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PLANNING AND EVALUATION SERVICE

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

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

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U.S. Department of Education
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Introduction

Report Objectives and Design

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

Guide to State Indicator Profiles

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

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

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

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

- Statewide Goal for Schools on Student Assessment: As of 2002, 35 states have established a goal, such as percentage of students in a school that will attain the state-defined proficient level on state student assessments in specific subjects (see assessment name and state definition of "proficient" on second page of each profile).

- Expected School Improvement on Assessment: 30 states have set a target for amount of improvement in student achievement scores for the school by a certain time period (e.g., annually).

- Indicators for School Accountability: 50 states have defined one or more indicators that are used in the statewide accountability system or Title I system.

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

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

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

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

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

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

The "student achievement trend" at the bottom of the right page of each profile shows a histogram with the percent of students in different school categories that meet or exceed the state definition of "proficient." Histograms are displayed for four states with 1996-97 as their baseline year for analysis, and six states with 1995-96 as their baseline year. In order for a trend to be reported for multiple years, a state must disaggregate by school poverty level, use the same assessment tool and keep the same definition of proficient. Changes in these assessment characteristics disqualify a state from having a trend analysis. In the bottom right corner of the right page are reported two measures of student outcomes from secondary schools—the high school dropout rate (based on annual percent of grade 9-12 students leaving school or "event rate") and the postsecondary enrollment rate (percent of high school graduates enrolled in any postsecondary education institution in the fall of the following school year).

Progress of State Standards and Assessments

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

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

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

1. *Content Standards*

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

2. *State Assessment Results reported by Proficiency Levels*

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

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

3. *State Achievement Results Disaggregated*

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

4. *Assessment Trends Analysis*

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

Sample State Trends Analysis

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

End of Grade Test—Grade 4

Reading Level 3 and higher

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

Math Level 3 and higher

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

Test–CRT; levels set in 1992
North Carolina Level 3: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

In both Reading and Mathematics, a disparity in achievement is evident between schools with few low-income students and schools with many low-income students. For example, the average school has 85 percent of students above Level 3 in mathematics, while high-poverty schools have 73 percent above this level. Mathematics results have improved significantly since 1997 in high-poverty schools—a gain of 16 percentage points on Math Level 3 (i.e., proficient). Improvement in reading in high-poverty schools is also above the rate of improvement for all students.

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

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

The progress of North Carolina students in mathematics as measured on NAEP is consistent with the progress of students on the state assessment during the period 1996 to 2000. For example, the percentage of low-income fourth grade students at or above the basic mathematics level on NAEP improved 16 percentage points over four years from 1996 to 2000 (from The Nation's Report Card: State Mathematics 2000, Report for North Carolina, U.S. Department of Education, Office of Educational Research and Improvement, 2001). Mathematics gains in high poverty schools—those with at least 75% of students eligible for Title I assistance—on the state assessment showed a similar 16 percentage points gain at Level 3 from 1997 to 2000.

Uses of State Indicators

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

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

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

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

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

Acknowledgments

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

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

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

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

United States*

School and Teacher Demographics

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

Number of public schools (CCD, 1999–00)

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

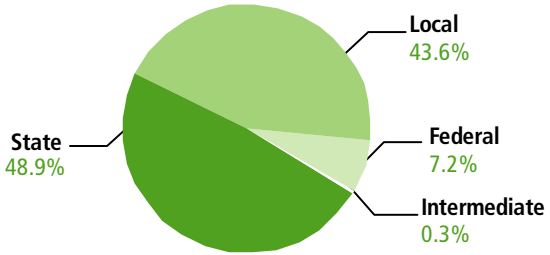
Number of charter schools 1,575
(CCD, 1999-00)

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

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

Public school enrollment (CCD) (By state definition)		1999–00
	K–8	32,770,397
	9–12	13,390,582
	Pre-K	612,771

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

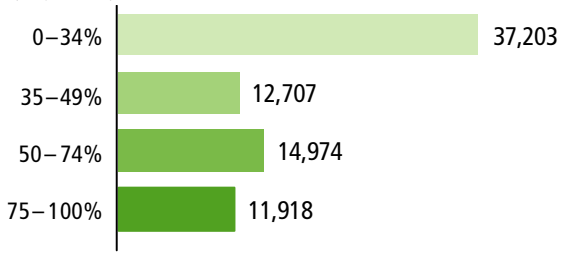


Student Demographics

Race/ethnicity (CCD, K–12)	1999–00
American Indian/Alaskan Natives	1.2%
Asian/Pacific Islander	4.0
Black	16.8
Hispanic	17.0
White	61.0

	1999-00
Students with disabilities (OSEP, K–12)	11.3%
Limited English proficient (ED /NCBE, K–12)	4,343,985
Migrant (OME, K–12)	783,867
High school dropout rate (CCD, event)	4.8%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	73%

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



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

Statewide Accountability Information

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

Expected School Improvement on Assessment
30 States have set a target

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

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

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

Title I Schools

Title I enrollment (ED)		1999–00
	K–6	10,884,937
	7–12	3,524,690
	Pre-K	310,995

Race/ethnicity (ED, K–12)	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	226,985	61,193
Asian/Pacific Islander	272,930	160,602
Black	3,128,222	595,973
Hispanic	2,928,157	1,136,166
White	3,007,885	1,777,778

Title I allocation $8,332,159,036
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999-00)

NAEP National Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	30%
Basic level and above	60%	71%
Math, 2000:		
Proficient level and above	24%	26%
Basic level and above	66%	64%

*Totals include 50 states, plus the District of Columbia and Puerto Rico.

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Table 1: State Progress toward Development of Accountability System

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

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

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

State Content Standards

Key: M=Math, S=Science, E=English, LA=Language Arts, SSt=Social Studies

Source: Key State Education Policies on K-12 Education 2000, CCSSO, 2000.

State Assessment Results for 1999-00; By Levels

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

Achievement Disaggregated; Trends Analysis

Key: Poverty=School percent of students below poverty level; LEP=Limited English Proficient students, Dis.=Students with Disability

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

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

Student Achievement by Category

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

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

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

(50 states, DC, PR)

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

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

** EOC=End of Course Exam

Summary of Student Performance 1999-2000

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

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

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

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

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

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

[1]Pennsylvania's assessment scores were placed in quartiles; proficiency was not defined for 1999-2000.

[2]Rhode Island Achieve Standard or higher: Reading Grade 4: Basic Understanding: 78%, Analysis: 64%; Math Grade 4: Skills: 59%, Concepts 26%, Problem Solving: 20%; Reading Grade 8: Basic Understanding: 50%, Analysis: 23%; Math Grade 8: Skills: 56%, Concepts: 19%, Problem Solving 26%

[2]Vermont Achieved Standard: Grade 4: Reading Basic Understanding: 83%, Reading Analysis: 64%; Math Skills: 69%, Concepts 38%, Problem Solving 35%; Grade 8: Reading Basic Understanding: 57%, Reading Analysis: 29%; Math Skills: 66%, Concepts 32%, Problem Solving 43%

Table 4: Sample Student Achievement Trends, 1996-2000

Elementary Reading/Language Arts, Middle Grades Mathematics

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

Enlighten people generally, and tyranny

and oppressions of body and mind will

vanish like evil spirits at the dawn of day.

Thomas Jefferson

STATE PROFILES

Alabama

http://www.alsde.edu/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,188
Number of districts (CCD, 1999–2000)	128

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
700	235	269	157	1,367

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

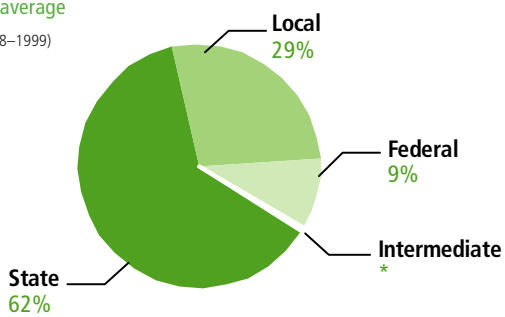
Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
21,904	7,695	11,505	5,641	46,929

Public school enrollment (CCD) (By state definition)

	1993–1994	1999–2000
K–8	527,373	528,003
9–12	198,651	201,985
Total	734,288	729,988
Pre-K	8,264	n/a

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

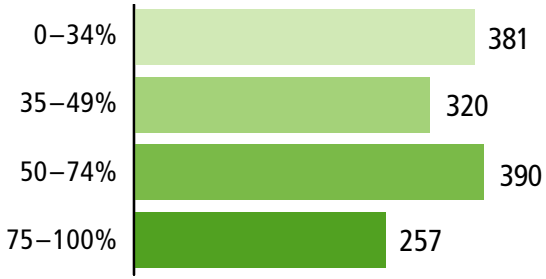


Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	5,906 1%	5,141 1%
Asian/Pacific Islander	4,320 1%	5,195 1%
Black	259,700 36%	265,300 36%
Hispanic	2,781 *	7,994 1%
White	453,268 62%	445,852 61%
Other	n/a —	n/a —

Students with disabilities (OSEP)	85,369 12%	87,165 12%
Students with Limited English proficiency (ED /NCBE, K–12)	3,214 *	7,260 1%
Migratory Students (OME, K–12)	6,822 1%	n/a —

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



† 19 schools did not report.

Statewide Accountability Information

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

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

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

Indicators for School Accountability
Test scores

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$136,377,511

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

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment Stanford Achievement Test, 9th Edition, used since 1996

State Definition of Proficient Meets academic content standards

Elementary School

Grade 4

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	18%	18%	36%	28%
Title I Schools	21	20	36	23
High Poverty Schools	32	25	33	11
Students with Limited English Proficiency	19	19	47	15
Migratory Students	47	26	22	4
Students with Disabilities	53	19	21	8

Mathematics

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	15%	15%	38%	32%
Title I Schools	17	17	39	27
High Poverty Schools	24	21	38	17
Students with Limited English Proficiency	8	19	45	29
Migratory Students	30	24	32	14
Students with Disabilities	48	18	24	9

Middle School

Grade 6

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	17%	18%	39%	26%
Title I Schools	20	21	39	20
High Poverty Schools	29	27	35	8
Students with Limited English Proficiency	23	22	44	11
Migratory Students	54	24	17	6
Students with Disabilities	54	22	19	5

Mathematics

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	14%	13%	37%	35%
Title I Schools	16	15	39	29
High Poverty Schools	23	19	41	16
Students with Limited English Proficiency	10	15	36	39
Migratory Students	30	23	36	11
Students with Disabilities	51	17	23	9

High School

Grade 9

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	25%	22%	37%	16%
Title I Schools	34	24	32	9
High Poverty Schools	48	27	21	3
Students with Limited English Proficiency	62	18	21	0
Migratory Students	77	17	6	0
Students with Disabilities	68	15	13	3

Mathematics

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	15%	19%	39%	27%
Title I Schools	19	24	39	18
High Poverty Schools	26	29	36	9
Students with Limited English Proficiency	31	26	28	15
Migratory Students	35	35	25	5
Students with Disabilities	46	28	20	6

High School Indicators

	1993–94	1998-99
High school dropout rate (CCD, event)	6%	4%

	1994-95	1998-99
Postsecondary enrollment	24,757	24,489
(IPEDS, High school grads enrolled in college)	72%	64%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Alaska

http://www.eed.state.ak.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$8,404
Number of districts (CCD, 1999–2000)	53

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
183	33	74	211	501

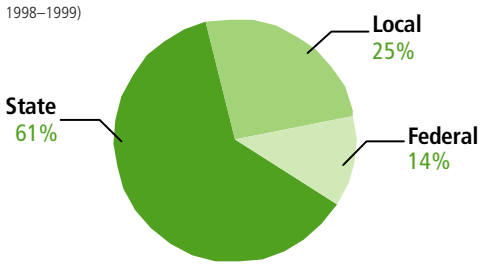
Number of charter schools (CCD, 1999–2000)	18

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
3,456	1,021	1,856	1,340	7,673

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

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



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	29,455 23%	33,461 25%
Asian/Pacific Islander	5,144 4%	7,027 5%
Black	6,153 5%	6,062 5%
Hispanic	3,069 2%	4,307 3%
White	82,127 65%	83,534 62%
Other	n/a —	n/a —
Students with disabilities (OSEP)	14,772 12%	17,495 13%
Students with Limited English proficiency (ED /NCBE, K–12)	26,812 22%	19,721 15%
Migratory Students (OME, K–12)	16,732 14%	11,730 9%

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

data not available

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
NRT Scores

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$28,067,766

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

NAEP State Results

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

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

Student Achievement 1999–2000

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

Elementary School

Grade 4

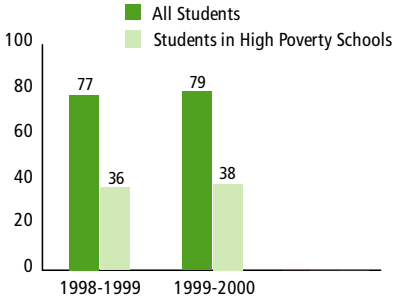
Reading

Students in:	Below Proficient	Proficient	Above Proficient
		Proficient ➪	
All Schools	22%	40%	39%
Title I Schools	28	41	31
High Poverty Schools	62	30	8
Students with Limited English Proficiency	53	39	8
Migratory Students	47	38	15
Students with Disabilities	54	35	11

Mathematics

Students in:	Below Proficient	Proficient	Above Proficient
		Proficient ➪	
All Schools	19%	42%	39%
Title I Schools	24	44	32
High Poverty Schools	46	42	13
Students with Limited English Proficiency	38	46	16
Migratory Students	36	42	21
Students with Disabilities	48	40	13

Student achievement trend
Reading 4th grade meets or exceeds Proficient



Middle School

Reading/Language Arts

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

Mathematics

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

High School

Reading/Language Arts

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

Mathematics

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

High School Indicators

	1993–94	1998-99
High school dropout rate (CCD, event)	n/a	5%
	1994-95	1998-99
Postsecondary enrollment	2,227	6,462
(IPEDS, High school grads enrolled in college)	39%	38%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Arizona

http://www.ade.state.az.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$4,672
Number of districts (CCD, 1999–2000)	413

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
914	230	282	94	1,552

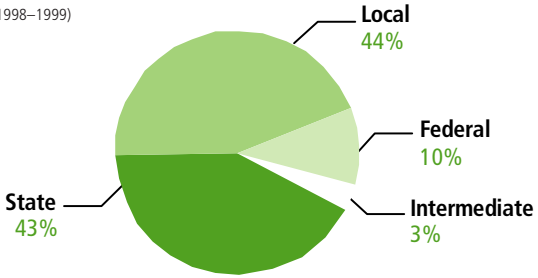
Number of charter schools (CCD, 1999–2000)	245

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,315	7,770	10,488	301	43,077

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	519,054	618,250
	9–12	182,737	227,919
	Total	709,453	851,294
	Pre-K	3,164	1,772

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



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	49,133 7%	56,849 7%
Asian/Pacific Islander	11,373 2%	16,566 2%
Black	29,720 4%	39,149 5%
Hispanic	196,118 28%	278,733 33%
White	423,109 60%	459,997 54%
Other	n/a —	n/a —

Students with disabilities (OSEP)	53,065 9%	80,199 9%
Students with Limited English proficiency (ED /NCBE, K–12)	90,609 12%	125,311 15%
Migratory Students (OME, K–12)	18,658 2%	n/a —

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

data not available

Statewide Accountability Information

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

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

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

Indicators for School Accountability
NRT scores Standards-based

Title I Adequate Yearly Progress (AYP) for Schools
Transition: Gap-reduction toward 90 percent proficient and no students below basic in reading and math

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$133,084,517

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

NAEP State Results

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

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

Student Achievement 1999–2000

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

Elementary School

Grade 3

Reading/Language Arts

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

Mathematics

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

Middle School

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

	1993–94	1998-99
High school dropout rate (CCD, event)	n/a	8%

	1994-95	1998-99
Postsecondary enrollment	15,160	17,421
(IPEDS, High school grads enrolled in college)	48%	48%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Arkansas

http://arkedu.state.ar.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$4,956
Number of districts (CCD, 1999–2000)	310

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
574	188	327	4	1,119

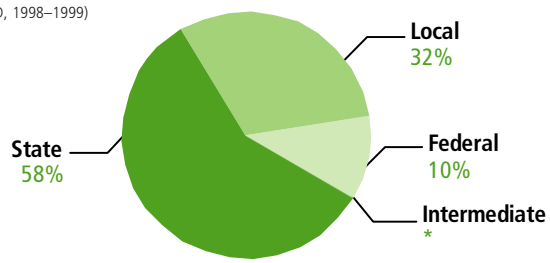
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
13,386	6,519	10,098	125	31,381

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	314,617	315,269
	9–12	125,801	132,874
	Total	444,271	450,984
	Pre-K	1,248	1,425

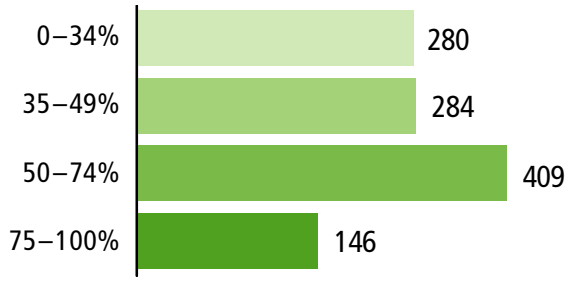
Sources of funding
District average
(CCD, 1998–1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,432 *	2,099 *
Asian/Pacific Islander	2,957 1%	3,834 1%
Black	105,595 24%	105,771 23%
Hispanic	3,955 1%	13,651 3%
White	330,332 74%	325,630 72%
Other	n/a —	n/a —
Students with disabilities (OSEP)	43,956 10%	49,220 11%
Students with Limited English proficiency (ED /NCBE, K–12)	4,002 1%	10,599 2%
Migratory Students (OME, K–12)	11,344 3%	n/a —

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



Statewide Accountability Information

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

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

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

Indicators for School Accountability
CRT scores

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	394 50%	389 50%	783 100%
Schools Meeting AYP Goal	127 32%	151 39%	278 36%
Schools Identified for Improvement	267 68%	238 61%	505 64%

(ED Consolidated Report, 1999–2000)

Title I allocation	$86,475,611

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

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment Arkansas Benchmark Exam
State Definition of Proficient None provided

Elementary School

Grade 4

Reading/Language Arts

Students in:	At or Above Proficient
All Schools	47%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	At or Above Proficient
All Schools	41%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Middle School

Grade 8

Reading/Language Arts

Students in:	At or Above Proficient
All Schools	24%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	At or Above Proficient
All Schools	16%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

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

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

California

http://www.cde.ca.gov/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,801
Number of districts (CCD, 1999–2000)	990

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
5,323	1,269	1,620	334	8,566

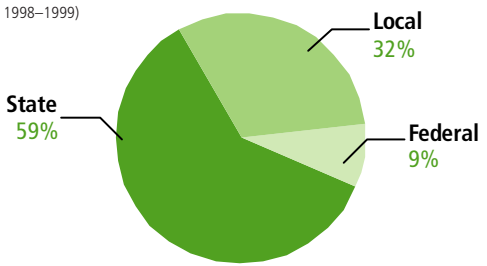
Number of charter schools (CCD, 1999–2000)	238

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
153,999	47,380	68,733	8,984	279,525

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

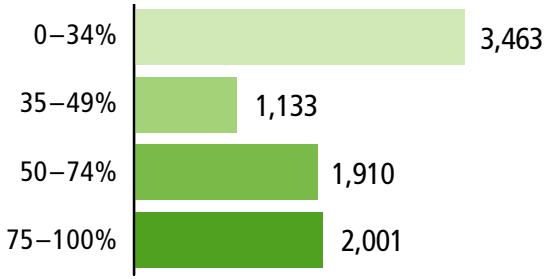
Sources of funding
District average
(CCD, 1998–1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	43,459 1%	50,773 1%
Asian/Pacific Islander	588,634 11%	658,217 11%
Black	455,954 9%	509,756 9%
Hispanic	1,951,578 37%	2,513,769 42%
White	2,227,652 42%	2,196,129 37%
Other	n/a —	n/a —
Students with disabilities (OSEP)	461,495 9%	556,887 9%
Students with Limited English proficiency (ED /NCBE, K–12)	1,215,218 23%	1,480,527 25%
Migratory Students (OME, K–12)	197,806 4%	n/a —

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



† 59 schools did not report.

Statewide Accountability Information

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

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

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

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

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$1,082,133,839

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	20%	22%
Basic level and above	48%	64%
Math, 2000:		
Proficient level and above	15%	18%
Basic level and above	53%	52%

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

Student Achievement 1999–2000

Assessment Stanford Achievement Test, Version 9, used since 1997-98

State Definition of Proficient There is no definition of proficient

Elementary School

Grade 4

Reading/Language Arts

Students in:	At or Above 50th Percentile
All Schools	47%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	At or Above 50th Percentile
All Schools	54%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Middle School

Grade 8

Reading/Language Arts

Students in:	At or Above 50th Percentile
All Schools	50%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	At or Above 50th Percentile
All Schools	49%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School

Grade 10

Reading/Language Arts

Students in:	At or Above 50th Percentile
All Schools	34%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	At or Above 50th Percentile
All Schools	46%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School Indicators

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

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

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Colorado

http://www.cde.state.co.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,923
Number of districts (CCD, 1999–2000)	176

Number of public schools (CCD, 1999–2000)

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

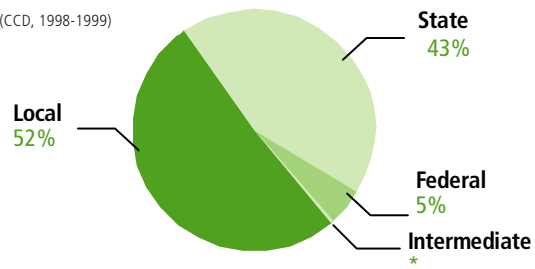
Number of charter schools (CCD, 1999–2000)	69

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	451,469	493,009
	9–12	164,260	200,982
	Total	625,062	708,109
	Pre-K	7,249	12,857

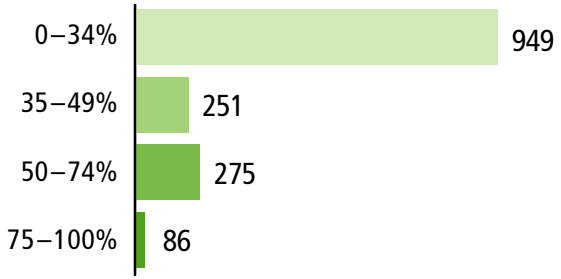
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	6,237 1%	8,258 1%
Asian/Pacific Islander	15,243 2%	19,792 3%
Black	33,536 5%	40,156 6%
Hispanic	106,976 17%	147,447 21%
White	463,070 74%	492,456 70%
Other	n/a —	n/a —
Students with disabilities (OSEP)	56,842 9%	65,638 9%
Students with Limited English proficiency (ED /NCBE, K–12)	26,203 4%	60,031 8%
Migratory students (OME, K–12)	8,896 1%	n/a —

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



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

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
n/a

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

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	197 36%	343 64%	540 100%
Schools Meeting AYP Goal	98 50%	169 49%	267 49%
Schools in Need of Improvement	99 50%	174 51%	273 51%

(ED Consolidated Report, 1999–2000)

Title I allocation	$79,745,048

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

NAEP State Results

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

Student Achievement 1999–2000

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

Elementary School

Grade 4

Reading/Language Arts

Students in:	No Score	Unsatis-factory	Part. Prof.	Proficient	Advanced
All Schools	2%	13%	24%	53%	7%
Title I Schools	3	29	35	30	2
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	7	32	32	27	2
Students with Disabilities	11	47	26	15	1

Mathematics

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

Middle School

Grade 7

Reading/Language Arts

Students in:	No Score	Unsatis-factory	Part. Prof.	Proficient	Advanced
All Schools	4%	11%	23%	55%	7%
Title I Schools	9	33	39	19	0
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	15	31	26	26	2
Students with Disabilities	12	44	29	14	0

Grade 8

Mathematics

Students in:	No Score	Unsatis-factory	Part. Prof.	Proficient	Advanced
All Schools	3%	30%	33%	23%	10%
Title I Schools	10	63	22	4	1
High Poverty Schools					
Students with Limited English Proficiency					
Migratory Students	9	59	22	8	2
Students with Disabilities	12	67	16	5	1

High School

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	17,432	21,091
	55%	59%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Connecticut

http://www.state.ct.us/sde/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$9,318
Number of districts (CCD, 1999–2000)	165

Number of public schools (CCD, 1999–2000)

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

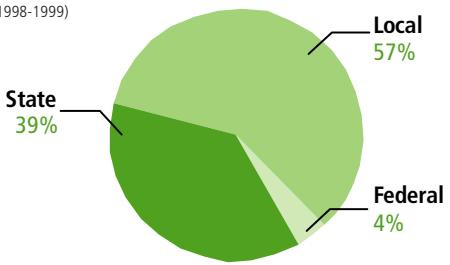
Number of charter schools (CCD, 1999–2000)	69

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	352,360	393,395
	9–12	127,655	150,080
	Total	496,298	553,993
	Pre-K	6,216	10,518

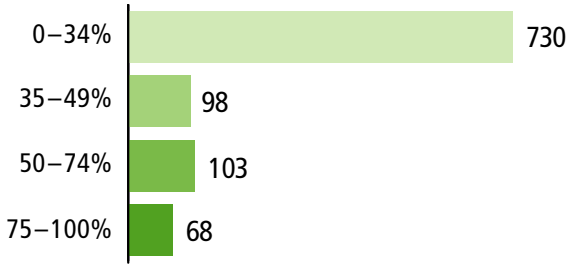
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,194 *	1,493 *
Asian/Pacific Islander	11,767 2%	14,871 3%
Black	64,047 13%	76,168 14%
Hispanic	54,539 11%	70,839 13%
White	360,690 73%	390,647 71%
Other	n/a —	n/a —
Students with disabilities (OSEP)	60,599 12%	63,934 11%
Students with Limited English proficiency (ED /NCBE, K–12)	21,020 4%	20,190 4%
Migratory students (OME, K–12)	3,882 1%	n/a —

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



† 74 schools did not report.

