Districts and schools

Number of districts (CCD) 1993-94 2002-03
262 350

Number of public schools (CCD)
Elementary 1,170 1,205
Middle 290 325
High 226 296
Combined 26 64
Other 3 4
Total 1,715 1,894

Number of charter schools (CCD) 47

Finances

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

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) $8,223 $10,232

Sources of funding (CCD, 2001-02)
Federal 6%
State 43%
Local 51%

Title I allocation 2001-02 (ED; Includes Title I, Part A) $220,646,251

Students

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

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

Students with disabilities (OSEP) 15% 13%

Students with limited English proficiency (NCELA) 5% 5%

Migrant students (OME) * *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003 41% 33%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 257,359

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-34%</td>
<td>1,281</td>
</tr>
<tr>
<td>35-49%</td>
<td>146</td>
</tr>
<tr>
<td>50-74%</td>
<td>247</td>
</tr>
<tr>
<td>75-100%</td>
<td>218</td>
</tr>
</tbody>
</table>

*2 schools did not report.

Outcomes

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

NAEP state results (NCES)
Reading, Grade 4 1994 2003 36% 40%
Proficient level or above
Basic level or above 69 73
Math, Grade 8 1996 2003 28% 38%
Proficient level or above
Basic level or above 68 76

Staff

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

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

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

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)
All schools 96%
High-poverty schools 93%
Low-poverty schools Not available
Statewide Accountability Information

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

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

State assessment for NCLB accountability: Massachusetts Comprehensive Assessment System

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

NCLB Accountability Goals

<table>
<thead>
<tr>
<th>2001-02 Annual measurable objective starting point</th>
<th>Target (2002-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 English Language Arts 70.7 CPI</td>
<td>75 CPI</td>
</tr>
<tr>
<td>Mathematics 53.0</td>
<td>60.8</td>
</tr>
<tr>
<td>Grade 7 English Language Arts 70.7</td>
<td>75</td>
</tr>
<tr>
<td>Grade 8 Mathematics 53.0</td>
<td>60.8</td>
</tr>
<tr>
<td>High school English Language Arts 70.7</td>
<td>75</td>
</tr>
<tr>
<td>Mathematics 53.0</td>
<td>60.8</td>
</tr>
</tbody>
</table>

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

AYP outcomes and consequences*

<table>
<thead>
<tr>
<th>Made AYP</th>
<th>Title I schools</th>
<th>All schools</th>
<th>All districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>937 (50%)</td>
<td>79 (23%)</td>
<td></td>
</tr>
</tbody>
</table>

Identified for improvement:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Corrective action</th>
<th>Restructuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>256 (14%)</td>
<td>38 (2%)</td>
<td>0</td>
</tr>
<tr>
<td>n/a</td>
<td>170 (9%)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Exited improvement status (made AYP twice after missing twice or more, includes total “made” above)

| n/a | n/a | n/a |

Other indicator, 2002-03

| Elementary indicator: Attendance | 92% | Met |
| Middle indicator: Attendance | 92% | Met |
| High school indicator: Competency determination | 70% | Met |

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: 554</td>
<td>*</td>
</tr>
<tr>
<td>Supplemental educational services: 6,589</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.