	75
College-going rate (IPEDS/NCES)	51	53

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	31%	34%
Basic level or above	62	68
Math, Grade 8		
Proficient level or above	22%	28%
Basic level or above	64	71

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

## Statewide Accountability Information

See Appendix B for Missouri's definitions of proficient for communication arts for grades 3, 7, and high school and mathematics for grades 4, 8, and high school.

See <http://dese.mo.gov/commissioner/statereportcard/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Missouri Assessment Program (MAP)

**State student achievement levels:** Step One, Progressing, Nearing Proficient, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Communication arts	18.4%	19.4%
	Mathematics	8.3	9.3
Grade 7	Communication arts	18.4	19.4
	Mathematics	8.3	9.3
High school	Communication arts	18.4	19.4
	Mathematics	8.3	9.3

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	735 (63%)	1,056 (51%)	220 (42%)
Identified for improvement:			
Year 1	32 (3%)	32 (1%)	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

### Other indicator, 2002-03

Other indicator, 2002-03	State target	State outcome
Elementary/middle school indicator: Attendance	Meet or progress toward 95%	n/a
High school indicator: Graduation rate	n/a	n/a

Note: Other indicator was not applied to AYP decisions in 2002-03, except in the case of safe harbor.

### NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	—
Supplemental educational services:	992	1%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

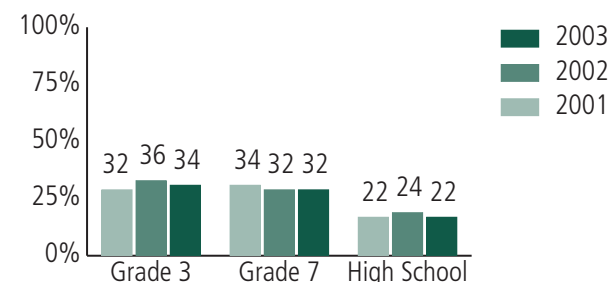
## Student Achievement 2002-03

### Missouri Assessment Program, used for NCLB accountability

#### Communication arts

Proficient level or above for:	Grade 3	Grade 7	High school
All students	34%	32%	22%
Economically disadvantaged students	22	18	10
Migrant students	23	7	5
Students with disabilities	18	6	<5
Students with limited English proficiency	14	9	<5
Black, non-Hispanic students	16	11	6
Hispanic students	22	25	14
White, non-Hispanic students	39	37	24

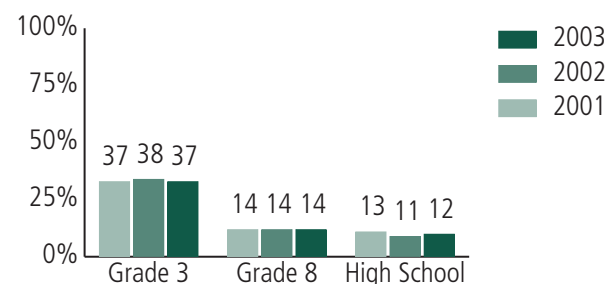
#### Student achievement trend: Communication arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	37%	14%	12%
Economically disadvantaged students	24	6	<5
Migrant students	21	6	7
Students with disabilities	20	<5	<5
Students with limited English proficiency	21	13	<5
Black, non-Hispanic students	18	<5	<5
Hispanic students	27	8	8
White, non-Hispanic students	42	16	14

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	495	452
<b>Number of public schools (CCD)</b>		
Elementary	486	448
Middle	236	240
High	172	175
Combined	1	n/a
Other	2	2
Total	897	865
<b>Number of charter schools (CCD)</b>		
		n/a

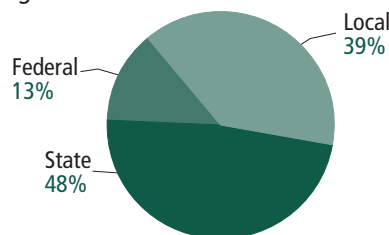
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$658,063	\$664,569
Noninstructional	44,790	44,811
Support	349,493	363,625
Total	1,052,345	1,073,005

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,456	\$7,062

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$34,294,073

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	483	665
K-8	115,509	100,296
9-12	46,111	48,727
Total (K-12)	161,620	149,023

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	10%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	*	1
Hispanic	1	2
White, non-Hispanic	88	85

Students with disabilities (OSEP)	1993-94	2002-03
	10%	11%

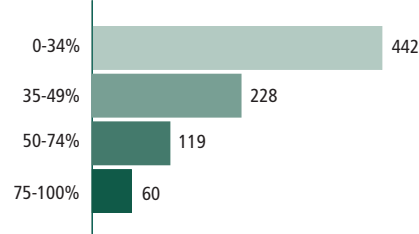
Students with limited English proficiency (NCELA)	1993-94	2002-03
	5%	5%

Migrant students (OME)	1993-94	2002-03
	1%	2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	22%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	47,877

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>16 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	4,817	4,717
Middle	2,083	2,166
High	2,994	3,425
Combined	7	n/a
Other	n/a	n/a
Total	9,901	10,308

## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	1,745	2,368
Instructional coordinators	139	171
Administrators	653	649
Other	6,260	5,829
Total	8,797	9,017

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

	1994	2000
English	75%	71%
Mathematics	77	68
Science	76	74
Social studies	79	67

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

All schools	Not Available
High-poverty schools	Not Available
Low-poverty schools	97%

## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	85%	80
College-going rate (IPEDS/NCES)	54	54

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	35%	35%
Basic level or above	69	69
Math, Grade 8		
Proficient level or above	32%	35%
Basic level or above	75	79

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

## Statewide Accountability Information

See Appendix B for Montana's definitions of proficient for reading and mathematics for grades 4, 8, and 11.

See <http://www.opi.state.mt.us/ReportCard/Index.html> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Montana Comprehensive Assessment System  
**State student achievement levels:** Nearing Proficient, Novice, Proficient, Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	n/a	n/a
	Mathematics	n/a	n/a
Grade 8	Reading	n/a	n/a
	Mathematics	n/a	n/a
Grade 11	Reading	n/a	n/a
	Mathematics	n/a	n/a

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

AYP Outcomes and Consequences*	Title I schools	All schools	All districts
Made AYP	502 (78%)	693 (81%)	321 (73%)
Identified for improvement:			
Year 1	0	0	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 80%	Met
Middle indicator: Attendance	Meet or progress toward 80%	Met
High school indicator: Graduation rate	Meet or progress toward 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	14	*
Supplemental educational services:	10	*

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

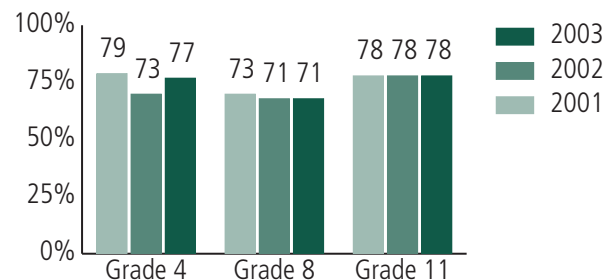
## Student Achievement 2002-03

Montana Comprehensive Assessment System, used for NCLB accountability

### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	77%	71%	78%
Economically disadvantaged students	65	55	64
Migrant students	62	59	50
Students with disabilities	36	26	32
Students with limited English proficiency	26	18	33
Black, non-Hispanic students	78	59	80
Hispanic students	73	63	74
White, non-Hispanic students	81	75	82

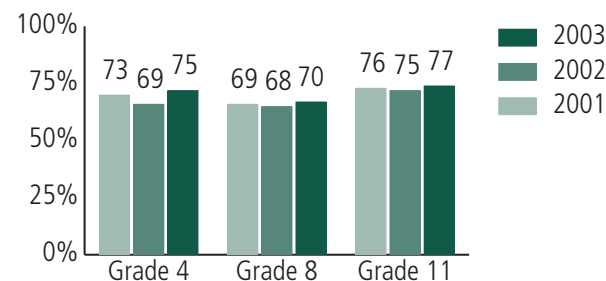
### Student achievement trend: Reading percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	75%	70%	77%
Economically disadvantaged students	64	52	61
Migrant students	65	64	37
Students with disabilities	40	23	27
Students with limited English proficiency	32	17	37
Black, non-Hispanic students	73	61	68
Hispanic students	71	59	70
White, non-Hispanic students	78	74	80

### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	695	557
<b>Number of public schools (CCD)</b>		
Elementary	925	806
Middle	102	98
High	316	300
Combined	n/a	42
Other	3	4
Total	1,346	1,250
<b>Number of charter schools (CCD)</b>		
		n/a

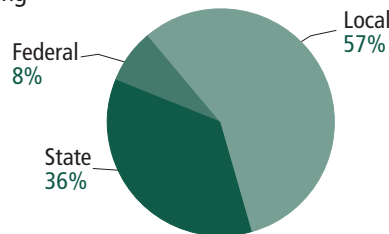
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,205,147	\$1,390,961
Noninstructional	164,796	156,434
Support	568,224	659,551
Total	1,938,168	2,205,946

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,798	\$7,741

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$37,640,058

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	3,577	5,491
K-8	199,849	189,622
9-12	81,671	90,289
Total (K-12)	281,520	279,911

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	1	2
Black, non-Hispanic	6	7
Hispanic	4	9
White, non-Hispanic	88	81

Students with disabilities (OSEP)	1993-94	2002-03
	11%	13%

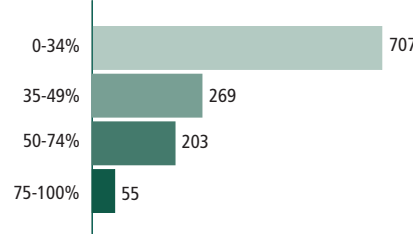
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	4%

Migrant students (OME)	1993-94	2002-03
	2%	6%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	25%	28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	92,423

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>16 schools did not report.

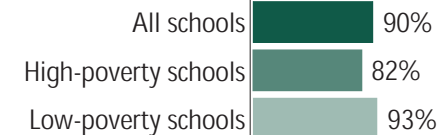
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	9,874	10,447
Middle	2,796	2,913
High	6,874	7,072
Combined	76	141
Other	n/a	n/a
Total	19,620	20,573

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	3,325	4,692
Instructional coordinators	212	408
Administrators	1,540	1,573
Other	12,139	13,027
Total	17,216	19,700

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	83%	84%
Mathematics	83	89
Science	79	80
Social studies	90	81

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	89	84
College-going rate (IPEDS/NCES)	60	59

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	34%	32%
Basic level or above	66	66
Math, Grade 8		
Proficient level or above	31%	32%
Basic level or above	76	74

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

## Statewide Accountability Information

See Appendix B for Nebraska's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://reportcard.nde.state.ne.us/Main/PDFDownload.asp> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** School-based Teacher-led Assessment and Reporting System (STARS)

**State student achievement levels:** Basic, Progressing, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	62%	62%
	Mathematics	65	65
Grade 8	Reading	61	61
	Mathematics	58	58
High school	Reading	66	66
	Mathematics	62	62

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	0	275 (50%)	50 (31%)
Identified for improvement:			
Year 1	2 (*)	2 (*)	0
Year 2	1 (*)	1 (*)	0
Corrective action	3 (*)	3 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Writing assessment	Meet or progress toward 62%	Met
Middle indicator: Writing assessment	Meet or progress toward 62%	Met
High school indicator: Graduation rate	Meet or progress toward 83.97%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	—
Supplemental educational services:	0	—

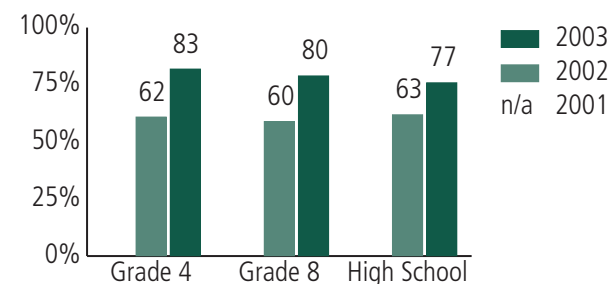
## Student Achievement 2002-03

### School-based Teacher-led Assessment and Reporting System, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	83%	80%	77%
Economically disadvantaged students	72	67	60
Migrant students	60	46	33
Students with disabilities	56	42	35
Students with limited English proficiency	51	44	36
Black, non-Hispanic students	66	62	53
Hispanic students	71	62	51
White, non-Hispanic students	86	83	80

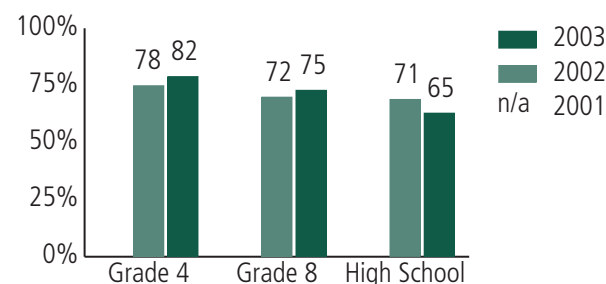
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	82%	75%	65%
Economically disadvantaged students	71	60	48
Migrant students	63	46	32
Students with disabilities	57	36	23
Students with limited English proficiency	58	37	32
Black, non-Hispanic students	68	55	36
Hispanic students	70	53	38
White, non-Hispanic students	84	79	69

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	17	17
<b>Number of public schools (CCD)</b>		
Elementary	255	326
Middle	57	84
High	54	99
Combined	4	10
Other	2	8
Total	372	527
<b>Number of charter schools (CCD)</b>		
		13

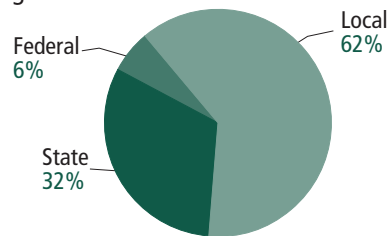
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$837,716	\$1,353,806
Noninstructional	47,856	71,003
Support	521,430	74,190
Total	1,407,001	1,498,999

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$5,967	\$6,079

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$40,690,971

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	1,237	2,426
K-8	173,091	267,067
9-12	60,727	98,118
Total (K-12)	233,818	365,185

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	4	6
Black, non-Hispanic	9	10
Hispanic	14	29
White, non-Hispanic	70	53

Students with disabilities (OSEP)	1993-94	2002-03
	10%	10%

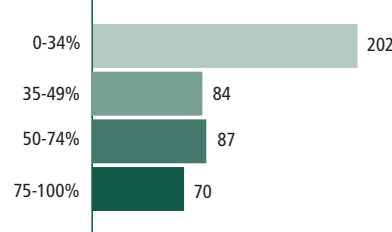
Students with limited English proficiency (NCELA)	1993-94	2002-03
	6%	14%

Migrant students (OME)	1993-94	2002-03
	1%	*

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	n/a	32%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	125,660

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>84 schools did not report.

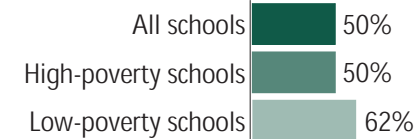
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	6,968	10,484
Middle	2,113	3,662
High	2,584	4,413
Combined	84	116
Other	n/a	n/a
Total	11,749	18,675

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	1,257	3,220
Instructional coordinators	87	254
Administrators	919	1,285
Other	7,576	8,645
Total	9,839	13,404

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	85%	70%
Mathematics	74	38
Science	88	78
Social studies	86	73

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	10%	5%
Avg. freshman graduation rate (NCES)	73	70
College-going rate (IPEDS/NCES)	38	40

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	20%
Basic level or above	n/a	52
Math, Grade 8		
Proficient level or above	n/a	21%
Basic level or above	n/a	60

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



## Statewide Accountability Information

See Appendix B for Nevada's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.nevadareportcard.com/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Nevada Criterion Reference Tests

**State student achievement levels:** Approaches Standard, Developing/Emergent, Meets Standard, Exceeds Standard

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	32.4%	27.5%
	Mathematics	37.3	34.5
Grade 8	Reading	37	37
	Mathematics	38	32
High school	Reading	91	73.5
	Mathematics	58	42.8

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	330 (60%)	0
Identified for improvement:			
Year 1	n/a	18 (3%)	1 (6%)
Year 2	n/a	7 (1%)	0
Corrective action	n/a	0	0
Restructuring	n/a	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 50%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	252	*
Supplemental educational services:	259	*

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

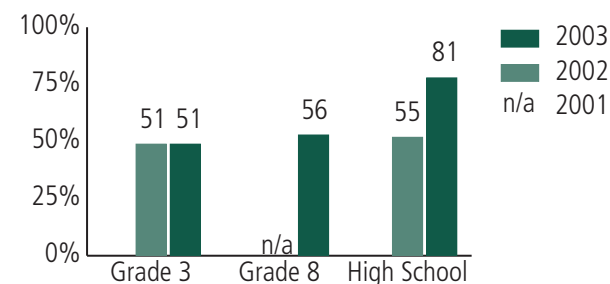
## Student Achievement 2002-03

### Nevada Criterion Reference Tests, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	51%	56%	81%
Economically disadvantaged students	35	45	72
Migrant students	16	0	77
Students with disabilities	17	15	39
Students with limited English proficiency	24	17	35
Black, non-Hispanic students	37	43	72
Hispanic students	34	41	67
White, non-Hispanic students	62	65	89

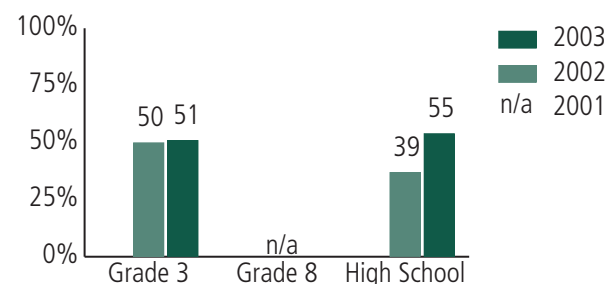
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	51%	-	55%
Economically disadvantaged students	37	-	38
Migrant students	16	-	27
Students with disabilities	17	-	15
Students with limited English proficiency	30	-	18
Black, non-Hispanic students	35	-	31
Hispanic students	37	-	33
White, non-Hispanic students	61	-	66

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	178	178
<b>Number of public schools (CCD)</b>		
Elementary	293	298
Middle	91	96
High	77	78
Combined	n/a	n/a
Other	n/a	1
Total	461	473
Number of charter schools (CCD)		0

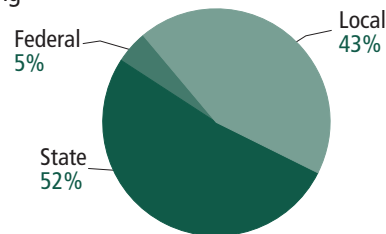
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$827,873	\$1,064,917
Noninstructional	45,576	52,283
Support	415,900	524,179
Total	1,289,349	1,641,379

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,955	\$7,935

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$29,733,465

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	1,292	1,923
K-8	134,367	141,139
9-12	49,098	63,988
Total (K-12)	183,465	205,127

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	2%
Black, non-Hispanic	1	1
Hispanic	1	2
White, non-Hispanic	97	94

Students with disabilities (OSEP)	1993-94	2002-03
	11%	12%

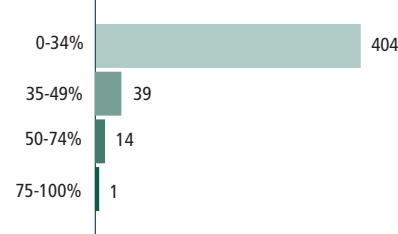
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	2%

Migrant students (OME)	1993-94	2002-03
	*	*

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	n/a	27%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	32,132

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>15 schools did not report.

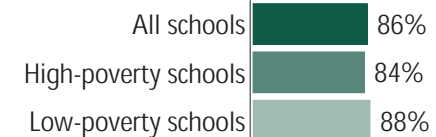
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	5,767	6,845
Middle	2,711	3,619
High	3,493	4,465
Combined	n/a	n/a
Other	n/a	n/a
Total	11,971	14,929

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	2,902	6,050
Instructional coordinators	128	196
Administrators	807	1,028
Other	6,093	7,836
Total	9,930	15,110

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	90%	73%
Mathematics	76	69
Science	91	90
Social studies	90	88

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	5%
Avg. freshman graduation rate (NCES)	81%	78
College-going rate (IPEDS/NCES)	56	59

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	36%	40%
Basic level or above	70	75
Math, Grade 8		
Proficient level or above	n/a	35%
Basic level or above	n/a	79

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

## Statewide Accountability Information

See Appendix B for New Hampshire's definitions of basic for reading and mathematics for grades 3, 6, and high school.