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
Sufficient progress (index above 40) within three years.

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

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

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$75,856,559

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	46%	42%
Basic level and above	78%	82%
Math, 2000:		
Proficient level and above	32%	34%
Basic level and above	77%	72%

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

Student Achievement 1999–2000

Assessment See Below

State Definition of Proficient Connecticut does not have a definition of proficient for the 1999–2000 SY

Elementary School

Connecticut Mastery Test

Grade 4

Reading/Language Arts

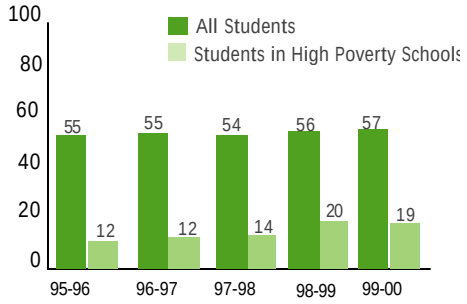
Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	20%	9%	14%	57%
Title I Schools	26	11	15	48
High Poverty Schools	51	15	16	19
Students with Limited English Proficiency	75	10	9	7
Migratory Students	70	12	8	10
Students with Disabilities	53	11	13	23

Mathematics

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

Student achievement trend

Reading/Language Arts 4th grade meets Band 4



Middle School

Connecticut Mastery Test

Grade 8

Reading/Language Arts

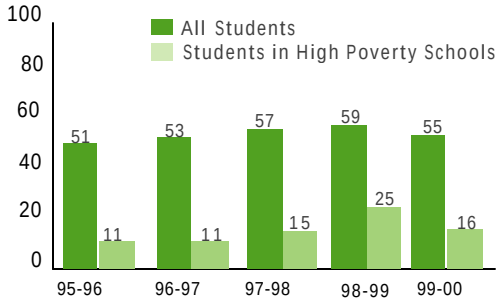
Students in:	Band 1	Band 2	Band 3	Band 4
All Schools	15%	8%	11%	66%
Title I Schools	21	9	12	59
High Poverty Schools	46	14	14	26
Students with Limited English Proficiency	78	5	9	8
Migratory Students	61	18	8	12
Students with Disabilities	46	13	13	28

Mathematics

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

Student achievement trend

Math 8th grade meets Band 4



High School

Connecticut Academic Performance Test

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

High school dropout rate (CCD, event)	1993–94 5%	1998-99 3%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95 19,343 73%	1998-99 21,399 77%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Delaware

http://www.doe.state.de.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$8,026
Number of districts (CCD, 1999–2000)	19

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
92	43	32	17	184

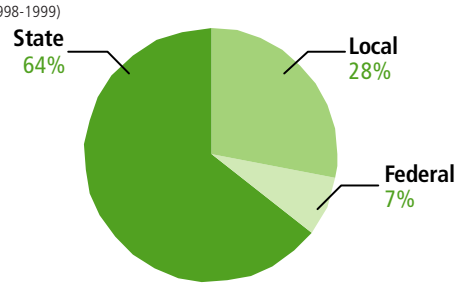
Number of charter schools (CCD, 1999–2000)	5

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	76,052	79,673
	9–12	28,930	33,416
	Total	105,547	113,598
	Pre-K	565	509

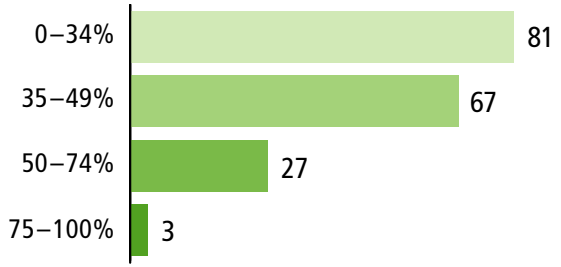
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	229 *	291 *
Asian/Pacific Islander	1,777 2%	2,460 2%
Black	30,038 29%	34,697 31%
Hispanic	3,598 3%	6,149 5%
White	69,905 66%	70,001 62%
Other	n/a —	n/a —
Students with disabilities (OSEP)	12,604 11%	14,106 12%
Students with Limited English proficiency (ED /NCBE, K–12)	1,470 1%	2,284 2%
Migratory students (OME, K–12)	740 1%	n/a —

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



† 6 schools did not report.

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

Statewide Accountability Information

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

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

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

Indicators for School Accountability
Delaware Student Testing Program

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	23 24%	74 76%	97 100%
Schools Meeting AYP Goal	8 35%	33 45%	41 42%
Schools in Need of Improvement	3 13%	29 39%	32 33%

(ED Consolidated Report, 1999–2000)

Title I allocation	$22,625,340

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	25%
Basic level and above	57%	66%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Student Achievement 1999–2000

Assessment Delaware Student Testing Program

State Definition of Proficient Meets the standard-very good performance.

Elementary School

Grade 3

Reading/Language Arts

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

Mathematics

Students in:	Well Below Standard	Below Standard	Proficient ➪ Meets Standard	Exceeds Standard	Dist-inguished
All Schools	11%	17%	52%	15%	5%
Title I Schools	22	28	47	3	1
High Poverty Schools					
Students with Limited English Proficiency	22	28	40	10	0
Migratory Students					
Students with Disabilities	36	27	32	4	*

Middle School

Grade 8

Reading/Language Arts

Students in:	Well Below Standard	Below Standard	Proficient ➪ Meets Standard	Exceeds Standard	Dist-inguished
All Schools	16%	16%	59%	7%	2%
Title I Schools	31	32	37	0	0
High Poverty Schools					
Students with Limited English Proficiency	51	23	21	5	0
Migratory Students					
Students with Disabilities	66	20	14	0	0

Mathematics

Students in:	Well Below Standard	Below Standard	Proficient ➪ Meets Standard	Exceeds Standard	Dist-inguished
All Schools	33%	26%	28%	6%	7%
Title I Schools	66	26	7	1	1
High Poverty Schools					
Students with Limited English Proficiency	54	21	18	5	3
Migratory Students					
Students with Disabilities	86	10	4	0	*

High School

Grade 10

Reading/Language Arts

Students in:	Well Below Standard	Below Standard	Proficient ➪ Meets Standard	Exceeds Standard	Dist-inguished
All Schools	19%	20%	56%	3%	2%
Title I Schools	33	35	31	1	0
High Poverty Schools					
Students with Limited English Proficiency	73	19	8	0	0
Migratory Students					
Students with Disabilities	76	13	10	0	0

Mathematics

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

High School Indicators

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

KEY:
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- # = Sample size too few to calculate
- High Poverty Schools = 75-100% students receiving free/reduced lunch

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

District of Columbia

http://www.k12.dc.us/dcps/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$9,650
Number of districts (CCD, 1999–2000)	1

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
106	20	17	3	146

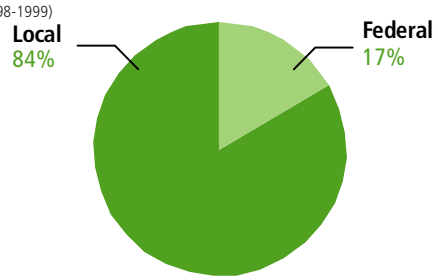
Number of charter schools (CCD, 1999–2000)	27

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
3,196	719	938	46	5,005

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	53,903	52,548
	9–12	17,854	15,849
	Total	80,678	77,194
	Pre-K	5,216	4,774

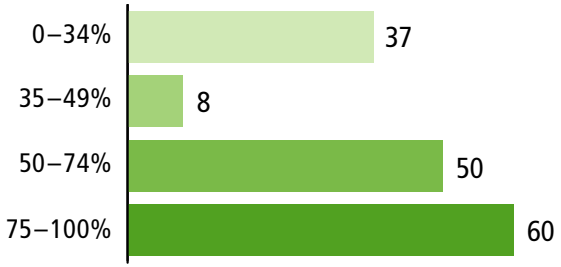
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	14 *	30 *
Asian/Pacific Islander	1,069 1%	1,123 2%
Black	71,414 89%	66,508 86%
Hispanic	4,938 6%	6,382 8%
White	3,243 4%	3,151 4%
Other	n/a —	n/a —
Students with disabilities (OSEP)	5,865 9%	7,995 13%
Students with Limited English proficiency (ED /NCBE, K–12)	4,449 6%	5,177 7%
Migratory students (OME, K–12)	326 *	n/a —

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



† 34 schools did not report.

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

Statewide Accountability Information

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

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

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

Indicators for School Accountability
Same as statewide.

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$27,305,039

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

NAEP State Results

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

Student Achievement 1999–2000

Assessment Stanford Achievement Test, Version 9

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

Elementary School

Grade 4

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	25%	43%	23%	9%
Title I Schools	26	45	22	7
High Poverty Schools	26	45	22	7
Students with Limited English Proficiency				
Migratory Students	21	31	25	23
Students with Disabilities				

Mathematics

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	26%	41%	24%	9%
Title I Schools	28	42	24	6
High Poverty Schools	28	42	24	6
Students with Limited English Proficiency				
Migratory Students	19	29	33	19
Students with Disabilities				

Middle School

Grade 8

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	19%	51%	27%	3%
Title I Schools	21	55	23	1
High Poverty Schools	21	55	23	1
Students with Limited English Proficiency				
Migratory Students	21	42	32	5
Students with Disabilities				

Mathematics

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	54%	31%	13%	2%
Title I Schools	60	30	9	1
High Poverty Schools	60	30	9	1
Students with Limited English Proficiency				
Migratory Students	42	37	21	0
Students with Disabilities				

High School

Grade 10

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	47%	37%	13%	3%
Title I Schools	60	34	6	0
High Poverty Schools	60	34	6	0
Students with Limited English Proficiency				
Migratory Students	63	25	13	0
Students with Disabilities				

Mathematics

Students in:	Below Basic	Basic	Proficient	Advanced
All Schools	72%	19%	7%	2%
Title I Schools	84	14	3	0
High Poverty Schools	84	14	3	0
Students with Limited English Proficiency				
Migratory Students	100	0	0	0
Students with Disabilities				

High School Indicators

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

KEY:
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- # = Sample size too few to calculate
- High Poverty Schools = 75-100% students receiving free/reduced lunch

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Florida

http://www.firn.edu/doe/index.html

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,790
Number of districts (CCD, 1999–2000)	67

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,681	492	418	523	3,131

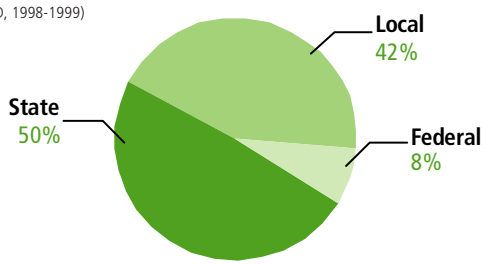
Number of charter schools (CCD, 1999–2000)	113

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
65,796	25,512	31,134	6,637	129,381

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	1,480,401	1,671,791
	9–12	525,569	655,886
	Total	2,040,763	2,381,480
	Pre-K	34,793	53,803

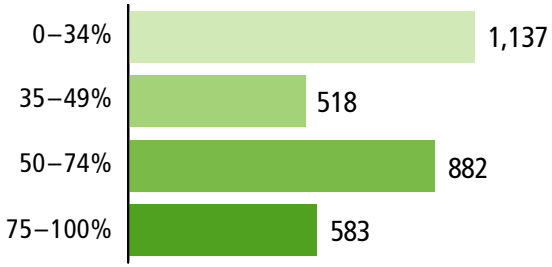
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	3,738 *	6,213 *
Asian/Pacific Islander	34,331 2%	43,905 2%
Black	504,913 25%	602,464 25%
Hispanic	282,189 14%	431,072 18%
White	1,215,592 60%	1,297,826 54%
Other	n/a —	n/a —
Students with disabilities (OSEP)	248,217 12%	312,174 13%
Students with Limited English proficiency (ED /NCBE, K–12)	144,731 6%	235,181 10%
Migratory students (OME, K–12)	54,595 2%	n/a —

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



† 11 schools did not report.

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

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
To attain grade A/B— gain 2 percent students at level 3 (FCAT)

Indicators for School Accountability
NRT scores, attendance, dropout, suspension rates

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$398,211,329

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	23%	23%
Basic level and above	54%	65%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Student Achievement 1999–2000

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

Elementary School

Grade 4

Reading/Language Arts

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

Grade 5

Mathematics

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

Middle School

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	48,197	55,423
(IPEDS, High school grads enrolled in college)	55%	56%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Georgia

http://www.doe.k12.ga.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,092
Number of districts (CCD, 1999–2000)	180

Number of public schools (CCD, 1999–2000)

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

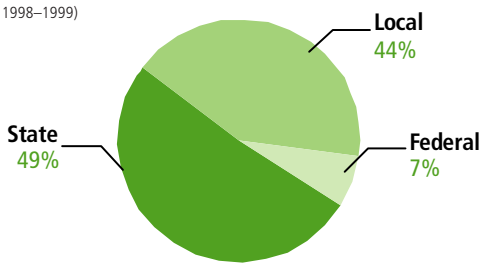
Number of charter schools (CCD, 1999–2000)	18

Number of FTE teachers (CCD, 1999–2000)

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

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

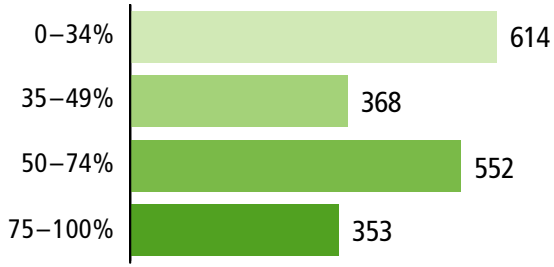
Sources of funding
District average
(CCD, 1998–1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,882 *	2,182 *
Asian/Pacific Islander	17,431 1%	30,033 2%
Black	457,192 37%	540,823 38%
Hispanic	18,978 2%	56,480 4%
White	739,821 60%	776,763 55%
Other	n/a —	n/a —
Students with disabilities (OSEP)	106,852 9%	143,357 11%
Students with Limited English proficiency (ED /NCBE, K–12)	11,731 1%	50,961 4%
Migratory students (OME, K–12)	13,373 1%	n/a —

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



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

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
Under development.

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

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	669 65%	363 35%	1,032 100%
Schools Meeting AYP Goal	379 57%	201 56%	580 56%
Schools Identified for Improvement	472 71%	186 51%	658 64%

(ED Consolidated Report, 1999–2000)

Title I allocation	$222,465,639

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	24%	25%
Basic level and above	55%	68%
Math, 2000:		
Proficient level and above	18%	19%
Basic level and above	58%	56%

Student Achievement 1999–2000

Assessment See below

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

Elementary School

Georgia Criterion-Referenced Competency Test

Grade 4

Reading/Language Arts

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

Mathematics

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

Middle School

Georgia Criterion-Referenced Competency Test

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Georgia Graduation Test

Grade 11

Reading/Language Arts

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

Mathematics

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

High School Indicators

	1993–94	1998-99
High school dropout rate (CCD, event)	9%	7%

	1994-95	1998-99
Postsecondary enrollment	36,792	38,771
(IPEDS, High school grads enrolled in college)	65%	66%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Hawaii

http://www.k12.hi.us/

School and Teacher Demographics

Per Pupil Expenditures $6,081

(CCD, 1998–1999)

Number of districts 2

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
175	33	36	9	255

Number of charter schools 1

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

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

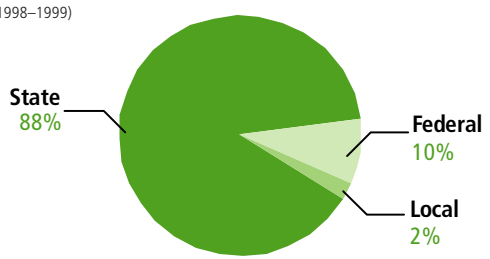
Public school enrollment (CCD)

(By state definition)

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

Sources of funding
District average

(CCD, 1998–1999)



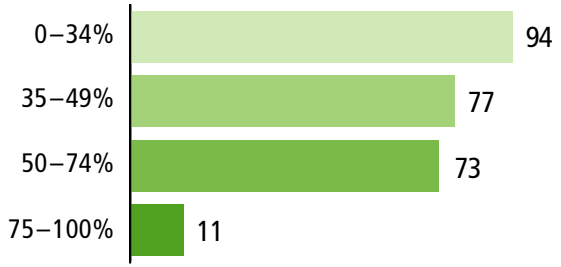
Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	589	748
	*	*
Asian/Pacific Islander	123,327	134,102
	68%	72%
Black	4,732	4,389
	3%	2%
Hispanic	9,082	8,543
	5%	5%
White	42,700	38,078
	24%	20%
Other	n/a	n/a
	—	—

Students with disabilities (OSEP)	12,920	20,312
	7%	11%
Students with Limited English proficiency (ED /NCBE, K–12)	11,621	12,879
	6%	7%
Migratory students (OME, K–12)	n/a	n/a
	—	—

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

(CCD, 1999–2000)



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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Under development.

Expected School Improvement on Assessment
n/a

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

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation $21,452,027

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	17%	19%
Basic level and above	45%	60%
Math, 2000:		
Proficient level and above	14%	16%
Basic level and above	55%	52%

Student Achievement 1999–2000

Assessment Stanford Achievement Test, Version 9
State Definition of Proficient Stanines 5–6

Elementary School

Grade 3

Reading/Language Arts

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

Mathematics

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

Middle School

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Idaho

http://www.sde.state.id.us/Dept/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,066
Number of districts (CCD, 1999–2000)	114

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
341	112	170	30	658

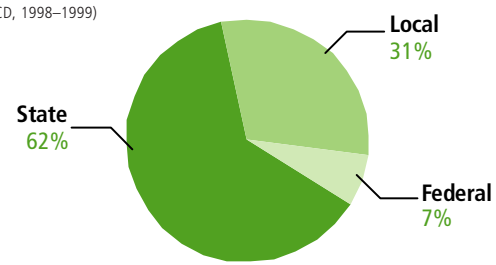
Number of charter schools (CCD, 1999–2000)	8

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	164,828	166,473
	9–12	69,287	76,369
	Total	236,774	245,016
	Pre-K	1,389	2,158

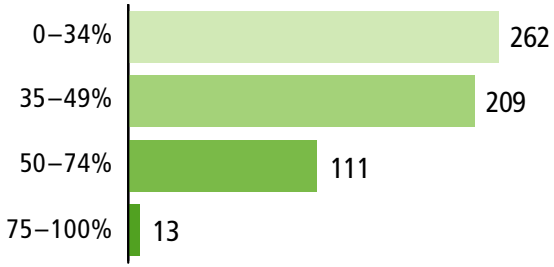
Sources of funding
District average
(CCD, 1998–1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	3,007 1%	3,283 1%
Asian/Pacific Islander	2,628 1%	3,038 1%
Black	1,278 1%	1,862 1%
Hispanic	17,663 7%	24,478 10%
White	212,198 90%	212,368 87%
Other	n/a —	n/a —
Students with disabilities (OSEP)	19,156 8%	24,501 10%
Students with Limited English proficiency (ED /NCBE, K–12)	6,848 3%	17,732 7%
Migratory students (OME, K–12)	11,632 5%	7,507 3%

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



† 63 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
Attendance, dropout rates, test scores

Title I Adequate Yearly Progress (AYP) for Schools
Combined scores on NRT, performance tests (Math, Writing), local measures

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	82 21%	315 79%	397 100%
Schools Meeting AYP Goal	63 77%	273 87%	336 85%
Schools Identified for Improvement	19 23%	42 13%	61 15%

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$29,005,853

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	21%	27%
Basic level and above	70%	71%

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

Student Achievement 1999–2000

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

Elementary School

Grade 4

Reading/Language Arts

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

Mathematics

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

Middle School

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

	1993–94	1998-99
High school dropout rate (CCD, event)	n/a	7%

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	6,545 49%	7,549 49%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Illinois

http://www.isbe.state.il.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,762
Number of districts (CCD, 1999–2000)	898

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
2,638	730	764	121	4,290

Number of charter schools (CCD, 1999–2000)	17

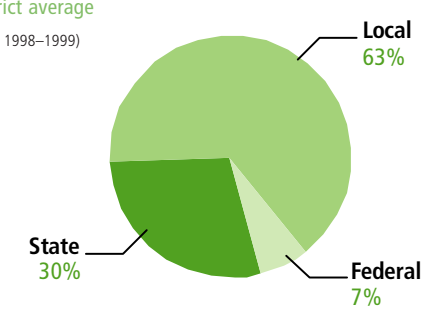
Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
64,803	20,350	33,842	1,948	121,487

Public school enrollment (CCD) (By state definition)

	1993–1994	1999–2000
K–8	1,259,394	1,401,322
9–12	503,024	563,940
Total	1,893,078	2,027,600
Pre-K	42,359	58,604

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



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	2,807 *	3,112 *
Asian/Pacific Islander	55,137 3%	65,963 3%
Black	400,188 21%	432,686 21%
Hispanic	211,113 11%	295,896 15%
White	1,223,832 65%	1,229,943 61%
Other	n/a —	n/a —

Students with disabilities (OSEP)	217,170 11%	251,592 12%
Students with Limited English proficiency (ED /NCBE, K–12)	99,637 5%	143,855 7%
Migratory students (OME, K–12)	3,619 *	n/a —

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

data not available

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

Statewide Accountability Information

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

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

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

Indicators for School Accountability
Achievement

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$343,392,438

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

NAEP State Results

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

Student Achievement 1999–2000

Assessment Illinois Standards Achievement Test
State Definition of Proficient Meets standards

Elementary School

Grade 3

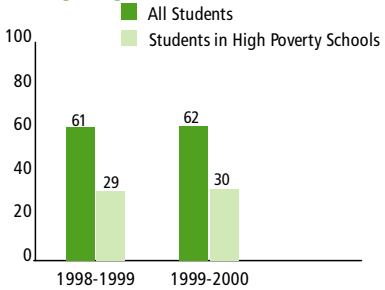
Reading/Language Arts

Students in:	Academic Warning	Below Standards	Proficient: Meets Standards	Proficient: Exceeds Standards
All Schools	6%	32%	41%	21%
Title I Schools	8	37	38	17
High Poverty Schools	17	53	26	4
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	16	51	26	7

Mathematics

Students in:	Academic Warning	Below Standards	Proficient: Meets Standards	Proficient: Exceeds Standards
All Schools	10%	21%	46%	23%
Title I Schools	14	25	44	17
High Poverty Schools	28	38	31	4
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	21	31	38	10

Student achievement trend
Reading 3rd grade meets or exceeds Standard



Middle School

Grade 8

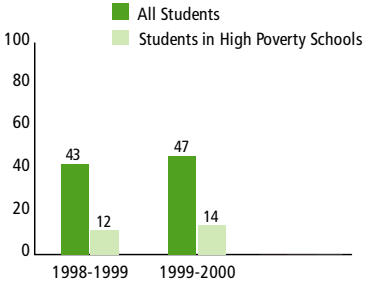
Reading/Language Arts

Students in:	Academic Warning	Below Standards	Proficient: Meets Standards	Proficient: Exceeds Standards
All Schools	0%	28%	56%	16%
Title I Schools	0	35	53	11
High Poverty Schools	1	48	47	5
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	2	68	28	2

Mathematics

Students in:	Academic Warning	Below Standards	Proficient: Meets Standards	Proficient: Exceeds Standards
All Schools	8%	46%	35%	12%
Title I Schools	11	54	28	7
High Poverty Schools	18	67	13	1
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	32	57	9	1

Student achievement trend
Math 8th grade meets or exceeds Standard



High School

Grade 10

Reading/Language Arts

Students in:	Academic Warning	Below Standards	Proficient: Meets Standards	Proficient: Exceeds Standards
All Schools	6%	27%	57%	10%
Title I Schools	5	26	59	10
High Poverty Schools	13	49	36	1
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	27	47	25	1

Mathematics

Students in:	Academic Warning	Below Standards	Proficient: Meets Standards	Proficient: Exceeds Standards
All Schools	8%	40%	47%	5%
Title I Schools	6	39	50	5
High Poverty Schools	23	59	17	0
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	28	60	11	0

High School Indicators

	1993–94	1998-99
High school dropout rate (CCD, event)	n/a	7%

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	74,366 73%	81,379 71%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Indiana

http://www.doe.state.in.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,772
Number of districts (CCD, 1999–2000)	295

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,153	327	352	39	1,874

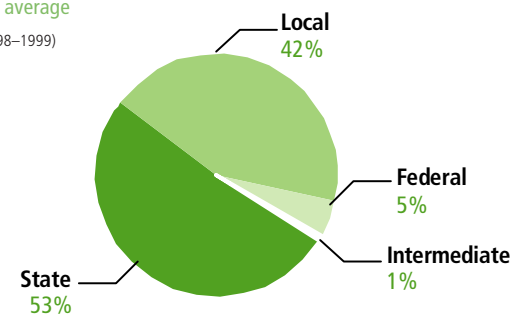
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	670,102	691,256
	9–12	282,219	287,282
	Total	965,633	988,289
	Pre-K	3,960	4,982

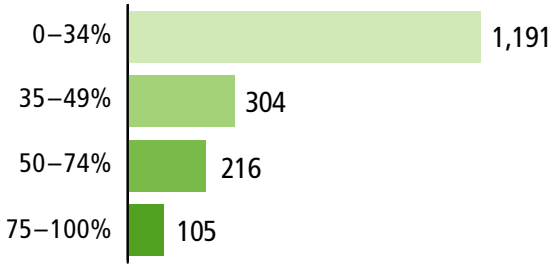
Sources of funding
District average
(CCD, 1998–1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,481 *	1,967 *
Asian/Pacific Islander	7,380 1%	9,001 1%
Black	107,181 11%	114,286 12%
Hispanic	19,876 2%	30,265 3%
White	829,715 86%	832,770 84%
Other	n/a —	n/a —
Students with disabilities (OSEP)	108,824 11%	130,656 13%
Students with Limited English proficiency (ED /NCBE, K–12)	5,342 1%	13,079 1%
Migratory students (OME, K–12)	5,491 1%	n/a —

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



† 58 schools did not report.

