

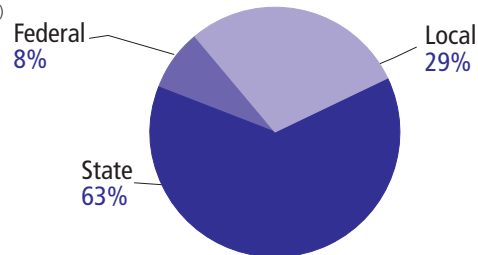
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	558	553
Number of public schools (CCD)		
Elementary	1,888	2,115
Middle	537	646
High	559	675
Combined	57	171
Other	55	262
Total	3,096	3,869
Number of charter schools (CCD)		
		202

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$7,252,204	\$8,929,871
Noninstructional	363,713	479,990
Support	4,892,689	6,264,837
Total	12,508,606	15,674,698
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$7,821	\$8,781

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$420,799,581

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	15,165	21,146
K-8	1,067,300	1,174,601
9-12	419,468	512,762
Total (K-12)	1,486,768	1,687,363
Race/ethnicity (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	2
Black, non-Hispanic	17	20
Hispanic	2	4
White, non-Hispanic	78	73

Students with disabilities (OSEP) 9% 12%

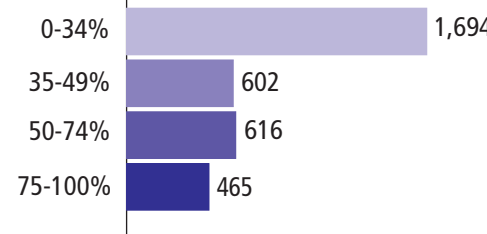
Students with limited English proficiency (NCELA) 3% 4%

Migrant students (OME) 1% 1%

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

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 570,422

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]492 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	35,403	41,865
Middle	15,223	19,623
High	20,702	24,154
Combined	1,105	3,249
Other	721	3,040
Total	73,154	91,931
Number of FTE non-teacher staff (CCD)		
Instructional aides	12,629	25,170
Instructional coordinators	915	3,457
Administrators	6,599	8,241
Other	68,873	72,152
Total	89,016	109,020

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	67%	64%
Mathematics	61	68
Science	73	72
Social studies	88	66

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	-	-
Avg. freshman graduation rate (NCES)	74%	75%
College-going rate (IPEDS/NCES)	60	54
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	31%
Basic level or above	-	62
Math, Grade 8	1996	2005
Proficient level or above	28%	30%
Basic level or above	67	68

Statewide Accountability Information

See Appendix B for Michigan's definitions of proficient for Reading/language arts for grades 4, 7, and high school and mathematics for grades 4, 8, and high school.

See http://www.michigan.gov/documents/State_Report_Card_2003-04_120358_7.doc for more details on the statewide accountability system.

State assessment for NCLB accountability: Michigan Educational Assessment Program

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

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading/language arts	38%	38%
	Mathematics	47	47
Grade 8	Reading/language arts	31	31
	Mathematics	31	31
High school	Reading/language arts	42	42
	Mathematics	33	33

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	1,847 (80%)	2,775 (77%)	431 (80%)
Identified for improvement:			
Year 1	n/a	218 (6%)	0
Year 2	n/a	72 (2%)	0
Corrective action	n/a	74 (2%)	0
Restructuring	n/a	147 (4%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 80%	Met
Middle school indicator: Attendance	Meet or progress toward 80%	Met
High school indicator: Graduation rate	80%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	340	*
Supplemental educational services:	11,444	11%

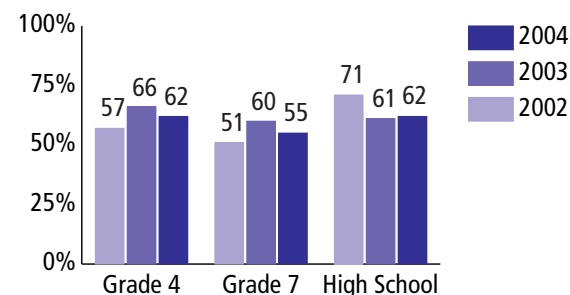
*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

Student Achievement 2003-04

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

Proficient level or above for:	Grade 4	Grade 7	High school
All students	62%	55%	62%
Economically disadvantaged students	47	38	42
Migrant students	40	29	27
Students with disabilities	30	20	21
Students with limited English proficiency	61	30	27
Black, non-Hispanic	43	34	43
Hispanic students	48	40	46
White, non-Hispanic	66	62	66

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



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	71%	61%	51%
Economically disadvantaged students	57	41	31
Migrant students	52	33	19
Students with disabilities	42	25	18
Students with limited English proficiency	59	42	26
Black, non-Hispanic	51	33	22
Hispanic students	58	46	33
White, non-Hispanic	77	69	56

Student achievement trend: Mathematics percent proficient level or above