See <http://www.ed.state.nh.us/education/doe/organization/curriculum/Assessment/materials04.htm> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** New Hampshire Educational Improvement Assessment Program

**State student achievement levels:** Novice, Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	60%	60%
	Mathematics	64	64
Grade 6	Reading	60	60
	Mathematics	64	64
High school	Reading	70	70
	Mathematics	52	52

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	201 (75%)	321 (69%)	118 (73%)

Identified for improvement:

	Title I schools	All schools	All districts
Year 1	4 (*)	4 (*)	0
Year 2	2 (*)	2 (*)	0
Corrective action	0	0	0
Restructuring	0	0	0

Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	3 (*)	3 (*)	0
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### Other indicator, 2002-03

	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 90%	Met
Middle indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Graduation rate	Meet or progress toward 75%	Met

### NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	1	*
Supplemental educational services:	15	*

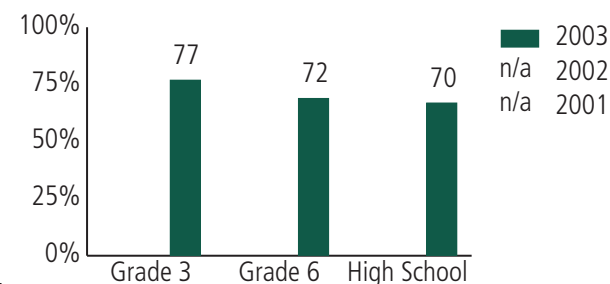
## Student Achievement 2002-03

**New Hampshire Educational Improvement Assessment Program, used for NCLB accountability**

### Reading

Proficient level or above for:	Grade 3	Grade 6	High school
All students	77%	72%	70%
Economically disadvantaged students	58	53	51
Migrant students	#	#	#
Students with disabilities	31	26	25
Students with limited English proficiency	43	26	16
Black, non-Hispanic students	62	60	47
Hispanic students	57	54	47
White, non-Hispanic students	77	72	71

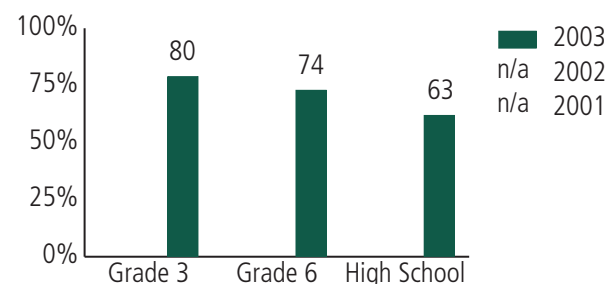
### Student achievement trend: Reading percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 3	Grade 6	High school
All students	80%	74%	63%
Economically disadvantaged students	67	57	44
Migrant students	#	#	#
Students with disabilities	52	35	20
Students with limited English proficiency	58	36	29
Black, non-Hispanic students	64	51	41
Hispanic students	64	56	41
White, non-Hispanic students	80	74	64

### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

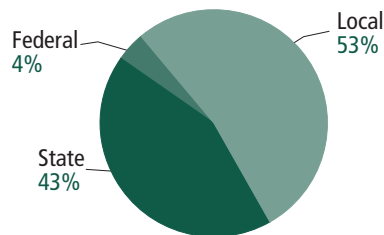
<b>Number of districts</b> (CCD)	<b>1993-94</b> 583	<b>2002-03</b> 598
<b>Number of public schools</b> (CCD)		
Elementary	1,457	1,520
Middle	393	431
High	310	363
Combined	3	12
Other	124	88
<b>Total</b>	<b>2,287</b>	<b>2,414</b>
<b>Number of charter schools</b> (CCD)		50

## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>	
Instructional	\$8,015,197	
Noninstructional	428,378	
Support	4,931,955	
<b>Total</b>	<b>13,375,530</b>	
<b>2001-02</b>	<b>\$9,358,608</b>	
	488,508	
	5,975,494	
<b>Total</b>	<b>15,822,610</b>	
<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$11,618</b>	<b>\$11,793</b>

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$257,022,021

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	9,225	21,590
K-8	775,959	903,367
9-12	288,263	369,115
<b>Total (K-12)</b>	<b>1,064,222</b>	<b>1,272,482</b>

## Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	5%	7%
Black, non-Hispanic	19	18
Hispanic	13	17
White-non-Hispanic	63	59

Students with disabilities (OSEP) 14% 14%

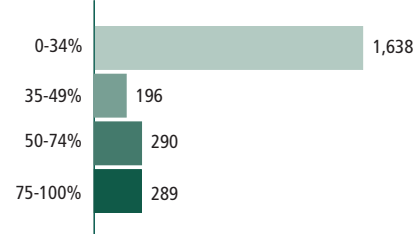
Students with limited English proficiency (NCELA) 4% 4%

Migrant students (OME) \* \*

Eighth-grade students enrolled in Algebra I for high school credit 1996 2003  
(NAEP) n/a 26%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 371,392

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>1 school did not report.

## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	37,425	49,547
Middle	15,473	21,307
High	23,432	29,877
Combined	141	392
Other	8,094	5,881
<b>Total</b>	<b>84,564</b>	<b>107,004</b>

## Number of FTE non-teacher staff

(CCD)		
Instructional aides	12,806	22,671
Instructional coordinators	1,378	1,464
Administrators	6,236	6,774
Other	55,218	61,468
<b>Total</b>	<b>75,638</b>	<b>92,377</b>

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	87%	74%
Mathematics	69	90
Science	82	93
Social studies	93	93

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

Not Available

## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
High school dropout rate (NCES)	4%	3%
Avg. freshman graduation rate (NCES)	83	85
College-going rate (IPEDS/NCES)	64	64

## NAEP state results (NCES)

Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	33%	39%
Basic level or above	65	70
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	n/a	33%
Basic level or above	n/a	71

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

## Statewide Accountability Information

See Appendix B for New Jersey's definitions of proficient for language arts literacy and mathematics for grades 4, 8, and high school.

See <http://education.state.nj.us/rc/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** New Jersey Skills and Knowledge Assessment

**State student achievement levels:** Partially Proficient, Proficient, Advanced Proficient

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Language arts literacy	68%	68%
	Mathematics	53	53
Grade 8	Language arts literacy	58	58
	Mathematics	39	39
High school	Language arts literacy	73	73
	Mathematics	55	55

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,115 (81%)	1,443 (59%)	n/a
Identified for improvement:			
Year 1	14 (1%)	14 (1%)	0
Year 2	250 (18%)	50 (2%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary/Middle indicator: Attendance	Meet or progress toward 90%	Met
High school indicator: Dropout rate	Reduce by .5% per year until prior year's dropout percentage is reached	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	11,097	4%

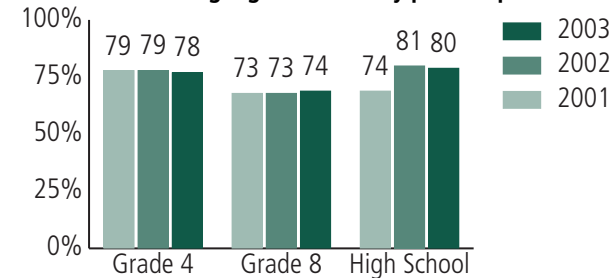
## Student Achievement 2002-03

### New Jersey Skills and Knowledge Assessment, Grade Eight Proficiency Assessment, and High School Proficiency Assessment used for NCLB accountability

#### Language arts literacy

Proficient level or above for:	Grade 4	Grade 8	High school
All students	78%	74%	80%
Economically disadvantaged students	58	48	57
Migrant students	37	17	61
Students with disabilities	42	28	35
Students with limited English proficiency	31	14	18
Black, non-Hispanic students	58	48	61
Hispanic students	63	55	63
White, non-Hispanic students	87	85	88

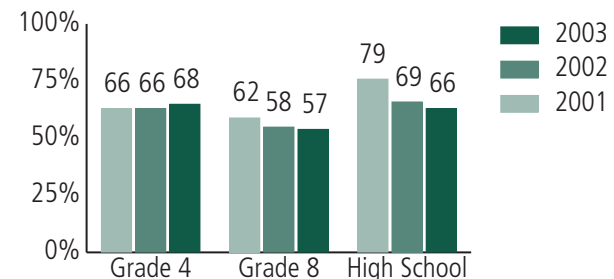
#### Student achievement trend: Language arts literacy percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	68%	57%	66%
Economically disadvantaged students	47	30	36
Migrant students	39	13	37
Students with disabilities	40	16	23
Students with limited English proficiency	34	19	22
Black, non-Hispanic students	42	25	33
Hispanic students	53	36	42
White, non-Hispanic students	79	69	77

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	88	89
<b>Number of public schools (CCD)</b>		
Elementary	420	444
Middle	139	163
High	125	161
Combined	9	24
Other	15	9
Total	708	801
Number of charter schools (CCD)		27

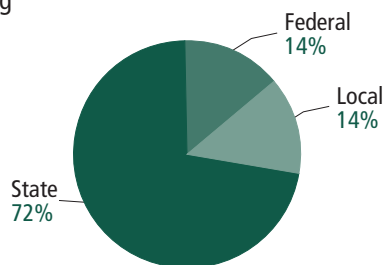
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$992,210	\$1,232,319
Noninstructional	97,902	101,976
Support	604,163	869,870
Total	1,694,275	2,204,165

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$5,256	\$6,882

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	2001-02
	\$82,193,013

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

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	1,933	3,529
K-8	224,354	220,967
9-12	87,768	95,767
Total (K-12)	312,122	316,734

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	10%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	2	2
Hispanic	46	52
White-non-Hispanic	40	34

Students with disabilities (OSEP)	1993-94	2002-03
	12%	13%

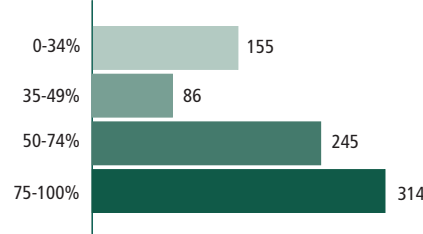
Students with limited English proficiency (NCELA)	1993-94	2002-03
	25%	20%

Migrant students (OME)	1993-94	2002-03
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	22%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	182,469

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>1 school did not report.

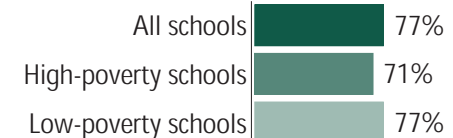
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	9,029	10,279
Middle	4,020	4,685
High	4,338	5,657
Combined	54	218
Other	964	334
Total	18,404	21,172

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	4,066	5,158
Instructional coordinators	468	660
Administrators	1,278	1,849
Other	12,478	14,987
Total	18,290	22,654

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	76%	65%
Mathematics	69	52
Science	71	55
Social studies	60	39

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	8%	5%
Avg. freshman graduation rate (NCES)	67	66
College-going rate (IPEDS/NCES)	54	59

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	21%	19%
Basic level or above	49	48
Math, Grade 8		
Proficient level or above	14%	15%
Basic level or above	51	52



## Statewide Accountability Information

See Appendix B for New Mexico's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

**State assessment for NCLB accountability:** –

**State student achievement levels:** Beginning Proficiency, Nearing Proficient, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	n/a	n/a
	Mathematics	n/a	n/a
Grade 8	Reading	n/a	n/a
	Mathematics	n/a	n/a
Grade 10	Reading	n/a	n/a
	Mathematics	n/a	n/a

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Corrective action	n/a	n/a	n/a
Restructuring	n/a	n/a	n/a
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a
Other indicator, 2002-03	State Target	State Outcome	
Elementary indicator: n/a	n/a	n/a	
Middle indicator: n/a	n/a	n/a	
High school indicator: n/a	n/a	n/a	

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	n/a
Supplemental educational services:	n/a	n/a

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

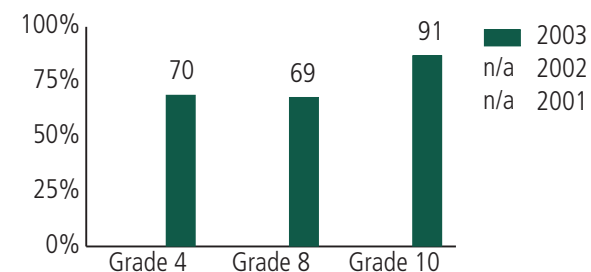
## Student Achievement 2002-03

**New Mexico Standards Based Assessment, not used for NCLB accountability**

### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	70%	69%	91%
Economically disadvantaged students	53	50	81
Migrant students	35	33	51
Students with disabilities	44	41	70
Students with limited English proficiency	37	30	68
Black, non-Hispanic students	63	63	91
Hispanic students	64	61	88
White, non-Hispanic students	83	84	98

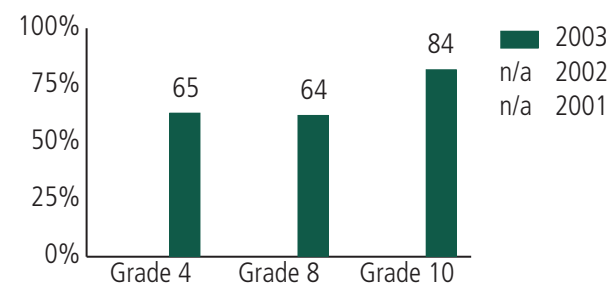
### Student achievement trend: Reading percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	65%	64%	84%
Economically disadvantaged students	49	45	71
Migrant students	32	34	56
Students with disabilities	45	37	56
Students with limited English proficiency	36	30	60
Black, non-Hispanic students	57	54	78
Hispanic students	58	55	79
White, non-Hispanic students	79	80	93

### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

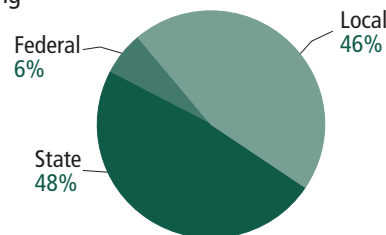
	1993-94	2002-03
Number of districts (CCD)	714	703
<b>Number of public schools (CCD)</b>		
Elementary	2,423	2,521
Middle	669	758
High	710	797
Combined	135	152
Other	139	242
Total	4,076	4,470
Number of charter schools (CCD)		37

## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$19,054,911	\$22,001,202
Noninstructional	801,393	866,866
Support	8,384,585	9,350,907
Total	28,240,888	32,218,975
Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$10,330	\$11,218

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$1,027,698,775

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

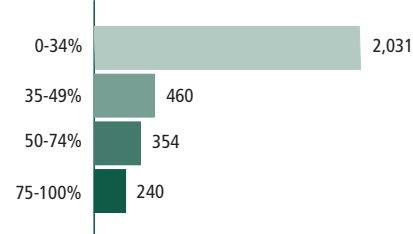
## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	31,687	41,752
K-8	1,813,727	1,901,889
9-12	743,933	802,393
Total (K-12)	2,557,660	2,704,282
<b>Race/ethnicity (CCD)</b>		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	5%	6%
Black, non-Hispanic	20	20
Hispanic	17	19
White-non-Hispanic	58	54
Students with disabilities (OSEP)	10%	12%
Students with limited English proficiency (NCELA)	7%	6%
Migrant students (OME)	*	1%
Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996: 10%	2003: 9%

## Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)

484,488

## Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>1,385 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	82,229	61,708
Middle	32,788	28,471
High	42,222	38,080
Combined	5,027	5,253
Other	17,147	77,414
Total	179,413	210,926
<b>Number of FTE non-teacher staff (CCD)</b>		
Instructional aides	26,272	42,479
Instructional coordinators	2,176	2,167
Administrators	9,755	11,366
Other	135,987	161,100
Total	174,190	217,112
<b>Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)</b>		
English	1994: 89%	2000: 81%
Mathematics	84	79
Science	85	86
Social studies	87	95

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

Not Available

## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	68%	62
College-going rate (IPEDS/NCES)	70	64
<b>NAEP state results (NCES)</b>		
Reading, Grade 4	1994	2003
Proficient level or above	27%	34%
Basic level or above	57	67
Math, Grade 8	1996	2003
Proficient level or above	22%	32%
Basic level or above	61	71

## Statewide Accountability Information

See Appendix B for New York's definitions of proficient for English language arts and mathematics for grades 4, 8, and high school.

See <http://www.emsc.nysed.gov/reprcd2004/home.shtml> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** New York State Tests

**State student achievement levels:** Basic, Basic Proficiency, Proficiency, Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	English language arts	PI of 123	PI of 123
	Mathematics	136	136
Grade 8	English language arts	107	107
	Mathematics	81	81
High school	English language arts	142	142
	Mathematics	132	132

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	194 (7%)	194 (5%)	26 (3%)
Year 2	92 (3%)	92 (2%)	19 (3%)
Corrective action	105 (4%)	105 (2%)	0
Restructuring	137 (5%)	137 (3%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Science assessment	Performance index of 100 or increase from previous year	Met
High school indicator: Graduation rate	n/a	n/a

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	7,364	1%
Supplemental educational services:	67,180	10%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

## Student Achievement 2002-03

### New York State Tests, used for NCLB accountability

#### English language arts

Performance index:	Grade 4	Grade 8	High school
All students	158	136	160
Economically disadvantaged students	142	116	136
Migrant students	131	100	115
Students with disabilities	92	69	98
Students with limited English proficiency	116	103	90
Black, non-Hispanic students	137	108	130
Hispanic students	137	111	126
White, non-Hispanic students	171	151	175

#### Student achievement trend: English language arts percent proficient level or above

#### Mathematics

Performance index:	Grade 4	Grade 8	High school
All students	173	136	156
Economically disadvantaged students	162	109	127
Migrant students	144	72	127
Students with disabilities	124	68	99
Students with limited English proficiency	122	67	106
Black, non-Hispanic students	152	95	114
Hispanic students	157	99	114
White, non-Hispanic students	186	158	173

#### Student achievement trend: Mathematics percent proficient level or above

## Districts and schools

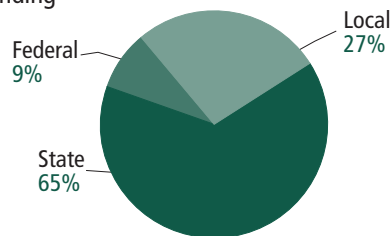
<b>Number of districts</b> (CCD)	<b>1993-94</b> 121	<b>2002-03</b> 117
<b>Number of public schools</b> (CCD)		
Elementary	1,167	1,323
Middle	407	464
High	321	359
Combined	29	95
Other	28	4
<b>Total</b>	<b>1,952</b>	<b>2,245</b>
<b>Number of charter schools</b> (CCD)		93

## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$4,046,687
Noninstructional	501,891
Support	2,038,528
<b>Total</b>	<b>6,587,106</b>
<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$5,812</b>
	<b>\$6,501</b>

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$214,422,710

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	8,469	10,310
K-8	798,816	953,657
9-12	305,060	371,987
<b>Total (K-12)</b>	<b>1,103,876</b>	<b>1,325,644</b>

## Race/ethnicity

American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	30	31
Hispanic	1	6
White-non-Hispanic	66	59

Students with disabilities (OSEP) 11% 12%

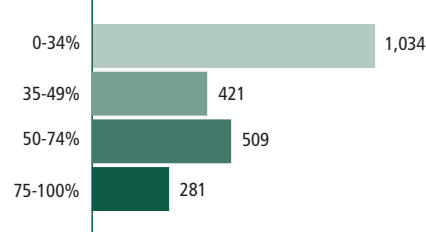
Students with limited English proficiency (NCELA) 1% 5%

Migrant students (OME) 1% 2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 29% 2003 29%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 452,486