Statewide Accountability Information

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

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

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

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

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$125,259,918

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

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment Indiana Statewide Testing for Educational Progress Plus
State Definition of Proficient Meets or exceeds Level II

Elementary School

Grade 3

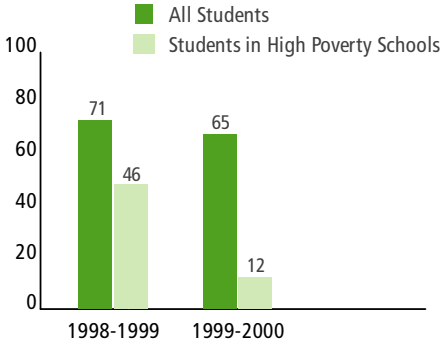
Reading/Language Arts

Students in:	Level I	Proficient ➪ Level II	Level III
All Schools	35%	42%	23%
Title I Schools	55	38	7
High Poverty Schools	88	12	0
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:	Level I	Proficient ➪ Level II	Level III
All Schools	27%	40%	33%
Title I Schools	36	45	20
High Poverty Schools	69	30	1
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Student achievement trend
Reading 3rd grade meets or exceeds Level II



Middle School

Grade 8

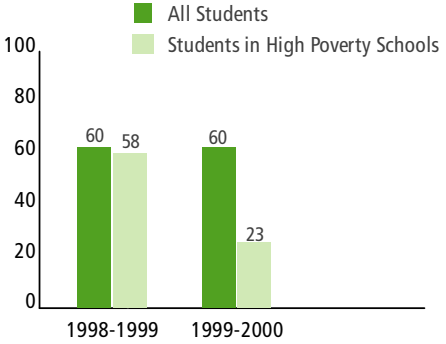
Reading/Language Arts

Students in:	Level I	Proficient ➪ Level II	Level III
All Schools	23%	53%	25%
Title I Schools	38	45	17
High Poverty Schools	77	15	8
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:	Level I	Proficient ➪ Level II	Level III
All Schools	40%	48%	12%
Title I Schools	47	45	8
High Poverty Schools	77	15	8
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Student achievement trend
Math 8th grade meets or exceeds Level II



High School

Grade 10

Reading/Language Arts

Students in:	Level I	Proficient ➪ Level II	Level III
All Schools	23%	59%	18%
Title I Schools	63	13	25
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

Mathematics

Students in:	Level I	Proficient ➪ Level II	Level III
All Schools	47%	45%	8%
Title I Schools	50	50	
High Poverty Schools			
Students with Limited English Proficiency			
Migratory Students			
Students with Disabilities			

High School Indicators

High school dropout rate (CCD, event)	1993–94 n/a	1998-99 n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95 32,312 59%	1998-99 38,482 65%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Iowa

http://www.state.ia.us/educate/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,243
Number of districts (CCD, 1999–2000)	375

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
820	298	371	34	1,531

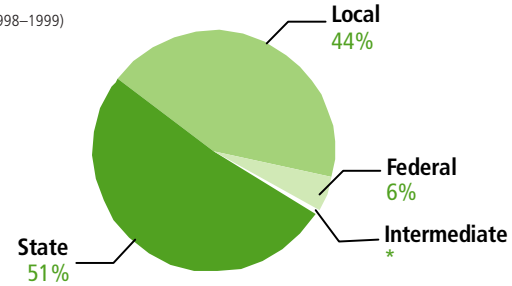
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
15,186	7,028	11,306	774	34,442

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	333,743	324,566
	9–12	142,601	155,506
	Total	498,519	494,962
	Pre-K	5,430	5,497

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

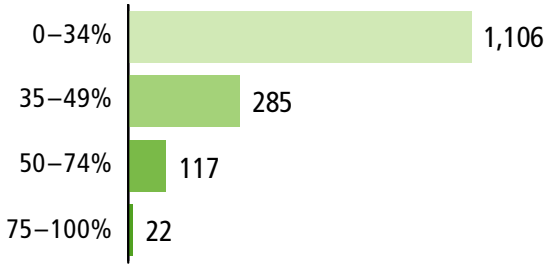


Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,956 *	2,490 1%
Asian/Pacific Islander	7,617 2%	8,435 2%
Black	15,651 3%	19,092 4%
Hispanic	8,026 2%	15,836 3%
White	465,269 93%	451,448 91%
Other	n/a —	n/a —

Students with disabilities (OSEP)	53,644 11%	62,720 13%
Students with Limited English proficiency (ED /NCBE, K–12)	5,184 1%	10,120 2%
Migratory students (OME, K–12)	1,330 *	n/a —

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



† One school did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Goals established locally

Expected School Improvement on Assessment
Districts set targets.

Indicators for School Accountability
None

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	117 15%	687 85%	804 100%
Schools Meeting AYP Goal	n/a —	n/a —	n/a —
Schools Identified for Improvement	10 9%	23 3%	33 4%

(ED Consolidated Report, 1999–2000)

Title I allocation	$56,812,940

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	35%	n/a
Basic level and above	70%	n/a
Math, 2000:		
Proficient level and above	28%	n/a
Basic level and above	78%	n/a

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

Student Achievement 1998–2000*

*Grades are averaged over two years

Assessment Iowa Basic Skills Test

State Definition of Proficient Intermediate: Definitions are grade-specific and available in Appendix A

Elementary School

Grade 4

Reading/Language Arts

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

Mathematics

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

Middle School

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 11

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

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

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Kansas

http://www.ksbe.state.ks.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,015
Number of districts (CCD, 1999–2000)	304

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
825	250	358	4	1,440

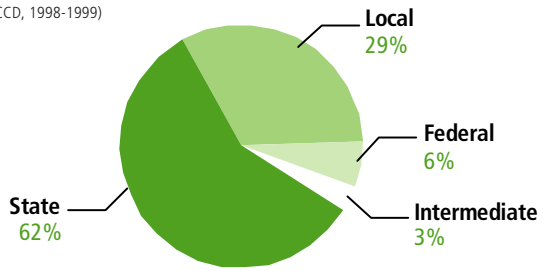
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
15,760	5,431	10,777	116	33,084

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	324,914	314,363
	9–12	127,081	142,362
	Total	457,614	465,223
	Pre-K	2,432	4,691

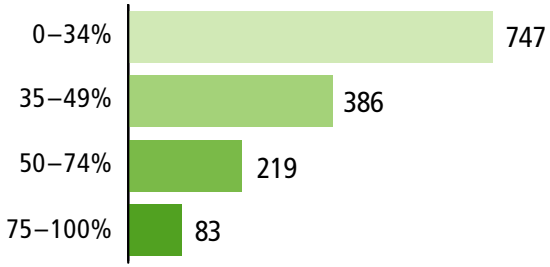
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	4,597 1%	5,747 1%
Asian/Pacific Islander	8,325 2%	9,768 2%
Black	38,169 8%	40,609 9%
Hispanic	24,129 5%	37,918 8%
White	382,394 84%	371,176 80%
Other	n/a —	n/a —
Students with disabilities (OSEP)	42,093 9%	50,079 10%
Students with Limited English proficiency (ED /NCBE, K–12)	6,900 2%	18,672 4%
Migratory students (OME, K–12)	14,482 3%	n/a —

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



† 5 schools did not report.

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
Annual gain toward goal

Indicators for School Accountability
Test scores

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$68,291,624

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

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment Kansas Math/Reading Assessment

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

Elementary School

Grade 5

Reading/Language Arts

Students in:	Unsatis-factory	Basic	Satis-factory	Proficient	Advanced
			Proficient ➪		
All Schools	14%	24%	22%	25%	15%
Title I Schools	17	27	22	22	12
High Poverty Schools	32	34	17	13	4
Students with Limited English Proficiency	46	35	14	5	*
Migratory Students	33	36	19	10	3
Students with Disabilities	44	30	14	9	3

Grade 4

Mathematics

Students in:	Unsatis-factory	Basic	Satis-factory	Proficient	Advanced
			Proficient ➪		
All Schools	14%	24%	23%	25%	14%
Title I Schools	17	26	23	23	10
High Poverty Schools	34	33	18	11	3
Students with Limited English Proficiency	39	34	16	8	3
Migratory Students	30	37	18	13	2
Students with Disabilities	35	30	18	13	4

Middle School

Grade 8

Reading/Language Arts

Students in:	Unsatis-factory	Basic	Satis-factory	Proficient	Advanced
			Proficient ➪		
All Schools	12%	22%	29%	29%	8%
Title I Schools	14	23	29	28	7
High Poverty Schools	35	35	20	9	1
Students with Limited English Proficiency	48	36	13	3	*
Migratory Students	30	42	19	9	*
Students with Disabilities	47	32	15	6	1

Grade 7

Mathematics

Students in:	Unsatis-factory	Basic	Satis-factory	Proficient	Advanced
			Proficient ➪		
All Schools	24%	24%	21%	19%	13%
Title I Schools	27	24	21	18	11
High Poverty Schools	62	24	9	4	1
Students with Limited English Proficiency	66	23	8	3	*
Migratory Students	49	31	13	7	*
Students with Disabilities	61	23	9	4	2

High School

Grade 11

Reading/Language Arts

Students in:	Unsatis-factory	Basic	Satis-factory	Proficient	Advanced
			Proficient ➪		
All Schools	15%	27%	25%	22%	11%
Title I Schools	12	32	24	23	10
High Poverty Schools					
Students with Limited English Proficiency	52	31	12	5	*
Migratory Students	31	36	20	10	3
Students with Disabilities	60	27	8	4	1

Grade 10

Mathematics

Students in:	Unsatis-factory	Basic	Satis-factory	Proficient	Advanced
			Proficient ➪		
All Schools	30%	29%	18%	11%	12%
Title I Schools	33	28	18	11	11
High Poverty Schools					
Students with Limited English Proficiency	66	24	7	*	3
Migratory Students	56	24	13	4	3
Students with Disabilities	71	21	4	2	2

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	15,427	18,242
(IPEDS, High school grads enrolled in college)	61%	65%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Kentucky

http://www.kde.state.ky.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,560
Number of districts (CCD, 1999–2000)	176

Number of public schools (CCD, 1999–2000)

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

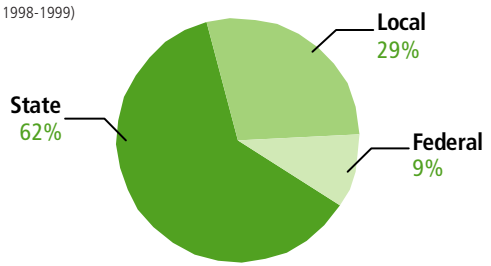
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	442,834	434,379
	9–12	184,356	184,477
	Total	655,265	629,193
	Pre-K	15,732	n/a

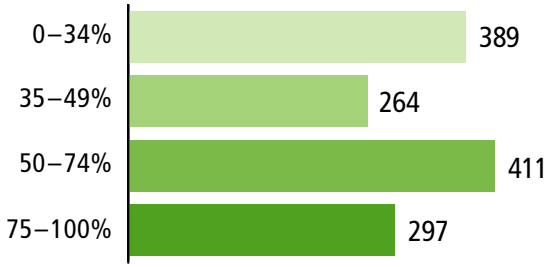
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	363 *	647 *
Asian/Pacific Islander	3,377 1%	2,990 1%
Black	61,798 10%	64,339 10%
Hispanic	1,812 *	4,889 1%
White	560,549 89%	550,267 88%
Other	n/a —	n/a —
Students with disabilities (OSEP)	63,634 10%	72,352 11%
Students with Limited English proficiency (ED /NCBE, K–12)	2,108 *	4,847 1%
Migratory students (OME, K–12)	17,262 3%	n/a —

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



† 3 schools did not report.

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

Statewide Accountability Information

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

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

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

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

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

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	679 78%	193 22%	872 100%
Schools Meeting AYP Goal	575 85%	183 95%	758 87%
Schools Identified for Improvement	104 15%	10 5%	114 13%

(ED Consolidated Report, 1999–2000)

Title I allocation	$143,559,911

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	29%
Basic level and above	63%	74%
Math, 2000:		
Proficient level and above	17%	21%
Basic level and above	60%	63%

Student Achievement 1999–2000

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

Elementary School

Grade 4

Reading/Language Arts

Students in:	Novice	Apprentice	Proficient/ Distinguished (Proficient ➪)
All Schools	17%	26%	57%
Title I Schools	21	29	50
High Poverty Schools	25	31	44
Students with Limited English Proficiency	35	32	32
Migratory Students	22	33	45
Students with Disabilities	37	32	31

Grade 5

Mathematics

Students in:	Novice	Apprentice	Proficient/ Distinguished (Proficient ➪)
All Schools	39%	30%	31%
Title I Schools	45	30	24
High Poverty Schools	53	29	18
Students with Limited English Proficiency	64	14	22
Migratory Students	54	30	16
Students with Disabilities	71	19	10

Middle School

Grade 7

Reading/Language Arts

Students in:	Novice	Apprentice	Proficient/ Distinguished (Proficient ➪)
All Schools	15%	34%	51%
Title I Schools	19	37	44
High Poverty Schools	24	41	35
Students with Limited English Proficiency	40	43	17
Migratory Students	24	41	35
Students with Disabilities	54	36	10

Grade 8

Mathematics

Students in:	Novice	Apprentice	Proficient/ Distinguished (Proficient ➪)
All Schools	35%	40%	25%
Title I Schools	41	40	19
High Poverty Schools	51	38	12
Students with Limited English Proficiency	59	29	13
Migratory Students	50	38	11
Students with Disabilities	81	16	3

High School

Grade 10

Reading/Language Arts

Students in:	Novice	Apprentice	Proficient/ Distinguished (Proficient ➪)
All Schools	18%	55%	27%
Title I Schools	25	57	19
High Poverty Schools	28	58	14
Students with Limited English Proficiency	44	48	8
Migratory Students	27	62	10
Students with Disabilities	68	30	2

Grade 11

Mathematics

Students in:	Novice	Apprentice	Proficient/ Distinguished (Proficient ➪)
All Schools	42%	31%	26%
Title I Schools	55	29	16
High Poverty Schools	28	58	14
Students with Limited English Proficiency	44	48	8
Migratory Students	27	62	10
Students with Disabilities	68	30	2

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	20,454	22,345
(IPEDS, High school grads enrolled in college)	53%	60%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Louisiana

http://www.doe.state.la.us/DOE/asps/home.asp

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,548
Number of districts (CCD, 1999–2000)	82

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
800	294	251	131	1,513

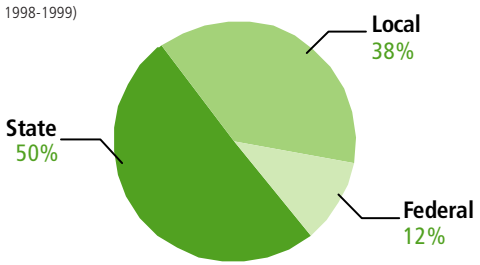
Number of charter schools (CCD, 1999–2000)	16

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,032	9,653	12,061	3,290	49,442

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	546,168	522,889
	9–12	202,283	205,262
	Total	800,560	756,044
	Pre-K	12,857	16,385

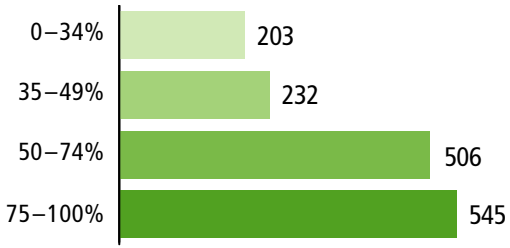
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	3,830 *	4,532 1%
Asian/Pacific Islander	10,054 1%	9,613 1%
Black	363,473 45%	359,732 48%
Hispanic	9,151 1%	10,039 1%
White	414,052 52%	372,128 49%
Other	n/a —	n/a —
Students with disabilities (OSEP)	71,606 9%	81,881 10%
Students with Limited English proficiency (ED /NCBE, K–12)	6,239 1%	6,906 1%
Migratory students (OME, K–12)	4,759 1%	n/a —

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



† 27 schools did not report.

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

Statewide Accountability Information

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

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

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

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

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$202,012,411

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

NAEP State Results

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

Student Achievement 1999–2000

Assessment See below

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

Elementary School

Louisiana Educational Assessment Program

Grade 4

Reading/Language Arts

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

Mathematics

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

Middle School

Louisiana Educational Assessment Program

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Graduation Exit Exam Results

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	n/a	10%

	1994-95	1998-99
Postsecondary enrollment	22,766	28,945
(IPEDS, High school grads enrolled in college)	65%	76%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Maine

http://www.state.me.us/education/homepage.htm

School and Teacher Demographics

Per Pupil Expenditures $7,155
(CCD, 1998–1999)

Number of districts 283
(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
440	125	108	17	691

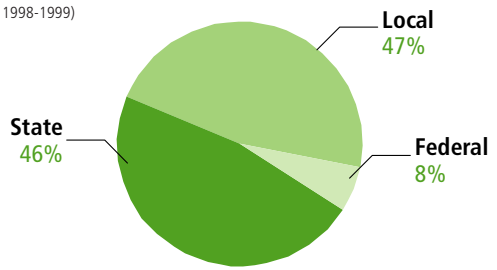
Number of charter schools n/a
(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
6,971	3,208	4,225	366	14,775

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	152,981	145,555
	9–12	59,632	60,061
	Total	216,995	209,091
	Pre-K	1,036	1,066

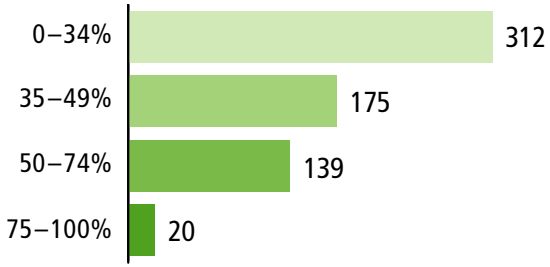
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	n/a —	998 *
Asian/Pacific Islander	n/a —	2,072 1%
Black	n/a —	2,115 1%
Hispanic	n/a —	1,118 1%
White	n/a —	202,788 97%
Other	n/a —	n/a —
Students with disabilities (OSEP)	25,215 12%	29,558 14%
Students with Limited English proficiency (ED /NCBE, K–12)	1,763 1%	2,748 1%
Migratory students (OME, K–12)	7,582 4%	n/a —

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



† 45 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Only performance reporting

Expected School Improvement on Assessment
None

Indicators for School Accountability
Assessment scores

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation n/a
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

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

Student Achievement 1999–2000

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

Elementary School

Grade 4

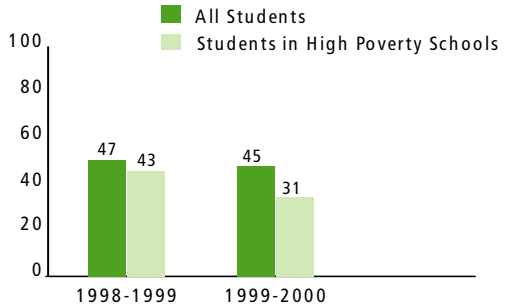
Reading/Language Arts

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

Mathematics

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

Student achievement trend
Reading 4th grade meets or exceeds standard



Middle School

Grade 8

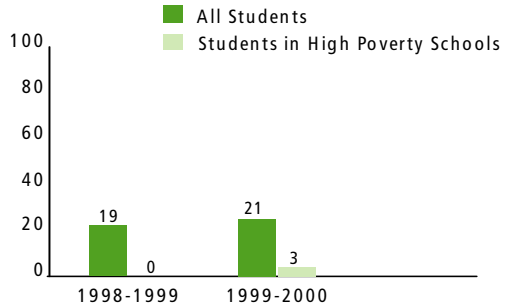
Reading/Language Arts

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

Mathematics

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

Student achievement trend
Math 8th grade meets or exceeds standard



High School

Grade 11

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	6,872 60%	7,691 63%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Maryland

http://www.msde.state.md.us/

School and Teacher Demographics

Per Pupil Expenditures $7,326
(CCD, 1998–1999)

Number of districts 24
(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
863	238	200	28	1,337

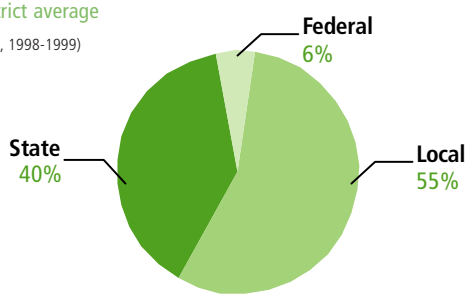
Number of charter schools 0
(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,910	11,212	13,271	711	50,255

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	544,839	584,831
	9–12	197,072	236,400
	Total	772,638	846,582
	Pre-K	17,984	19,285

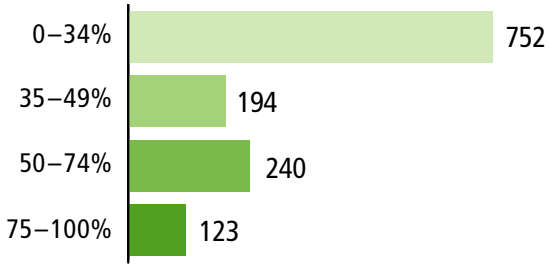
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	2,230 *	2,845 *
Asian/Pacific Islander	28,734 4%	35,596 4%
Black	264,444 34%	311,529 37%
Hispanic	22,479 3%	36,954 4%
White	454,751 59%	459,658 54%
Other	n/a —	n/a —
Students with disabilities (OSEP)	82,213 10%	97,873 11%
Students with Limited English proficiency (ED /NCBE, K–12)	13,951 2%	20,855 2%
Migratory students (OME, K–12)	576 *	n/a —

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



† 28 schools did not report.

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

Statewide Accountability Information

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

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

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

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

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

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

NAEP State Results

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

Student Achievement 1999–2000

Assessment Maryland School Performance Assessment Program

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

Elementary School

Grade 3

Reading/Language Arts

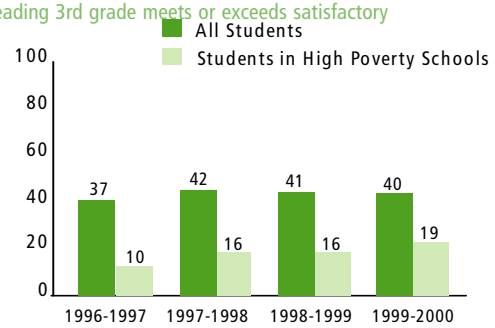
Students in:	Not Satisfactory	Proficient ⇨ Satisfactory	Excellent
All Schools	61%	33%	7%
Title I Schools	71	25	4
High Poverty Schools	81	17	2
Students with Limited English Proficiency	71	26	3
Migratory Students			
Students with Disabilities	70	25	5

Mathematics

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

Student achievement trend

Reading 3rd grade meets or exceeds satisfactory



Middle School

Grade 8

Reading/Language Arts

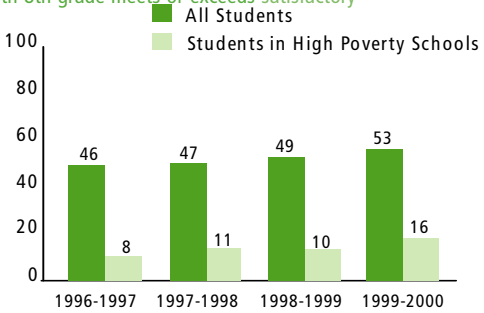
Students in:	Not Satisfactory	Proficient ⇨ Satisfactory	Excellent
All Schools	73%	25%	2%
Title I Schools	89	11	1
High Poverty Schools	91	9	*
Students with Limited English Proficiency	81	18	2
Migratory Students			
Students with Disabilities	94	6	*

Mathematics

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

Student achievement trend

Math 8th grade meets or exceeds satisfactory



High School

Grade

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	24,670 63%	29,323 66%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Massachusetts

http://www.doe.mass.edu/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$8,260
Number of districts (CCD, 1999–2000)	50

Number of public schools (CCD, 1999–2000)

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

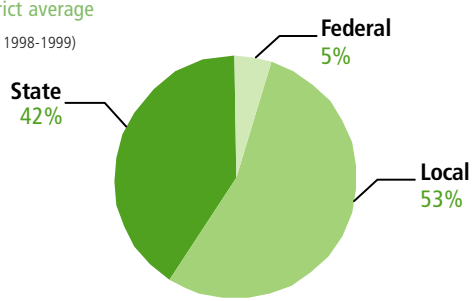
Number of charter schools (CCD, 1999–2000)	351

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,192	n/a	39,454	n/a	77,600

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	625,344	682,623
	9–12	232,208	265,174
	Total	877,726	971,425
	Pre-K	13,178	19,539

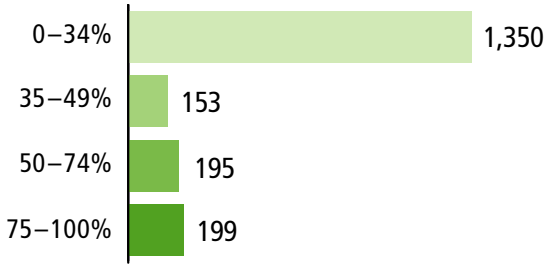
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,523 *	2,405 *
Asian/Pacific Islander	32,478 4%	40,615 4%
Black	71,023 8%	81,783 9%
Hispanic	77,015 9%	96,173 10%
White	695,687 79%	726,821 77%
Other	n/a —	n/a —
Students with disabilities (OSEP)	131,414 15%	141,912 14%
Students with Limited English proficiency (ED /NCBE, K–12)	43,685 5%	44,829 5%
Migratory students (OME, K–12)	2,485 *	1,427 *

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



† One school did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Two years' scores on MCAS, decrease percentage of students at Failing level and increase percentage at Proficient or Advanced level.

