Ohio

School and Teacher Demographics

Per pupil expenditures $7,571

(CCD, 2000-01)

Number of districts 662

(CCD, 2001-02)

Number of charter schools 63

(CCD, 2001-02)

Number of public schools 1993-94 2001-02

Elementary 2,203 2,173
Middle 663 730
High 669 755
Combined 103 122
Total 3,638 3,780

Number of FTE teachers 1993-94 2001-02

Elementary 45,530 49,396
Middle School 19,776 24,367
High School 28,382 34,987
Combined 3,615 2,790
Total 97,303 111,540

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

1994 2000

English 74% 54%
Math 64 77
Science 75 69
Social Studies 79 70

Sources of funding

District average

(CCD, 2000-01)

State 43%

Federal 6%

Local 51%

Federal 6%

Intermediate

Key: * — n/a

State 43%

Federal 6%

Local 51%

Title I 2001-02

Schoolwide Programs Targeted Assistance

Number of schools 1,010 1,084 2,094

Schools meeting AYP goal 48% 52% 100%

Schools in need of improvement 151 10 161

94% 6% 8%

Title I allocation $323,923,863

(ED Consolidated Report, 2001-02)

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003

Proficient level and above

Grade 4 Grade 8

34% 34%

Basic level and above

68 78

Math, 2003

Proficient level and above

Grade 4 Grade 8

36% 30%

Basic level and above

81 73

PER PUPIL EXPENDITURES

$7,571

(CCD, 2000-01)

PER PUPIL EXPENDITURES

$7,571

(CCD, 2000-01)

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$7,571

(CCD, 2000-01)

PER PUPIL EXPENDITURES

$7,571

(CCD, 2000-01)
Student Achievement 2001-02

Elementary School

Grade 4
Reading

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>34%</td>
<td>61%</td>
<td>5%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>35%</td>
<td>59%</td>
<td>6%</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>57%</td>
<td>40%</td>
<td>3%</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>64%</td>
<td>34%</td>
<td>2%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>52%</td>
<td>45%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Grade 4 Mathematics

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>38%</td>
<td>47%</td>
<td>15%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>41%</td>
<td>45%</td>
<td>14%</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>49%</td>
<td>38%</td>
<td>13%</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>54%</td>
<td>38%</td>
<td>8%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>54%</td>
<td>37%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Student Achievement Trend
Reading 4th grade Meets or Exceeds Proficient

<table>
<thead>
<tr>
<th>Year</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>56</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Middle School

Grade 6
Reading

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>44%</td>
<td>35%</td>
<td>21%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>50%</td>
<td>32%</td>
<td>18%</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>69%</td>
<td>22%</td>
<td>9%</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>66%</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>68%</td>
<td>24%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Grade 6 Mathematics

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>41%</td>
<td>50%</td>
<td>9%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>47%</td>
<td>46%</td>
<td>7%</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Students with Limited English Proficiency</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Migratory Students</td>
<td>58%</td>
<td>34%</td>
<td>8%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>64%</td>
<td>33%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Student Achievement Trend
Mathematics 6th grade Meets or Exceeds Proficient

<table>
<thead>
<tr>
<th>Year</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>61</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

High School

Grade

High School Indicators

High school dropout rate (CCD, event)

<table>
<thead>
<tr>
<th>Year</th>
<th>1993-94</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

Postsecondary enrollment (NCES, High school graduates enrolled in college)

<table>
<thead>
<tr>
<th>Year</th>
<th>1994-95</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>51%</td>
<td>56%</td>
<td></td>
</tr>
</tbody>
</table>

**High school assessment results not available for 2001-02.**

Ohio Proficiency Test.

Reading: Grade 4: at least 217; Grade 6: at least 222.
Math: Grade 4: at least 218; Grade 6: at least 200.

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KEY:

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

High Poverty Schools = 75-100% of students qualify for lunch subsidies