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



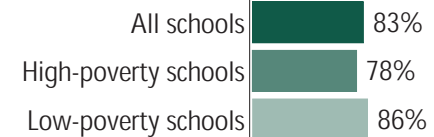
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	33,841	44,233
Middle	15,990	17,507
High	18,559	23,926
Combined	778	1,877
Other	253	134
<b>Total</b>	<b>69,421</b>	<b>87,677</b>

<b>Number of FTE non-teacher staff</b> (CCD)	
Instructional aides	20,721
Instructional coordinators	767
Administrators	5,228
Other	36,922
<b>Total</b>	<b>63,638</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	87%	81%
Mathematics	79	64
Science	73	75
Social studies	88	93

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
High school dropout rate (NCES)	n/a	6%
Avg. freshman graduation rate (NCES)	70%	67
College-going rate (IPEDS/NCES)	51	65

<b>NAEP state results</b> (NCES)	
Reading, Grade 4	1994 2003
Proficient level or above	30% 32%
Basic level or above	59 65
Math, Grade 8	1996 2003
Proficient level or above	20% 32%
Basic level or above	56 71

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

## Statewide Accountability Information

See Appendix B for North Carolina's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.ncreportcards.org/src/stateDetails.jsp?Page=1&pYear=2003-2004> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** End-of-Grade Mathematics/Reading

**State student achievement levels:** Level I, Level II, Level III, Level IV

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	68.9%	68.9%
	Mathematics	74.6	74.6
Grade 8	Reading	68.9	68.9
	Mathematics	74.6	74.6
High school	Reading	52	52
	Mathematics	54.9	54.9

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	617 (55%)	1,031 (47%)	2 (2%)
Identified for improvement:			
Year 1	36 (3%)	1,195 (53%)	115 (54%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary/Middle indicator: Attendance	Meet or at least .1% progress toward 90%	Met
High school indicator: Graduation rate	Meet or at least .1% progress toward 90%.	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	337	*
Supplemental educational services:	362	*

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

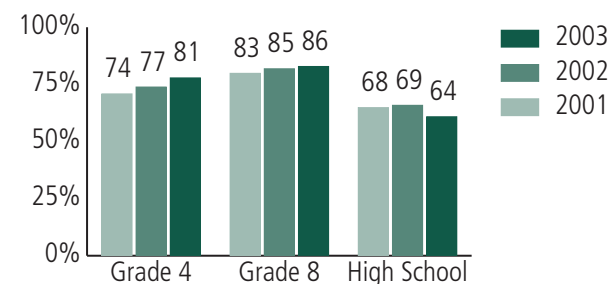
## Student Achievement 2002-03

### North Carolina End-of-Grade/Course Tests, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	81%	86%	64%
Economically disadvantaged students	70	74	43
Migrant students	60	57	27
Students with disabilities	48	50	21
Students with limited English proficiency	48	41	25
Black, non-Hispanic students	71	76	43
Hispanic students	64	65	44
White, non-Hispanic students	89	92	75

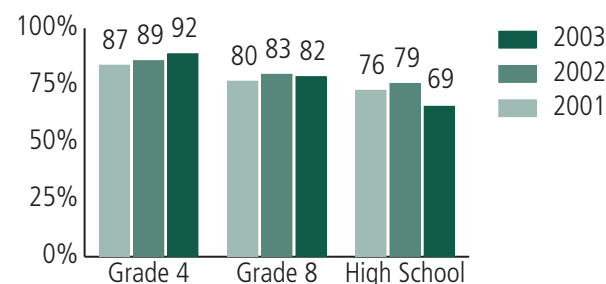
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	92%	82%	69%
Economically disadvantaged students	87	70	50
Migrant students	80	64	44
Students with disabilities	71	46	26
Students with limited English proficiency	72	52	41
Black, non-Hispanic students	87	69	48
Hispanic students	82	68	53
White, non-Hispanic students	95	90	79

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	251	222
<b>Number of public schools (CCD)</b>		
Elementary	352	306
Middle	34	38
High	204	181
Combined	9	1
Other	2	2
Total	601	528
Number of charter schools (CCD)		n/a

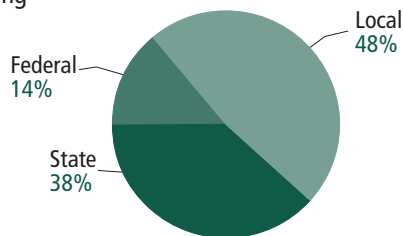
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$410,032	\$436,583
Noninstructional	57,624	54,996
Support	201,080	219,585
Total	668,736	711,164

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$5,614	\$6,709

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$26,529,973

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	615	773
K-8	83,512	68,316
9-12	35,000	35,136
Total (K-12)	118,512	103,452

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	6%	8%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	1	1
White-non-Hispanic	91	89

Students with disabilities (OSEP)	1993-94	2002-03
	9%	12%

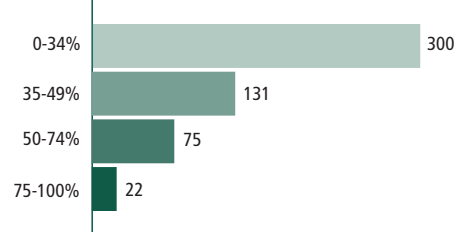
Students with limited English proficiency (NCELA)	1993-94	2002-03
	7%	6%

Migrant students (OME)	1993-94	2002-03
	1%	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	20%	18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	29,270

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



## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	3,974	3,880
Middle	848	1,031
High	2,716	2,799
Combined	94	19
Other	123	349
Total	7,755	8,078

## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	1,290	1,798
Instructional coordinators	58	126
Administrators	654	829
Other	4,023	4,259
Total	6,025	7,012

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

	1994	2000
English	80%	66%
Mathematics	87	83
Science	85	85
Social studies	77	74

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	2%
Avg. freshman graduation rate (NCES)	88	85
College-going rate (IPEDS/NCES)	68	69

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	38%	32%
Basic level or above	73	69
Math, Grade 8		
Proficient level or above	33%	36%
Basic level or above	77	81

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

## Statewide Accountability Information

See Appendix B for North Dakota's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.dpi.state.nd.us/dpi/reports/profile/0304/ProfileDistrict/99999.pdf> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** North Dakota State Assessment

**State student achievement levels:** Novice, Partially Proficient, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	65.1%	68%
	Mathematics	45.7	50.2
Grade 8	Reading	64.1	64.6
	Mathematics	33.3	38.9
High school	Reading	42.9	47.7
	Mathematics	24.1	30.4

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	451 (91%)	178 (89%)
Identified for improvement:			
Year 1	23 (5%)	23 (5%)	0
Year 2	1 (*)	1 (*)	0
Corrective action	22 (4%)	22 (4%)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	6 (1%)	6 (1%)	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle indicator: Attendance	93%	Met
High school indicator: Graduation rate	89.90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	118	1%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

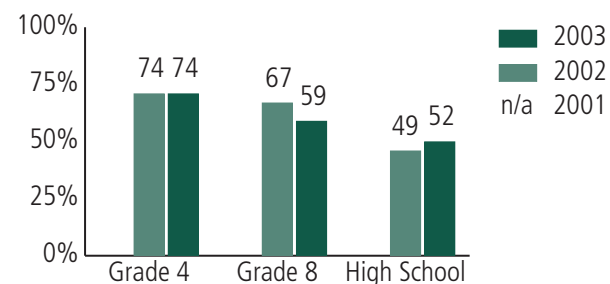
## Student Achievement 2002-03

### North Dakota State Assessment, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	74%	69%	52%
Economically disadvantaged students	64	55	36
Migrant students	n/a	42	n/a
Students with disabilities	38	22	9
Students with limited English proficiency	39	22	7
Black, non-Hispanic students	67	58	24
Hispanic students	56	58	36
White, non-Hispanic students	77	72	54

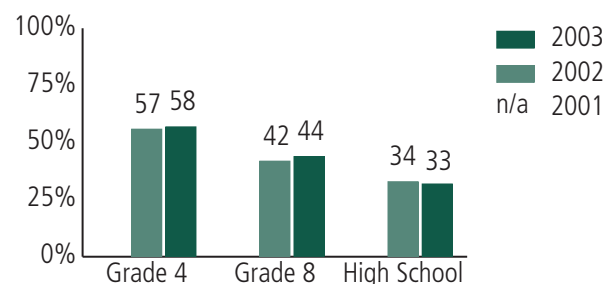
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	58%	44%	33%
Economically disadvantaged students	45	29	18
Migrant students	n/a	8	n/a
Students with disabilities	24	7	<5
Students with limited English proficiency	22	9	8
Black, non-Hispanic students	40	23	10
Hispanic students	42	26	17
White, non-Hispanic students	61	47	34

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	611	613
<b>Number of public schools (CCD)</b>		
Elementary	2,203	2,208
Middle	663	751
High	682	715
Combined	104	105
Other	20	36
Total	3,672	3,815
Number of charter schools (CCD)		127

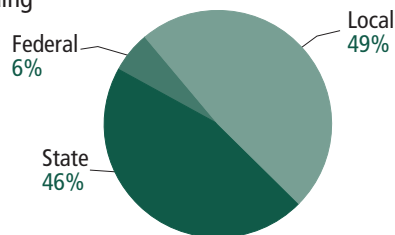
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$7,319,110	\$8,574,310
Noninstructional	454,180	506,726
Support	4,532,749	5,693,030
Total	12,306,038	14,774,066

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,809	\$8,069

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$341,107,636

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	17,210	21,632
K-8	1,268,464	1,253,422
9-12	517,122	552,137
Total (K-12)	1,785,586	1,805,559

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	15	17
Hispanic	1	2
White, non-Hispanic	83	80

Students with disabilities (OSEP)	1993-94	2002-03
	10%	11%

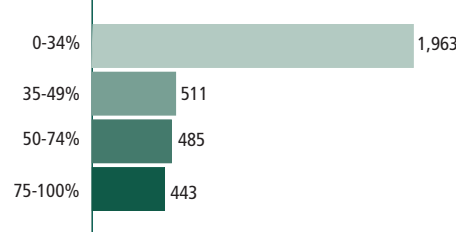
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	1%

Migrant students (OME)	1993-94	2002-03
	*	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	n/a	23%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	535,072

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>413 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	45,466	51,851
Middle	19,770	25,251
High	28,315	32,871
Combined	3,365	2,734
Other	10,529	12,665
Total	107,444	125,372

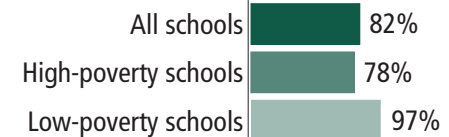
## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	9,804	17,397
Instructional coordinators	383	501
Administrators	10,311	13,092
Other	73,886	86,010
Total	94,384	117,000

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

	1994	2000
English	74%	54%
Mathematics	64	77
Science	75	69
Social studies	79	70

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	81	76
College-going rate (IPEDS/NCES)	51	56

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	34%
Basic level or above	n/a	68
Math, Grade 8		
Proficient level or above	n/a	30%
Basic level or above	n/a	73

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



## Statewide Accountability Information

See Appendix B for Ohio's definitions of proficient for reading and mathematics for grades 4, 6, and 9.

See [http://www.ode.state.oh.us/reportcard/state\\_report\\_card/src2004.pdf](http://www.ode.state.oh.us/reportcard/state_report_card/src2004.pdf) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Ohio Proficiency Test

**State student achievement levels:** Below Basic, Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	40.5%	40.5%
	Mathematics	35.9	35.9
Grade 6	Reading	36	36
	Mathematics	36.8	36.8
Grade 9	Reading	78	78
	Mathematics	53.1	53.1

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	2,027 (78%)	3,031 (80%)	294 (48%)
Identified for improvement:			
Year 1	71 (3%)	71 (2%)	0
Year 2	37 (1%)	37 (1%)	0
Corrective action	47 (2%)	47 (1%)	0
Restructuring	34 (1%)	34 (*)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	93%	Met
Middle indicator: Attendance	93%	Met
High school indicator: Graduation rate	73.6%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,300	*
Supplemental educational services:	3,508	1%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

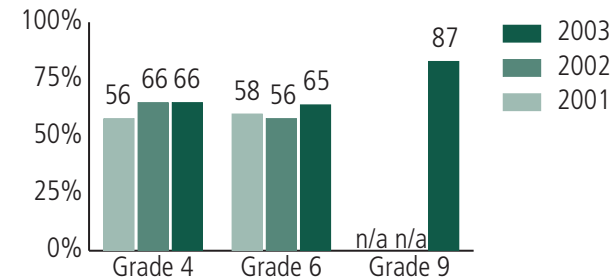
## Student Achievement 2002-03

### Ohio Proficiency Test, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 6	Grade 9
All students	66%	65%	87%
Economically disadvantaged students	49	46	75
Migrant students	27	26	45
Students with disabilities	36	30	51
Students with limited English proficiency	42	32	51
Black, non-Hispanic students	44	40	75
Hispanic students	54	48	75
White, non-Hispanic students	72	71	90

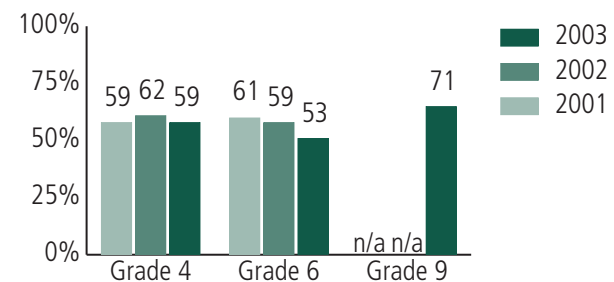
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 6	Grade 9
All students	59%	53%	71%
Economically disadvantaged students	40	32	51
Migrant students	25	24	35
Students with disabilities	34	25	36
Students with limited English proficiency	42	36	45
Black, non-Hispanic students	32	25	42
Hispanic students	46	41	53
White, non-Hispanic students	65	59	78

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 554	<b>2002-03</b> 543
<b>Number of public schools</b> (CCD)		
Elementary	993	979
Middle	341	341
High	458	466
Combined	n/a	2
Other	23	18
<b>Total</b>	<b>1,815</b>	<b>1,806</b>
<b>Number of charter schools</b> (CCD)		
		10

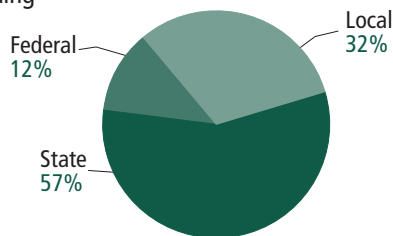
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$1,986,524
Noninstructional	285,794
Support	1,132,291
<b>Total</b>	<b>3,404,610</b>
<b>Total current expenditures</b> 2001-02 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$2,239,893
Noninstructional	252,939
Support	1,382,715
<b>Total</b>	<b>3,875,547</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$5,637</b>	<b>\$6,229</b>
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$122,628,811

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	5,456	28,120
K-8	434,412	418,075
9-12	162,511	174,356
<b>Total (K-12)</b>	<b>596,923</b>	<b>592,431</b>

## Race/ethnicity

(CCD)		
American Indian/Alaskan Native	14%	18%
Asian/Pacific Islander	1	1
Black, non-Hispanic	10	11
Hispanic	3	7
White, non-Hispanic	72	63

<b>Students with disabilities</b> (OSEP)	11%	13%
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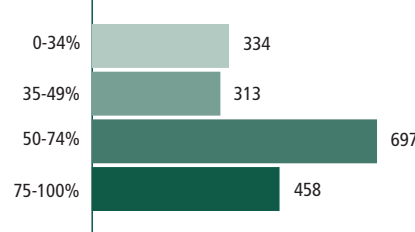
<b>Students with limited English proficiency</b> (NCELA)	4%	6%
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<b>Migrant students</b> (OME)	1%	1%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b>	<b>2003</b>
	—	25%

<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	320,600
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>4 schools did not report.

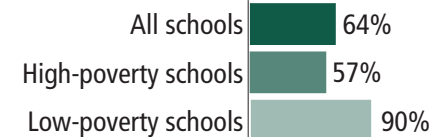
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	19,813	20,029
Middle	7,706	8,169
High	9,679	10,935
Combined	n/a	43
Other	1,833	1,463
<b>Total</b>	<b>39,031</b>	<b>40,638</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	6,172	6,323
Instructional coordinators	435	217
Administrators	2,596	2,721
Other	24,833	24,523
<b>Total</b>	<b>34,036</b>	<b>33,784</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	78%	57%
Mathematics	74	70
Science	62	67
Social studies	71	53

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	5%	5%
<b>Avg. freshman graduation rate</b> (NCES)	78	76
<b>College-going rate</b> (IPEDS/NCES)	49	50

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	n/a	26%
Basic level or above	n/a	60
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	n/a	20%
Basic level or above	n/a	64

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

## Statewide Accountability Information

See Appendix B for Oklahoma's definitions of proficient for reading and mathematics for grades 5, 8, and high school.

See <http://sde.state.ok.us/home/defaultie.html> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Oklahoma Core Curriculum Tests

**State student achievement levels:** Unsatisfactory, Limited Knowledge, Satisfactory, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 5	Reading	API: 622	API: 622
	Mathematics	648	648
Grade 8	Reading	622	622
	Mathematics	648	648
High school	Reading	622	622
	Mathematics	648	648

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	828 (75%)	1,416 (79%)	164 (30%)
Identified for improvement:			
Year 1	23 (2%)	28 (2%)	0
Year 2	2 (*)	2 (*)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	10 (1%)	11 (1%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	9 (1%)	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 91.2%	Met
Middle indicator: Attendance	Meet or progress toward 91.2%	Met
High school indicator: Graduation rate	Meet or progress toward 68.8%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	714	*
Supplemental educational services:	1,467	1%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

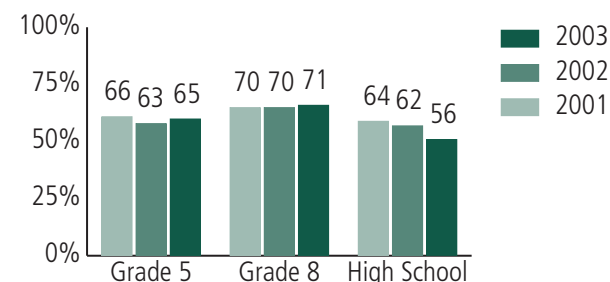
## Student Achievement 2002-03

### Oklahoma Core Curriculum Tests, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 5	Grade 8	High school
All students	65%	71%	56%
Economically disadvantaged students	64	68	48
Migrant students	59	74	28
Students with disabilities	19	22	10
Students with limited English proficiency	38	41	19
Black, non-Hispanic students	52	57	37
Hispanic students	59	63	44
White, non-Hispanic students	80	84	68

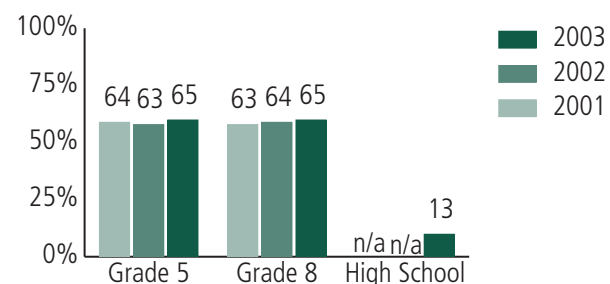
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 5	Grade 8	High school
All students	65%	65%	13%
Economically disadvantaged students	63	61	9
Migrant students	69	61	6
Students with disabilities	23	18	<5
Students with limited English proficiency	48	43	7
Black, non-Hispanic students	50	48	5
Hispanic students	64	59	8
White, non-Hispanic students	78	78	17

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	271	198
<b>Number of public schools (CCD)</b>		
Elementary	758	747
Middle	198	221
High	206	244
Combined	40	45
Other	13	5
Total	1,215	1,262
Number of charter schools (CCD)		21

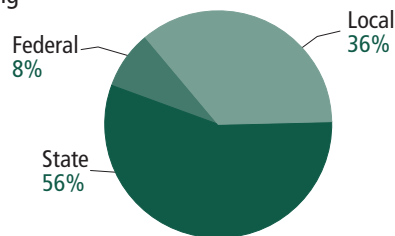
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$2,187,431	\$2,476,323
Noninstructional	124,060	141,139
Support	1,340,531	1,597,050
Total	3,652,023	4,214,512

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$7,069	\$7,642

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	Amount
	\$94,338,878

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	837	420
K-8	365,488	378,573
9-12	147,819	168,902
Total (K-12)	513,307	547,475

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	3	4
Black, non-Hispanic	2	3
Hispanic	6	12
White, non-Hispanic	87	78

Students with disabilities (OSEP)	1993-94	2002-03
	10%	11%

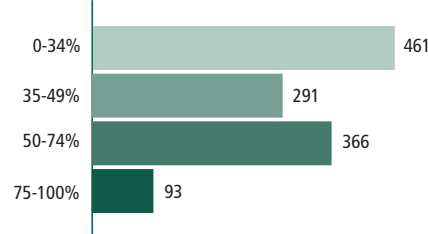
Students with limited English proficiency (NCELA)	1993-94	2002-03
	4%	9%

Migrant students (OME)	1993-94	2002-03
	5%	7%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	28%	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	Count
	211,674

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>51 schools did not report.