Expected School Improvement on Assessment
Increase average scaled scores, dependent on baseline performance

Indicators for School Accountability
Results of CRT (MCAS) tests

Title I Adequate Yearly Progress (AYP) for Schools
Same as statewide goal (progress on math, reading tests)

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	424 40%	623 60%	1,047 100%
Schools Meeting AYP Goal	194 46%	573 92%	767 73%
Schools Identified for Improvement	226 53%	50 8%	276 26%

(ED Consolidated Report, 1999–2000)

Title I allocation	$159,027,055

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

NAEP State Results

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

Student Achievement 1999–2000

Assessment Massachusetts Comprehensive Assessment System

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

Elementary School

Grade 4

Reading/Language Arts

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

Mathematics

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient	Advanced
All Schools	0%	18%	42%	28%	12%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	0	54	35	8	2
Migratory Students					
Students with Disabilities	0	39	45	13	3

Middle School

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 10

Reading/Language Arts

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient	Advanced
All Schools	3%	31%	30%	29%	7%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	3	72	19	5	1
Migratory Students					
Students with Disabilities	5	70	19	6	0

Mathematics

Students in:	Failing (Absent)	Failing (Tested)	Needs Improvement	Proficient	Advanced
All Schools	3%	42%	22%	18%	15%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	4	72	14	6	4
Migratory Students					
Students with Disabilities	5	78	11	4	2

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	37,994	42,478
(IPEDS, High school grads enrolled in college)	80%	84%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Michigan

http://www.mde.state.mi.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$7,432
Number of districts (CCD, 1999–2000)	746

Number of public schools (CCD, 1999–2000)

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

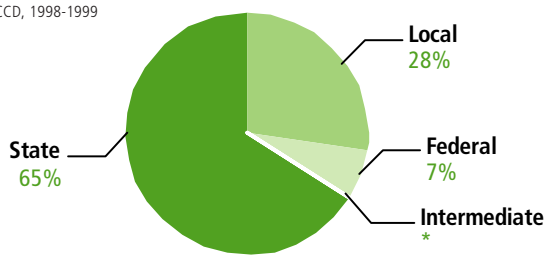
Number of charter schools (CCD, 1999–2000)	193

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	1,106,414	1,179,530
	9–12	423,081	479,654
	Total	1,599,377	1,685,952
	Pre-K	11,704	11,402

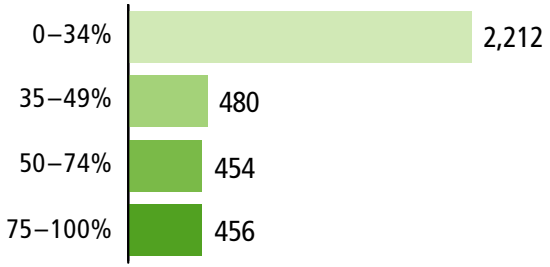
Sources of funding
District average
(CCD, 1998-1999



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	15,560 1%	17,084 1%
Asian/Pacific Islander	21,441 1%	29,468 2%
Black	266,717 17%	310,029 19%
Hispanic	36,457 2%	52,732 3%
White	1,204,118 78%	1,249,871 75%
Other	n/a —	n/a —
Students with disabilities (OSEP)	152,295 9%	183,790 10%
Students with Limited English proficiency (ED /NCBE, K–12)	45,163 3%	44,471 3%
Migratory students (OME, K–12)	20,018 1%	15,339 1%

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



† 4 schools did not report.

Statewide Accountability Information

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

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

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

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

Title I Adequate Yearly Progress (AYP) for Schools
Close gap for school 10 percent between high and low gain per year in level.

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$351,204,136

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	n/a
Basic level and above	63%	n/a
Math, 2000:		
Proficient level and above	29%	29%
Basic level and above	72%	70%

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

Student Achievement 1999–2000

Assessment Michigan Educational Assessment Program Essential Skills

State Definition of Proficient Satisfactory ≥300 on reading test, ≥520 on Math test

Elementary School

Grade 4

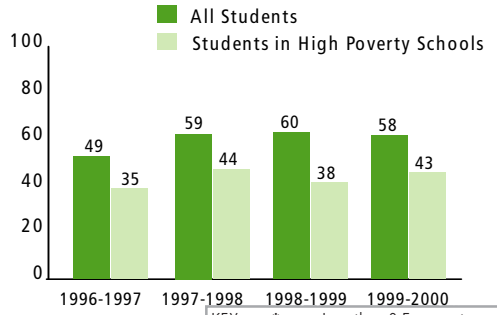
Reading/Language Arts

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

Mathematics

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

Student achievement trend
Reading 4th grade meets or exceeds satisfactory



Middle School

Grade 7

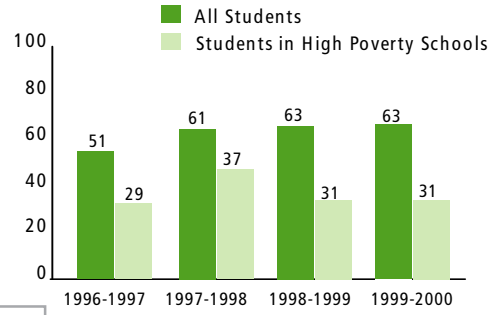
Reading/Language Arts

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

Mathematics

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

Student achievement trend
Math 7th grade meets or exceeds satisfactory



High School

Grade

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	55,230 66%	58,865 63%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Minnesota

http://www.educ.state.mn.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,791
Number of districts (CCD, 1999–2000)	62

Number of public schools (CCD, 1999–2000)

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

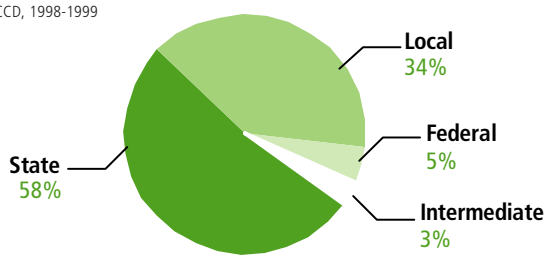
Number of charter schools (CCD, 1999–2000)	413

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	570,324	571,751
	9–12	233,253	273,447
	Total	810,233	854,308
	Pre-K	6,656	9,110

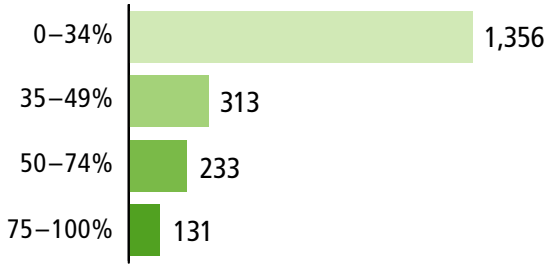
Sources of funding
District average
(CCD, 1998-1999



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	15,025 2%	17,054 2%
Asian/Pacific Islander	28,406 4%	41,834 5%
Black	33,870 4%	53,098 6%
Hispanic	13,443 2%	25,118 3%
White	719,781 89%	717,204 84%
Other	n/a —	n/a —
Students with disabilities (OSEP)	74,732 9%	92,174 10%
Students with Limited English proficiency (ED /NCBE, K–12)	20,108 3%	45,640 5%
Migratory students (OME, K–12)	6,245 1%	n/a —

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



† 39 schools did not report.

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
Growth towards required score

Indicators for School Accountability
MCA, Profiles of Learning

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	193 20%	768 80%	961 100%
Schools Meeting AYP Goal	156 81%	744 97%	900 94%
Schools Identified for Improvement	37 19%	19 2%	56 6%

(ED Consolidated Report, 1999–2000)

Title I allocation	$94,601,278

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

NAEP State Results

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

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

Student Achievement 1999–2000

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

Elementary School
Minnesota Comprehensive Assessment

Grade 3

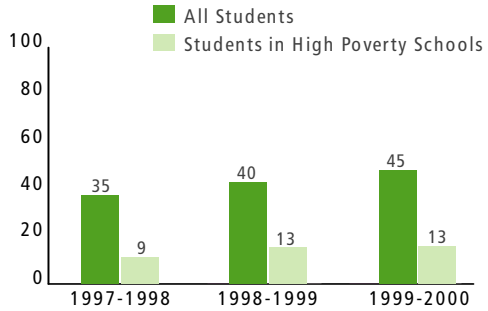
Reading/Language Arts

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

Mathematics

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

Student achievement trend
Reading 3rd grade meets or exceeds Level III



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

Middle School
Minnesota Basic Standards Test

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	26,790 56%	34,612 63%

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Mississippi

http://www.mde.k12.ms.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$4,565
Number of districts (CCD, 1999–2000)	152

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
436	172	182	62	875

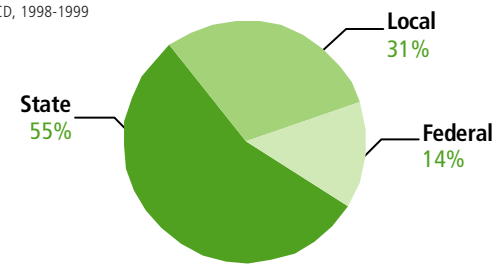
Number of charter schools (CCD, 1999–2000)	1

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
13,036	5,813	7,623	2,735	29,625

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

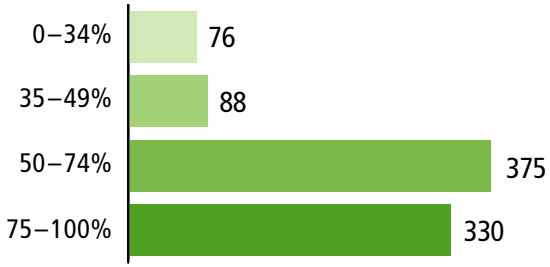
Sources of funding
District average
(CCD, 1998-1999



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	2,102 *	742 *
Asian/Pacific Islander	2,612 *	3,135 1%
Black	257,372 51%	255,729 51%
Hispanic	1,561 *	2,950 1%
White	242,260 48%	238,160 48%
Other	n/a —	n/a —
Students with disabilities (OSEP)	55,360 11%	52,759 10%
Students with Limited English proficiency (ED /NCBE, K–12)	1,910 *	1,799 *
Migratory students (OME, K–12)	4,021 1%	n/a —

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



† 6 schools did not report.

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

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
n/a

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

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	577 85%	104 15%	681 100%
Schools Meeting AYP Goal	453 79%	103 99%	556 82%
Schools Identified for Improvement	124 21%	1 1%	125 18%

(ED Consolidated Report, 1999–2000)

Title I allocation	$130,728,596

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	18%	19%
Basic level and above	48%	61%
Math, 2000:		
Proficient level and above	9%	8%
Basic level and above	45%	41%

Student Achievement 1999–2000

Assessment Comprehensive Test of Basic Skills, Version 5

State Definition of Proficient There is no definition of proficient for 1999-2000

Elementary School

Grade 4

Reading/Language Arts

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

Mathematics

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

Middle School

Grade 8

Reading/Language Arts

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

Mathematics

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

High School

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	18,711	16,858
(IPEDS, High school grads enrolled in college)	80%	69%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Missouri

http://services.dese.state.mo.us

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,855
Number of districts (CCD, 1999–2000)	525

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,234	371	502	89	2,258

Number of charter schools (CCD, 1999–2000)	15

Number of FTE teachers (CCD, 1999–2000)

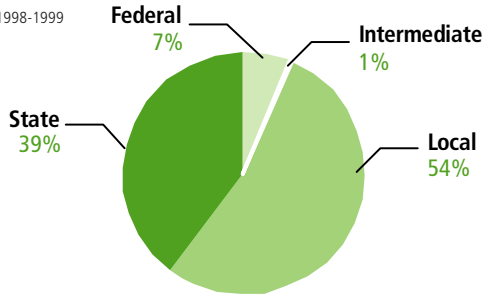
Elementary	Middle	High	Combined	Total
30,425	11,893	17,643	907	61,785

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	601,718	623,951
	9–12	241,874	263,007
	Total	866,378	913,966
	Pre-K	13,950	16,512

Sources of funding

District average

(CCD, 1998-1999

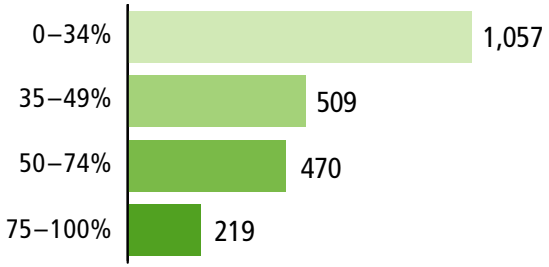


Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,747 *	2,990 *
Asian/Pacific Islander	7,985 1%	10,105 1%
Black	136,352 16%	158,619 17%
Hispanic	7,370 1%	14,296 2%
White	712,924 82%	728,000 80%
Other	n/a —	n/a —
Students with disabilities (OSEP)	99,807 11%	118,040 12%
Students with Limited English proficiency (ED /NCBE, K–12)	4,382 1%	10,238 1%
Migratory students (OME, K–12)	2,413 *	n/a —

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

(CCD, 1999–2000)



† 3 schools did not report.

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

Statewide Accountability Information

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

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

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

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

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

Title I 1999-2000

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

(ED, Consolidated Report, 1999–2000)
*Missouri was unable to provide information for schools by TAS and SWP.

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$141,056,701

NAEP State Results

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

Student Achievement 1999–2000

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

State Definition of Proficient Meets or exceeds Proficient

Elementary School

Grade 3

Communication Arts

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

Grade 4

Mathematics

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

Middle School

Grade 7

Communication Arts

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

Grade 8

Mathematics

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

High School

Grade 11

Communication Arts

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

Grade 10

Mathematics

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

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	7%	5%

	1994-95	1998-99
Postsecondary enrollment	26,645	31,832
(IPEDS, High school grads enrolled in college)	57%	61%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Montana

http://www.metnet.state.mt.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,974
Number of districts (CCD, 1999–2000)	459

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
366	220	177	119	882

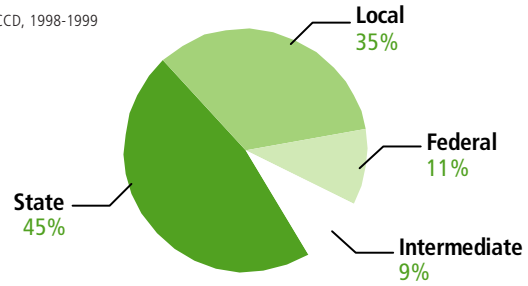
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
4,827	1,985	3,305	240	10,358

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	116,156	106,899
	9–12	46,370	50,159
	Total	163,020	157,556
	Pre-K	494	498

Sources of funding
District average
(CCD, 1998-1999

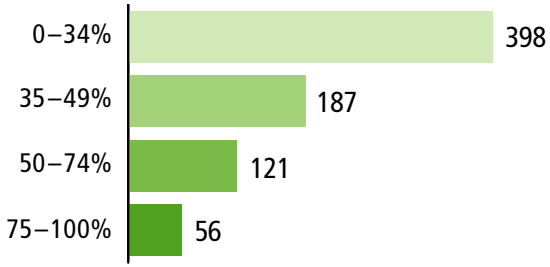


Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	15,613 10%	16,377 10%
Asian/Pacific Islander	1,281 1%	1,383 1%
Black	791 *	883 1%
Hispanic	2,255 1%	2,658 2%
White	143,080 88%	136,255 86%
Other	n/a —	n/a —

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

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



† 120 schools did not report.

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

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
Under development

Indicators for School Accountability
Assessment scores

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$28,039,831

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

NAEP State Results

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

Student Achievement 1999–2000

Information not available for reporting for this school year.*

Assessment Multiple NRTs from approved list

State Definition of Proficient n/a

Elementary School

Reading/Language Arts

Students in:

All Schools

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

Mathematics

Students in:

All Schools

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

Middle School

Reading/Language Arts

Students in:

All Schools

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

Mathematics

Students in:

All Schools

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

High School

Reading/Language Arts

Students in:

All Schools

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

Mathematics

Students in:

All Schools

Title I Schools

High Poverty Schools

Students with Limited English Proficiency

Migratory Students

Students with Disabilities

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	5,398	6,355
	56%	60%

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

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Nebraska

http://www.nde.state.ne.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,256
Number of districts (CCD, 1999–2000)	607

Number of public schools (CCD, 1999–2000)

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

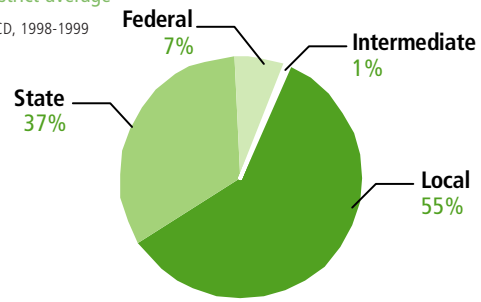
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	199,849	192,383
	9–12	81,671	91,247
	Total	285,097	288,261
	Pre-K	3,577	4,631

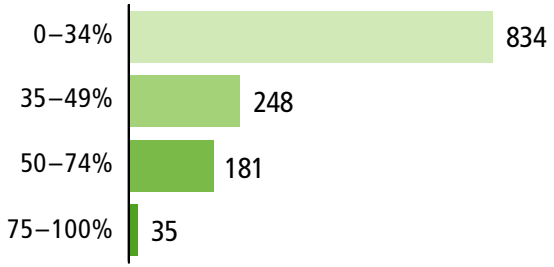
Sources of funding
District average
(CCD, 1998-1999



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	3,610 1%	4,311 1%
Asian/Pacific Islander	3,355 1%	4,275 1%
Black	16,253 6%	18,754 7%
Hispanic	10,129 4%	18,674 6%
White	251,750 88%	242,247 84%
Other	n/a —	n/a —
Students with disabilities (OSEP)	31,891 11%	36,943 12%
Students with Limited English proficiency (ED /NCBE, K–12)	3,543 1%	9,144 3%
Migratory students (OME, K–12)	6,806 2%	n/a —

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



† 14 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Public reporting, Accreditation

Expected School Improvement on Assessment
Improvement over time

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

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

Title I 1999-2000

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

(ED Consolidated Report, 1999–2000)

Title I allocation	$38,422,586

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

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment Multiple Assessment Tools

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

Elementary School

Grades 3-5

Reading/Language Arts

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

Mathematics

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

Middle School

Grades 6-9

Reading/Language Arts

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

Mathematics

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

High School

Grades 10-12

Reading/Language Arts

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

Mathematics

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

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	5%	4%

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	11,464	13,231
	67%	67%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Nevada

http://www.nde.state.nv.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,587
Number of districts (CCD, 1999–2000)	17

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
298	72	93	10	484

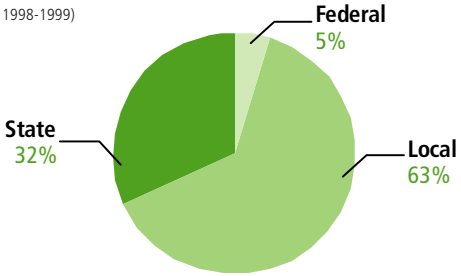
Number of charter schools (CCD, 1999–2000)	5

Number of FTE teachers (CCD, 1999–2000)

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

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	173,091	236,841
	9–12	60,727	85,966
	Total	235,800	325,610
	Pre-K	1,237	2,043

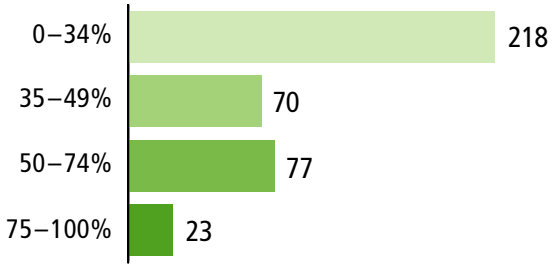
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	4,652 2%	5,866 2%
Asian/Pacific Islander	9,490 4%	17,433 5%
Black	21,702 9%	32,762 10%
Hispanic	33,755 14%	77,844 24%
White	166,201 70%	191,700 59%
Other	n/a —	n/a —
Students with disabilities (OSEP)	21,243 10%	30,905 10%
Students with Limited English proficiency (ED /NCBE, K–12)	14,296 6%	40,469 12%
Migratory students (OME, K–12)	1,404 1%	n/a —

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



† 96 schools did not report.

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
Annual improvement in rating

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

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	71 71%	29 29%	100 100%
Schools Meeting AYP Goal	55 77%	22 76%	77 77%
Schools Identified for Improvement	6 8%	2 7%	8 8%

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$24,400,434

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	21%	24%
Basic level and above	53%	69%
Math, 2000:		
Proficient level and above	16%	19%
Basic level and above	60%	58%

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

Student Achievement 1999–2000

Assessment TerraNova Form A/B

State Definition of Proficient >60 percent above bottom quartile on NRT

All Grades

Reading/Language Arts

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

Mathematics

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

Reading/Language Arts

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

Mathematics

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

Reading/Language Arts

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

Mathematics

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

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	10%	8%

	1994-95	1998-99
Postsecondary enrollment	3,806	13,052
(IPEDS, High school grads enrolled in college)	40%	38%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

New Hampshire

http://www.ed.state.nh.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,433
Number of districts (CCD, 1999–2000)	179

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
349	94	78	n/a	521

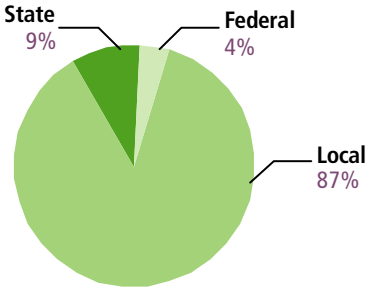
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
6,350	3,472	4,208	n/a	14,030

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

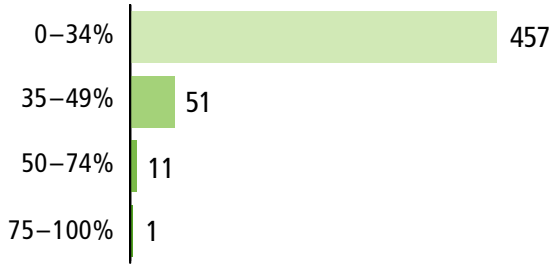
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	439 *	451 *
Asian/Pacific Islander	1,847 1%	2,502 1%
Black	1,549 1%	2,201 1%
Hispanic	1,927 1%	3,297 2%
White	179,598 97%	198,332 96%
Other	n/a —	n/a —
Students with disabilities (OSEP)	19,594 11%	24,932 12%
Students with Limited English proficiency (ED /NCBE, K–12)	1,070 1%	2,471 1%
Migratory students (OME, K–12)	177 *	n/a —

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



† One school did not report.

