Arkansas

**Staff**

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

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

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

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)  
- All schools: 97%  
- High-poverty schools: Not Available  
- Low-poverty schools: 97%

**Outcomes**

High school dropout rate (NCES)  
- 1993-94: 5%, 2000-01: 5%

Avg. freshman graduation rate (NCES)  
- 1993-94: 77, 2000-01: 74

College-going rate (IPEDS/NCES)  

NAEP state results (NCES)  
- Reading, Grade 4: 1994 24%, 2003 28%  
- Math, Grade 8: 1996 13%, 2003 18%  
- Proficient level or above  
  - Basic level or above  

**Students**

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

Race/ethnicity (CCO)  
- American Indian/Alaskan Native: 1%  
- Asian/Pacific Islander: 1%  
- Black, non-Hispanic: 24, 23  
- Hispanic: 1, 5  
- White, non-Hispanic: 74, 71

Students with disabilities (OSEP)  
- K-12: 10%, 12%

Students with limited English proficiency (NCELA)  
- 1%, 3%

Migrant students (OME)  
- 3%, 5%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)  
- 1996: 18%, 2003: 18%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCO)  
- 218,277

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCO)  
- 0-34%: 203  
- 35-49%: 299  
- 50-74%: 460  
- 75-100%: 167

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

**Districts and schools**

Number of districts (CCO)  

Number of public schools (CCO)  
- Elementary: 564, 571  
- Middle: 161, 199  
- High: 324, 326  
- Combined: 6, 9  
- Other: 15, 24  
- Total: 1,070, 1,129

Number of charter schools (CCO)  
- 7

**Finances**

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

Per-pupil expenditures (CCO, adjusted for inflation to 2001-02)  
- $5,137, $6,276

Sources of funding (CCO, 2001-02)  
- Federal: 11%  
- State: 56%  
- Local: 34%

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

**Notes**

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

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

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

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

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

### NCLB Accountability Goals

<table>
<thead>
<tr>
<th>2001-02 Annual measurable objective starting point</th>
<th>Target (2002-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Reading</td>
<td>31.8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>28.2</td>
</tr>
<tr>
<td>Grade 8 Reading</td>
<td>18.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15.3</td>
</tr>
<tr>
<td>High school Reading</td>
<td>19.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10.4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AYP outcomes and consequences*</th>
<th>Title I schools</th>
<th>All schools</th>
<th>All districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made AYP</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Identified for improvement:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>227 (28%)</td>
<td>227 (21%)</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>15 (2%)</td>
<td>15 (1%)</td>
<td>0</td>
</tr>
<tr>
<td>Corrective action</td>
<td>2 (*)</td>
<td>2 (*)</td>
<td>0</td>
</tr>
<tr>
<td>Restructuring</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exit improvement status (made AYP twice after missing twice or more, includes total “made” above)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Other indicator, 2002-03

<table>
<thead>
<tr>
<th>Elementary indicator: Attendance</th>
<th>State target</th>
<th>State outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle indicator: Attendance</td>
<td>92.70%</td>
<td>Met</td>
</tr>
<tr>
<td>High school indicator: Graduation rate</td>
<td>86.7%</td>
<td>Met</td>
</tr>
</tbody>
</table>

### NCLB choice participation

<table>
<thead>
<tr>
<th>Number of Title I students</th>
<th>Percent of eligible students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I school choice:</td>
<td>175</td>
</tr>
<tr>
<td>Supplemental educational services:</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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Student Achievement 2002-03

### Arkansas Benchmark Exams, used for NCLB accountability

#### Reading

<table>
<thead>
<tr>
<th>Proficient level or above for:</th>
<th>Grade 4</th>
<th>Grade 8</th>
<th>High school</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>61%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>Economically disadvantaged students</td>
<td>50%</td>
<td>27%</td>
<td>–</td>
</tr>
<tr>
<td>Migrant students</td>
<td>47%</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>11%</td>
<td>&lt;5%</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>Students with limited English proficiency</td>
<td>39%</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>Black, non-Hispanic students</td>
<td>40%</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic students</td>
<td>56%</td>
<td>31%</td>
<td>22%</td>
</tr>
<tr>
<td>White, non-Hispanic students</td>
<td>69%</td>
<td>50%</td>
<td>51%</td>
</tr>
</tbody>
</table>

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

[Graph showing trends]

### Mathematics

<table>
<thead>
<tr>
<th>Proficient level or above for:</th>
<th>Grade 4</th>
<th>Grade 8</th>
<th>High school</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>60%</td>
<td>22%</td>
<td>43%</td>
</tr>
<tr>
<td>Economically disadvantaged students</td>
<td>49%</td>
<td>11%</td>
<td>–</td>
</tr>
<tr>
<td>Migrant students</td>
<td>50%</td>
<td>8%</td>
<td>17%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>20%</td>
<td>&lt;5%</td>
<td>8%</td>
</tr>
<tr>
<td>Students with limited English proficiency</td>
<td>46%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>Black, non-Hispanic students</td>
<td>32%</td>
<td>&lt;5%</td>
<td>18%</td>
</tr>
<tr>
<td>Hispanic students</td>
<td>58%</td>
<td>13%</td>
<td>28%</td>
</tr>
<tr>
<td>White, non-Hispanic students</td>
<td>69%</td>
<td>28%</td>
<td>52%</td>
</tr>
</tbody>
</table>

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

[Graph showing trends]