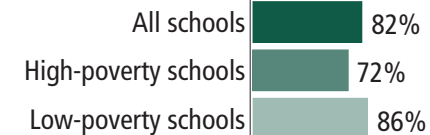
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	12,635	12,309
Middle	5,246	5,886
High	7,273	7,917
Combined	493	496
Other	841	518
Total	26,488	27,126

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	5,236	8,313
Instructional coordinators	338	434
Administrators	2,292	2,298
Other	16,038	16,871
Total	23,904	27,916

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	61%	68%
Mathematics	61	60
Science	93	74
Social studies	79	57

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	5%
Avg. freshman graduation rate (NCES)	73	68
College-going rate (IPEDS/NCES)	57	51

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	31%
Basic level or above	n/a	64
Math, Grade 8		
Proficient level or above	26%	32%
Basic level or above	67	70

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

## Statewide Accountability Information

See Appendix B for Oregon's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.ode.state.or.us/data/annreportcard/rptcard2004.pdf> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Oregon State Assessments

**State student achievement levels:** Very Low, Low, Nearly Meets, Meets Standards, Exceeds Standards

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	40%	40%
	Mathematics	39	39
Grade 8	Reading	40	40
	Mathematics	39	39
High school	Reading	40	40
	Mathematics	39	39

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	446 (82%)	839 (72%)	101 (51%)
Identified for improvement:			
Year 1	2 (*)	2 (*)	1 (1%)
Year 2	3 (*)	3 (1%)	1 (1%)
Corrective action	2 (*)	2 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	92%	n/a
Middle indicator: Attendance	92%	n/a
High school indicator: Graduation rate	68.1%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	873	1%
Supplemental educational services:	537	*

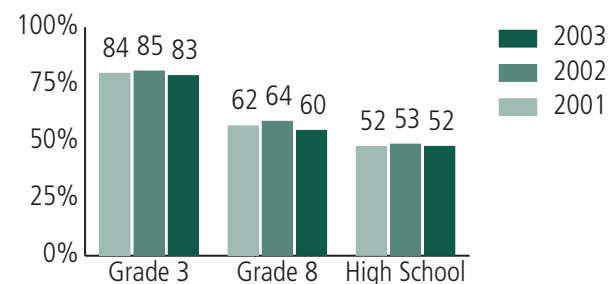
## Student Achievement 2002-03

### Oregon State Assessments, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	83%	60%	52%
Economically disadvantaged students	77	41	30
Migrant students	50	22	12
Students with disabilities	49	17	12
Students with limited English proficiency	53	22	10
Black, non-Hispanic students	77	40	26
Hispanic students	60	32	22
White, non-Hispanic students	87	65	56

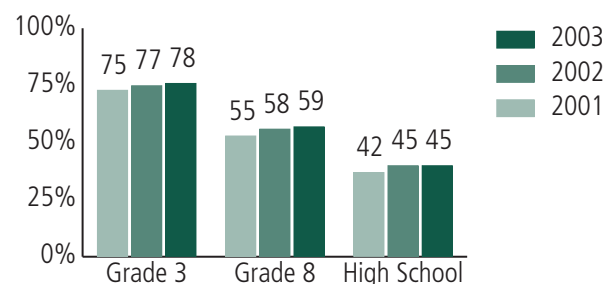
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	78%	59%	45%
Economically disadvantaged students	70	39	23
Migrant students	48	24	12
Students with disabilities	51	17	9
Students with limited English proficiency	51	28	15
Black, non-Hispanic students	64	63	20
Hispanic students	55	31	17
White, non-Hispanic students	83	63	48

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	500	501
<b>Number of public schools (CCD)</b>		
Elementary	1,969	1,920
Middle	515	569
High	589	612
Combined	20	53
Other	27	32
Total	3,120	3,186
Number of charter schools (CCD)		91

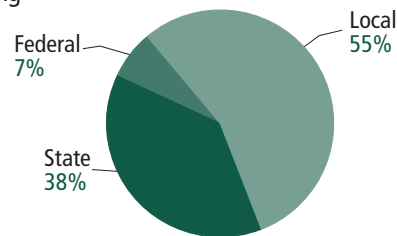
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$9,146,611	\$9,686,763
Noninstructional	546,525	591,774
Support	4,665,989	5,272,437
Total	14,359,126	15,550,974

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$8,248	\$8,537

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$399,600,431

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	4,181	2,684
K-8	1,211,095	1,235,493
9-12	496,382	571,910
Total (K-12)	1,707,477	1,807,403

## Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	2%
Black, non-Hispanic	14	15
Hispanic	3	5
White, non-Hispanic	81	77

Students with disabilities (OSEP)	9%	11%
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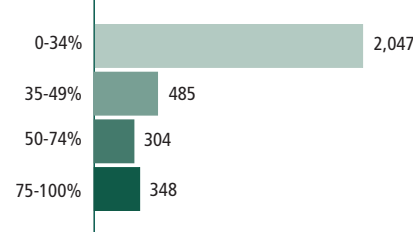
Students with limited English proficiency (NCELA)	n/a	2%
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Migrant students (OME)	*	2%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	n/a	31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 528,011

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>2 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	42,756	49,104
Middle	19,093	24,366
High	29,484	35,102
Combined	637	1,483
Other	9,332	8,202
Total	101,301	118,256

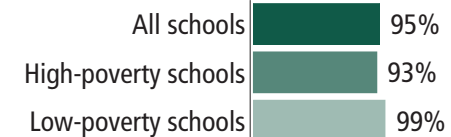
## Number of FTE non-teacher staff (CCD)

Instructional aides	12,676	24,497
Instructional coordinators	1,576	1,464
Administrators	5,133	6,220
Other	70,198	80,814
Total	89,583	112,995

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

	1994	2000
English	74%	67%
Mathematics	98	81
Science	85	79
Social studies	74	73

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	4%	4%
Avg. freshman graduation rate (NCES)	81	79
College-going rate (IPEDS/NCES)	57	61

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	30%	33%
Basic level or above	61	65
Math, Grade 8		
Proficient level or above	n/a	30%
Basic level or above	n/a	69

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



## Statewide Accountability Information

See Appendix B for Pennsylvania's definitions of proficient for reading and mathematics for grades 5, 8, and 11.

See [http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&Q=95497&pasNav=\[6150\]&pasNav=](http://www.pde.state.pa.us/pas/cwp/view.asp?a=3&Q=95497&pasNav=[6150]&pasNav=) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Pennsylvania System of School Assessment (PSSA)

**State student achievement levels:** Below Basic, Basic, Proficient, Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 5	Reading	45%	45%
	Mathematics	35	35
Grade 8	Reading	45	45
	Mathematics	35	35
Grade 11	Reading	45	45
	Mathematics	35	35

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	957 (63%)	1,714 (64%)	121 (24%)
Identified for improvement:			
Year 1	140 (9%)	145 (5%)	2 (*)
Year 2	1 (*)	1 (*)	1 (*)
Corrective action	9 (1%)	9 (*)	0
Restructuring	129 (9%)	129 (5%)	4 (1%)
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle indicator: Attendance	Meet or progress toward 95%	Did not meet
High school indicator: Graduation rate	Meet or progress toward 95%	Did not meet

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,126	*
Supplemental educational services:	n/a	n/a

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

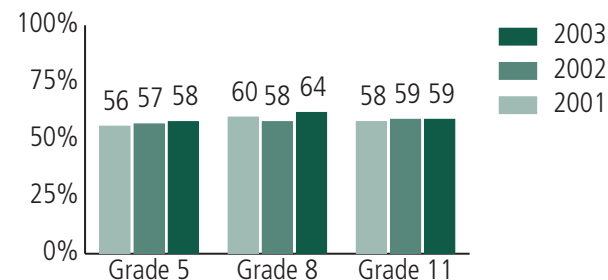
## Student Achievement 2002-03

**Pennsylvania System of School Assessment, used for NCLB accountability**

### Reading

Proficient level or above for:	Grade 5	Grade 8	Grade 11
All students	58%	64%	59%
Economically disadvantaged students	36	39	33
Migrant students	25	22	15
Students with disabilities	19	17	14
Students with limited English proficiency	19	18	19
Black, non-Hispanic students	29	33	29
Hispanic students	30	33	28
White, non-Hispanic students	67	71	65

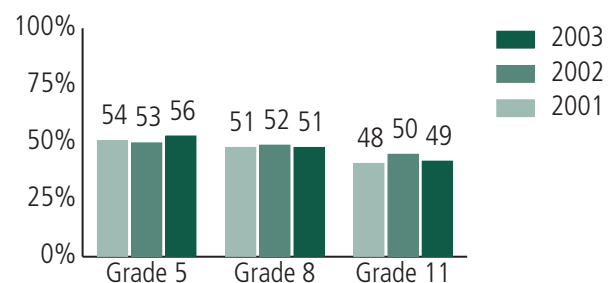
### Student achievement trend: Reading percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 5	Grade 8	Grade 11
All students	56%	51%	49%
Economically disadvantaged students	35	26	23
Migrant students	29	20	17
Students with disabilities	22	11	10
Students with limited English proficiency	28	23	27
Black, non-Hispanic students	26	19	17
Hispanic students	32	23	20
White, non-Hispanic students	65	59	54

### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	1	1
<b>Number of public schools (CCD)</b>		
Elementary	962	836
Middle	216	196
High	160	163
Combined	189	285
Other	43	44
Total	1,570	1,524
<b>Number of charter schools (CCD)</b>		
		122

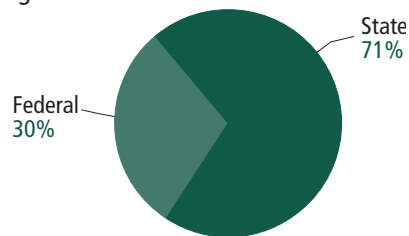
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,245,389	\$1,514,026
Noninstructional	235,414	219,291
Support	337,807	419,407
Total	1,818,610	2,152,724

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$2,880	\$3,563

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$333,995,520

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	281	347
K-8	455,072	415,715
9-12	162,371	160,894
Total (K-12)	617,443	576,609

## Race/ethnicity (CCD)

American Indian/Alaskan Native	n/a	*
Asian/Pacific Islander	n/a	*
Black, non-Hispanic	n/a	*
Hispanic	100%	100%
White, non-Hispanic	n/a	*

Students with disabilities (OSEP)	n/a	n/a
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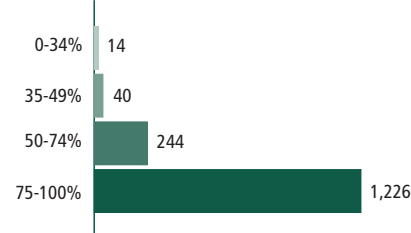
Students with limited English proficiency (NCELA)	24%	n/a
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Migrant students (OME)	3%	3%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	n/a	31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	484,069
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	19,125	19,101
Middle	6,693	6,144
High	5,717	6,464
Combined	6,634	9,799
Other	1,647	861
Total	39,816	42,369

## Number of FTE non-teacher staff (CCD)

Instructional aides	n/a	233
Instructional coordinators	672	360
Administrators	1,595	3,108
Other	25,922	28,483
Total	28,189	32,184

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

	1994	2000
English	n/a	n/a
Mathematics	n/a	n/a
Science	n/a	n/a
Social studies	n/a	n/a

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

All schools	25%
High-poverty schools	25%
Low-poverty schools	Not Available

## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	1%
Avg. freshman graduation rate (NCES)	89%	66
College-going rate (IPEDS/NCES)	n/a	n/a

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	n/a
Basic level or above	n/a	n/a
Math, Grade 8		
Proficient level or above	n/a	n/a
Basic level or above	n/a	n/a

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

## Statewide Accountability Information

See Appendix B for Puerto Rico's definitions of proficient for reading and mathematics for grades 3, 8, and 11.

See <http://www.de.gobierno.pr> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Pruebas Puertorriqueñas de Aprovechamiento Académico

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

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	52%	52%
	Mathematics	39	39
Grade 8	Reading	52	52
	Mathematics	39	39
Grade 11	Reading	52	52
	Mathematics	39	39

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Corrective action	n/a	n/a	n/a
Restructuring	n/a	n/a	n/a
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

### Other indicator, 2002-03

	State target	State outcome
Elementary indicator: English language proficiency	n/a	n/a
Middle indicator: English language proficiency	n/a	n/a
High school indicator: English language proficiency	n/a	n/a

### NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	4,698	1%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

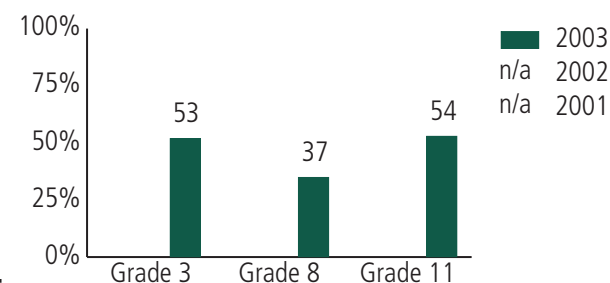
## Student Achievement 2002-03

### Pruebas Puertorriqueñas de Aprovechamiento Académico, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	53%	37%	54%
Economically disadvantaged students	52	34	51
Migrant students	50	35	50
Students with disabilities	44	15	17
Students with limited Spanish proficiency	45	26	48
Black, non-Hispanic students	-	-	-
Hispanic students	54	37	55
White, non-Hispanic students	51	37	56

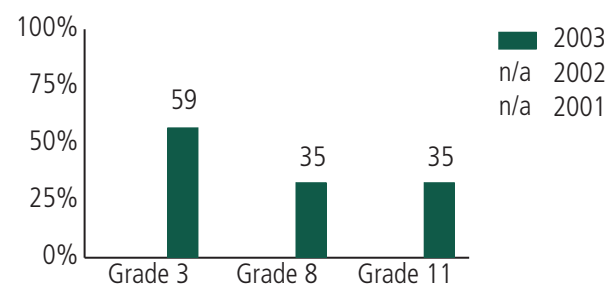
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	59%	35%	35%
Economically disadvantaged students	57	34	34
Migrant students	58	35	35
Students with disabilities	51	22	19
Students with limited Spanish proficiency	51	32	38
Black, non-Hispanic students	-	-	-
Hispanic students	59	35	35
White, non-Hispanic students	56	38	39

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

<b>Number of districts</b> (CCD)	1993-94 36	2002-03 36
<b>Number of public schools</b> (CCD)		
Elementary	212	214
Middle	51	57
High	41	47
Combined	2	4
Other	3	4
<b>Total</b>	<b>309</b>	<b>326</b>
<b>Number of charter schools</b> (CCD)		
		7

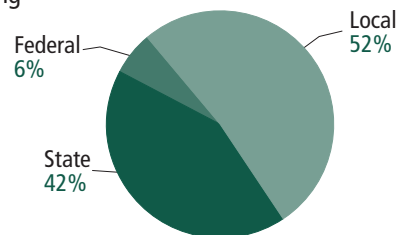
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$844,602
Noninstructional	\$32,448
Support	\$390,456
<b>Total</b>	<b>\$1,267,505</b>
	2001-02
	\$989,404
	\$40,573
	\$503,479
	<b>\$1,533,456</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	\$8,701	\$9,703
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## Sources of funding

(CCD, 2001-02)



**Title I allocation 2001-02**  
(ED; Includes Title I, Part A) \$34,250,118

## Students

<b>Public school enrollment</b> (CCD)	1993-94	2002-03
Pre-K	465	1,209
K-8	103,603	111,204
9-12	38,470	46,661
<b>Total (K-12)</b>	<b>142,073</b>	<b>157,865</b>

<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	3%	3
Black, non-Hispanic	7	8
Hispanic	9	16
White, non-Hispanic	81	72

**Students with disabilities** (OSEP) 13% 17%

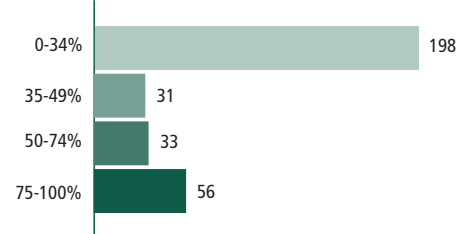
**Students with limited English proficiency** (NCELA) 5% 7%

**Migrant students** (OME) \* \*

**Eighth-grade students enrolled in Algebra I for high school credit** (NAEP) 1996 32% 2003 n/a

**Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03** (CCD) 53,084

**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>8 schools did not report.

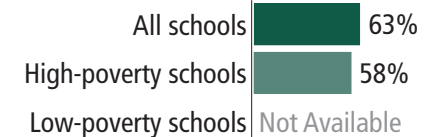
## Staff

<b>Number of FTE teachers</b> (CCD)	1993-94	2002-03
Elementary	4,637	n/a
Middle	2,239	n/a
High	2,821	n/a
Combined	19	n/a
Other	107	n/a
<b>Total</b>	<b>9,823</b>	<b>n/a</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	1,320	2,344
Instructional coordinators	78	67
Administrators	524	651
Other	3,697	4,516
<b>Total</b>	<b>5,619</b>	<b>7,578</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	1994	2000
English	94%	74%
Mathematics	81	82
Science	94	81
Social studies	93	80

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
<b>High school dropout rate</b> (NCES)	5%	5%
<b>Avg. freshman graduation rate</b> (NCES)	74	74
<b>College-going rate</b> (IPEDS/NCES)	65	66

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	1994	2003
Proficient level or above	32%	30%
Basic level or above	65	63
Math, Grade 8	1996	2003
Proficient level or above	20%	24%
Basic level or above	60	63

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

## Statewide Accountability Information

See Appendix B for Rhode Island's definitions of proficient for English or language arts and mathematics for grades 4, 8, and high school.