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

Statewide Accountability Information

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

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

Expected School Improvement on Assessment
None

Indicators for School Accountability
Assessment scores

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	15 6%	229 94%	244 100%
Schools Meeting AYP Goal	12 80%	191 83%	203 83%
Schools Identified for Improvement	1 7%	3 1%	4 2%

(ED Consolidated Report, 1999–2000)

Title I allocation	$20,904,156

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	38%	n/a
Basic level and above	75%	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Student Achievement 1999–2000

Assessment Educational Improvement and Assessment Program
State Definition of Proficient see Appendix A

Elementary School

Grade 3

English/Language Arts

Students in:	No Score	Novice	Basic	Proficient	Advanced
All Schools	3%	22%	37%	29%	9%
Title I Schools	4	23	37	28	8
High Poverty Schools	20	39	34	8	0
Students with Limited English Proficiency	28	37	23	9	3
Migratory Students	16	57	20	7	0
Students with Disabilities	23	53	20	4	0

Mathematics

Students in:	No Score	Novice	Basic	Proficient	Advanced
All Schools	2%	22%	36%	31%	9%
Title I Schools	2	24	37	29	8
High Poverty Schools	16	39	28	15	2
Students with Limited English Proficiency	25	37	21	17	1
Migratory Students	13	47	27	10	3
Students with Disabilities	12	46	31	9	2

Middle School

Grade 6

English/Language Arts

Students in:	No Score	Novice	Basic	Proficient	Advanced
All Schools	2%	30%	39%	23%	6%
Title I Schools	2	31	39	22	6
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	31	46	14	6	3
Migratory Students	0	45	40	15	0
Students with Disabilities	12	70	16	2	0

Mathematics

Students in:	No Score	Novice	Basic	Proficient	Advanced
All Schools	2%	32%	39%	23%	4%
Title I Schools	2	33	39	22	3
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	29	42	18	9	2
Migratory Students	0	60	30	10	0
Students with Disabilities	8	66	22	4	0

High School

Grade 10

English/Language Arts

Students in:	No Score	Novice	Basic	Proficient	Advanced
All Schools	4%	24%	37%	27%	7%
Title I Schools	3	21	36	31	9
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	43	33	20	4	0
Migratory Students	#	#	#	#	#
Students with Disabilities	16	63	19	2	0

Mathematics

Students in:	No Score	Novice	Basic	Proficient	Advanced
All Schools	4%	33%	36%	20%	7%
Title I Schools	2	29	36	24	9
High Poverty Schools	—	—	—	—	—
Students with Limited English Proficiency	25	37	21	17	1
Migratory Students	#	#	#	#	#
Students with Disabilities	13	69	16	2	0

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	6,509	7,583
(IPEDS, High school grads enrolled in college)	66%	70%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

New Jersey

http://www.state.nj.us/education/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$10,145
Number of districts (CCD, 1999–2000)	592

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,494	428	314	9	2,383

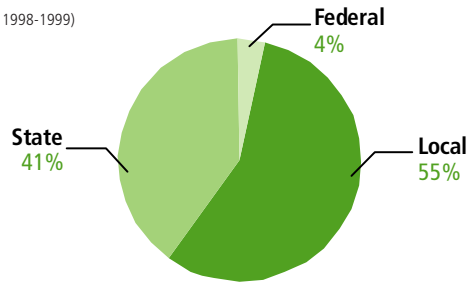
Number of charter schools (CCD, 1999–2000)	46

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
43,949	18,726	25,145	472	91,777

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	775,959	868,728
	9–12	288,263	312,631
	Total	1,151,307	1,289,256
	Pre-K	9,225	14,194

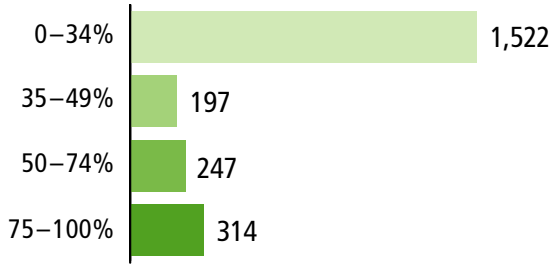
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,561 *	2,603 *
Asian/Pacific Islander	58,410 5%	78,012 6%
Black	213,963 19%	233,406 18%
Hispanic	147,561 13%	191,689 15%
White	729,812 63%	783,685 61%
Other	n/a —	n/a —
Students with disabilities (OSEP)	163,667 14%	188,375 14%
Students with Limited English proficiency (ED /NCBE, K–12)	49,670 4%	49,847 4%
Migratory students (OME, K–12)	1,799 *	n/a —

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



† 114 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
All districts: 75% students at Proficient level

Expected School Improvement on Assessment
Gains in percent passing rate, based on 5 bands

Indicators for School Accountability
Scores on CRT (Elementary School Proficiency Assessment, Grade Eight Proficincy Assessment, High School Proficiency Assessment)

Title I Adequate Yearly Progress (AYP) for Schools
Increase in percent passing Reading/Language Arts, Math, Writing to 75% target

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	211 18%	984 82%	1,195 100%
Schools Meeting AYP Goal	n/a —	n/a —	n/a —
Schools Identified for Improvement	n/a —	n/a —	n/a —

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$186,176,129

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment New Jersey Proficiency Test
State Definition of Proficient Score of 200 or above

Elementary School

Grade 4

Language Arts

Students in:	Partially Proficient	Proficient	Advanced
All Schools	45%	52%	3%
Title I Schools	75	25	*
High Poverty Schools	73	26	1
Students with Limited English Proficiency	82	18	*
Migratory Students	76	24	0
Students with Disabilities	78	22	1

Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	34%	47%	19%
Title I Schools	70	26	3
High Poverty Schools	67	29	4
Students with Limited English Proficiency	72	25	4
Migratory Students	68	28	4
Students with Disabilities	64	30	6

Middle School

Grade 8

Language Arts

Students in:	Partially Proficient	Proficient	Advanced
All Schools	25%	69%	6%
Title I Schools	56	43	1
High Poverty Schools	53	46	1
Students with Limited English Proficiency	83	17	*
Migratory Students	59	41	0
Students with Disabilities	73	27	*

Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	40%	43%	17%
Title I Schools	78	21	2
High Poverty Schools	72	25	3
Students with Limited English Proficiency	80	17	4
Migratory Students	79	21	0
Students with Disabilities	83	15	2

High School

Grade 11

Reading/Language Arts

Students in:	Pass
All Schools	84%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	34

Mathematics

Students in:	Pass
All Schools	88%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	36

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	49,881	52,940
(IPEDS, High school grads enrolled in college)	75%	81%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

New Mexico

http://sde.state.nm.us

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,440
Number of districts (CCD, 1999–2000)	89

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
436	157	143	12	755

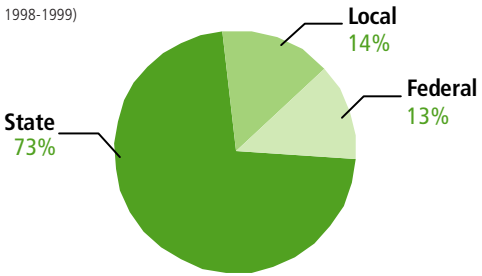
Number of charter schools (CCD, 1999–2000)	1

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
10,065	4,780	5,392	151	20,657

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	224,354	225,465
	9–12	87,768	95,903
	Total	322,292	324,495
	Pre-K	1,933	3,127

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



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	32,855 10%	35,678 11%
Asian/Pacific Islander	3,048 1%	3,417 1%
Black	7,487 2%	7,588 2%
Hispanic	147,824 46%	160,345 49%
White	129,949 40%	117,461 36%
Other	n/a —	n/a —

Students with disabilities (OSEP)	38,233 12%	44,888 13%
Students with Limited English proficiency (ED /NCBE, K–12)	79,829 25%	76,661 24%
Migratory students (OME, K–12)	3,842 1%	n/a —

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

data not available

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Increase number of students at proficient or advanced levels of performance

Expected School Improvement on Assessment
Growth in CRT scores

Indicators for School Accountability
Dropout, attendance, achievement, safety, and parent and community involvement

Title I Adequate Yearly Progress (AYP) for Schools
Increase number of students at proficient level or advanced levels of performance

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	224 48%	240 52%	444 100%
Schools Meeting AYP Goal	180 80%	223 93%	403 91%
Schools Identified for Improvement	45 20%	17 7%	62 14%

(ED Consolidated Report, 1999–2000)

Title I allocation	$69,288,779

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	24%
Basic level and above	52%	70%
Math, 2000:		
Proficient level and above	12%	13%
Basic level and above	51%	49%

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

Student Achievement 1999–2000

Assessment New Mexico Achievement Assessment

State Definition of Proficient Scoring as "competent readers" and between a 40 and 59 on Math

Elementary School

Grade 4

Reading/Language Arts

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	16%	43%	30%	11%
Students with Limited English Proficiency	24	51	21	5
Migratory Students				
Students with Disabilities	23	43	23	11

Mathematics

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	28%	52%	14%	6%
Students with Limited English Proficiency	38	50	9	3
Migratory Students				
Students with Disabilities	37	43	13	7

Middle School

Grade 8

Reading/Language Arts

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	35%	44%	17%	4%
Students with Limited English Proficiency	55	38	6	1
Migratory Students				
Students with Disabilities	57	30	9	4

Mathematics

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	67%	22%	9%	2%
Students with Limited English Proficiency	81	14	4	0
Migratory Students				
Students with Disabilities	77	14	7	3

High School

Grade 9

Reading/Language Arts

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	35%	50%	11%	3%
Students with Limited English Proficiency	54	41	4	1
Migratory Students				
Students with Disabilities	67	28	3	2

Mathematics

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	81%	11%	7%	1%
Students with Limited English Proficiency	91	6	3	0
Migratory Students				
Students with Disabilities	91	6	3	1

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	9%	7%

	1994-95	1998-99
Postsecondary enrollment	8,191	11,344
(IPEDS, High school grads enrolled in college)	55%	69%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

New York

http://www.nysed.gov/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$9,344
Number of districts (CCD, 1999–2000)	707

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
2,475	728	775	141	4,273

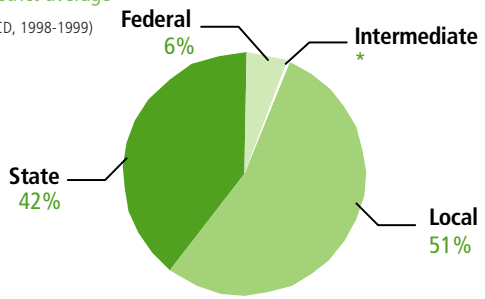
Number of charter schools (CCD, 1999–2000)	5

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
93,275	36,852	48,928	5,810	193,079

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	1,813,727	1,915,754
	9–12	743,933	780,321
	Total	2,733,813	2,886,153
	Pre-K	31,687	37,594

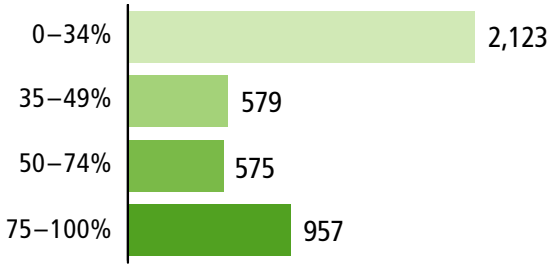
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	9,809 *	12,754 *
Asian/Pacific Islander	130,014 5%	166,878 6%
Black	550,455 20%	585,886 18%
Hispanic	452,091 17%	526,485 20%
White	1,591,444 58%	1,592,548 55%
Other	n/a —	n/a —
Students with disabilities (OSEP)	296,966 10%	360,438 12%
Students with Limited English proficiency (ED /NCBE, K–12)	191,787 7%	228,730 8%
Migratory students (OME, K–12)	9,065 *	n/a —

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



† 39 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Ninety percent of students at or above level II on E/LA and Math at grade 4,8; 90 percent meet graduation test requirements

Expected School Improvement on Assessment
Improve percent students moving from level I to II and level II to III, reduce specified percent gap toward 90 percent target, based on 2 years' test scores

Indicators for School Accountability
CRT, attendance, suspension, high school dropout <5 percent

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	701 27%	1,885 73%	2,586 100%
Schools Meeting AYP Goal	228 33%	1,412 75%	1,640 63%
Schools Identified for Improvement	205 29%	164 9%	369 14%

(ED Consolidated Report, 1999–2000)

Title I allocation	$764,295,516

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	34%
Basic level and above	62%	78%
Math, 2000:		
Proficient level and above	22%	26%
Basic level and above	67%	68%

Student Achievement 1999–2000

Assessment See Below
State Definition of Proficient See Appendix A

Elementary School

Preliminary Competency Test

Grade 4

Reading/Language Arts

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV
All Schools	10%	32%	43%	10%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	32	43	23	3

Mathematics

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV
All Schools	9%	26%	46%	19%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	29	36	30	5

Middle School

Preliminary Competency Test

Grade 8

Reading/Language Arts

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV
All Schools	13%	42%	35%	10%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	44	48	8	*

Mathematics

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV
All Schools	25%	35%	34%	7%
Title I Schools				
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities	60	30	9	*

High School

Regents Examinations

Grade 10

English

Students in:	Percent Passing
All Schools	71%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	37

Mathematics–Course I

Students in:	Percent Passing
All Schools	63%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	37

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	110,852 84%	116,505 84%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

North Carolina

http://www.dpi.state.nc.us

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,656
Number of districts (CCD, 1999–2000)	120

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,276	438	337	92	2,148

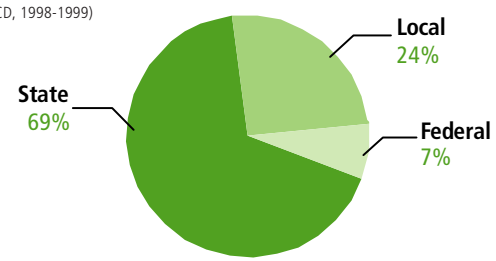
Number of charter schools (CCD, 1999–2000) 82

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
41,887	19,503	22,481	1,935	86,044

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	798,816	926,188
	9–12	305,060	341,200
	Total	1,133,231	1,275,925
	Pre-K	8,469	8,515

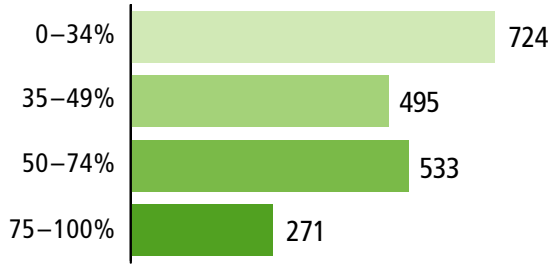
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	17,660 2%	18,977 1%
Asian/Pacific Islander	12,796 1%	22,903 2%
Black	343,538 30%	399,218 31%
Hispanic	14,680 1%	46,766 4%
White	744,557 66%	788,090 62%
Other	n/a —	n/a —
Students with disabilities (OSEP)	116,907 11%	150,403 12%
Students with Limited English proficiency (ED /NCBE, K–12)	12,408 1%	41,667 3%
Migratory students (OME, K–12)	10,103 1%	n/a —

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



† 125 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Sixty percent students at/above grade level in Reading, Writing and Math (grades 3-8); and 60 percent in Reading, Writing, Math, Science & Social Studies (grades 9-12).

Expected School Improvement on Assessment
Annual growth/gain over a baseline set for each school.

Indicators for School Accountability
Primarily End of Grade and End of Course Tests; additional components in high school

Title I Adequate Yearly Progress (AYP) for Schools
Meet growth expectations and 50% students at grade level, or above 60% at grade level without growth.

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	660 64%	370 36%	1,030 100%
Schools Meeting AYP Goal	646 98%	361 98%	1,007 98%
Schools Identified for Improvement	10 2%	2 1%	12 1%

(ED Consolidated Report, 1999–2000)

Title I allocation $128,256,938
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	76%
Math, 2000:		
Proficient level and above	28%	30%
Basic level and above	76%	70%

Student Achievement 1999–2000

Assessment North Carolina End of Grade/End of Course Test

State Definition of Proficient Level 3-mastery of grade level subject matter and skills and are prepared for next grade level

Elementary School

Grade 4

Reading/Language Arts

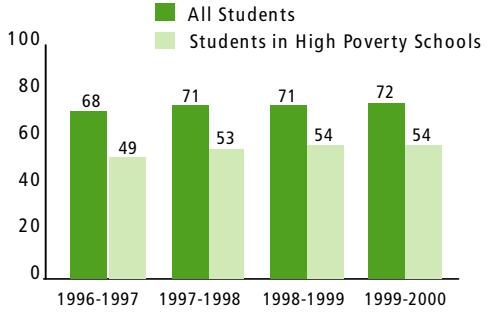
Students in:	Level 1	Level 2	Proficient ➪ Level 3	Level 4
All Schools	7%	21%	42%	30%
Title I Schools	10	27	44	20
High Poverty Schools	13	33	42	12
Students with Limited English Proficiency	20	40	37	3
Migratory Students	14	28	42	16
Students with Disabilities	24	37	31	8

Mathematics

Students in:	Level 1	Level 2	Proficient ➪ Level 3	Level 4
All Schools	2%	13%	44%	41%
Title I Schools	3	18	50	30
High Poverty Schools	4	24	52	21
Students with Limited English Proficiency	4	24	55	17
Migratory Students	3	19	46	32
Students with Disabilities	8	31	46	15

Student achievement trend

Reading 4th grade meets or exceeds Level 3



Middle School

Grade 8

Reading/Language Arts

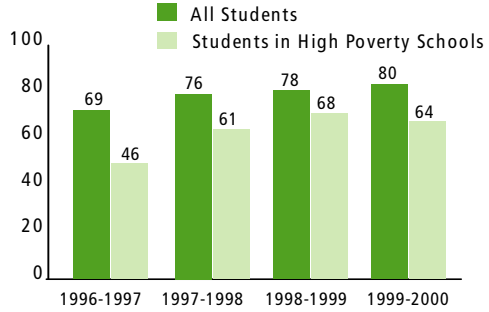
Students in:	Level 1	Level 2	Proficient ➪ Level 3	Level 4
All Schools	3%	15%	44%	39%
Title I Schools	4	20	50	27
High Poverty Schools	7	27	49	17
Students with Limited English Proficiency	16	42	38	4
Migratory Students	11	28	38	22
Students with Disabilities	16	39	36	9

Mathematics

Students in:	Level 1	Level 2	Proficient ➪ Level 3	Level 4
All Schools	5%	15%	36%	44%
Title I Schools	6	20	41	33
High Poverty Schools	11	25	41	23
Students with Limited English Proficiency	17	31	38	14
Migratory Students	13	20	37	30
Students with Disabilities	21	35	33	12

Student achievement trend

Math 8th grade meets or exceeds Level 3



High School

End of Course

English I

Students in:	Level 1	Level 2	Proficient ➪ Level 3	Level 4
All Schools	8%	24%	40%	28%
Title I Schools	18	35	33	14
High Poverty Schools	25	43	26	6
Students with Limited English Proficiency	29	47	19	4
Migratory Students	12	35	43	10
Students with Disabilities	33	41	22	4

Algebra I

Students in:	Level 1	Level 2	Proficient ➪ Level 3	Level 4
All Schools	9%	22%	39%	30%
Title I Schools	14	21	34	31
High Poverty Schools	23	26	32	18
Students with Limited English Proficiency	11	23	42	25
Migratory Students	10	32	38	21
Students with Disabilities	29	33	28	10

High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	1998-99 n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95 30,961 54%	1998-99 40,558 68%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

North Dakota

http://www.dpi.state.nd.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,442
Number of districts (CCD, 1999–2000)	231

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
321	36	189	2	550

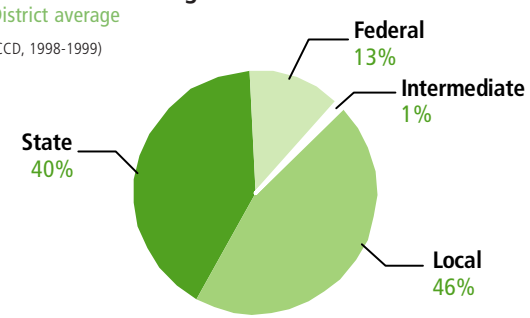
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
3,974	1,008	2,820	9	7,951

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	83,512	74,321
	9–12	35,000	37,783
	Total	119,127	112,751
	Pre-K	615	647

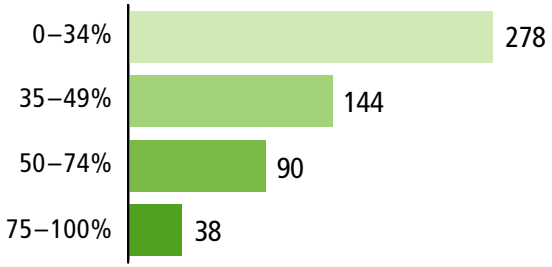
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	7,452 6%	8,566 8%
Asian/Pacific Islander	876 1%	858 1%
Black	905 1%	1,057 1%
Hispanic	913 1%	1,441 1%
White	108,981 91%	100,828 89%
Other	n/a —	n/a —
Students with disabilities (OSEP)	10,502 9%	11,636 10%
Students with Limited English proficiency (ED /NCBE, K–12)	7,849 7%	8,324 7%
Migratory students (OME, K–12)	1,413 1%	615 *

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



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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
50% of students at proficient level or higher

Expected School Improvement on Assessment
None

Indicators for School Accountability
Achievement scores (CTBS5)

Title I Adequate Yearly Progress (AYP) for Schools
Gain 2.0 points on composite NRT score (CTBS5)

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	28 10%	246 90%	274 100%
Schools Meeting AYP Goal	12 43%	243 99%	255 93%
Schools Identified for Improvement	16 57%	3 1%	19 7%

(ED Consolidated Report, 1999–2000)

Title I allocation	$21,090,601

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	25%	31%
Basic level and above	75%	77%

Student Achievement 1999–2000

Assessment Comprehensive Test of Basic Skills
State Definition of Proficient Above 50th percentile

Elementary School

Grade 4

Reading/Language Arts

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	4%	18%	42%	36%
Title I Schools	4	18	43	34
High Poverty Schools	13	41	37	10
Students with Limited English Proficiency	#	#	#	#
Migratory Students	—	—	—	—
Students with Disabilities	14	36	38	12

Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	6%	19%	44%	31%
Title I Schools	6	19	45	30
High Poverty Schools	21	40	31	9
Students with Limited English Proficiency	#	#	#	#
Migratory Students	—	—	—	—
Students with Disabilities	26	35	28	11

Middle School

Grade 8

Reading/Language Arts

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	9%	19%	43%	30%
Title I Schools	8	19	44	29
High Poverty Schools	26	34	32	8
Students with Limited English Proficiency	#	#	#	#
Migratory Students	—	—	—	—
Students with Disabilities	38	35	19	8

Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	9%	16%	39%	37%
Title I Schools	9	16	39	37
High Poverty Schools	29	33	28	10
Students with Limited English Proficiency	#	#	#	#
Migratory Students	—	—	—	—
Students with Disabilities	46	25	19	10

High School

Grade 10

Reading/Language Arts

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	5%	13%	44%	38%
Title I Schools	5	14	45	37
High Poverty Schools	22	27	41	11
Students with Limited English Proficiency	#	#	#	#
Migratory Students	—	—	—	—
Students with Disabilities	29	41	29	1

Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	7%	12%	35%	47%
Title I Schools	7	12	36	45
High Poverty Schools	29	31	30	10
Students with Limited English Proficiency	#	#	#	#
Migratory Students	—	—	—	—
Students with Disabilities	47	31	16	5

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	3%	2%

	1994-95	1998-99
Postsecondary enrollment	5,353	5,976
(IPEDS, High school grads enrolled in college)	71%	73%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Ohio

http://www.ode.state.oh.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,627
Number of districts (CCD, 1999–2000)	708

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
2,210	751	769	51	3,798

Number of charter schools (CCD, 1999–2000)	48

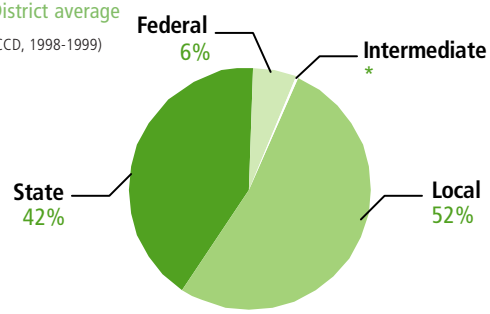
Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
49,409	24,767	35,044	736	110,388

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	1,268,464	1,266,710
	9–12	517,122	587,515
	Total	1,807,319	1,886,018
	Pre-K	17,210	21,858

Sources of funding

District average (CCD, 1998-1999)

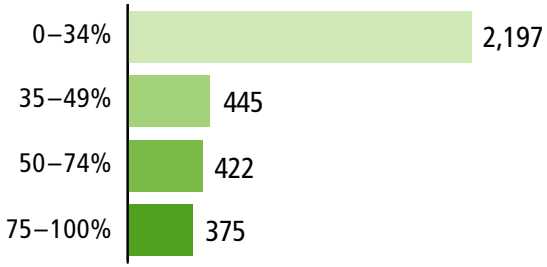


Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,938 *	2,264 *
Asian/Pacific Islander	17,389 1%	20,256 1%
Black	267,117 15%	300,424 16%
Hispanic	24,200 1%	29,956 2%
White	1,496,674 83%	1,533,118 81%
Other	n/a —	n/a —
Students with disabilities (OSEP)	191,822 10%	203,326 10%
Students with Limited English proficiency (ED /NCBE, K–12)	11,695 1%	16,841 1%
Migratory students (OME, K–12)	4,993 *	n/a —

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

(CCD, 1999–2000)



† 359 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Grades 4, 6: 75 percent or above of students proficient; grade 9: 75 percent or above of students proficient; grade 10: 85 percent or above

Expected School Improvement on Assessment
2.5 percent point gain on two-thirds of performance indicators not met the previous year; progress toward higher level

Indicators for School Accountability
Graduation, attendance rates, state proficiency tests in reading, mathematics, science, citizenship, writing

Title I Adequate Yearly Progress (AYP) for Schools
2.5 percent point gain from previous year on 4th and 6th grade test, reading and mathematics, or 75% proficient.

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	908 45%	1,119 55%	2,020 100%
Schools Meeting AYP Goal	708 78%	646 58%	1,354 67%
Schools Identified for Improvement	200 22%	473 42%	673 33%

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$312,274,531

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	26%	31%
Basic level and above	74%	76%

Student Achievement 1999–2000

		Gr. 4	Gr. 6	Gr. 12
Assessment	Ohio Proficiency Test			
State Definition of Proficient	Scaled scores Reading	217	222	215
	Math	218	200	218

Elementary School

Grade 4

Reading/Language Arts

Students in:	Passing
All Schools	58%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Passing
All Schools	49%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Middle School

Grade 6

Reading/Language Arts

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

Mathematics

Students in:	Passing
All Schools	54%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School

Grade 12

Reading/Language Arts

Students in:	Passing
All Schools	66%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Passing
All Schools	59%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	5%	4%

	1994-95	1998-99
Postsecondary enrollment	61,673	68,504
(IPEDS, High school grads enrolled in college)	57%	62%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Oklahoma

http://sde.state.ok.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,303
Number of districts (CCD, 1999–2000)	544

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,030	310	469	0	1,809

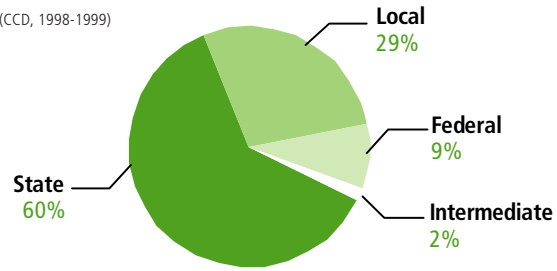
Number of charter schools (CCD, 1999–2000)	n/a

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
20,647	8,378	11,060	11	40,825

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	434,412	423,614
	9–12	162,511	179,387
	Total	604,076	627,032
	Pre-K	5,456	20,894

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



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	82,521 14%	102,492 16%
Asian/Pacific Islander	7,206 1%	8,686 1%
Black	61,963 10%	67,252 11%
Hispanic	20,086 3%	33,756 5%
White	432,300 72%	414,846 66%
Other	n/a —	n/a —
Students with disabilities (OSEP)	63,513 11%	72,865 12%
Students with Limited English proficiency (ED /NCBE, K–12)	26,259 4%	38,823 6%
Migratory students (OME, K–12)	3,699 1%	2568 *

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

data not available

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
70 percent of students score satisfactory on index for reading and math.

Expected School Improvement on Assessment
Annual improvement toward satisfactory rating.

Indicators for School Accountability
CRT scores (OK Core Curriculum)

Title I Adequate Yearly Progress (AYP) for Schools
5 percent gain in satisfactory scores in schools with less than 50 percent satisfactory in reading or math

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	472 50%	466 50%	938 100%
Schools Meeting AYP Goal	459 97%	466 100%	925 99%
Schools Identified for Improvement	13 3%	6 1%	19 2%

(ED Consolidated Report, 1999–2000)

Title I allocation	$100,724,912

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	29%
Basic level and above	66%	80%
Math, 2000:		
Proficient level and above	17%	19%
Basic level and above	70%	65%

Student Achievement 1999–2000

Assessment Oklahoma Core Content Test
State Definition of Proficient No information provided

Elementary School

Grade 5

Reading/Language Arts

Students in:	Level 1	Level2	Level 3 (Proficient ➪)	Level 4 (Proficient ➪)
All Schools	18%	13%	55%	13%
Title I Schools	25	16	51	8
High Poverty Schools	29	16	48	7
Students with Limited English Proficiency	35	41	20	4
Migratory Students	71	14	14	1
Students with Disabilities	—	—	—	—

Mathematics

Students in:	Level 1	Level2	Level 3 (Proficient ➪)	Level 4 (Proficient ➪)
All Schools	13%	9%	68%	10%
Title I Schools	18	11	65	6
High Poverty Schools	21	12	62	5
Students with Limited English Proficiency	27	12	57	4
Migratory Students	55	16	29	1
Students with Disabilities	—	—	—	—

Middle School

Grade 8

Reading/Language Arts

Students in:	Level 1	Level2	Level 3 (Proficient ➪)	Level 4 (Proficient ➪)
All Schools	16%	13%	50%	21%
Title I Schools	22	17	46	15
High Poverty Schools	29	18	41	12
Students with Limited English Proficiency	27	31	38	4
Migratory Students	67	21	11	*
Students with Disabilities	—	—	—	—

Mathematics

Students in:	Level 1	Level2	Level 3 (Proficient ➪)	Level 4 (Proficient ➪)
All Schools	17%	17%	53%	12%
Title I Schools	24	22	48	7
High Poverty Schools	31	23	41	4
Students with Limited English Proficiency	27	31	38	4
Migratory Students	67	21	11	*
Students with Disabilities	—	—	—	—

High School

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	16,482 52%	18,493 53%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Oregon

http://www.ode.state.or.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,828
Number of districts (CCD, 1999–2000)	197

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
746	218	223	42	1,277

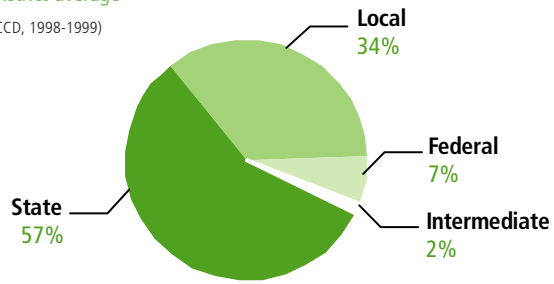
Number of charter schools (CCD, 1999–2000)	1

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
12,925	5,791	7,965	520	27,401

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	365,488	378,752
	9–12	147,819	165,738
	Total	516,611	548,075
	Pre-K	837	611

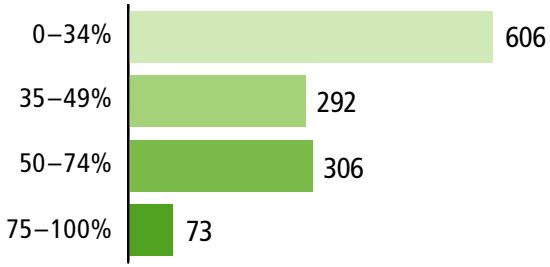
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	9,819 2%	11,388 2%
Asian/Pacific Islander	16,137 3%	20,607 4%
Black	12,630 2%	15,062 3%
Hispanic	30,244 6%	51,546 9%
White	447,781 87%	446,472 82%
Other	n/a —	n/a —
Students with disabilities (OSEP)	54,754 10%	64,191 11%
Students with Limited English proficiency (ED /NCBE, K–12)	19,651 4%	43,845 8%
Migratory students (OME, K–12)	23,958 5%	n/a —

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



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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
School performance over 60 on 125 point index (tests, attendance, dropout rates)

Expected School Improvement on Assessment
Improvement on index over 3 years (Improving = 3.3 points)

Indicators for School Accountability
CRT (Reading, Math) scores, attendance, dropout

Title I Adequate Yearly Progress (AYP) for Schools
Annual increase in percent students meeting standards in Language Arts, Math

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	158 31%	360 69%	518 100%
Schools Meeting AYP Goal	150 95%	359 100%	509 98%
Schools Identified for Improvement	5 3%	4 1%	9 2%

(ED Consolidated Report, 1999–2000)

Title I allocation	$84,749,657

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	33%
Basic level and above	61%	78%
Math, 2000:		
Proficient level and above	24%	32%
Basic level and above	68%	72%

Student Achievement 1999–2000

Assessment Oregon Statewide Assessment System
State Definition of Proficient Meets or exceeds standard

Elementary School

Grade 3

Reading/Language Arts

Students in:	Very Low	Low	Nearly Meets	Meets (Proficient)	Exceeds
All Schools	12%	7%	8%	35%	38%
Title I Schools	14	8	9	36	33
High Poverty Schools	13	8	10	37	33
Students with Limited English Proficiency	9	31	23	30	7
Migratory Students	8	31	23	33	6
Students with Disabilities	25	11	12	30	22

Mathematics

Students in:	Very Low	Low	Nearly Meets	Meets (Proficient)	Exceeds
All Schools	8%	13%	15%	38%	27%
Title I Schools	10	15	16	37	22
High Poverty Schools	5	18	19	1	17
Students with Limited English Proficiency	8	31	28	30	7
Migratory Students	15	13	16	44	12
Students with Disabilities	7	25	20	35	13

Middle School

Grade 8

Reading/Language Arts

Students in:	Very Low	Low	Nearly Meets	Meets (Proficient)	Exceeds
All Schools	9%	19%	21%	24%	27%
Title I Schools	11	23	22	23	21
High Poverty Schools	4	27	24	27	18
Students with Limited English Proficiency	33	38	13	11	5
Migratory Students	29	41	15	10	5
Students with Disabilities	12	41	23	15	9

Mathematics

Students in:	Very Low	Low	Nearly Meets	Meets (Proficient)	Exceeds
All Schools	13%	20%	19%	23%	25%
Title I Schools	15	24	20	22	18
High Poverty Schools	17	31	19	20	14
Students with Limited English Proficiency	33	38	13	11	5
Migratory Students	2	4	33	18	6
Students with Disabilities	30	35	16	12	7

High School

Grade 10

Reading/Language Arts

Students in:	Very Low	Low	Nearly Meets	Meets (Proficient)	Exceeds
All Schools	13%	19%	23%	30%	15%
Title I Schools	18	23	24	25	11
High Poverty Schools	4	35	26	28	6
Students with Limited English Proficiency	30	38	21	7	4
Migratory Students	25	45	21	6	3
Students with Disabilities	10	52	24	12	2

Mathematics

Students in:	Very Low	Low	Nearly Meets	Meets (Proficient)	Exceeds
All Schools	19%	23%	27%	21%	11%
Title I Schools	26	26	24	17	7
High Poverty Schools	17	37	28	15	3
Students with Limited English Proficiency	30	39	21	6	4
Migratory Students	1	44	28	20	7
Students with Disabilities	32	42	20	5	2

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	7%	7%

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	16,103	14,442
	61%	52%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Pennsylvania

http://www.pde.state.pa.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$7,450
Number of districts (CCD, 1999–2000)	501

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,934	564	598	28	3,164

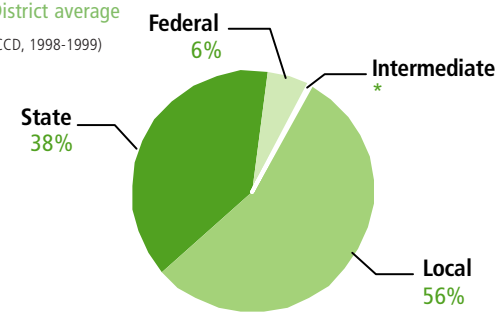
Number of charter schools (CCD, 1999–2000)	47

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
48,545	23,402	33,555	732	107,344

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	1,211,113	1,244,200
	9–12	496,382	541,172
	Total	1,744,082	1,816,716
	Pre-K	4,181	2,620

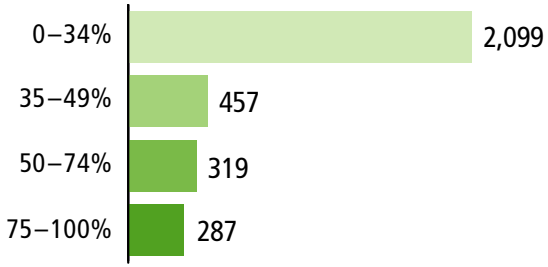
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,683 *	2,191 *
Asian/Pacific Islander	30,414 2%	35,098 2%
Black	239,902 14%	270,582 15%
Hispanic	57,438 3%	76,863 4%
White	1,414,645 81%	1,431,977 79%
Other	n/a —	n/a —
Students with disabilities (OSEP)	175,867 9%	198,718 10%
Students with Limited English proficiency (ED /NCBE, K–12)	n/a —	28,540 2%
Migratory students (OME, K–12)	8,424 *	17,796 1%

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



† 2 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
Rewards = Increase 50 points on CRT (PSSA)

Indicators for School Accountability
CRT (PSSA), graduation, attendance

Title I Adequate Yearly Progress (AYP) for Schools
Move 5 percent of students up one proficiency level in reading, math (4 levels: Advanced, Proficient, Basic, Below Basic)

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	446 25%	1,352 75%	1,798 100%
Schools Meeting AYP Goal	198 44%	1,299 96%	1,497 83%
Schools Identified for Improvement	248 56%	53 4%	301 17%

(ED Consolidated Report, 1999–2000)

Title I allocation	$358,981,327

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

NAEP State Results

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

Student Achievement 1999–2000

Assessment Pennsylvania System of Student Assessment

State Definition of Proficient Test results placed in quartiles, (proficient level in 2000-01)

Elementary School

Grade 5

Reading

Students in:	Low	Low Middle	High Middle	Top
All Schools	22%	23%	26%	29%
Title I Schools	46	31	16	7
High Poverty Schools				
Students with Limited English Proficiency	65	21	8	5
Migratory Students	50	32	12	6
Students with Disabilities	55	19	9	8

Mathematics

Students in:	Low	Low Middle	High Middle	Top
All Schools	22%	26%	25%	27%
Title I Schools	45	34	15	6
High Poverty Schools				
Students with Limited English Proficiency	55	26	10	8
Migratory Students	52	32	10	6
Students with Disabilities	57	24	11	8

Middle School

Grade 8

Reading

Students in:	Low	Low Middle	High Middle	Top
All Schools	24%	23%	29%	25%
Title I Schools	50	28	16	7
High Poverty Schools				
Students with Limited English Proficiency	66	20	10	4
Migratory Students	52	30	15	3
Students with Disabilities	70	18	8	4

Mathematics

Students in:	Low	Low Middle	High Middle	Top
All Schools	23%	26%	27%	25%
Title I Schools	51	31	13	5
High Poverty Schools				
Students with Limited English Proficiency	50	27	16	7
Migratory Students	42	37	15	6
Students with Disabilities	68	21	7	4

High School

Grade 11

Reading/Language Arts

Students in:	Low	Low Middle	High Middle	Top
All Schools	26%	25%	25%	25%
Title I Schools	74	19	5	2
High Poverty Schools				
Students with Limited English Proficiency	81	12	7	1
Migratory Students	69	14	14	4
Students with Disabilities	74	15	6	5

Mathematics

Students in:	Low	Low Middle	High Middle	Top
All Schools	25%	23%	26%	25%
Title I Schools	72	20	7	2
High Poverty Schools				
Students with Limited English Proficiency	56	11	18	8
Migratory Students	48	22	21	10
Students with Disabilities	76	14	5	5

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	68,571	80,065
(IPEDS, High school grads enrolled in college)	67%	72%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Puerto Rico

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$3,298
Number of districts (CCD, 1999–2000)	119

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
887	226	183	189	1,523

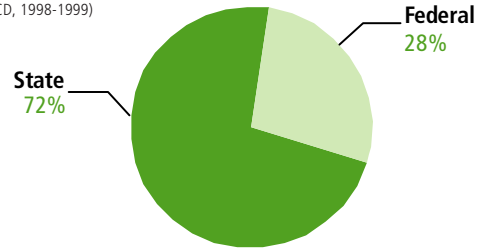
Number of charter schools (CCD, 1999–2000)	1

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
19,948	6,794	7,100	6,671	41,204

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	455,072	433,150
	9–12	163,511	159,788
	Total	631,460	613,019
	Pre-K	281	619

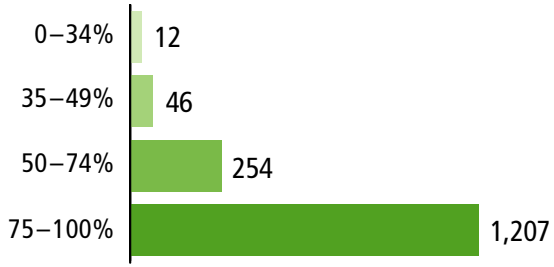
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	0 —	0 —
Asian/Pacific Islander	0 —	0 —
Black	0 —	0 —
Hispanic	631,460 100%	613,019 100%
White	0 —	0 —
Other	n/a —	n/a —
Students with disabilities (OSEP)	34,706 —	49,204 7%
Students with Limited English proficiency (ED /NCBE, K–12)	149,824 24%	94,048 15%
Migratory students (OME, K–12)	16,288 3%	11,091 2%

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



† 4 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
No information available

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
No information available

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	1,064 70%	455 30%	1,519 100%
Schools Meeting AYP Goal	198 19%	84 18%	282 19%
Schools Identified for Improvement	75 7%	34 7%	109 7%

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$278,042,526

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment Prueba Puertorriguena de Competencias Escolaras
State Definition of Proficient Meets or exceeds state's criteria for academic progress

Grades 3,6,9,11

Reading/Language Arts

Students in:	Level 3	Level 2	Level 1 (Proficient ➪)
All Schools	61%	23%	16%
Title I Schools	61	23	16
High Poverty Schools	62	22	16
Students with Limited English Proficiency	69	20	11
Migratory Students	47	26	27
Students with Disabilities	76	16	8

Mathematics

Students in:	Level 3	Level 2	Level 1 (Proficient ➪)
All Schools	41%	35%	24%
Title I Schools	40	35	25
High Poverty Schools	41	35	24
Students with Limited English Proficiency	44	34	22
Migratory Students	40	37	23
Students with Disabilities	50	30	20

Grade

Reading/Language Arts

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

Mathematics

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

Grade

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	n/a —	n/a —

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Rhode Island

http://www.ridoe.net/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$8,294
Number of districts (CCD, 1999–2000)	36

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
213	55	45	2	318

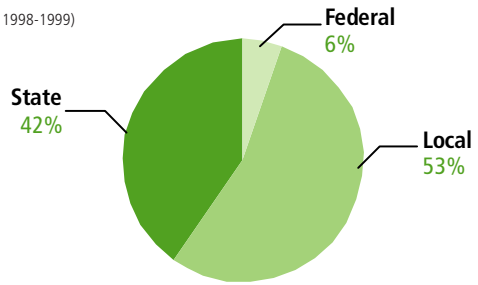
Number of charter schools (CCD, 1999–2000)	2

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
5,079	2,680	3,217	55	11,041

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	103,603	109,191
	9–12	38,470	42,751
	Total	145,676	156,454
	Pre-K	465	1,047

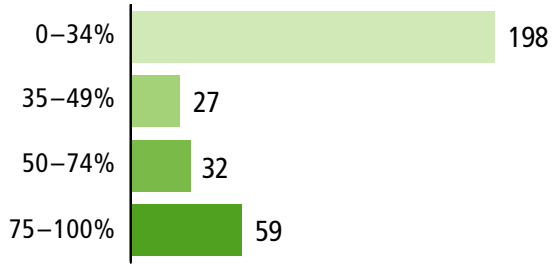
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	559 *	828 1%
Asian/Pacific Islander	4,514 3%	5,055 3%
Black	9,943 7%	12,043 8%
Hispanic	12,536 9%	20,482 13%
White	118,124 81%	118,046 75%
Other	n/a —	n/a —
Students with disabilities (OSEP)	19,672 13%	25,856 16%
Students with Limited English proficiency (ED /NCBE, K–12)	8,079 5%	10,245 7%
Migratory students	247 *	n/a —

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



† 2 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Ninety percent of students proficient by 2003

Expected School Improvement on Assessment
Three percent growth of students at or above standard, and 3% decrease in lowest levels of performance.

Indicators for School Accountability
Test scores, teacher survey on practices

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	55 40%	81 60%	136 100%
Schools Meeting AYP Goal	23 42%	81 100%	104 76%
Schools Identified for Improvement	32 58%	0 —	32 24%

(ED Consolidated Report, 1999–2000)

Title I allocation	$26,425,285

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	32%	30%
Basic level and above	65%	74%
Math, 2000:		
Proficient level and above	23%	24%
Basic level and above	67%	65%

Student Achievement 1999–2000

Assessment New Standards Reference Exam, used since 1995

State Definition of Proficient Achieved Standard: Students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

Elementary School

English Language Arts–All Students in Grade 4

Reading:	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ⇨ Achiev. Standard	Achiev. w/Honors
Basic Underst.	3%	0%	8%	10%	68%	10%
Analysis	3	0	7	26	63	1

Mathematics–All Students in Grade 4

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ⇨ Achiev. Standard	Achiev. w/Honors
Skills	2%	0%	15%	23%	38%	21%
Concepts	2	1	31	39	25	1
Problem Solving	2	22	43	13	15	5

Middle School

English Language Arts–All Students in Grade 8

Reading:	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ⇨ Achiev. Standard	Achiev. w/Honors
Basic Underst.	9%	0%	10%	30%	49%	1%
Analysis	9	0	25	43	22	1

Mathematics–All Students in Grade 8

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ⇨ Achiev. Standard	Achiev. w/Honors
Skills	8%	7%	11%	18%	30%	26%
Concepts	8	33	23	18	14	5
Problem Solving	8	21	32	12	23	3

High School

English Language Arts–All Students in Grade 10

Reading:	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ⇨ Achiev. Standard	Achiev. w/Honors
Basic Underst.	16%	1%	12%	35%	34%	2%
Analysis	16	1	21	29	33	1

Mathematics–All Students in Grade 10

	No Score	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Proficient ⇨ Achiev. Standard	Achiev. w/Honors
Skills	19%	11%	24%	10%	24%	13%
Concepts	19	10	32	20	13	6
Problem Solving	19	25	32	10	10	5

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	5,795	6,416
(IPEDS, High school grads enrolled in college)	78%	79%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

South Carolina

http://www.sde.state.sc.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,656
Number of districts (CCD, 1999–2000)	90

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
592	248	188	12	1,043

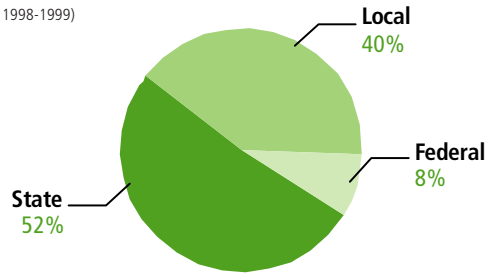
Number of charter schools (CCD, 1999–2000)	7

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
21,677	10,072	11,564	401	43,897

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	459,707	467,395
	9–12	176,745	183,055
	Total	643,696	666,780
	Pre-K	7,244	16,330

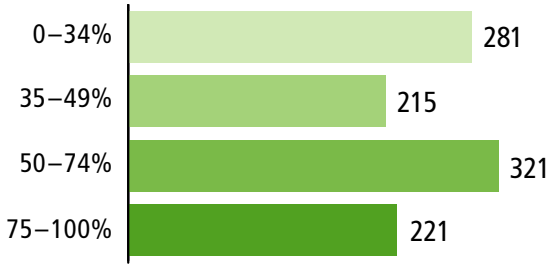
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,007 *	1,527 *
Asian/Pacific Islander	4,367 1%	6,024 1%
Black	264,747 42%	281,208 42%
Hispanic	3,493 1%	10,145 2%
White	362,838 57%	367,876 55%
Other	n/a —	n/a —
Students with disabilities (OSEP)	68,342 11%	88,290 14%
Students with Limited English proficiency (ED /NCBE, K–12)	1,965 *	5,577 1%
Migratory students	2,227 *	n/a —

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



† 5 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Rating based on percent of students meeting standard (5 levels)

Expected School Improvement on Assessment
Rewards for high improvement of students using matched longitudinal data

Indicators for School Accountability
CRT scores

Title I Adequate Yearly Progress (AYP) for Schools
Annual improvement toward 75 percent at/above Basic in English/Language Arts and 70 percent at/above Basic in Math.

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	439 86%	74 14%	513 100%
Schools Meeting AYP Goal	404 92%	74 100%	478 93%
Schools Identified for Improvement	35 8%	0 —	35 7%

(ED Consolidated Report, 1999–2000)

Title I allocation	$103,721,947

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	22%
Basic level and above	55%	65%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	54%

Student Achievement 1999–2000

Assessment Palmetto Achievement Challenge Test

State Definition of Proficient Meets expectations for performance based on curriculum standards approved by the State Board of Education.

Elementary School

Grade 4

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Ad-vanced
All Schools	28%	35%	33%	4%
Title I Schools	33	37	27	2
High Poverty Schools	44	36	18	1
Students with Limited English Proficiency	23	32	40	5
Migratory Students	—	—	—	—
Students with Disabilities	64	25	10	1

Mathematics

Students in:	Below Basic	Basic	Proficient	Ad-vanced
All Schools	38%	38%	16%	8%
Title I Schools	45	37	13	6
High Poverty Schools	59	32	7	2
Students with Limited English Proficiency	31	36	18	14
Migratory Students	—	—	—	—
Students with Disabilities	70	23	5	2

Middle School

Grade 8

Reading/Language Arts

Students in:	Below Basic	Basic	Proficient	Ad-vanced
All Schools	35%	41%	20%	4%
Title I Schools	45	40	13	2
High Poverty Schools	56	36	7	1
Students with Limited English Proficiency	39	38	18	5
Migratory Students	—	—	—	—
Students with Disabilities	89	17	2	0

Mathematics

Students in:	Below Basic	Basic	Proficient	Ad-vanced
All Schools	38%	42%	13%	7%
Title I Schools	46	40	9	5
High Poverty Schools	61	34	4	1
Students with Limited English Proficiency	34	39	14	13
Migratory Students	—	—	—	—
Students with Disabilities	78	20	2	1

High School

Grade 10

Reading/Language Arts

Students in:	Didn't Meet	Met Standard
All Schools	17%	83%
Title I Schools	28	72
High Poverty Schools	28	72
Students with Limited English Proficiency	—	—
Migratory Students	—	—
Students with Disabilities	55	45

Mathematics

Students in:	Didn't Meet	Met Standard
All Schools	%	%
Title I Schools	37	64
High Poverty Schools	41	59
Students with Limited English Proficiency	—	—
Migratory Students	—	—
Students with Disabilities	53	47

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	19,271	21,050
(IPEDS, High school grads enrolled in college)	63%	67%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

South Dakota

http://www.state.sd.us/deca/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,259
Number of districts (CCD, 1999–2000)	179

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
386	178	179	13	759

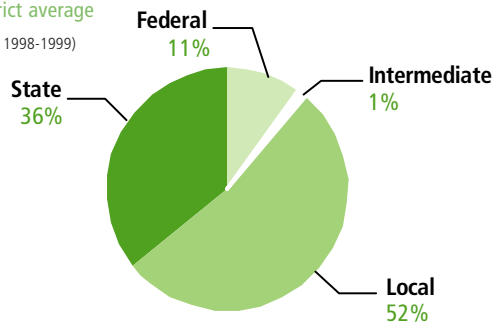
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
4,531	2,028	2,794	45	9,401

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	100,054	88,289
	9–12	39,971	41,400
	Total	142,825	130,986
	Pre-K	612	1,139

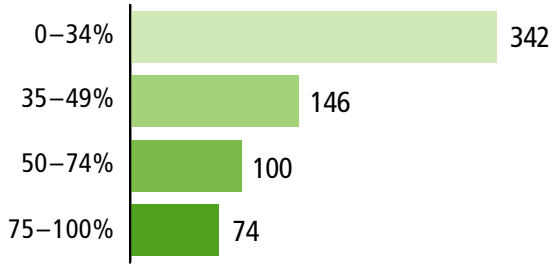
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	18,638 13%	12,870 10%
Asian/Pacific Islander	1,020 1%	1,190 1%
Black	1,008 1%	1,464 1%
Hispanic	906 1%	1,476 1%
White	121,253 85%	113,988 87%
Other	n/a —	n/a —
Students with disabilities (OSEP)	12,741 9%	13,233 10%
Students with Limited English proficiency (ED /NCBE, K–12)	3,848 3%	5,495 4%
Migratory students	1,733 1%	n/a —

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



† 97 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
School accreditation

Expected School Improvement on Assessment
None

Indicators for School Accountability
Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
Five percent gain from Below Basic to Basic or from Basic to Proficient

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	93 23%	313 77%	406 100%
Schools Meeting AYP Goal	85 91%	306 96%	391 96%
Schools Identified for Improvement	8 9%	7 2%	15 4%

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$21,806,967

NAEP State Results

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

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

Student Achievement 1999–2000

Assessment Stanford Achievement Test Version 9, used since 1997-98
State Definition of Proficient Demonstrates solid academic performance.