See [http://www.infoworks.ride.uri.edu/2005/state/infoworks\\_stareport.pdf](http://www.infoworks.ride.uri.edu/2005/state/infoworks_stareport.pdf) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** New Standards Reference Exam

**State student achievement levels:** Little evidence of achievement, Below the standard, Nearly achieved the standard, Achieved the Standard, Achieved the Standard with Honors

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	English language arts	76.1%	76.1%
	Mathematics	61.7	61.7
Grade 8	English language arts	68	68
	Mathematics	46.1	46.1
High school	English language arts	62.6	62.6
	Mathematics	44.8	44.8

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	82 (56%)	208 (66%)	25 (69%)
Identified for improvement:			
Year 1	12 (8%)	21 (7%)	0
Year 2	11 (8%)	11 (4%)	4 (11%)
Corrective action	1 (1%)	1 (*)	2 (6%)
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance rate	90%	Met
Middle indicator: Attendance rate	90%	Met
High school indicator: Graduation rate	71.4%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	39	*
Supplemental educational services:	2,191	23%

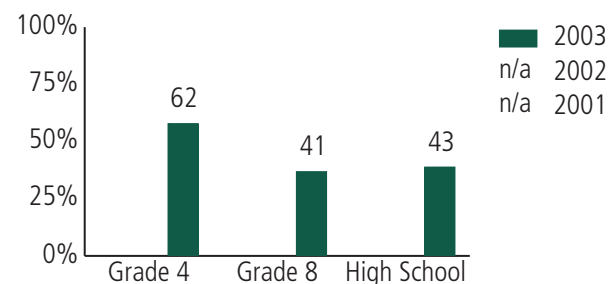
## Student Achievement 2002-03

### New Standards Reference Exam, used for NCLB accountability

#### English or language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	62%	41%	43%
Economically disadvantaged students	44	23	23
Migrant students	n/a	n/a	n/a
Students with disabilities	30	14	17
Students with limited English proficiency	22	10	7
Black, non-Hispanic students	42	26	26
Hispanic students	40	22	23
White, non-Hispanic students	71	49	50

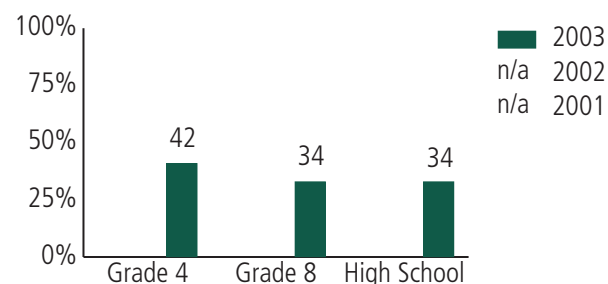
#### Student achievement trend: English or language arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	42%	34%	34%
Economically disadvantaged students	26	15	13
Migrant students	n/a	n/a	n/a
Students with disabilities	24	11	10
Students with limited English proficiency	14	8	5
Black, non-Hispanic students	20	15	13
Hispanic students	22	13	13
White, non-Hispanic students	50	42	42

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
	95	89
<b>Number of public schools</b> (CCD)		
Elementary	589	609
Middle	239	247
High	195	203
Combined	11	12
Other	13	10
<b>Total</b>	<b>1,047</b>	<b>1,081</b>
<b>Number of charter schools</b> (CCD)		
		10

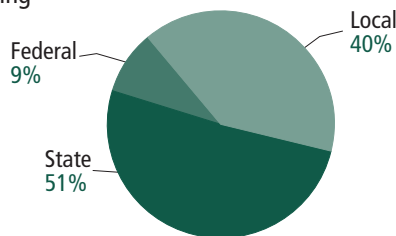
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$2,114,689
Noninstructional	224,942
Support	1,233,218
<b>Total</b>	<b>3,572,849</b>
	\$2,857,016
	257,624
	1,630,168
	<b>4,744,808</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$5,550</b>	<b>\$7,017</b>
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$142,363,522

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	7,407	19,949
K-8	459,707	478,984
9-12	176,745	191,743
<b>Total (K-12)</b>	<b>636,452</b>	<b>670,727</b>

## Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	1%	1%
Black, non-Hispanic	41	41
Hispanic	1	3
White, non-Hispanic	57	54

<b>Students with disabilities</b> (OSEP)	11%	14%
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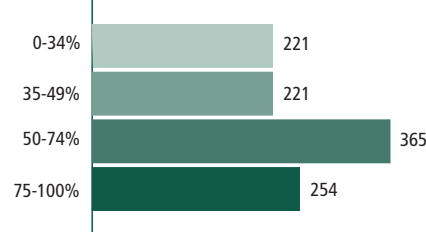
<b>Students with limited English proficiency</b> (NCELA)	*	1%
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<b>Migrant students</b> (OME)	*	*
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b>	<b>2003</b>
	27%	24%

<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	343,810
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>20 schools did not report.

## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	17,975	22,221
Middle	9,412	10,399
High	10,036	11,796
Combined	80	342
Other	1,117	1,880
<b>Total</b>	<b>38,620</b>	<b>46,578</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	6,891	1,947
Instructional coordinators	503	741
Administrators	2,429	3,440
Other	24,375	10,459
<b>Total</b>	<b>34,198</b>	<b>16,587</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	78%	68%
Mathematics	72	79
Science	74	75
Social studies	72	83

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)

Not Available

## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	n/a	3%
<b>Avg. freshman graduation rate</b> (NCES)	67%	57
<b>College-going rate</b> (IPEDS/NCES)	58	66

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	20%	25%
Basic level or above	48	59
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	14%	26%
Basic level or above	48	67

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

## Statewide Accountability Information

See Appendix B for South Carolina's definitions of proficient for English/language arts and mathematics for grades 4, 8, and high school.

See <http://www.myscschools.com/reportcard/2003/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Palmetto Achievement Challenge Test (PACT)

**State student achievement levels:** Below Basic, Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	English/language arts	17.6%	17.6%
	Mathematics	15.5	15.5
Grade 8	English/language arts	17.6	17.6
	Mathematics	15.5	15.5
High school	English/language arts	17.6	17.6
	Mathematics	15.5	15.5

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	110 (20%)	584 (55%)	79 (89%)
Identified for improvement:			
Year 1	64 (12%)	64 (6%)	6 (7%)
Year 2	11 (2%)	11 (1%)	0
Corrective action	15 (3%)	15 (1%)	1 (1%)
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

### Other indicator, 2002-03

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 95.3%	Met
Middle indicator: Attendance	Meet or exceed 95.3%	Met
High school indicator: Graduation rate	Meet or progress toward 77.3%	Met

### NCLB choice participation

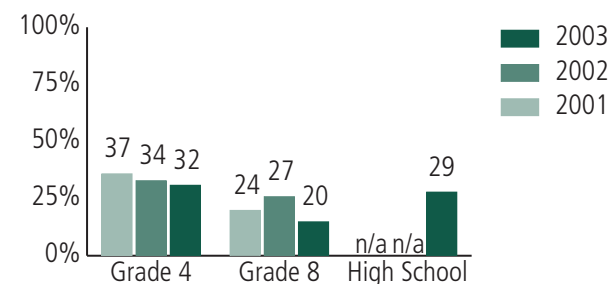
	Number of Title I students	Percent of eligible students
Title I school choice:	1,770	4%
Supplemental educational services:	1,477	14%

## Student Achievement 2002-03

### Palmetto Achievement Challenge Test (PACT), used for NCLB accountability English or language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	32%	20%	29%
Economically disadvantaged students	18	9	16
Migrant students	14	<5	11
Students with disabilities	35	<5	6
Students with limited English proficiency	7	<5	7
Black, non-Hispanic students	17	8	16
Hispanic students	22	13	19
White, non-Hispanic students	43	29	40

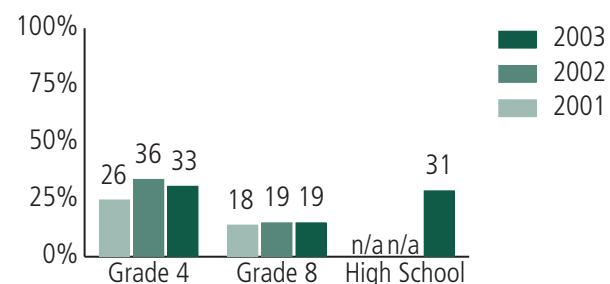
### Student achievement trend: English or language arts percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	33%	19%	31%
Economically disadvantaged students	20	8	17
Migrant students	12	12	15
Students with disabilities	37	3	8
Students with limited English proficiency	14	8	12
Black, non-Hispanic students	17	6	41
Hispanic students	26	14	22
White, non-Hispanic students	47	28	43

### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

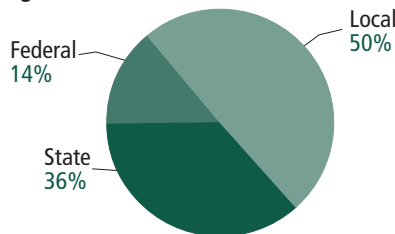
<b>Number of districts</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
	173	178
<hr/>		
<b>Number of public schools</b> (CCD)		
Elementary	373	368
Middle	191	171
High	187	177
Combined	n/a	20
Other	23	2
<b>Total</b>	<b>774</b>	<b>738</b>
<hr/>		
<b>Number of charter schools</b> (CCD)		n/a

## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$461,663
Noninstructional	41,349
Support	245,763
<b>Total</b>	<b>748,774</b>
<hr/>	
<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	
1993-94	\$5,242
2001-02	\$6,424

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$27,405,068

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	612	2,246
K-8	100,054	85,195
9-12	39,971	40,598
<b>Total (K-12)</b>	<b>140,025</b>	<b>125,793</b>

## Race/ethnicity

(CCD)		
American Indian/Alaskan Native	13%	11%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	1	2
White, non-Hispanic	85	85

<b>Students with disabilities</b> (OSEP)	9%	11%
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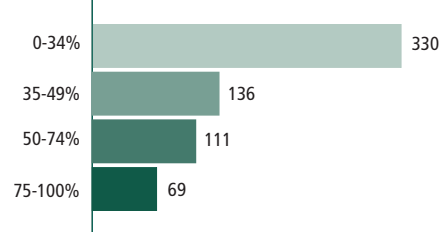
<b>Students with limited English proficiency</b> (NCELA)	3%	3%
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<b>Migrant students</b> (OME)	1%	2%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b>	<b>2003</b>
	n/a	24%

<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	38,800
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>92 schools did not report.

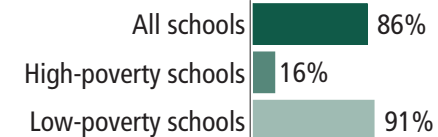
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	4,627	4,406
Middle	2,067	1,903
High	2,756	2,780
Combined	n/a	100
Other	107	69
<b>Total</b>	<b>9,557</b>	<b>9,257</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	1,801	3,312
Instructional coordinators	14	376
Administrators	947	858
Other	4,882	5,228
<b>Total</b>	<b>7,644</b>	<b>9,774</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	73%	74%
Mathematics	67	76
Science	72	72
Social studies	61	68

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	5%	4%
<b>Avg. freshman graduation rate</b> (NCES)	92	77
<b>College-going rate</b> (IPEDS/NCES)	50	64

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	n/a	33%
Basic level or above	n/a	68
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	n/a	35%
Basic level or above	n/a	78

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



## Statewide Accountability Information

See Appendix B for South Dakota's definitions of proficient for reading and mathematics for grades 4, 8, and 11.

See <https://sis.ddncampus.net:8081/nclb/portal/portal.xml> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Dakota State Test of Educational Progress

**State student achievement levels:** Below Basic, Basic, Proficient, Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Reading	65%	65%
	Mathematics	45	45
Grade 8	Reading	65	65
	Mathematics	45	45
Grade 11	Reading	50	50
	Mathematics	60	60

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	501 (69%)	536 (75%)	62 (36%)
Identified for improvement:			
Year 1	27 (8%)	27 (4%)	0
Year 2	2 (1%)	2 (*)	0
Corrective action	3 (1%)	3 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	4 (1%)	0	0

### Other indicator, 2002-03

	State target	State outcome
Elementary indicator: Attendance	94%	n/a
Middle indicator: Attendance	94%	n/a
High school indicator: Graduation rate	90%	n/a

### NCLB choice participation

	Number of Title I students	Percent of eligible students
Title I school choice:	1	*
Supplemental educational services:	7	*

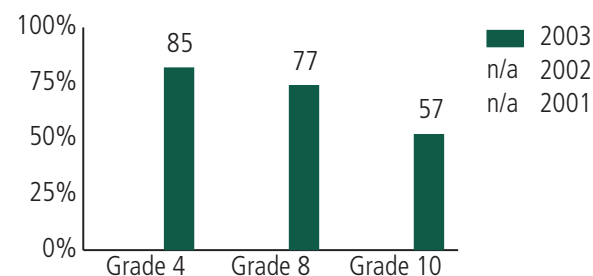
## Student Achievement 2002-03

### Dakota State Test of Educational Progress, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	85%	77%	57%
Economically disadvantaged students	75	62	43
Migrant students	55	42	31
Students with disabilities	51	28	9
Students with limited English proficiency	52	13	7
Black, non-Hispanic students	74	62	37
Hispanic students	68	58	41
White, non-Hispanic students	89	81	59

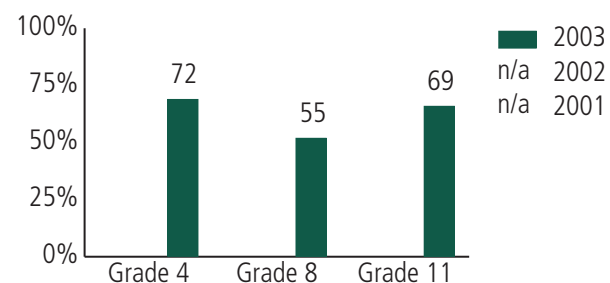
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	72%	55%	69%
Economically disadvantaged students	58	38	54
Migrant students	39	26	38
Students with disabilities	39	10	13
Students with limited English proficiency	26	34	18
Black, non-Hispanic students	49	29	43
Hispanic students	46	28	43
White, non-Hispanic students	78	61	72

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

Number of districts (CCD)	1993-94	2002-03
	138	138

Number of public schools (CCD)	1993-94	2002-03
Elementary	942	973
Middle	237	295
High	255	290
Combined	49	67
Other	13	3
Total	1,496	1,628

Number of charter schools (CCD)	1993-94	2002-03
		n/a

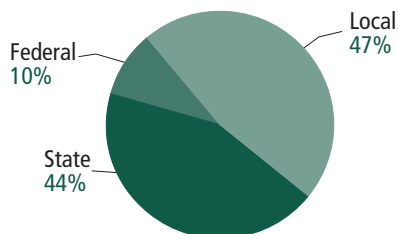
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$2,720,751	\$3,586,780
Noninstructional	232,647	269,598
Support	1,278,365	1,655,074
Total	4,231,763	5,511,452

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$4,881	\$5,959

## Sources of funding

(CCD, 2001-02)



Title I allocation (ED; Includes Title I, Part A)	2001-02
	\$152,480,135

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	9,976	n/a
K-8	603,041	641,585
9-12	236,542	246,802
Total (K-12)	839,583	888,387

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	*	n/a
Asian/Pacific Islander	1%	n/a
Black, non-Hispanic	23	n/a
Hispanic	1	n/a
White, non-Hispanic	76	n/a

Students with disabilities (OSEP)	1993-94	2002-03
	12%	12%

Students with limited English proficiency (NCELA)	1993-94	2002-03
	*	2%

Migrant students (OME)	1993-94	2002-03
	*	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	18%	20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	n/a

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	Data not available.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	25,498	n/a
Middle	7,822	n/a
High	12,746	n/a
Combined	n/a	n/a
Other	n/a	n/a
Total	46,066	n/a

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	8,981	14,199
Instructional coordinators	n/a	1,179
Administrators	5,137	6,092
Other	31,647	34,235
Total	45,765	55,705

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	73%	73%
Mathematics	59	51
Science	52	53
Social studies	81	69

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	66	59
College-going rate (IPEDS/NCES)	54	62

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	27%	26%
Basic level or above	58	57
Math, Grade 8		
Proficient level or above	15%	21%
Basic level or above	53	59

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

## Statewide Accountability Information

See Appendix B for Tennessee's definitions of proficient for reading/language arts and mathematics for grades 3, 8, and high school.

See [http://evaas.sasinschool.com/tn\\_reportcard/welcome.jsp](http://evaas.sasinschool.com/tn_reportcard/welcome.jsp) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Tennessee Achievement Test

**State student achievement levels:** Below Proficient, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading/language arts	77.1%	77.1%
	Mathematics	72.4	72.4
Grade 8	Reading/language arts	77.1	77.1
	Mathematics	72.4	72.4
High school	Reading/language arts	86	86
	Mathematics	65.4	65.4

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	832 (50%)	11 (8%)
Identified for improvement:			
Year 1	n/a	0	0
Year 2	n/a	0	0
Corrective action	n/a	33 (2%)	0
Restructuring	n/a	28 (2%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	92.5%	Met
Middle indicator: Attendance	92.5%	Met
High school indicator: Graduation rate	76%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	839	*
Supplemental educational services:	4,870	2%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

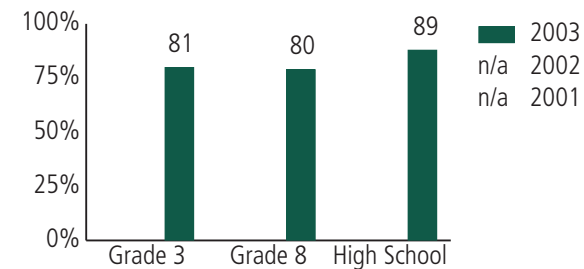
## Student Achievement 2002-03

### Tennessee Achievement Test, used for NCLB accountability

#### Reading or language arts

Proficient level or above for:	Grade 3	Grade 8	High school
All students	81%	80%	89%
Economically disadvantaged students	71	67	80
Migrant students	48	39	61
Students with disabilities	34	29	48
Students with limited English proficiency	48	21	59
Black, non-Hispanic students	69	65	79
Hispanic students	67	63	89
White, non-Hispanic students	86	85	91

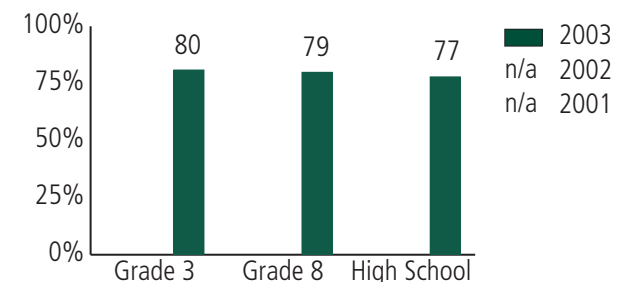
#### Student achievement trend: Reading or language arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	80%	79%	77%
Economically disadvantaged students	70	66	65
Migrant students	57	51	94
Students with disabilities	41	30	41
Students with limited English proficiency	57	44	63
Black, non-Hispanic students	64	61	56
Hispanic students	70	70	72
White, non-Hispanic students	86	86	84

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	1,046	1,040
<b>Number of public schools (CCD)</b>		
Elementary	3,385	3,934
Middle	1,308	1,570
High	1,148	1,403
Combined	392	800
Other	19	50
Total	6,252	7,757
Number of charter schools (CCD)		260

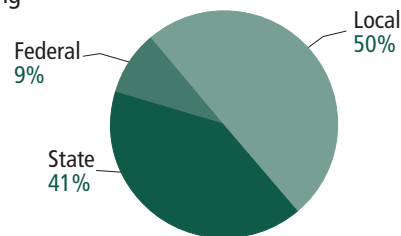
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$12,292,564	\$17,026,101
Noninstructional	1,242,635	1,409,676
Support	7,195,813	9,755,351
Total	20,731,012	28,191,128

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$5,745	\$6,771

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$862,758,289

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	120,446	182,176
K-8	2,560,607	2,895,725
9-12	927,209	1,180,108
Total (K-12)	3,487,816	4,075,833

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	14	14
Hispanic	36	43
White, non-Hispanic	48	40

Students with disabilities (OSEP)	1993-94	2002-03
	11%	11%

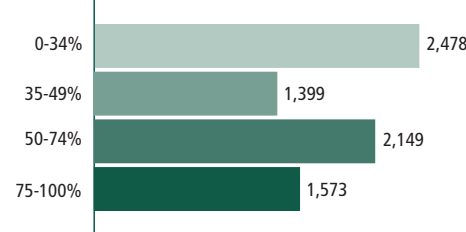
Students with limited English proficiency (NCELA)	1993-94	2002-03
	12%	15%

Migrant students (OME)	1993-94	2002-03
	3%	5%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	25%	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	1,968,976

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>158 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	107,516	134,768
Middle	50,750	6,579
High	55,381	74,823
Combined	5,958	8,238
Other	5,224	64,247
Total	224,830	288,655

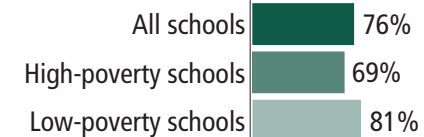
## Number of FTE non-teacher staff (CCD)

	1993-94	2002-03
Instructional aides	38,816	58,933
Instructional coordinators	1,257	1,335
Administrators	13,286	37,341
Other	154,913	207,738
Total	208,272	305,347

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

	1994	2000
English	71%	64%
Mathematics	65	57
Science	70	57
Social studies	67	60

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	66%	71
College-going rate (IPEDS/NCES)	50	53