Elementary School

Grade 4

Reading/Language Arts

Students in:	National Percentile
All Schools	65%
Title I Reading Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	National Percentile
All Schools	65%
Title I Reading Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Middle School

Grade 8

Reading/Language Arts

Students in:	National Percentile
All Schools	65%
Title I Reading Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	National Percentile
All Schools	70%
Title I Reading Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School

Grade 11

Reading/Language Arts

Students in:	National Percentile
All Schools	52%
Title I Reading Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	National Percentile
All Schools	69%
Title I Reading Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	4,342	6,108
(IPEDS, High school grads enrolled in college)	51%	67%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Tennessee

http://www.state.tn.us/education/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,123
Number of districts (CCD, 1999–2000)	138

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
932	263	288	58	1,554

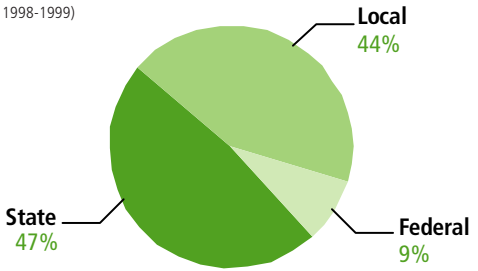
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
n/a	n/a	n/a	n/a	n/a

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	603,041	626,946
	9–12	236,542	249,933
	Total	866,557	894,538
	Pre-K	9,542	3,434

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



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	881 *	n/a —
Asian/Pacific Islander	6,282 1%	n/a —
Black	198,125 23%	n/a —
Hispanic	3,868 *	n/a —
White	655,116 76%	n/a —
Other	n/a —	n/a —
Students with disabilities (OSEP)	10,823 12%	110,113 12%
Students with Limited English proficiency (ED /NCBE, K–12)	3,450 *	11,039 1%
Migratory students	391 *	n/a —

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

data not available

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Above 50th percentile on NRT in reading and math

Expected School Improvement on Assessment
Attain value-added score of 100, over 3 years improvement on test scores

Indicators for School Accountability
NRT (CTBS) value-added assessment, attendance, promotion, dropout

Title I Adequate Yearly Progress (AYP) for Schools
Improve mean performance level across grades by average of .05

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	513 64%	293 36%	806 100%
Schools Meeting AYP Goal	175 34%	137 47%	312 39%
Schools Identified for Improvement	70 14%	7 2%	77 10%

(ED Consolidated Report, 1999–2000)

Title I allocation	$139,795,133

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	26%
Basic level and above	58%	71%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	53%

Student Achievement 1999–2000

Assessment Tennessee Comprehensive Achievement Program

State Definition of Proficient There is no definition of proficient

Elementary School

Grade 4

Reading/Language Arts

Students in:	Median National Percentile
All Schools	55%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Median National Percentile
All Schools	58%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Middle School

Grade 8

Reading/Language Arts

Students in:	Median National Percentile
All Schools	54%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

Mathematics

Students in:	Median National Percentile
All Schools	58%
Title I Schools	
High Poverty Schools	
Students with Limited English Proficiency	
Migratory Students	
Students with Disabilities	

High School

Grade

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	24,407	26,997
(IPEDS, High school grads enrolled in college)	60%	68%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Texas

http://www.tea.state.tx.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$5,685
Number of districts (CCD, 1999–2000)	1,042

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
3,721	1,527	1,433	480	7,395

Number of charter schools (CCD, 1999–2000)	176

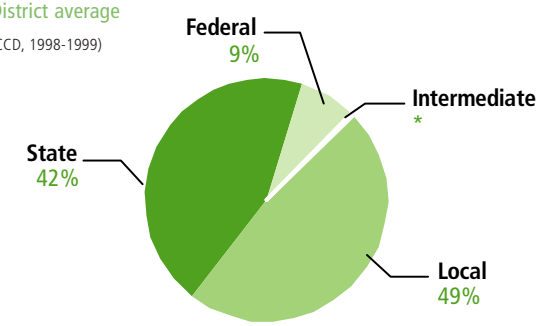
Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
123,327	62,028	69,872	8,335	266,688

Public school enrollment (CCD) (By state definition)

	1993–1994	1999–2000
K–8	2,560,607	2,757,618
9–12	927,209	1,095,930
Total	3,608,262	3,991,783
Pre-K	120,446	138,235

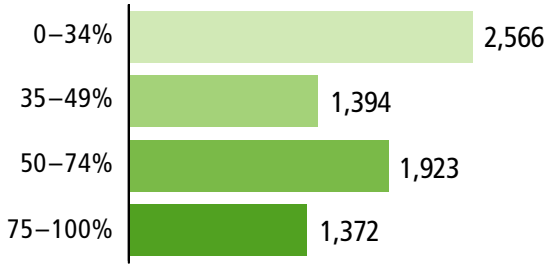
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	8,153 *	11,265 *
Asian/Pacific Islander	80,398 2%	103,499 3%
Black	515,395 14%	576,083 14%
Hispanic	1,282,531 36%	1,578,967 40%
White	1,721,788 48%	1,721,969 43%
Other	n/a —	n/a —
Students with disabilities (OSEP)	352,757 11%	431,984 12%
Students with Limited English proficiency (ED /NCBE, K–12)	421,372 12%	554,949 14%
Migratory students	121,054 3%	n/a —

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



† 140 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Above 50 percent passing on CRT for all race/ethnic groups, low-income (pass=70% correct in Reading, Math).

Expected School Improvement on Assessment
Pass rate increases 5 percent per year for each group.

Indicators for School Accountability
Assessment scores, attendance, dropout rates

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	3,674 84%	693 16%	4,367 100%
Schools Meeting AYP Goal	3,583 98%	657 95%	4,240 97%
Schools Identified for Improvement	91 2%	36 5%	127 3%

(ED Consolidated Report, 1999–2000)

Title I allocation	$739,527,911

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	28%
Basic level and above	63%	76%
Math, 2000:		
Proficient level and above	27%	25%
Basic level and above	77%	69%

Student Achievement 1999–2000

Assessment Texas Assessment of Academic Skills
State Definition of Proficient Score of 70 or above on Texas Learning Index

Elementary School

Grade 4

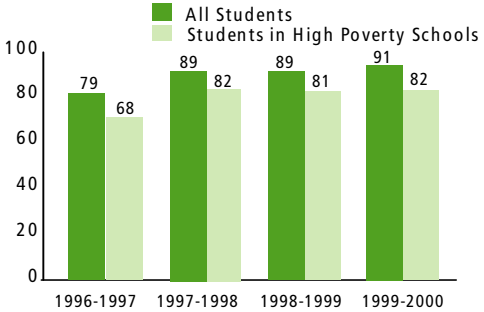
Reading/Language Arts

Students in:	Partially Proficient	Proficient	Advanced
All Schools	10%	53%	38%
Title I Schools	13	56	31
High Poverty Schools	17	58	24
Students with Limited English Proficiency	28	59	13
Migratory Students	20	60	20
Students with Disabilities	19	59	22

Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	13%	54%	33%
Title I Schools	16	56	28
High Poverty Schools	22	57	22
Students with Limited English Proficiency	28	57	15
Migratory Students	20	58	21
Students with Disabilities	24	58	18

Student achievement trend
Reading 4th grade meets or exceeds proficient



Middle School

Grade 8

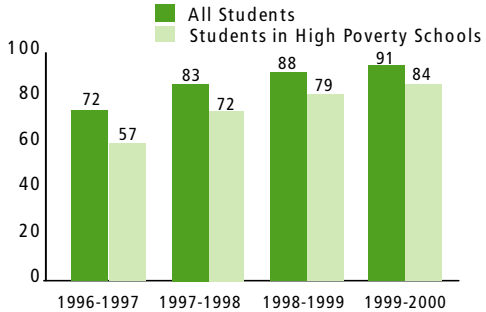
Reading/Language Arts

Students in:	Partially Proficient	Proficient	Advanced
All Schools	10%	63%	27%
Title I Schools	14	65	20
High Poverty Schools	18	67	15
Students with Limited English Proficiency	46	52	2
Migratory Students	24	66	10
Students with Disabilities	32	62	6

Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	9%	74%	17%
Title I Schools	13	75	12
High Poverty Schools	17	75	9
Students with Limited English Proficiency	34	64	3
Migratory Students	18	75	7
Students with Disabilities	30	67	3

Student achievement trend
Math 8th grade meets or exceeds proficient



High School

Grade 10

Reading/Language Arts

Students in:	Partially Proficient	Proficient	Advanced
All Schools	9%	67%	24%
Title I Schools	15	71	15
High Poverty Schools	18	72	10
Students with Limited English Proficiency	49	50	1
Migratory Students	26	68	6
Students with Disabilities	33	63	5

Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All Schools	12%	68%	20%
Title I Schools	18	68	14
High Poverty Schools	20	68	12
Students with Limited English Proficiency	39	57	5
Migratory Students	24	67	9
Students with Disabilities	42	54	4

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	3%	n/a
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	86,587	106,387
	53%	54%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Utah

http://www.usoe.k12.ut.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$4,210
Number of districts (CCD, 1999–2000)	40

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
467	129	153	13	788

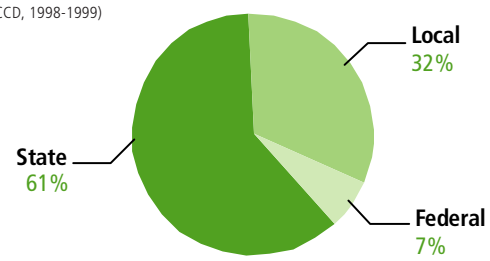
Number of charter schools (CCD, 1999–2000)	6

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
11,788	4,947	5,995	167	23,425

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	321,280	318,822
	9–12	137,235	146,475
	Total	471,365	478,910
	Pre-K	2,690	2,002

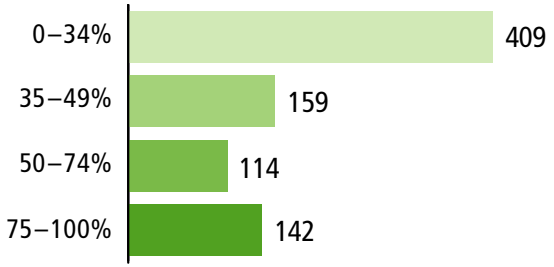
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	6,587 1%	7,502 2%
Asian/Pacific Islander	9,559 2%	12,711 3%
Black	2,913 1%	4,274 1%
Hispanic	21,069 5%	38,698 8%
White	429,506 92%	415,725 87%
Other	n/a —	n/a —
Students with disabilities (OSEP)	45,111 10%	46,998 10%
Students with Limited English proficiency (ED /NCBE, K–12)	21,364 5%	41,306 9%
Migratory students	2,302 *	n/a —

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



† 64 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
School accreditation process, district accountability reporting

Expected School Improvement on Assessment
Not by state

Indicators for School Accountability
Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
Meet state average at basic or higher level or increase 3 percent per year at basic or higher (Utah End of Level Tests)

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	110 48%	118 52%	228 100%
Schools Meeting AYP Goal	90 82%	113 96%	203 89%
Schools Identified for Improvement	20 18%	5 4%	25 11%

(ED Consolidated Report, 1999–2000)

Title I allocation	$38,952,103

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	77%
Math, 2000:		
Proficient level and above	24%	26%
Basic level and above	70%	68%

Student Achievement 1999–2000

Assessment See Below
State Definition of Proficient Score of ≥86% on CRTs

Elementary School

Utah End of Level Test

Grade 4

Reading/Language Arts

Students in:	Minimal Mastery	Partial Mastery	Near Mastery	Proficient ➪ Mastery
All Schools	2%	19%	35%	43%
Title I Schools	3	24	36	36
High Poverty Schools	6	35	34	25
Students with Limited English Proficiency	7	44	36	13
Migratory Students	11	43	40	6
Students with Disabilities	10	45	28	17

Mathematics

Students in:	Minimal Mastery	Partial Mastery	Near Mastery	Proficient ➪ Mastery
All Schools	1%	30%	20%	48%
Title I Schools	1	35	20	43
High Poverty Schools	3	48	20	29
Students with Limited English Proficiency	3	58	18	21
Migratory Students				
Students with Disabilities	5	56	17	22

Middle School

Utah End of Level Test

Grade 6

Reading/Language Arts

	Minimal Mastery	Partial Mastery	Near Mastery	Proficient ➪ Mastery
All Schools	1%	29%	32%	39%
Title I Schools	1	39	31	29
High Poverty Schools	1	50	28	20
Students with Limited English Proficiency	1	27	32	40
Migratory Students	2	66	23	7
Students with Disabilities	4	71	17	9

Mathematics

Students in:	Minimal Mastery	Partial Mastery	Near Mastery	Proficient ➪ Mastery
All Schools	2%	38%	25%	35%
Title I Schools	3	46	24	27
High Poverty Schools	5	59	18	18
Students with Limited English Proficiency	5	66	17	12
Migratory Students	4	70	17	8
Students with Disabilities				

High School

Stanford Achievement Test, Version 9

Grade 11

Reading/Language Arts

Students in:	Minimal Mastery	Partial Mastery	Near Mastery	Proficient ➪ Mastery
All Schools	10 %	55%	29%	6%
Title I Schools	24	62	13	1
High Poverty Schools	25	67	8	*
Students with Limited English Proficiency	24	60	13	3
Migratory Students	28	60	12	*
Students with Disabilities	21	60	16	6

Utah End of Level Test-Grade 10

Mathematics

Students in:	Minimal Mastery	Partial Mastery	Near Mastery	Proficient ➪ Mastery
All Schools	10%	55%	29%	6%
Title I Schools	24	62	13	2
High Poverty Schools	25	67	8	*
Students with Limited English Proficiency	24	60	13	3
Migratory Students	28	60	12	*
Students with Disabilities	21	60	16	3

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	4%	5%

	1994-95	1998-99
Postsecondary enrollment	15,071	13,451
(IPEDS, High school grads enrolled in college)	57%	43%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Vermont

http://www.state.vt.us/educ/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$7,541
Number of districts (CCD, 1999–2000)	0

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
266	26	49	18	359

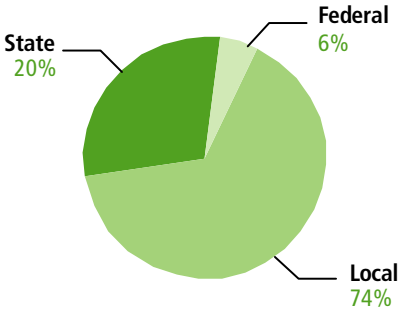
Number of charter schools (CCD, 1999–2000)	287

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
4,371	774	2,717	574	8,436

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	72,804	69,785
	9–12	27,377	31,913
	Total	102,755	104,559
	Pre-K	2,024	2,491

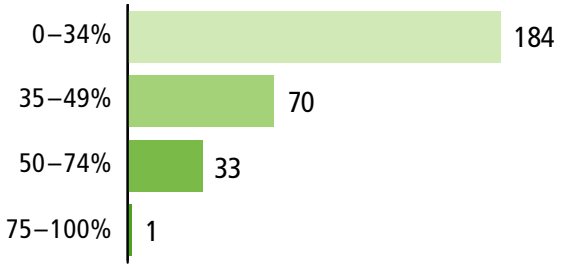
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	634 1%	554 1%
Asian/Pacific Islander	889 1%	1,191 1%
Black	724 1%	1,024 1%
Hispanic	324 *	533 1%
White	100,184 98%	101,257 97%
Other	n/a —	n/a —
Students with disabilities (OSEP)	8,750 9%	11,890 12%
Students with Limited English proficiency (ED /NCBE, K–12)	848 1%	936 1%
Migrant (OME, K–12)	1,403 1%	n/a —

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



† 71 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
60 percent students meet standard for Basic skills target, 50% meet standard for Analytical skills target

Expected School Improvement on Assessment
No information available

Indicators for School Accountability
Assessment scores (New standards-Math, Language Arts, local NRT or portfolio, Direct Reading)

Title I Adequate Yearly Progress (AYP) for Schools
50% meet targets for Basic, Analytical targets 1 of 2 years

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	68 32%	144 68%	212 100%
Schools Meeting AYP Goal	60 88%	122 85%	182 86%
Schools Identified for Improvement	8 12%	22 15%	30 14%

(ED Consolidated Report, 1999–2000)

Title I allocation	$19,292,796

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	30%	32%
Basic level and above	74%	75%

Student Achievement 1999–2000

Assessment New Standards Referenced Exam

State Definition of Proficient Please note scores are by content area. Vermont sets levels in conjunction with publisher.

Elementary School

English Language Arts–All Students in Grade 4

Students in:	Achieved Standard
Reading Basic Underst.	83%
Reading Analysis	64

Mathematics–All Students in Grade 4

Students in:	Achieved Standard
Skills	69%
Concepts	38
Problem Solving	35

Middle School

English Language Arts–All Students in Grade 8

Students in:	Achieved Standard
Reading Basic Underst.	57%
Reading Analysis	29

Mathematics–All Students in Grade 8

Students in:	Achieved Standard
Skills	66%
Concepts	32
Problem Solving	43

High School

English Language Arts–All Students in Grade 10

Students in:	Achieved Standard
Reading Basic Underst.	45%
Reading Analysis	42

Mathematics–All Students in Grade 10

Students in:	Achieved Standard
Skills	56%
Concepts	36
Problem Solving	29

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	3,318	3,811
(IPEDS, High school grads enrolled in college)	61%	59%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Virginia

http://www.pen.k12.va.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,350
Number of districts (CCD, 1999–2000)	135

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,141	332	305	19	1,816

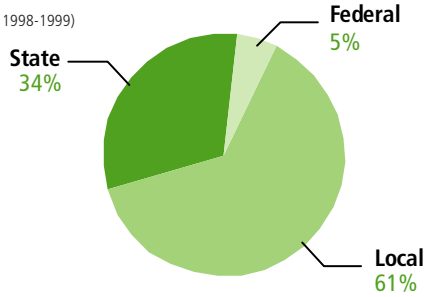
Number of charter schools (CCD, 1999–2000)	0

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
n/a	n/a	n/a	n/a	n/a

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	734,673	789,073
	9–12	278,009	315,932
	Total	1,045,471	1,132,544
	Pre-K	3,186	5,293

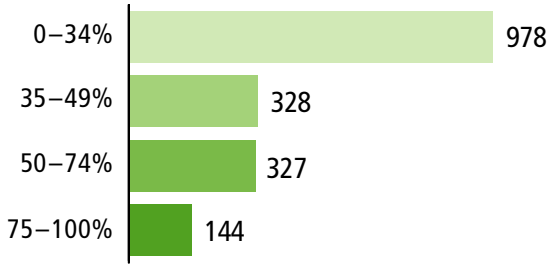
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	1,650 *	2,928 *
Asian/Pacific Islander	34,939 3%	43,814 4%
Black	270,087 26%	307,815 27%
Hispanic	28,842 3%	49,253 4%
White	709,953 68%	736,127 65%
Other	n/a —	n/a —
Students with disabilities (OSEP)	111,605 11%	140,439 13%
Students with Limited English proficiency (ED /NCBE, K–12)	n/a —	31,675 3%
Migrant (OME, K–12)	1,835 *	n/a —

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



† 39 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Above 70 percent of students pass standards-based tests (4 subjects) to be fully accredited

Expected School Improvement on Assessment
Improve percent of students passing to 70 percent

Indicators for School Accountability
Assessment scores

Title I Adequate Yearly Progress (AYP) for Schools
Same as Statewide standards (provisional accreditation: scores improved over prior year)

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	214 29%	518 71%	732 100%
Schools Meeting AYP Goal	156 73%	426 82%	582 80%
Schools Identified for Improvement	57 27%	92 18%	149 20%

(ED Consolidated Report, 1999–2000)

Title I allocation	$121,606,111

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	33%
Basic level and above	64%	78%
Math, 2000:		
Proficient level and above	25%	26%
Basic level and above	72%	68%

Student Achievement 1999–2000

Assessment
State Definition of Proficient

Virginia Standards of Learning Test
Student has demonstrated a satisfactory level of achievement on the SOL test

Elementary School

Grade 3

Reading/Language Arts

Students in:	Did Not Pass	Proficient ➪ Passed/ Proficient	Passed/ Advanced
All Schools	39%	51%	10%
Title I Schoolwide	57	39	5
High Poverty Schools			
Students with Limited English Proficiency	60	38	2
Migratory Students			
Students with Disabilities	67	30	3

Mathematics

Students in:	Did Not Pass	Proficient ➪ Passed/ Proficient	Passed/ Advanced
All Schools	29%	39%	32%
Title I Schoolwide	47	38	15
High Poverty Schools			
Students with Limited English Proficiency	44	40	16
Migratory Students			
Students with Disabilities	52	33	15

Middle School

Grade 8

Reading/Language Arts

Students in:	Did Not Pass	Proficient ➪ Passed/ Proficient	Passed/ Advanced
All Schools	30%	49%	21%
Title I Schoolwide	54	39	7
High Poverty Schools			
Students with Limited English Proficiency	61	34	5
Migratory Students			
Students with Disabilities	66	29	5

Mathematics

Students in:	Did Not Pass	Proficient ➪ Passed/ Proficient	Passed/ Advanced
All Schools	39%	52%	9%
Title I Schoolwide	70	30	1
High Poverty Schools			
Students with Limited English Proficiency	50	43	7
Migratory Students			
Students with Disabilities	73	25	2

High School

Grade 10

Reading/Language Arts

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

Mathematics

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

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	32,378	37,488
(IPEDS, High school grads enrolled in college)	58%	60%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Washington

http://www.k12.wa.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,110
Number of districts (CCD, 1999–2000)	296

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,160	349	437	135	2,111

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

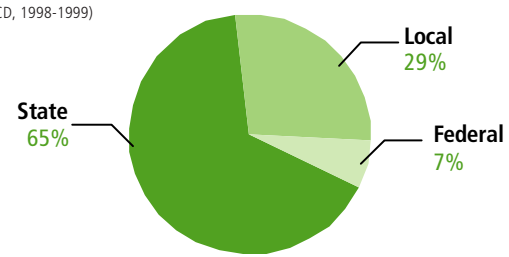
Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,308	9,885	13,000	1,075	48,702

Public school enrollment (CCD) (By state definition)

	1993–1994	1999–2000
K–8	655,337	687,628
9–12	255,528	308,633
Total	915,952	1,002,361
Pre-K	5,087	6,100

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



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	23,390 3%	26,228 3%
Asian/Pacific Islander	56,427 6%	71,924 7%
Black	40,534 4%	51,779 5%
Hispanic	63,313 7%	96,246 10%
White	732,288 80%	756,184 75%
Other	n/a —	n/a —
Students with disabilities (OSEP)	82,811 9%	99,636 10%
Students with Limited English proficiency (ED /NCBE, K–12)	30,461 3%	55,709 6%
Migrant (OME, K–12)	31,025 3%	n/a —

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

data not available

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Long term goal: above 80 percent of students meet standard (proficient level)

Expected School Improvement on Assessment
Increase performance to meet 3-year goals and 10-year goal of students meeting standard

Indicators for School Accountability
Assessment scores, attendance, dropout rate, mobility and poverty rates

Title I Adequate Yearly Progress (AYP) for Schools
Increase percent of students meeting standard (gr. 4, 7 in Reading, Math) level 3, decrease percent at level 1

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	374 39%	574 61%	948 100%
Schools Meeting AYP Goal	363 97%	554 97%	917 97%
Schools Identified for Improvement	13 3%	20 3%	33 3%

(ED Consolidated Report, 1999–2000)

Title I allocation	$127,850,409

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	32%
Basic level and above	63%	77%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

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

Student Achievement 1999–2000

Assessment Washington Assessment of Student Learning (Percents do not total 100% because of students not tested)

State Definition of Proficient Meets or exceeds Level 3

Elementary School

Grade 4

Reading/Language Arts

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV (Proficient ➪)
All Schools	5%	27%	43%	22%
Title I Schools	9	37	38	13
High Poverty Schools	13	42	32	9
Students with Limited English Proficiency	25	51	19	2
Migratory Students	23	51	22	2
Students with Disabilities	23	45	23	4

Mathematics

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV (Proficient ➪)
All Schools	31%	25%	22%	19%
Title I Schools	46	25	17	11
High Poverty Schools	55	23	13	7
Students with Limited English Proficiency	69	17	8	3
Migratory Students	72	16	8	2
Students with Disabilities	63	19	10	4

Middle School

Grade 7

Reading/Language Arts

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV (Proficient ➪)
All Schools	16%	39%	28%	14%
Title I Schools	30	40	18	7
High Poverty Schools	40	39	12	4
Students with Limited English Proficiency	63	28	5	1
Migratory Students	56	34	8	1
Students with Disabilities	56	32	6	1

Mathematics

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV (Proficient ➪)
All Schools	54%	15%	16%	12%
Title I Schools	69	12	11	6
High Poverty Schools	79	9	6	3
Students with Limited English Proficiency	88	5	3	1
Migratory Students	88	7	2	1
Students with Disabilities	89	4	2	1

High School

Grade 10

Reading/Language Arts

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV (Proficient ➪)
All Schools	12%	20%	22%	38%
Title I Schools	19	24	21	24
High Poverty Schools	25	24	18	16
Students with Limited English Proficiency	55	23	7	5
Migratory Students	43	29	12	6
Students with Disabilities	47	24	10	4

Mathematics

Students in:	Level I	Level II	Level III (Proficient ➪)	Level IV (Proficient ➪)
All Schools	35%	23%	20%	15%
Title I Schools	49	21	13	6
High Poverty Schools	60	17	8	3
Students with Limited English Proficiency	73	13	6	2
Migratory Students	77	13	4	1
Students with Disabilities	76	9	3	1

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	28,619	29,726
(IPEDS, High school grads enrolled in college)	61%	55%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

West Virginia

http://wvde.state.wv.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,677
Number of districts (CCD, 1999–2000)	55

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
520	133	121	28	808

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

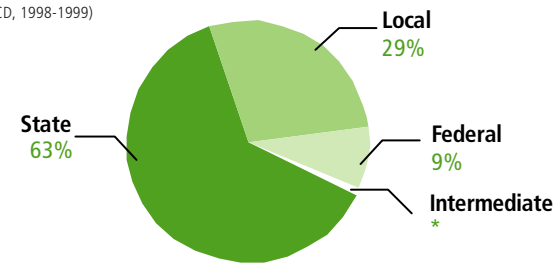
Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
10,108	4,112	5,213	568	20,038

Public school enrollment (CCD) (By state definition)

	1993–1994	1999–2000
K–8	209,090	196,952
9–12	96,264	88,049
Total	314,383	291,811
Pre-K	3,981	6,176

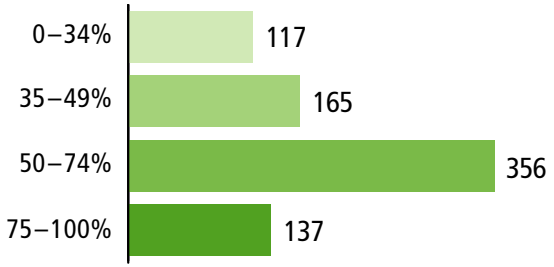
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	251 *	284 *
Asian/Pacific Islander	1,237 *	1,514 1%
Black	12,423 4%	12,393 4%
Hispanic	643 *	1,036 *
White	299,829 95%	276,584 95%
Other	n/a —	n/a —
Students with disabilities (OSEP)	37,016 12%	42,539 15%
Students with Limited English proficiency (ED /NCBE, K–12)	n/a —	1,039 *
Migrant (OME, K–12)	256 *	n/a —

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



† 33 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Above 50 percent of students at/above 3rd quartile, <15 percent in 1st quartile or decrease in 1st quartile in 2 of last 3 years.

Expected School Improvement on Assessment
Achieve goals for school by the target year.

Indicators for School Accountability
NRT assessment; attendance, dropout

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

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	341 75%	115 25%	456 100%
Schools Meeting AYP Goal	230 67%	108 94%	338 74%
Schools Identified for Improvement	111 33%	7 6%	118 26%

(ED Consolidated Report, 1999–2000)

Title I allocation (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)	$76,430,959

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	27%
Basic level and above	62%	74%
Math, 2000:		
Proficient level and above	18%	18%
Basic level and above	67%	62%

Student Achievement 1999–2000

Assessment West Virgina Test, used since 1995
State Definition of Proficient Meets or exceeds Level III

Elementary School

Grade 4

Reading/Language Arts

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools	19%	27%	26%	29%
Title I Schools	20	28	26	26
High Poverty Schools	23	29	26	22
Students with Limited English Proficiency	19	21	18	42
Migratory Students	*	*	*	*
Students with Disabilities	34	27	14	25

Mathematics

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools	15%	20%	29%	36%
Title I Schools	16	21	30	34
High Poverty Schools	17	21	30	32
Students with Limited English Proficiency	11	15	21	53
Migratory Students	*	*	*	*
Students with Disabilities	35	22	17	26

Middle School

Grade 8

Reading/Language Arts

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools	19%	24%	29%	27%
Title I Schools	21	26	29	24
High Poverty Schools	20	28	29	22
Students with Limited English Proficiency	12	11	29	48
Migratory Students	*	*	*	*
Students with Disabilities	57	21	9	14

Mathematics

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools	20%	22%	26%	32%
Title I Schools	21	22	27	30
High Poverty Schools	19	24	27	30
Students with Limited English Proficiency	8	9	22	62
Migratory Students	*	*	*	*
Students with Disabilities	58	19	9	13

High School

Grade 10

Reading/Language Arts

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools	21%	25%	23%	31%
Title I Schools	24	28	21	26
High Poverty Schools	25	27	22	26
Students with Limited English Proficiency	9	18	15	59
Migratory Students	*	*	*	*
Students with Disabilities	71	18	6	6

Mathematics

Students in:	Level I	Level II	Proficient ➪ Level III	Level IV
All Schools	21%	22%	24%	33%
Title I Schools	23	25	22	30
High Poverty Schools	21	22	24	33
Students with Limited English Proficiency	6	9	12	74
Migratory Students	*	*	*	*
Students with Disabilities	64	23	7	6

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	4%	5%

	1994-95	1998-99
Postsecondary enrollment	10,181	11,152
(IPEDS, High school grads enrolled in college)	51%	55%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Wisconsin

http://www.dpi.state.wi.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$7,527
Number of districts (CCD, 1999–2000)	45

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,225	374	460	52	2,118

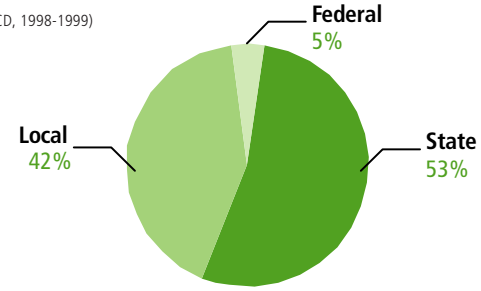
Number of charter schools (CCD, 1999–2000)	426

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
26,856	11,692	17,656	1,154	57,453

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	578,447	575,649
	9–12	248,284	281,314
	Total	844,001	877,753
	Pre-K	17,270	20,790

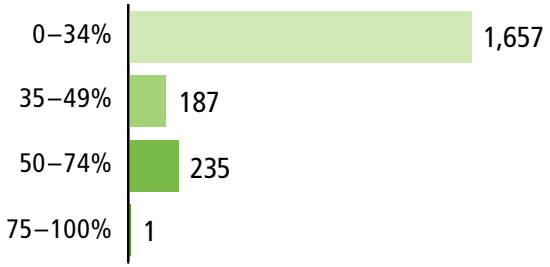
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	11,034 1%	12,422 1%
Asian/Pacific Islander	20,182 2%	28,179 3%
Black	76,446 9%	86,302 10%
Hispanic	24,603 3%	36,082 4%
White	711,736 84%	714,768 81%
Other	n/a —	n/a —
Students with disabilities (OSEP)	82,265 9%	101,476 11%
Students with Limited English proficiency (ED /NCBE, K–12)	17,185 2%	27,184 3%
Migrant (OME, K–12)	1,707 *	n/a —

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



† 38 schools did not report.

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
Percent proficient exceeds standard for 5 subjects (Reading, Language Arts, Math, Science, Social Studies) and 3 grades (from 30-65% of students)

Expected School Improvement on Assessment
Calculated growth indicator (CPI) each year (gain in percent proficient)

Indicators for School Accountability
Knowledge & Concepts Exam

Title I Adequate Yearly Progress (AYP) for Schools
CPI for each school

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	201 19%	855 81%	1,056 100%
Schools Meeting AYP Goal	76 38%	814 95%	890 84%
Schools Identified for Improvement	125 62%	41 5%	166 16%

(ED Consolidated Report, 1999–2000)

Title I allocation	$132,619,753

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	33%
Basic level and above	72%	79%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

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

Student Achievement 1999–2000

Assessment Wisconsin Knowledge and Concepts Examination

State Definition of Proficient Competent in Reading, Language Arts, Math, Science, Social Studies.

Elementary School

Grade 4

Reading/Language Arts

Students in:	Not Tested	Minimal Perf.	Basic	Proficient	Advanced
All Schools	6%	5%	12%	63%	15%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	41	6	17	32	1
Migratory Students	40	0	7	44	7
Students with Disabilities	27	16	20	34	3

Mathematics

Students in:	Not Tested	Minimal Perf.	Basic	Proficient	Advanced
All Schools	4%	2%	19%	43%	31%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	41	2	22	28	7
Migratory Students	37	0	11	33	19
Students with Disabilities	17	8	35	31	9

Middle School

Grade 8

Reading/Language Arts

Students in:	Not Tested	Minimal Perf.	Basic	Proficient	Advanced
All Schools	4%	11%	12%	56%	17%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	44	17	16	48	12
Migratory Students	40	7	7	39	7
Students with Disabilities	15	36	20	28	2

Mathematics

Students in:	Not Tested	Minimal Perf.	Basic	Proficient	Advanced
All Schools	4%	16%	38%	28%	14%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	42	20	29	7	2
Migratory Students	40	7	39	11	4
Students with Disabilities	13	46	33	7	1

High School

Grade 10

Reading/Language Arts

Students in:	Not Tested	Minimal Perf.	Basic	Proficient	Advanced
All Schools	7%	8%	16%	45%	24%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	52	15	19	13	1
Migratory Students	31	9	26	26	7
Students with Disabilities	22	31	27	18	3

Mathematics

Students in:	Not Tested	Minimal Perf.	Basic	Proficient	Advanced
All Schools	7%	28%	26%	28%	11%
Title I Schools					
High Poverty Schools					
Students with Limited English Proficiency	48	34	12	5	1
Migratory Students	31	43	11	11	4
Students with Disabilities	22	61	12	5	0

High School Indicators

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

	1994-95	1998-99
Postsecondary enrollment	32,013	35,167
(IPEDS, High school grads enrolled in college)	66%	61%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Wyoming

http://www.k12.wy.us/

School and Teacher Demographics

Per Pupil Expenditures (CCD, 1998–1999)	$6,842
Number of districts (CCD, 1999–2000)	49

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
225	74	72	11	385

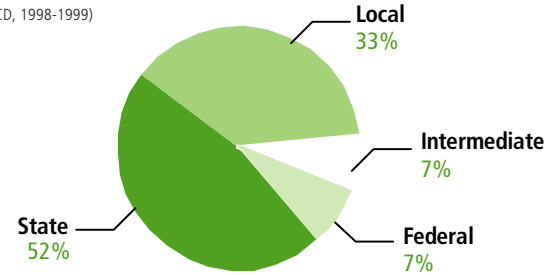
Number of charter schools (CCD, 1999–2000)	n/a

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
3,165	1,537	1,931	164	6,819

Public school enrollment (CCD) (By state definition)		1993–1994	1999–2000
	K–8	71,402	61,823
	9–12	29,497	30,434
	Total	100,899	92,300
	Pre-K	n/a	n/a

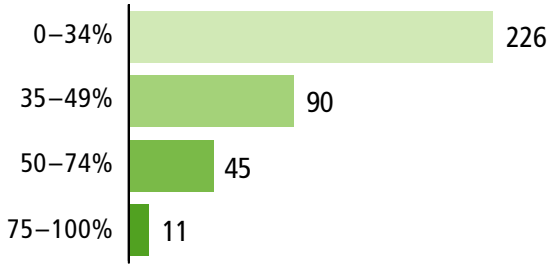
Sources of funding
District average
(CCD, 1998-1999)



Student Demographics

Race/ethnicity (CCD, K–12)	1993–1994	1999–2000
American Indian/Alaskan Natives	2,711 3%	2,715 3%
Asian/Pacific Islander	736 1%	772 1%
Black	1,008 1%	967 1%
Hispanic	6,242 6%	6,253 7%
White	90,202 89%	81,594 88%
Other	n/a —	n/a —
Students with disabilities (OSEP)	10,055 10%	11,054 12%
Students with Limited English proficiency (ED /NCBE, K–12)	1,938 2%	2,253 2%
Migrant (OME, K–12)	483 *	n/a —

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



† 13 schools did not report.

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

Statewide Accountability Information

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

Statewide Goal for Schools on State Assessment
District accreditation: districts set performance standards

Expected School Improvement on Assessment
None

Indicators for School Accountability
CRT (WyCAS) scores, total and sub groups—LEP, low-income, disabled, migrant, mobility

Title I Adequate Yearly Progress (AYP) for Schools
Annual growth to close gap to 100% proficient in 10 years, total and for each subgroup

Title I 1999-2000

	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	42 30%	98 70%	140 100%
Schools Meeting AYP Goal	36 86%	61 62%	97 69%
Schools Identified for Improvement	3 7%	14 14%	17 12%

(ED Consolidated Report, 1999–2000)

Title I allocation	$18,874,656

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

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	29%
Basic level and above	65%	76%
Math, 2000:		
Proficient level and above	25%	25%
Basic level and above	73%	70%

Student Achievement 1999–2000

Assessment Wyoming Comprehensive Assessment System
State Definition of Proficient See Appendix A

Elementary School

Grade 3

Reading/Language Arts

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	23%	40%	27%	10%
Title I Schools	26	39	27	9
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	37%	36%	22%	5%
Title I Schools	39	35	21	5
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Middle School

Grade 7

Reading/Language Arts

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	21%	44%	30%	6%
Title I Schools	23	45	27	5
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	30%	38%	24%	8%
Title I Schools	34	39	21	7
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School

Grade 11

Reading/Language Arts

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	17%	42%	33%	8%
Title I Schools	18	54	23	5
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Novice	Partially Proficient	Proficient	Advanced
All Schools	24%	41%	26%	8%
Title I Schools	48	34	14	4
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School Indicators

	1993-94	1998-99
High school dropout rate (CCD, event)	7%	5%

	1994-95	1998-99
Postsecondary enrollment	3,173	3,494
(IPEDS, High school grads enrolled in college)	53%	54%

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

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 106

Sources

School and Teacher Demographics

Expenditures per pupil

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, School Year 1998–1999. Current expenditures per pupil as reported by school districts.

Note: Current expenditures include salaries, employee benefits, purchased services, and supplies, but exclude capital outlay, debt service, facilities acquisition and construction, and equipment.

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: All local school districts are included in these counts. Separate supervisory unions, regional education services agencies, and state-operated institutions are excluded.

Number of Charter Schools

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: All state-defined charter schools are included in these counts.

Number of public schools in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: School counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Number of FTE Teachers in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: Teacher counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–1994 and 1999–2000

Notes: These numbers do not include ungraded students. Public Preschool Enrollment is recorded according to state definition of public preschools and state decision on data collection.

Sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, 1998–1999 school year

Notes: Information is shown for three major revenue sources: Federal, State, and Local. A fourth category, Intermediate, is shown only for those states which have funds in this category.

Student Demographics

Race/ethnicity of K–12 students

Source: U.S. Department of Education, Office for Civil Rights, State Summaries of Elementary and Secondary School Civil Rights Survey and the National Center for Education Statistics, Common Core of Data, 1993–1994, 1999–2000

Students with disabilities (K–12)

Source: U.S. Department of Education. Office of Special Education Programs. 2000.

U.S. Department of Education. To Assure the Free Appropriate Public Education of All children with Disabilities. Seventeenth Annual Report to congress on the Implementation of the Individuals with disabilities Education Act, 1995.

Notes: The figures shown represent children ages 6 to 17 served under IDEA, Part B.

Limited English Proficient (K–12)

Source: U.S. Department of Education, National Clearinghouse for Bilingual Education. 1993–1994, 1999–2000

Notes: The number of LEP students enrolled in public schools.

Migrant (K–12)

Source: U.S. Department of Education, Office of Migrant Education, with state edits and by state definition for the 1999–2000 school year, 1993–94, 1999–2000

Notes: The criterion for migrant status was reduced from six to three years in 1994. Data will only be tracked from that point forward. The figures shown represent the "12-month" count of students identified for the Migrant program. The 12-month count is the unduplicated number of eligible children ages 3-21 who, within three years of making a qualifying move, resided in the state for one or more days during the reporting period.

All schools by percent of students eligible for the Free Lunch Program

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000

Notes: The figures shown represent the percentage of students eligible to participate in the Free Lunch Program under the National School Lunch Act. This does not include those eligible only for reduced-price lunch.

Statewide Accountability Information

Source: Results from an unpublished 50 State–Survey conducted by CCSSO January 2002. Rolf Blank et al.

Title I Schools

Source: Sinclair, B. State ESEA Title 1 Participation Information for 1999-2000: Final Summary Report. (Rockville, MD: Westat). Report prepared for the Office of the Under Secretary and the Office of Elementary and Secondary Education, U.S. Department of Education. July, 2002.

NAEP State Results

Source: NAEP 2000 Mathematics Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2001.

Donohue, P.L., Voelkl, K.E., Campbell, J.R., and Mazzeo, J.; NAEP 1998 Reading Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1999.

Notes: Data reported for public schools only. Some states did not satisfy one of the guidelines for school sample participation rates. See Appendix C for further information and definitions of proficient and basic.

Student Achievement

Student achievement

Source: State Departments of Education, assessment results for 1999–2000 school year, reported in Consolidated Performance Report, Section B, U.S. Department of Education

Notes: Trend results for 1995–96 through 1999–2000 reported in bar graphs for states with consistent tests over two or more years.

High school drop-out rate (annual)

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94, 1997–98

Notes: Only states whose definitions complied with NCES's definition were included. Annual or "event" rate is the percentage of 9–12 students dropping out during one school year. (1998–99 most recent year available.)

Postsecondary enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions, Fall 1994 and Fall 1996; Common Core of Data; and Private School Universe Survey.

Notes: 1998-99 most recent year available.

Further State Proficiency Level Definitions

Colorado

Proficient: Students understand directions, recognize author's point of view, explain reaction, define problem or solution, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimulus, identify character's reactions/motives, identify sequence, support opinion, classify familiar vocabulary, and interpret poetry in a concrete manner.

Connecticut

Grade 4

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of fourth graders with minimal teacher assistance. Generally students who score in this range can comprehend textbooks and other materials typically used at grade four or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of fourth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 8

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of eighth graders with minimal teacher assistance. Generally, students who score in this range can comprehend textbooks and other materials typically used at grade eight or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of eighth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 10

Reading Score Band 3: Scores in this band are at or above the response to literature standard. Students at this level have demonstrated perceptive and insightful comprehension of the text. They have presented their interpretation of the text and have supported it by making connections between the text and other experiences or sources. Students at this level have also demonstrated the ability to apply the conventions of English.

Math Score Band 4: Scores in this band are at or above the goal for mathematics. Students who score in this range have demonstrated a strong understanding of the concepts and skills expected of Connecticut high school students. These students have the problem solving abilities required to apply what they know to complex problems and effectively communicate their understanding.

Florida

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Idaho

Reading: Students identify ideas and information suggested by, but not explicitly stated in the text that they read.

Mathematics: Students show evidence of mastery of mathematical concepts and procedures in the content/process areas of the test and demonstrate the ability to solve real-world mathematical problems.

Iowa

Grade 4 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of the characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 4 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 8 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions; make inferences about the motives and feelings of characters; and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Grade 8 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 11 Reading

Intermediate: Understands some factual information; sometimes can make inferences about the characters; identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

Grade 11 Mathematics

Intermediate: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about qualitative information, and solve a variety of novel, quantitative reasoning problems.

Missouri

Communication Arts

Proficient: In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences and conclusions; determine word meaning; identify synonyms and antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

Grade 4 Mathematics

Proficient: Students communicate math processes; add and subtract common fractions and decimals (money only); use standard units of measurement; identify attributes of plane and solid figures; create

and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multistep and logic problems.

Grade 8 Mathematics

Proficient: Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

Grade 10 Mathematics

Proficient: Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

New Hampshire

Grade 3 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Grade 3 Mathematics

Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add three-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to: demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Grade 6 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of literary, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

Grade 6 Mathematics

Proficient: Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

Grade 10 Reading/Language Arts

Proficient: Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgments, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the mechanics of language including spelling, capitalization, grammar, and punctuation.

Grade 10 Mathematics

Proficient: Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measurement, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

New York

Grade 4 English/Language Arts

Level III: Students demonstrate understanding of written and oral text with some meaning beyond the literal level. They can gather information, make inferences, identify theme or main idea, understand character actions, and make connections between two related texts, providing some supporting information. Student's writing is generally focused and organized, with minor errors in spelling, grammar, or punctuation that do do not interfere with readability.

Grade 8 Reading/Language Arts

Level III: Students whose partial understanding is somewhat beyond the literal level of intermediate level written and oral text. They can infer, predict, draw some conclusions, categorize ideas, and make connections between texts, using some relevant support. Writing on intermediate level topics is generally organized and developed, with appropriate vocabulary, some variety in sentence structure, and some sense of voice; minor errors in spelling, grammar, or punctuation do not interfere with comprehension.

Grade 4 Mathematics

Level III: Students consistently solve multistep problems; identify odds/evens; order fractions; use manipulatives to model decimal relationships; identify percent; collect, organize, display, and interpret real-world data; use appropriate units of measure; identify points, lines, rays, planes, polygons; identify faces of solid figures; express probability; extend a numerical pattern; justify a reasonable solution.

Grade 8 Mathematics

Students consistently use prime numbers, factors, multiples; understand decimals, rational numbers, roots, order of operations, congruence, similarity; apply formulas, ratio, proportion; visualize, represent, and transform 3D shapes; evaluate data from graphical displays; estimate time, distance, capacity, area; use a protractor; understand and use Pythagorean theorum, trigonometic functions.

Wyoming

Proficient: Students at the proficient performance level use concepts and skills to acquire, analyze, and communicate information and ideas.

Sources of Funding, 1998–1999

(in Thousands)

	Total Funding	Local	Intermediate	State	Federal
AL	$4,469,278	29.1%	0.2%	61.6%	9.1%
AK	$1,290,358	25.2%	0.0%	61.0%	13.8%
AZ	$5,079,076	44.1%	2.6%	43.2%	10.0%
AR	$2,610,267	31.8%	0.1%	57.8%	10.2%
CA	$40,002,760	32.0%	0.0%	59.3%	8.6%
CO	$4,714,756	52.1%	0.3%	42.5%	5.1%
CT	$5,607,014	57.1%	0.0%	39.0%	4.0%
DE	$959,482	28.2%	0.0%	64.3%	7.4%
DC	$760,592	83.5%	0.0%	0.0%	16.5%
FL	$16,460,206	41.8%	0.0%	50.3%	7.9%
GA	$10,263,338	44.1%	0.0%	49.1%	6.7%
HI	$1,328,572	2.3%	0.0%	87.8%	9.8%
ID	$1,420,902	31.4%	0.0%	61.5%	7.1%
IL	$15,338,740	62.7%	0.0%	30.1%	7.2%
IN	$7,980,582	41.9%	0.6%	52.5%	5.0%
IA	$3,516,165	43.7%	0.2%	50.5%	5.6%
KS	$3,282,779	29.4%	2.9%	61.6%	6.1%
KY	$4,210,793	29.0%	0.0%	61.8%	9.2%
LA	$4,697,639	38.1%	0.0%	50.4%	11.5%
ME	$1,703,252	46.7%	0.0%	45.9%	7.5%
MD	$6,806,086	55.0%	0.0%	39.5%	5.5%
MA	$8,534,080	52.9%	0.0%	42.1%	5.0%
MI	$14,678,359	28.1%	0.1%	64.7%	7.1%
MN	$6,785,487	34.0%	3.4%	57.6%	5.0%
MS	$2,544,561	31.1%	0.0%	54.9%	14.0%
MO	$6,265,697	54.0%	0.5%	39.0%	6.5%
MT	$1,047,338	34.6%	9.2%	44.9%	11.3%
NE	$2,168,308	55.3%	0.7%	37.1%	6.9%
NV	$2,094,467	63.0%	0.0%	32.4%	4.6%
NH	$1,441,115	87.1%	0.0%	8.9%	4.0%
NJ	$14,192,543	54.9%	0.0%	41.3%	3.7%
NM	$2,098,648	14.0%	0.0%	72.5%	13.4%
NY	$29,874,220	51.4%	0.4%	42.2%	6.0%
NC	$8,137,116	24.4%	0.0%	68.7%	6.9%
ND	$709,427	45.8%	1.0%	40.3%	13.0%
OH	$14,339,472	51.9%	0.2%	42.1%	5.8%
OK	$3,652,130	28.7%	1.9%	60.2%	9.1%
OR	$4,047,900	34.4%	1.8%	56.8%	7.0%
PA	$15,525,301	55.7%	0.1%	38.2%	6.0%
PR	$2,121,183	0.0%	0.0%	72.3%	27.7%
RI	$1,319,597	52.8%	0.0%	41.6%	5.6%
SC	$4,398,145	39.7%	0.0%	52.1%	8.2%
SD	$829,028	52.4%	1.2%	35.9%	10.5%
TN	$5,089,341	44.0%	0.0%	47.2%	8.8%
TX	$25,647,339	48.9%	0.3%	42.4%	8.5%
UT	$2,449,890	31.9%	0.0%	61.1%	7.0%
VT	$908,146	19.8%	0.0%	74.4%	5.8%
VA	$8,358,036	60.9%	0.0%	33.8%	5.2%
WA	$7,212,175	28.6%	0.0%	64.6%	6.8%
WV	$2,229,692	28.7%	0.1%	62.7%	8.5%
WI	$7,409,485	42.0%	0.0%	53.4%	4.6%
WY	$779,985	32.9%	7.3%	52.3%	7.4%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1998–99.

Per Capita Personal Income, 2000

AL	$23,521
AK	$29,642
AZ	$24,988
AR	$21,995
CA	$32,149
CO	$32,434
CT	$40,702
DE	$31,012
DC	$38,838
FL	$27,764
GA	$27,794
HI	$27,851
ID	$23,727
IL	$31,856
IN	$26,933
IA	$26,431
KS	$27,374
KY	$24,085
LA	$23,090
ME	$25,380
MD	$33,482
MA	$37,704
MI	$29,127
MN	$31,935
MS	$20,900
MO	$27,206
MT	$22,518
NE	$27,630
NV	$29,506
NH	$33,169
NJ	$37,118
NM	$21,931
NY	$34,689
NC	$26,882
ND	$24,708
OH	$27,977
OK	$23,650
OR	$27,660
PA	$29,504
PR	N/A
RI	$29,113
SC	$24,000
SD	$25,958
TN	$25,946
TX	$27,752
UT	$23,436
VT	$26,848
VA	$31,120
WA	$31,230
WV	$21,738
WI	$28,100
WY	$27,372

Source: U.S. Department of Commerce, Bureau of Economic Analysis, 2000

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.

Note The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont.

Mathematics Achievement Levels–Grade 8

Basic Eighth-grade students performing at the basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations—including 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.

Note The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Colorado, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Reading Achievement Levels–Grade 4

Basic Fourth-grade students performing at the basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

Proficient Fourth-grade students performing at the proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Note The following states did not satisfy one of the guidelines for school sample participation rates: California, Iowa, Kansas, Massachusetts, Minnesota, Montana, New Hampshire, New York, and Wisconsin.

Reading Achievement Levels–Grade 8

Basic Eighth–grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

Proficient Eighth–grade students performing at the Proficient level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient eighth–graders should be able to identify some of the devices authors use in composing text.

Note The following states did not satisfy one of the guidelines for school sample participation rates: California, Kansas, Maryland, Minnesota, Montana, New York, and Wisconsin.