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	26%	27%
Basic level or above	58	60
Math, Grade 8		
Proficient level or above	21%	25%
Basic level or above	59	69

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

## Statewide Accountability Information

See Appendix B for Texas's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

See <http://www.tea.state.tx.us/perfreport> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Texas Assessment of Knowledge and Skills (TAKS)

**State student achievement levels:** Did Not Meet the Standard, Met the Standard, Commended Performance

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	46.8%	46.8%
	Mathematics	33.4	33.4
Grade 8	Reading	46.8	46.8
	Mathematics	33.4	33.4
Grade 10	Reading	46.8	46.8
	Mathematics	33.4	33.4

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	4,241 (88%)	6,262 (81%)	1,001 (82%)
Identified for improvement:			
Year 1	6 (*)	6 (*)	0
Year 2	3 (*)	3 (*)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 90%	Met
Middle indicator: Attendance	Meet or exceed 90%	Met
High school indicator: Graduation rate	Meet or exceed 70%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	45	*

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

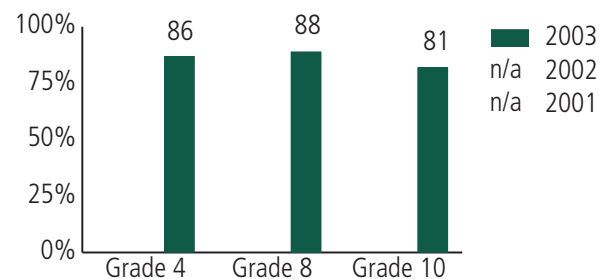
## Student Achievement 2002-03

### Texas Assessment of Knowledge and Skills, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	86%	88%	81%
Economically disadvantaged students	78	82	73
Migrant students	72	75	63
Students with disabilities	79	71	52
Students with limited English proficiency	70	45	31
Black, non-Hispanic students	76	82	76
Hispanic students	80	83	73
White, non-Hispanic students	93	94	91

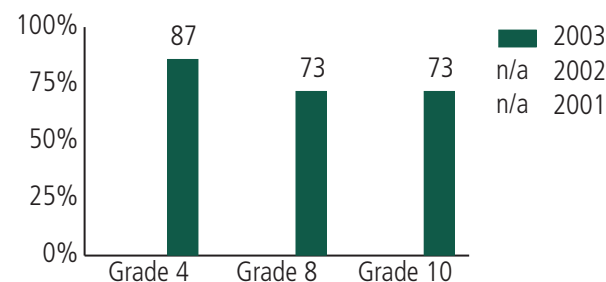
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	87%	73%	73%
Economically disadvantaged students	81	60	61
Migrant students	77	54	56
Students with disabilities	80	46	39
Students with limited English proficiency	74	32	43
Black, non-Hispanic students	78	57	59
Hispanic students	83	63	64
White, non-Hispanic students	94	84	83

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	40	40
<b>Number of public schools (CCD)</b>		
Elementary	433	482
Middle	114	125
High	132	165
Combined	13	10
Other	26	21
Total	718	803
Number of charter schools (CCD)		12

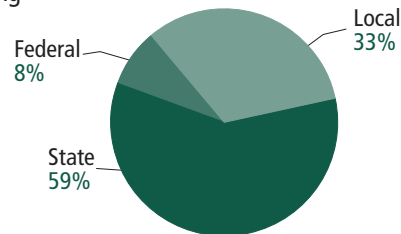
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,297,637	\$1,549,329
Noninstructional	118,077	129,975
Support	518,912	695,398
Total	1,934,626	2,374,702

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$4,104	\$4,900

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$43,651,387

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	2,690	3,542
K-8	321,280	328,029
9-12	137,235	141,849
Total (K-12)	458,515	469,878

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	2	3
Black, non-Hispanic	1	1
Hispanic	5	10
White, non-Hispanic	92	84

Students with disabilities (OSEP)	1993-94	2002-03
	10%	10%

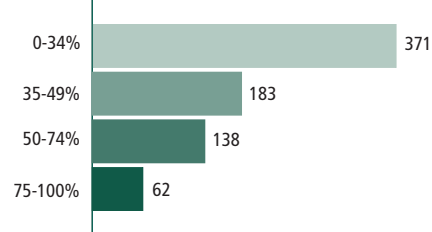
Students with limited English proficiency (NCELA)	1993-94	2002-03
	5%	10%

Migrant students (OME)	1993-94	2002-03
	*	1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	42%	40%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 149,728

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>49 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	9,826	11,373
Middle	4,279	4,456
High	4,613	5,325
Combined	17	137
Other	318	1,124
Total	19,053	22,415

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	4,309	5,602
Instructional coordinators	411	653
Administrators	980	1,175
Other	10,548	11,710
Total	16,248	19,140

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	73%	63%
Mathematics	55	63
Science	66	83
Social studies	61	72

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	4%
Avg. freshman graduation rate (NCES)	83	82
College-going rate (IPEDS/NCES)	56	38

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	30%	32%
Basic level or above	64	66
Math, Grade 8		
Proficient level or above	24%	31%
Basic level or above	70	72

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



## Statewide Accountability Information

See Appendix B for Utah's definitions of proficient for language arts and mathematics for grades 4, 8, 10.

See [http://www.usoe.k12.ut.us/default/annual\\_report\\_03\\_04.pdf](http://www.usoe.k12.ut.us/default/annual_report_03_04.pdf) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Utah Performance Assessment System for Students

**State student achievement levels:** Minimal, Partial, Sufficient, Substantial

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	Language arts	65%	65%
	Mathematics	57	57
Grade 8	Language arts	64	65
	Mathematics	35	57
Grade 10	Language arts	64	64
	Mathematics	35	35

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	143 (67%)	600 (73%)	42 (81%)
Identified for improvement:			
Year 1	72 (33%)	227 (27%)	10 (19%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 93%	Met
Middle indicator: Attendance	Meet or progress toward 93%	Met
High school indicator: Graduation or attendance	Meet or progress toward 85.7% (graduation) or 93% (attendance)	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	n/a	n/a
Supplemental educational services:	n/a	n/a

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

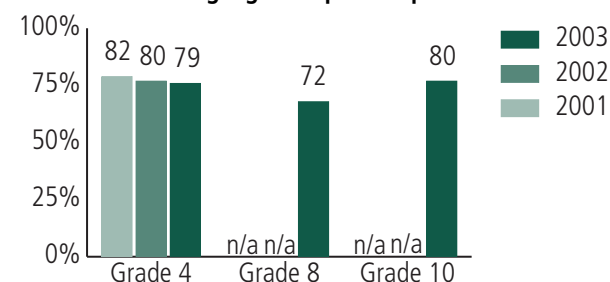
## Student Achievement 2002-03

### Utah Performance Assessment System for Students, used for NCLB accountability

#### Language arts

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	79%	72%	80%
Economically disadvantaged students	65	54	65
Migrant students	48	31	40
Students with disabilities	38	28	37
Students with limited English proficiency	12	33	43
Black, non-Hispanic students	61	53	57
Hispanic students	52	43	51
White, non-Hispanic students	82	76	83

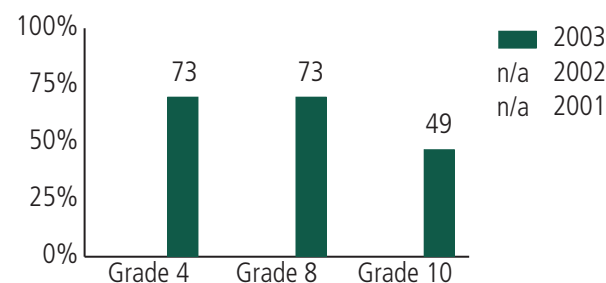
#### Student achievement trend: Language arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	73%	73%	49%
Economically disadvantaged students	62	56	40
Migrant students	47	40	30
Students with disabilities	38	32	27
Students with limited English proficiency	52	40	26
Black, non-Hispanic students	56	47	22
Hispanic students	50	46	31
White, non-Hispanic students	77	77	55

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	285	298
<b>Number of public schools (CCD)</b>		
Elementary	279	257
Middle	29	24
High	49	47
Combined	18	31
Other	3	—
Total	378	359

Number of charter schools (CCD) —

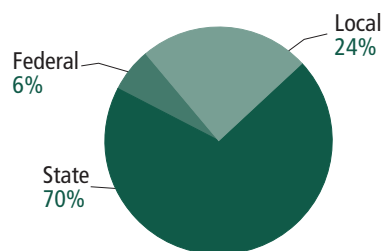
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$537,563	\$638,802
Noninstructional	27,283	27,841
Support	259,375	325,507
Total	824,221	992,150

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$8,022	\$9,806
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## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$22,381,585

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	2,024	2,800
K-8	72,804	65,234
9-12	27,377	31,807
Total (K-12)	100,181	97,041

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	1	1
Hispanic	*	1
White, non-Hispanic	98	96

Students with disabilities (OSEP) 9% 12%

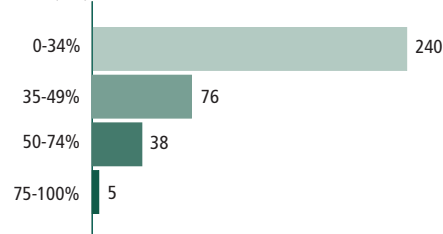
Students with limited English proficiency (NCELA) 1% 1%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 22% 2003 20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 25,501

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



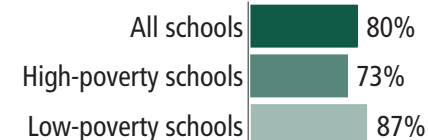
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	4,204	4,469
Middle	846	759
High	2,379	2,846
Combined	603	468
Other	70	n/a
Total	8,102	8,542

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	2,139	4,210
Instructional coordinators	230	325
Administrators	989	575
Other	4,058	4,732
Total	7,416	9,842

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	87%	n/a
Mathematics	75	55%
Science	81	77
Social studies	81	78

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	86	80
College-going rate (IPEDS/NCES)	51	45

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	37%
Basic level or above	n/a	74
Math, Grade 8		
Proficient level or above	27%	35%
Basic level or above	72	77

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

## Statewide Accountability Information

See Appendix B for Vermont's definitions of proficient for English and language arts: Reading basic understanding and Mathematics: Math skills for grades 4, 8, and 10.

See <http://crs.uvm.edu/schlprt/cfusion/schlprt04/vermont.cfm> for more details on the Vermont's system.

**State assessment for NCLB accountability:** New Standards Reference Examinations

**State student achievement levels:** Little Evidence of Achievement, Below the Standard, Nearly Achieves the Standard, Achieves the Standard, Achieves the Standard with Honors

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	English & language arts	300	300
	Mathematics	175	175
Grade 8	English & language arts	300	300
	Mathematics	175	175
Grade 10	English & language arts	300	300
	Mathematics	175	175

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	183 (86%)	267 (87%)	19 (32%)
Identified for improvement:			
Year 1	2 (1%)	3 (1%)	0
Year 2	1 (*)	4 (1%)	0
Corrective action	1 (*)	2 (1%)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: VT-Dev. Read. Assessment	Less than 15% of students	Met
Middle indicator: New Standards Reference Exam	in lowest two proficiency levels	Met
High school indicator: Graduation rate or NSRE Reading: Basic Understanding performance	75% or less than 15% of students in lowest two proficiency levels	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	0	0

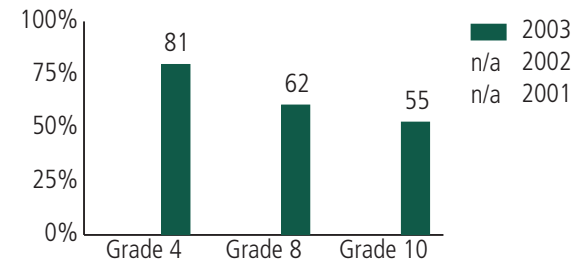
## Student Achievement 2002-03

### New Standards Reference Examinations, used for NCLB accountability

#### English and language arts: Reading basic understanding

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	81%	62%	55%
Economically disadvantaged students	70	46	36
Migrant students	#	#	#
Students with disabilities	48	24	14
Students with limited English proficiency	62	15	11
Black, non-Hispanic students	78	53	37
Hispanic students	75	60	39
White, non-Hispanic students	81	62	55

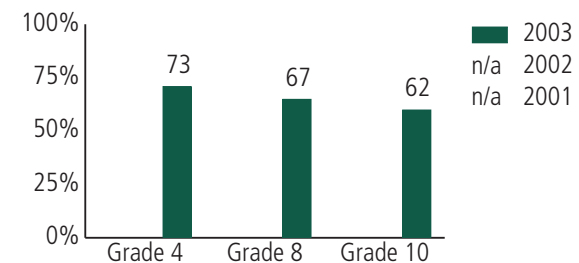
#### Student achievement trend: English and language arts: Reading basic understanding percent proficient level or above



#### Mathematics: Math skills

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	73%	67%	62%
Economically disadvantaged students	60	51	43
Migrant students	#	#	#
Students with disabilities	43	29	21
Students with limited English proficiency	56	42	26
Black, non-Hispanic students	60	50	37
Hispanic students	62	60	45
White, non-Hispanic students	74	68	63

#### Student achievement trend: Mathematics: Math skills percent proficient level or above



## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 141	<b>2002-03</b> 135
<b>Number of public schools</b> (CCD)		
Elementary	1,093	1,160
Middle	308	341
High	286	315
Combined	13	22
Other	44	8
<b>Total</b>	<b>1,744</b>	<b>1,846</b>
<b>Number of charter schools</b> (CCD)		7

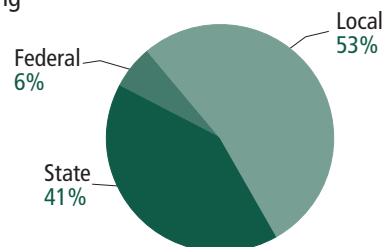
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$4,192,655
Noninstructional	361,991
Support	2,411,355
<b>Total</b>	<b>6,966,001</b>
	\$5,373,764
	340,875
	3,003,915
	8,718,554

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$6,663</b>	<b>\$7,496</b>
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## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$174,346,805

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	3,186	14,507
K-8	734,673	815,946
9-12	278,009	345,720
<b>Total (K-12)</b>	<b>1,012,682</b>	<b>1,161,666</b>

## Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	5%
Black, non-Hispanic	26	27
Hispanic	3	6
White, non-Hispanic	68	62

<b>Students with disabilities</b> (OSEP)	11%	12%
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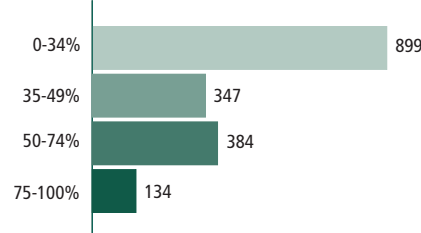
<b>Students with limited English proficiency</b> (NCELA)	n/a	4%
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<b>Migrant students</b> (OME)	*	*
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b> 29%	<b>2003</b> 28%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	355,212
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>82 schools did not report.

## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	28,540	44,038
Middle	12,131	20,273
High	27,535	26,895
Combined	575	561
Other	1,440	8,153
<b>Total</b>	<b>70,221</b>	<b>99,920</b>

## Number of FTE non-teacher staff

(CCD)		
Instructional aides	11,209	2,632
Instructional coordinators	1,077	1,465
Administrators	5,183	5,963
Other	41,705	53,015
<b>Total</b>	<b>59,174</b>	<b>63,075</b>

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

(SASS)	<b>1994</b>	<b>2000</b>
English	93%	63%
Mathematics	69	59
Science	67	74
Social studies	84	77

## Percentage of core courses taught by highly qualified teachers, 2002-03

(As defined and reported by states, collected by ED)

All schools	92%
High-poverty schools	93%
Low-poverty schools	92%

## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	76	78
College-going rate (IPEDS/NCES)	53	53

## NAEP state results

(NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	26%	35%
Basic level or above	57	69
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	21%	31%
Basic level or above	58	72

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

## Statewide Accountability Information

See Appendix B for Virginia's definitions of proficient for English and mathematics for grades 3, 8, and 11.

See <http://www.pen.k12.va.us/VDOE/src/vasrc-reportcard-intropage.shtml> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Standards of Learning Assessments

**State student achievement levels:** Fails/Does not meet the standard, Pass/Proficient, Pass/Advanced

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 3	English	60.7%	61%
	Mathematics	58.4	59
Grade 8	English	60.7	61
	Mathematics	58.4	59
Grade 11	English	60.7	61
	Mathematics	58.4	59

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	457 (58%)	1,064 (59%)	109 (83%)
Identified for improvement:			
Year 1	22 (3%)	22 (1%)	0
Year 2	22 (3%)	22 (1%)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance rate	94%	Met
Middle indicator: Attendance rate	94%	Met
High school indicator: Graduation rate	51.7%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	432	*
Supplemental educational services:	1,301	1%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

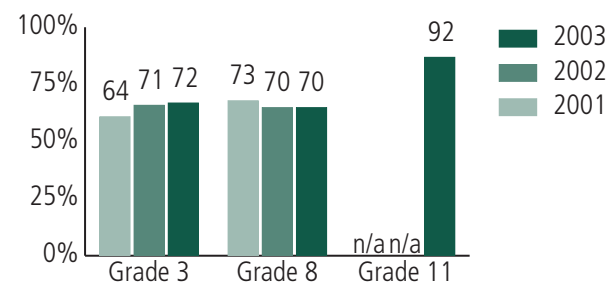
## Student Achievement 2002-03

### Standards of Learning Assessments, used for NCLB accountability

#### English

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	72%	70%	92%
Economically disadvantaged students	57	50	86
Migrant students	47	46	76
Students with disabilities	54	37	73
Students with limited English proficiency	56	35	79
Black, non-Hispanic students	58	52	86
Hispanic students	62	53	88
White, non-Hispanic students	79	78	95

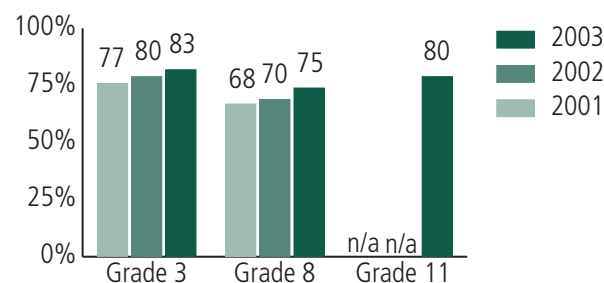
#### Student achievement trend: English percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	83%	75%	80%
Economically disadvantaged students	72	59	69
Migrant students	63	59	73
Students with disabilities	64	39	54
Students with limited English proficiency	75	65	74
Black, non-Hispanic students	72	59	65
Hispanic students	78	68	73
White, non-Hispanic students	88	81	84

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	296	296
<b>Number of public schools (CCD)</b>		
Elementary	1,087	1,180
Middle	298	358
High	371	476
Combined	90	154
Other	14	39
Total	1,860	2,207

Number of charter schools (CCD) —

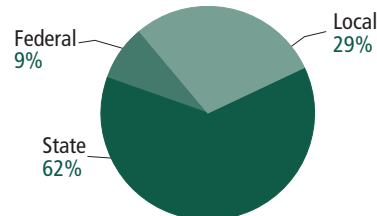
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,739,586	\$4,227,572
Noninstructional	289,051	345,126
Support	2,234,928	2,531,023
Total	6,263,564	7,103,721

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) \$6,839 2001-02 \$7,039

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$142,698,964

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

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	5,087	9,802
K-8	655,337	687,389
9-12	255,528	317,607
Total (K-12)	910,865	1,004,996

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	3%	3%
Asian/Pacific Islander	6	8
Black, non-Hispanic	4	6
Hispanic	7	12
White, non-Hispanic	80	73

Students with disabilities (OSEP) 9% 2002-03 10%

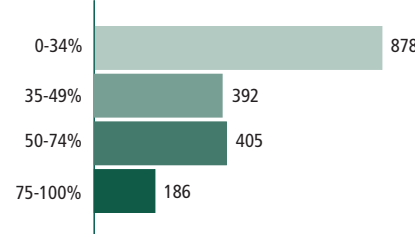
Students with limited English proficiency (NCELA) 3% 2002-03 7%

Migrant students (OME) 3% 2002-03 5%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 26% 2003 20%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 347,562

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>346 schools did not report.

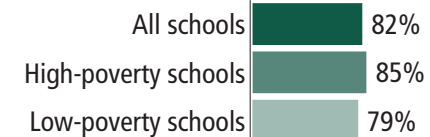
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	22,655	25,666
Middle	8,655	10,760
High	10,728	13,460
Combined	979	1,087
Other	2,507	1,980
Total	45,524	52,953

Number of FTE non-teacher staff (CCD)	1994	2000
Instructional aides	7,940	10,116
Instructional coordinators	656	2,394
Administrators	3,455	3,754
Other	30,391	43,523
Total	42,442	59,787

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	64%	65%
Mathematics	49	55
Science	83	79
Social studies	75	77

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	n/a
Avg. freshman graduation rate (NCES)	80%	69%
College-going rate (IPEDS/NCES)	57	45

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	27%	33%
Basic level or above	59	67
Math, Grade 8		
Proficient level or above	26%	32%
Basic level or above	67	72

## Statewide Accountability Information

See Appendix B for Washington's definitions of proficient for reading and mathematics for grades 4, 7, and high school.

See <http://reportcard.ospi.k12.wa.us/Reports/WASLTrend.aspx?&schoold=1&reportLevel=State> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Washington Assessment of Student Learning (WASL)

**State student achievement levels:** Level 1, Level 2, Level 3, Level 4

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	52.2%	52.2%
	Mathematics	29.7	29.7
Grade 7	Reading	30.1	30.1
	Mathematics	17.3	17.3
High school	Reading	48.6	48.6
	Mathematics	24.8	24.8

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	725 (79%)	1,563 (72%)	173 (66%)
Identified for improvement:			
Year 1	11 (1%)	17 (1%)	0
Year 2	30 (3%)	30 (1%)	0
Corrective action	4 (*)	4 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	13 (1%)	13 (1%)	0

### Other indicator, 2002-03

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Attendance	Meet or progress toward unexcused absence rate of 1% or less	Met
High school indicator: Graduation rate	73% or higher	Met

### NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	377	*
Supplemental educational services:	250	*

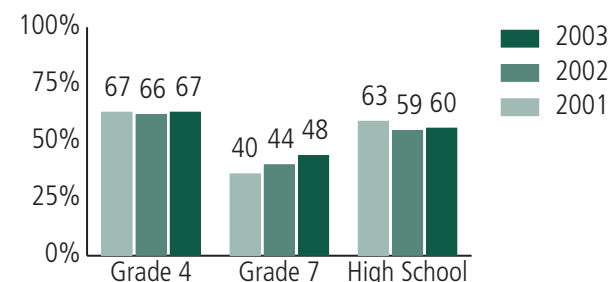
## Student Achievement 2002-03

### Washington Assessment of Student Learning, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 7	High school
All students	67%	48%	60%
Economically disadvantaged students	52	30	43
Migrant students	30	13	29
Students with disabilities	31	10	12
Students with limited English proficiency	24	7	12
Black, non-Hispanic students	52	28	37
Hispanic students	41	24	35
White, non-Hispanic students	73	53	65

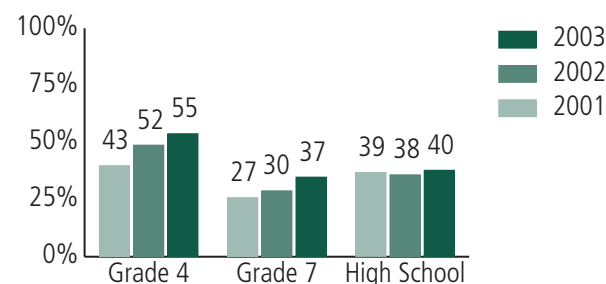
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 7	High school
All students	55%	37%	40%
Economically disadvantaged students	40	20	24
Migrant students	24	8	16
Students with disabilities	25	5	4
Students with limited English proficiency	20	6	8
Black, non-Hispanic students	36	14	14
Hispanic students	31	15	16
White, non-Hispanic students	62	42	44

#### Student achievement trend: Mathematics percent proficient level or above





## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	55	55
<b>Number of public schools (CCD)</b>		
Elementary	557	484
Middle	137	131
High	133	131
Combined	23	14
Other	20	8
Total	870	768

Number of charter schools (CCD) —

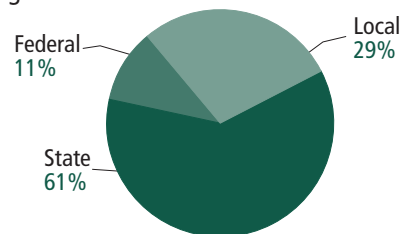
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,324,939	\$1,368,692
Noninstructional	120,686	129,203
Support	684,440	721,118
Total	2,130,064	2,219,013

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) \$6,775 2001-02 \$7,844

## Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A) \$81,033,051

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	3,981	7,734
K-8	209,090	192,050
9-12	96,264	82,281
Total (K-12)	305,354	274,331

## Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	*	1%
Black, non-Hispanic	4%	5
Hispanic	*	*
White, non-Hispanic	95	94

Students with disabilities (OSEP) 12% 2002-03 16%

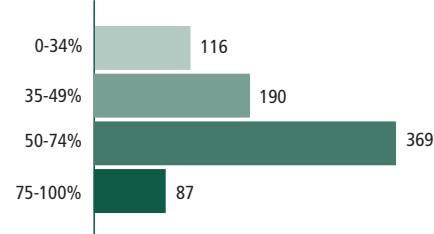
Students with limited English proficiency (NCELA) n/a 2002-03 1%

Migrant students (OME) \* 2002-03 \*

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 26% 2003 25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 136,469

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>6 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	9,628	9,522
Middle	4,110	4,066
High	5,277	5,377
Combined	684	214
Other	1,331	878
Total	21,029	20,119

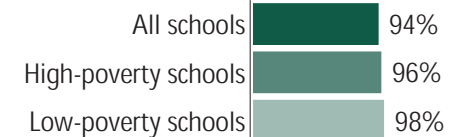
## Number of FTE non-teacher staff (CCD)

Instructional aides	2,858	3,087
Instructional coordinators	334	336
Administrators	1,388	1,478
Other	12,877	13,112
Total	17,457	18,013

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) 1994 2000

English	74%	72%
Mathematics	80	79
Science	76	69
Social studies	83	80

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	4%	4%
Avg. freshman graduation rate (NCES)	78	76
College-going rate (IPEDS/NCES)	50	52

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	26%	29%
Basic level or above	58	65
Math, Grade 8		
Proficient level or above	14%	20%
Basic level or above	54	63

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



## Statewide Accountability Information

See Appendix B for West Virginia's definitions of proficient for reading and mathematics for grades 3-8 and grade 10.

See <http://wveis.k12.wv.us/nclb/public04/nclbmenu.cfm> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** WESTEST

**State student achievement levels:** Novice, Partial Mastery, Mastery, Above Mastery, Distinguished

### NCLB Accountability Goals

2001-02 Annual measurable objective starting point	Target (2002-03)
Grade	
Grade	
Grade	

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	7 (2%)	58 (8%)	n/a
Year 2	4 (1%)	4 (*)	n/a
Corrective action	1 (*)	4 (*)	2 (4%)
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	90	*
Supplemental educational services:	33	*

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

## Student Achievement 2002-03

**WESTEST, used for NCLB accountability as a proxy for AYP**

### Reading

Proficient level or above for: Grade 3-11	Grade	Grade
All students	61%	—
Economically disadvantaged students	51	—
Migrant students	—	—
Students with disabilities	39	—
Students with limited English proficiency	58	—
Black, non-Hispanic students	28	—
Hispanic students	52	—
White, non-Hispanic students	62	—

**Student achievement trend: Reading percent proficient level or above**

Data not available.

### Mathematics

Proficient level or above for: Grade 3-11	Grade	Grade
All students	69%	—
Economically disadvantaged students	61	—
Migrant students	—	—
Students with disabilities	44	—
Students with limited English proficiency	72	—
Black, non-Hispanic students	55	—
Hispanic students	59	—
White, non-Hispanic students	70	—

**Student achievement trend: Mathematics percent proficient level or above**

Data not available.

## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	427	437
<b>Number of public schools (CCD)</b>		
Elementary	1,235	1,251
Middle	347	390
High	424	511
Combined	23	67
Other	3	13
Total	2,032	2,232
Number of charter schools (CCD)		128

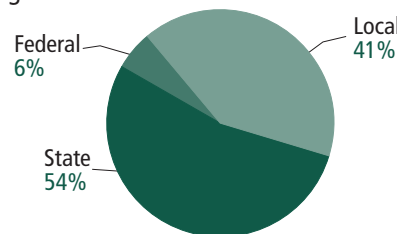
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$4,205,737	\$4,705,538
Noninstructional	198,240	243,733
Support	2,215,036	2,642,906
Total	6,619,013	7,592,177

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$7,842	\$8,634

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$149,746,614

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	17,270	26,092
K-8	578,447	565,592
9-12	248,284	289,333
Total (K-12)	826,731	854,925

## Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	3%	1%
Asian/Pacific Islander	1	3
Black, non-Hispanic	1	10
Hispanic	6	5
White, non-Hispanic	89	79

Students with disabilities (OSEP)	1993-94	2002-03
	10%	11%

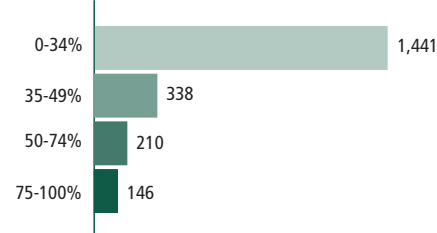
Students with limited English proficiency (NCELA)	1993-94	2002-03
	2%	4%

Migrant students (OME)	1993-94	2002-03
	*	*

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	25%	22%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 242,158

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>97 schools did not report.

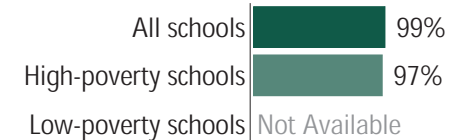
## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	24,508	28,447
Middle	10,278	12,052
High	15,742	18,092
Combined	523	1,334
Other	1,771	461
Total	52,822	60,385

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	7,565	12,851
Instructional coordinators	314	1,663
Administrators	3,973	3,461
Other	23,966	34,902
Total	35,818	52,877

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	75%	81%
Mathematics	76	75
Science	68	82
Social studies	85	85

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	2%
Avg. freshman graduation rate (NCES)	85	83
College-going rate (IPEDS/NCES)	60	57

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	35%	33%
Basic level or above	71	68
Math, Grade 8		
Proficient level or above	32%	35%
Basic level or above	75	75

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

## Statewide Accountability Information

See Appendix B for Wisconsin's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

See <http://www.dpi.state.wi.us/oea/accounty.html> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Wisconsin Knowledge and Concepts Examinations plus the Wisconsin Alternate Assessments for students with disabilities (WAA-SwD) and for English language learners (WAA-LEP)

**State student achievement levels:** Minimum, Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	61%	61%
	Mathematics	37	37
Grade 8	Reading	61	61
	Mathematics	37	37
Grade 10	Reading	61	61
	Mathematics	37	37

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	950 (94%)	1,915 (95%)	404 (95%)
Identified for improvement:			
Year 1	16 (2%)	25 (1%)	0
Year 2	30 (3%)	36 (2%)	0
Corrective action	6 (1%)	7 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	21 (2%)	23 (1%)	0

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Attendance	Meet or improve toward 90% of the statewide average	Met
High school indicator: Graduation rate	Meet or improve toward 90% of the statewide average graduation rate	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	111	*
Supplemental educational services:	750	3%

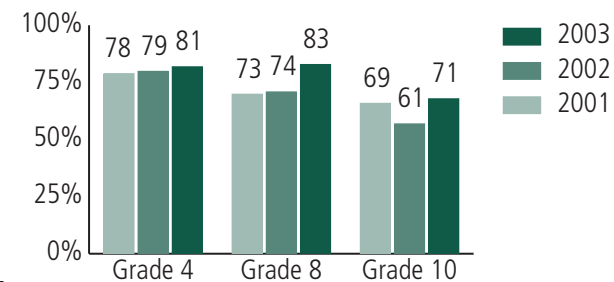
## Student Achievement 2002-03

### Wisconsin Knowledge and Concepts Examinations, WAA-SwD and WAA-LEP, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	81%	83%	71%
Economically disadvantaged students	68	65	50
Migrant students	#	#	#
Students with disabilities	50	46	29
Students with limited English proficiency	52	39	20
Black, non-Hispanic students	62	54	36
Hispanic students	63	60	45
White, non-Hispanic students	87	89	78

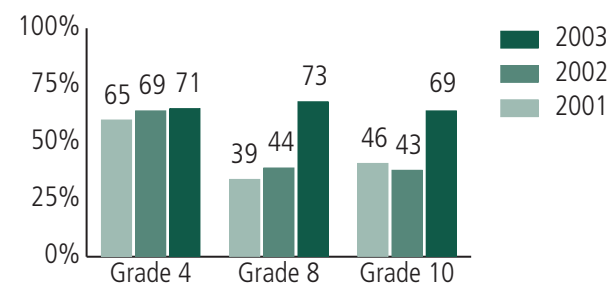
#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	71%	73%	69%
Economically disadvantaged students	53	50	43
Migrant students	#	#	#
Students with disabilities	46	34	24
Students with limited English proficiency	51	40	25
Black, non-Hispanic students	42	31	23
Hispanic students	54	47	40
White, non-Hispanic students	76	81	76

#### Student achievement trend: Mathematics percent proficient level or above



## Districts and schools

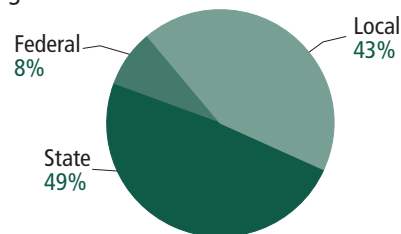
<b>Number of districts</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
	49	48
<hr/>		
<b>Number of public schools</b> (CCD)		
Elementary	239	217
Middle	86	78
High	75	77
Combined	n/a	16
Other	1	1
<b>Total</b>	<b>401</b>	<b>389</b>
<hr/>		
<b>Number of charter schools</b> (CCD)		1

## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$441,819
Noninstructional	25,162
Support	247,815
<b>Total</b>	<b>714,796</b>
<hr/>	
<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$8,645</b>

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$23,956,094

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	n/a	n/a
K-8	71,402	58,258
9-12	29,497	28,190
<b>Total (K-12)</b>	<b>100,899</b>	<b>86,448</b>

## Race/ethnicity

American Indian/Alaskan Native	*	3%
Asian/Pacific Islander	*	1
Black, non-Hispanic	4%	1
Hispanic	*	8
White, non-Hispanic	95	87

Students with disabilities (OSEP) 12% 12%

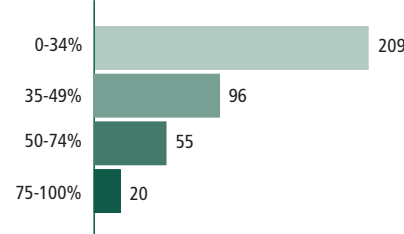
Students with limited English proficiency (NCELA) n/a 4%

Migrant students (OME) \* 1%

Eighth-grade students enrolled in Algebra I for high school credit 1996 2003  
(NAEP) 23% 25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 25,953

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>9 schools did not report.

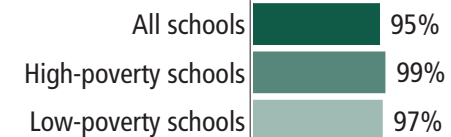
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	3,105	303
Middle	1,408	1,540
High	1,805	1,859
Combined	n/a	157
Other	219	2,937
<b>Total</b>	<b>6,537</b>	<b>6,795</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	1,301	1,804
Instructional coordinators	81	155
Administrators	435	620
Other	4,630	4,463
<b>Total</b>	<b>6,447</b>	<b>7,042</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	75%	79%
Mathematics	78	79
Science	80	78
Social studies	81	70

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
High school dropout rate (NCES)	7%	6%
Avg. freshman graduation rate (NCES)	85	73
College-going rate (IPEDS/NCES)	53	52

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	32%	33%
Basic level or above	68	68
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	22%	32%
Basic level or above	68	76

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

## Statewide Accountability Information

See Appendix B for Wyoming's definitions of proficient for English language arts and mathematics for grades 4, 8, and 11.

See [https://wdesecure.k12.wy.us/stats/wde\\_esc.show\\_menu](https://wdesecure.k12.wy.us/stats/wde_esc.show_menu) for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Wyoming Comprehensive Assessment System  
**State student achievement levels:** Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	English language arts	30.4%	30.4%
	Mathematics	23.8	23.8
Grade 8	English language arts	34.5	34.5
	Mathematics	25.3	25.3
Grade 11	English language arts	30.4	48.4
	Mathematics	35.8	35.8

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	151 (88%)	302 (86%)	27 (56%)
Identified for improvement:			
Year 1	20 (12%)	55 (14%)	21 (44%)
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary/middle indicator: Reading performance	Reduce percentage of students scoring in lowest (novice) level	Met
High school indicator: Graduation rate	Meet or progress toward 80%.	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	0	0

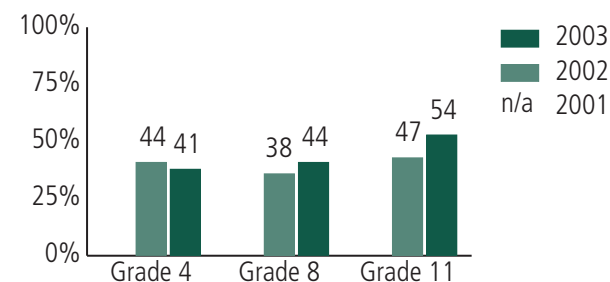
\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

## Student Achievement 2002-03

### Wyoming Comprehensive Assessment System, used for NCLB accountability English or language arts

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	41%	44%	54%
Economically disadvantaged students	27	28	37
Migrant students	<5	50	<5
Students with disabilities	9	5	9
Students with limited English proficiency	13	11	21
Black, non-Hispanic students	33	20	40
Hispanic students	30	27	37
White, non-Hispanic students	43	48	57

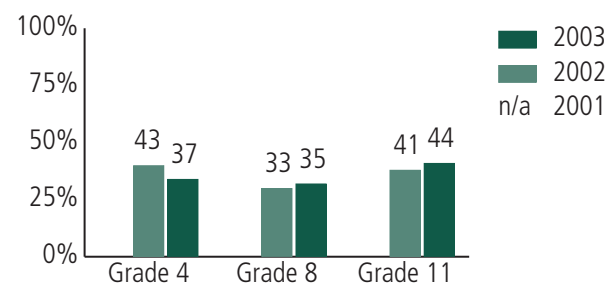
### Student achievement trend: English or language arts percent proficient level or above



### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	37%	35%	44%
Economically disadvantaged students	26	18	29
Migrant students	22	13	<5
Students with disabilities	16	<5	7
Students with limited English proficiency	12	6	13
Black, non-Hispanic students	21	17	24
Hispanic students	25	19	24
White, non-Hispanic students	40	38	46

### Student achievement trend: Mathematics percent proficient level or above





# Appendix A: Sources

## Districts and schools

### Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: Common Core of Data is referred to as CCD throughout report. This total reflects all regular local school districts that are not a component of a supervisory union, with a student membership (enrollment) greater than zero. Not included are supervisory union administrative centers, regional education service agencies, state or federal agencies providing elementary and/or secondary level instruction, or other education agencies, such as charter schools. The data was downloaded from CCD in July 2004.

### Number of public schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: All regular and special education schools offering free, public elementary or secondary education with student membership (enrollment) greater than zero are included. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels. The data was downloaded from CCD in July 2004.

### Number of charter schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2002-03.

Notes: This reflects all charter schools with a student membership (enrollment) greater than zero. These numbers may not match the number of charter schools listed on state Web sites due to differences in data collection. The data was downloaded from CCD in July 2004.

## Finances

### Total current expenditures

Source: U.S. Department of Education, National Center for Education Statistics: *Revenues and expenditures for public elementary and secondary education: school year 1993-94*. Available <http://nces.ed.gov/pubs/96303.pdf>.

Cohen, C., and Johnson, F. (2004). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-02* (NCES 2004-341). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Available <http://nces.ed.gov/pubs2004/2004341.pdf>.

Note: This reflects data reported to the U. S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), *National Public Education Financial*

*Survey*. 1993-94 data has been adjusted for inflation to 2001-02 rates. All numbers are expressed in thousands.

### Per pupil expenditures

Source: Cohen, C., and Johnson, F. (2004). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-02* (NCES 2004-341). U.S. Department of Education National Center for Education Statistics. Washington, D.C. Available <http://nces.ed.gov/pubs2004/2004341.pdf>.

Note: National Center for Education Statistics is referred to as NCES throughout report. Expenditures include current expenditures, based on membership, covering day-to-day operations of public elementary and secondary schools, except those associated with repaying debts, capital outlays (e.g., purchases of land, school construction and repair, and equipment), and programs outside the scope of preschool to grade 12, such as adult education, community colleges, and community services. Expenditures for items lasting more than one year (e.g., school buses and computers) are not included in current expenditures.

### Sources of funding

Source: Cohen, C., and Johnson, F. (2004). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001-02* (NCES 2004-341). U.S. Department of Education National Center for Education Statistics. Washington, D.C. Available <http://nces.ed.gov/pubs2004/2004341.pdf>.

### Title I allocation 2001-02

Source: U. S. Department of Education, Budget Office, *Funds for State Formula-Allocated and Selected Student Aid Programs, 2002*. Available <http://www.ed.gov/about/overview/budget/statetables/06stbystate.pdf>.

Note: This total includes only Title I, Part A, ESEA Title I Grants to Local Education Agencies.

### Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: These numbers do not include ungraded students. The data was downloaded from CCD in July 2004.

### Race and ethnicity

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Note: The data was downloaded from CCD in July 2004.



## Students with disabilities

Source: U.S. Department of Education, Office of Special Education Programs, 2002-03 school year. Available: [http://www.ideadata.org/tables26th/ar\\_aa10.xls](http://www.ideadata.org/tables26th/ar_aa10.xls).

U.S. Department of Education. *To Assure the Free Appropriate Public Education of All Children with Disabilities. Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 1995.

Notes: Office of Special Education Programs is referred to as OSEP throughout report. The figures shown represent children ages 6 to 17 served under *IDEA*, Part B.

## Students with limited English proficiency

Source: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, State-specific numbers and statistics. Washington, D.C. Available: <http://www.ncela.gwu.edu/stats>.

U.S. Department of Education, National Clearinghouse for Bilingual Education. 1993-94.

Notes: Data reflects the number of LEP students enrolled in public schools.

## Migratory students

Source: U.S. Department of Education, Office of Migrant Education, 1993-94, 2002-03.

Notes: Office of Migrant Education is referred to as OME throughout report. The figures shown represent the "12-month" count of students identified for the Migrant program. The 12-month count is the unduplicated number of eligible children ages 3-21 who participate in either a regular year (Category 1) or summer (Category 2) program. The data was obtained from OME in March 2005.

## Eighth-grade student enrolled in Algebra I for high school credit

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1996 and 2003. Available: <http://nces.ed.gov/nation-sreportcard>.

Note: The data was downloaded from NCES in June 2005.

## Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2002-03.

Note: The data was downloaded from CCD in July 2004.

## Number of schools, by percent of students eligible for the Free or Reduced-Price Lunch Program

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 2002-03.

Notes: The figures shown represent the percentage of students in all schools, including all regular local school districts and schools with a specific vocational and alternative education purpose, eligible to participate in the Free and Reduced-Price Lunch Program under the *National School Lunch Act*. The National School Lunch Program is run by the Department of Agriculture's Food and Nutrition Service. The data was downloaded from CCD in July 2004.

## Number of Full Time equivalent (FTE) teachers

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: FTE teacher counts are based on NCES definitions in the *Digest of Education Statistics*. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels. The data was downloaded from CCD in June 2005.

## Number of Full Time Equivalent (FTE) non-teacher staff

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94 and 2002-03.

Notes: FTE teacher counts are based on NCES definitions in the *Digest of Education Statistics*. Administrators includes both LEA and school administrators. Other includes library support staff, LEA administrative support staff, school administrative support staff, and all other support staff, guidance counselors, librarians, and student support services staff. The data was downloaded from CCD in June 2005.

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

Source: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey*, 1994 and 2000.

Notes: *Schools and Staffing Survey* is referred to as SASS throughout report. The data was downloaded from SASS in May 2004.

## Percentage of core courses taught by highly qualified teachers, 2002-03

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section IV, Highly Qualified Teachers. Washington, D.C., 2004. Please note that the data also

incorporates edits from state departments of education, which may or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

U.S. Department of Education, Consolidated State Application for State Grants under Title IX, Part C, Section 9302 of the *Elementary and Secondary Education Act* (Public Law 107-110), Section 3(a). Washington, D.C., 2003.

Notes: Within the guidelines put forth within the *No Child Left Behind Act of 2001*, Section 9101(23) of *ESEA*, each state defines how teachers are classified as highly qualified.

### High school dropout rate

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94, 2000-01.

Notes: Only states whose definitions complied with NCES's definition were included. Annual or "event" rate is the percentage of 9-12 students dropping out during one school year. The data was downloaded from CCD in July 2004.

### Averaged freshman graduation rate

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993-94, 1994-95, 2000-01, and 2001-02, based on calculations published in Seastrom, M., Hoffman, L., Chapman, C., and Stillwell, R. (2005). *The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2001-02 and 2002-03* (NCES 2006-601). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics.

### Postsecondary enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Private School Universe Survey, 1993; and Integrated Postsecondary Education Data System (IPEDS) *Fall Enrollment, 1994*, Survey.

U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey (Digest of Education Statistics, 2003, table 104); Private School Universe Survey, 1999 (Digest of Education Statistics, 2002, table 63); and Integrated Postsecondary Education Data System (IPEDS) *Fall Enrollment, 2000*, Survey (Digest of Education Statistics, 2002, table 204).

### NAEP State Results

Source: *The Nation's Report Card: Mathematics Highlights 2003*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004451.pdf>.

*The Nation's Report Card: Reading Highlights 2003*. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2003. Available: <http://nces.ed.gov/nationsreportcard/pdf/main2003/2004452.pdf>.

Notes: The National Assessment of Educational Progress is referred to as NAEP throughout report. Data reported for public schools only. Some states did not satisfy one of the guidelines for school sample participation rates. Puerto Rico did not participate in these assessments. See Appendix C for further information and definitions of proficient and basic. Prior to 1996, accommodations were not permitted for students with disabilities so caution should be used when comparing results. Data for 1994 (reading) and 1996 (mathematics) NAEP are given for the purpose of trend analyses, as these years are closest to the 1993-94 baseline used for the remainder of the report.

### Statewide Accountability Information

Source: Results from an unpublished 50-state survey conducted by CCSSO in July 2005. Rolf Blank et al. For more information, visit the states' Web page or contact the author at: [rolfb@ccsso.org](mailto:rolfb@ccsso.org).

### NCLB Accountability Goals

Source: Council of Chief State School Officers, *Accountability Profiles*. 2005. Available: <http://accountability.ccsso.org>, with edits by states.

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

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section II, Schools in Need of Improvement. Washington, D.C., 2004. Please note that the data also incorporates edits from state departments of education, which may or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

### Other indicator, 2002-03

Source: Council of Chief State School Officers, *Accountability Profiles*. 2005. Available: <http://accountability.ccsso.org>, with edits by states.

### NCLB choice participation

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section III, School Choice and Supplemental Educational Services. Washington, D.C., 2004. Please note that the data also incorporates edits from state departments of education, which may

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or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

### Student Achievement 2002-03

Source: U.S. Department of Education, Consolidated State Performance Report for State Formula Grant Programs Under the *Elementary and Secondary Education Act* as Amended by the *No Child Left Behind Act of 2001*, OMB Number: 1810-0614, Section I, Student Academic Achievement. Washington, D.C., 2004. Please note that the data also incorporates edits from state departments of education, which may or may not be reflected in the state's Consolidated State Performance Report submitted to the U.S. Department of Education.

Notes: Trend results for 2000-01 through 2002-03 reported in bar graphs for states with consistent tests and proficiency levels over two or more years and in Table 4 on page xvi.

# Appendix B: State definitions of proficient\*

## Alabama

Not available.

## Alaska

Reading: A student who scores at the proficient level based on the scale scores, established in state regulation, in reading combined with writing or language arts.

Mathematics: A student who scores at the proficient level based on the scale scores established in state regulation.

## Arizona

Meets Standard: This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes knowledge of subject matter, application of such knowledge to real-world situations, and content relevant analytical skills. Attainment of at least this level is the expectation for all Arizona students

## Arkansas

Proficient: Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading and writing or mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

## California

Proficient: In reading-language arts and mathematics in grades 2-8 would be based on the percentage of students scoring at the proficient or advanced level on the California Standards Tests (CSTs). These tests assess how well students are mastering the state's rigorous academic content standards, which lay out what students should know and be able to do at each grade level.

At the high school level, the definition of "proficient" in reading and math would be tied to scores on the California High School Exit Exam, which is a pass/fail test. "Cut scores" for achieving proficiency at the high school level would be equivalent to achieving proficiency on the California standards-based tests in reading-language arts and math.

## Colorado

Proficient: Students understand directions, recognize author's point of view, explain reactions, define problems or solutions, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimulus, identify character's reactions or motives, identify sequences, support opinions, classify familiar vocabulary, and interpret poetry in a concrete manner.

## Connecticut

Reading: Proficient: Students who score at this level can comprehend most grade-level or

\*Please visit each state's Web site for additional information.

below-grade-level textbooks and other materials. They can generally determine the main idea, have an adequate understanding of the author's purpose and are able to make some judgments about a test's quality and themes.

Mathematics: Proficient: Students who score at this level demonstrate adequately developed conceptual understanding and computational skills, and adequately developed problem-solving skills.

## Delaware

Meets Standard: The performance levels for reading, writing and math at grades 3, 5, 8, and 10 and science and social studies grades 4, 6, 8 and 11 were set through a standard setting process detailed in the *Report and Recommendations to the Delaware State Board of Education for Establishing Proficiency Levels for the Delaware Student Testing Program in Reading, Writing, and Mathematics*, August 1999. The DSTP scale scores for reading and math are reported on a developmental scale ranging from 150 to 800. The determination of the DSTP scale scores for grades 3, 5, 8, and 10 has been done using a procedure that involves linking to the Stanford Achievement Test, version 9, (Stanford 9) scores for reading and math. The DSTP in reading and math contains a portion of the Stanford 9. The scaling for grades 4, 6, and 7 is parallel to that at grades 3, 5, 8, and 10. Determination of five levels of performance for reading and math at grades 4, 6, and 7 will be done using a statistical model. For writing, raw scores are used to determine performance levels at grades 3, 5, 8, and 10 and the performance levels at grades 4, 6, and 7 can easily replicate those at grades 3, 5, 8, and 10.

## District of Columbia

Proficient: Percentage that scored at or above the state proficiency standard. Students who are not tested are included in this computation as being not proficient.

## Florida

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

## Georgia

Meets Standard: CRCT: Scores from 300-349 indicate "Meets Standard," which represents the "Proficient" student achievement level

## Hawaii

Meets Proficiency: Assessment results indicate that the student has demonstrated the knowledge and skills required to meet the content standards for this grade. The student is ready to work on higher levels of this content area.

## Idaho

Proficient: Student demonstrates thorough knowledge and mastery of skills that allows him or her to function independently on all major concepts related to his or her current educational level.

## Illinois

Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

## Indiana

Pass: Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

## Iowa

Grade 4 Reading: Intermediate: Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of the characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 4 Mathematics: Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 8 Reading: Intermediate: Understands some factual information; sometimes can draw conclusions; makes inferences about the motives and feelings of characters; and applies what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 8 Mathematics: Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 11 Reading: Intermediate: Understands some factual information; sometimes can make inferences about the characters; identify the main idea, and identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusion.

Grade 11 Mathematics: Intermediate: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about qualitative information, and solve a variety of novel, quantitative reasoning problems.

## Kansas

Proficient: Mastery of core skills is apparent. Knowledge and skills can be applied in most contexts. Ability to apply learned rules to most situations is evident. Adequate command of difficult or challenging content and applications is competently demonstrated. There is evidence of solid performance.

## Kentucky

Proficient: Proficient as defined in Kentucky has been demonstrated to be a very high standard for student achievement, especially in comparison to standards typically set by other states. In Kentucky, Proficiency requires students to know content beyond basic knowledge and to apply their knowledge to solve problems. Students performing at the Proficient level are able to: \* demonstrate broad content knowledge and apply it; \* communicate in an accurate, clear, and organized way with relevant details and evidence; \* use appropriate strategies to solve problems and make decisions; \* demonstrate effective use of critical thinking skills.

## Louisiana

Basic: These standards have been shown to be high; for example, equipercentile equating of the standards has shown that Louisiana's "Basic" is somewhat more rigorous than NAEP's "Basic." In addition, representatives from Louisiana's business community and higher education have validated the use of "Basic" as the state's proficiency goal

## Maine

Meets the standard: The student's work demonstrates consistent accomplishment of content knowledge, analysis, problem-solving, and communication skills..

## Maryland

Proficient: Achieved the cut score on the assessment, as determined by the state.

## Massachusetts

Proficient: Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems

## Michigan

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

## Minnesota

Level 3: A score at or above Level 3 (scale score 1,420-1,499) represents state expectations for achievement of all students. Students who score at Level 3 are working successfully on grade-level material. This level corresponds to a "proficient" level of achievement for *NCLB*.

## Mississippi

Mississippi Curriculum Test, Proficient: Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for

success at the next grade. Students who perform at this level are well prepared to begin work on even more challenging material that is required at the next grade.

Algebra I and English II Test, Proficient: Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in a more advanced course in the content area.

### Missouri

Communication Arts: Proficient: In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences and conclusions; determine word meaning; identify synonyms and antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

Grade 4 Mathematics: Proficient: Students communicate math processes; add and subtract common fractions and decimals (money only); use standard units of measurement; identify attributes of planes and solid figures; create and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multi-step and logic problems.

Grade 8 Mathematics: Proficient: Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

Grade 10 Mathematics: Proficient: Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

### Montana

Proficient: A student demonstrates competency including subject matter knowledge, the application of subject knowledge to real world situations, and the analytical skills appropriate to this subject.

### Nebraska

Proficient: In the STARS (School-based Teacher-led Assessment and Reporting System) assessment system, student performance achievement levels are determined for each classroom assessment according to criteria established under the quality indicators. This process must be conducted in a technically appropriate manner and is reviewed by the external assessment reviewers.

### Nevada

Not available.

### New Hampshire

Grade 3 Reading or Language Arts: Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Grade 3 Mathematics: Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add three-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to: Demonstrate and understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Grade 6 Reading or Language Arts: Proficient: Students at this level demonstrate an overall understanding of literacy, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

Grade 6 Mathematics: Proficient: Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

Grade 10 Reading or Language Arts: Proficient: Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgments, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the mechanics of language including spelling, capitalization, grammar, and punctuation.

Grade 10 Mathematics: Proficient: Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measure-



ment, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

### **New Jersey**

Proficient: Proficient means a score achieved by a student at or above the cut score which demarks a solid understanding of the math content measured by an individual section on any state assessment

### **New Mexico**

Not available.

### **New York**

Proficiency: The state has defined proficiency as the performance of a student who scores Level 3 on the grade 4 or 8 English language arts assessment, shows Level 3 growth on the NYSESLAT, scores between 65 and 84 on a Regents examination, or passes an approved alternative to a Regents examination

### **North Carolina**

Level III: Students performing at this level consistently demonstrate mastery of grade level subject matter and course subject matter and skills and are well prepared for the next grade or course level work.

### **North Dakota**

Proficient: The definition of proficiency was established in narrative form by the state content and achievement standards drafting committees in 1999. These narratives guided the state standards-setting committees who established the state's achievement cut-scores for the North Dakota State Assessment in 2001-02. The standards-setting committees drafted supporting narrative that aligned to the final cut-scores and became the operative definition for all reports.

### **Ohio**

Not available.

### **Oklahoma**

Not available.

### **Oregon**

Meets Standard: Specific cut score on state multiple-choice math test plus specific cut score (composite of five trait scores) on math problem solving assessment.

### **Pennsylvania**

Proficient: Satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

### **Puerto Rico**

Not available.

### **Rhode Island**

Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

### **South Carolina**

Proficient: Proficient: A student who performs at the proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the state board of education. The student is well prepared for work at the next grade. The proficient level represents the long-term goal for student performance in South Carolina.

### **South Dakota**

Not available.

### **Tennessee**

Proficient: Student performs at or above the cut scores set by the state.

### **Texas**

Met the Standard: Student performed at a level that was at or somewhat above the state passing standard. Performance showed a sufficient understanding of the knowledge and skills tested at grade level.

### **Utah**

Sufficient: A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts

### **Vermont**

Meets Standard: English or Language Arts:

- (1) Reading: Basic Understanding: Students must demonstrate the ability to comprehend a variety of materials of varying length and complexity.
- (2) Reading: Analysis and Interpretation: Students must demonstrate the ability to analyze and interpret what they read in the process of becoming critical readers.
- (3) Writing Effectiveness: Students must demonstrate the ability to write effectively in a variety of formats for a variety of purposes, audiences, and contexts.
- (4) Writing Conventions: Students must demonstrate control of the conventions (usage, spelling and punctuation) of the English language according to current standards of correctness.

Meets Standards: Mathematics:

- (1) Concepts: Showing that the student understands mathematical processes and ideas.
- (2) Skills: Showing that the student can perform the mathematical routine or technique correctly.



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(3) Problem Solving: Showing that the student can choose and apply appropriate skills and concepts, and reason mathematically. Students solve increasingly complex situations by formulating, implementing and drawing conclusions from the problem solution.

**Virginia**

Pass/Proficient: Students who attain a scaled score of 399 or below on any of the Standards of Learning tests receive a rating of "fails/does not meet the standards." Those with a scaled score of 400 to 499 receive a rating of "pass/proficient", and those with a scaled score of 500 to 600 receive a rating of "pass/advanced."

**Washington**

Meet the Standard: Students performing at this level demonstrate mastery of the Essential Academic Learning Requirements for the subject and grade level.

**West Virginia**

Mastery: Student demonstrates knowledge, comprehension, and application of skills, which meet the standard.

**Wisconsin**

Proficient: Demonstrates competency in the academic knowledge and skills tested

**Wyoming**

Students at the proficient level use concepts and skills to acquire, analyze, and communicate information and ideas.



# Appendix C

## National Assessment for Educational Progress—Definitions and Further Information\*

### Mathematics Achievement Levels—Grade 4

**Basic** Fourth-grade students performing at the Basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands. Fourth-graders performing at the Basic level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

**Proficient** Fourth-grade students performing at the Proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands. Fourth-graders performing at the Proficient level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the Proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

### Mathematics Achievement Levels—Grade 8

**Basic** Eighth-grade students performing at the Basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents. Eighth-graders performing at the Basic level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content strands through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the Proficient level, students at the basic level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

**Proficient** Eighth-grade students performing at the Proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands. Eighth-graders performing at the Proficient level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and

functions. Students at this level are expected to have a thorough understanding of Basic level arithmetic operations—an understanding sufficient for problem solving in practical situations. Quantity and spatial relations in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs; apply properties of informal geometry; and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

### Reading Achievement Levels—Grade 4

**Basic** Fourth-grade students performing at the Basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth-graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

**Proficient** Fourth-grade students performing at the Proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

### Reading Achievement Levels—Grade 8

**Basic** Eighth-grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

**Proficient** Eighth-grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient eighth-graders should be able to identify some of the devices authors use in composing text.

\*Additional information is available at the NAEP Web site, <http://nces.ed.gov/nationsreportcard>.



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