

School and Teacher Demographics

Number of districts (CCD, 1998-99) 128

Number of public schools in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
698	235	273	152	6

Student/teacher ratio (CCD, 1998-99)

Elementary	Middle	High
16:1	17:1	17:1

Number of FTE teachers in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
21,194	7,723	11,453	5,238	153

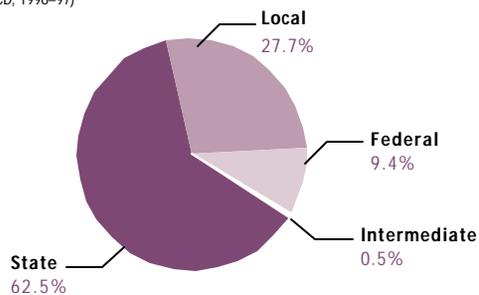
Public school enrollment (CCD) (By state definition)

	1989-90	1998-99
K-8	525,730	530,242
9-12	198,013	205,459
Pre-K	n/a	n/a

Sources of funding

District average

(CCD, 1996-97)



Student Demographics

Race/ethnicity (CCD, K-12)

	1989-90	1998-99
American Indian/Alaskan Natives	0.7%	0.7%
Asian/Pacific Islander	0.5	0.7
Black	35.7	36.2
Hispanic	0.2	0.9
White	62.9	61.5

Students with disabilities (OSEP, K-12)

	1990-91	1998-99
	12.1%	11.9%

Limited English proficient (USED/NCBE, K-12)

	1989-90	1996-97
	n/a	5,565

Migrant (OME, K-12)

	1993-94	1998-99
	6,822	7,757

Highschool dropout rate (CCD, event)

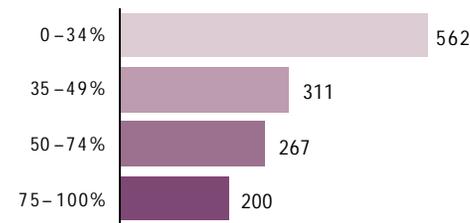
	1993-94	1997-98
	6.2%	4.8%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994-95	1997-98
	64%	68%

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

(CCD, 1998-99)



*24 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment

>50 percent of students at or above 40th percentile on norm-referenced test (NRT) (R, LA, M, S, SSt)

Expected School Improvement on Assessment

Two percent gain per year for schools not attaining Academic Clear. Academic Alert schools are required to improve 5 percent/year.

Indicators for School Accountability

Test scores

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal

Schools Meeting Title I AYP Goal

786 (96.8%)

Title I Schools

Title I enrollment (USED)

	1998-99
K-8	238,633
9-12	23,965
Pre-K	n/a

Race/ethnicity (USED, K-12)

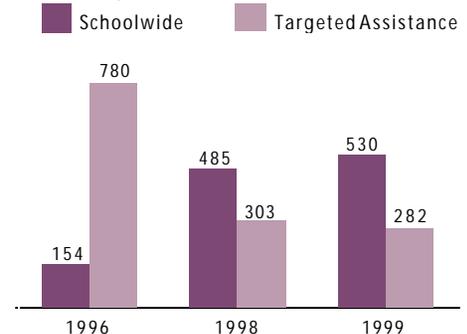
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,174	133
Asian/Pacific Islander	921	91
Black	138,667	10,961
Hispanic	2,000	735
White	86,964	22,529

Title I allocation \$130,984,102

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998-99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

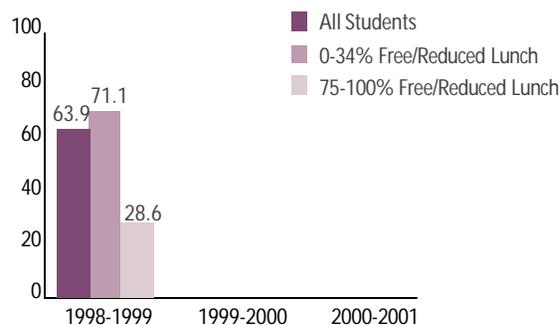
Reading/LanguageArts				
	Level I	Level II	Level III	Level IV
All Students	18.3%	17.8%	35.9%	28.0%
Title I Schoolwide	24.8	22.0	34.9	18.3
Title I Targeted	15.1	15.9	37.9	31.2
Percent of School in Poverty				
00–34	13.5	15.4	37.9	33.2
75–100	46.9	24.5	23.0	5.6
LEP Students	47.1	29.4	18.6	4.9
Migrant students	18.1	32.6	36.8	12.5

Mathematics

	Level I	Level II	Level III	Level IV
All Students	15.5%	15.3%	38.3%	31.0%
Title I Schoolwide	19.8	18.9	39.2	22.1
Title I Targeted	13.6	13.5	39.0	34.0
Percent of School in Poverty				
00–34	12.1	12.8	39.7	35.4
75–100	36.4	23.0	31.4	9.2
LEP Students	31.4	20.0	35.2	13.3
Migrant students	16.0	22.0	44.7	17.3

Student achievement trend

Reading 4th grade meets or exceeds Level III



Grade 8

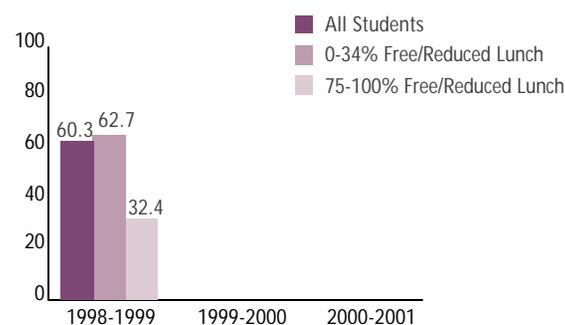
Reading/LanguageArts				
	Level I	Level II	Level III	Level IV
All Students	17.9%	15.7%	40.0%	26.4%
Title I Schoolwide	25.9	21.8	37.6	14.7
Title I Targeted	21.8	16.0	40.5	21.7
Percent of School in Poverty				
00–34	14.6	14.1	43.1	28.3
75–100	38.2	21.2	26.9	13.7
LEP Students	63.1	14.3	22.6	0.0
Migrant students	22.8	22.0	41.5	13.8

Mathematics

	Level I	Level II	Level III	Level IV
All Students	20.3%	19.4%	36.3%	24.0%
Title I Schoolwide	28.6	23.5	35.1	12.9
Title I Targeted	22.6	22.1	35.6	19.7
Percent of School in Poverty				
00–34	18.0	19.3	38.0	24.7
75–100	42.8	24.8	21.9	10.5
LEP Students	36.1	33.7	22.9	7.2
Migrant students	31.4	22.0	35.6	11.0

Student achievement trend

Math 8th grade meets or exceeds Level III



Assessment Information

Assessment Reported

Stanford Achievement Test version 9, used since 1996

Progress Toward Assessment Aligned with Standards

Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of “Proficient,” used since 1996

Level III

Definition of Title I Targeted Assistance

All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment

IEP committee decisions, LEP committee decisions, or PEP decisions for 504.

Other Assessments

None.

Grade 10

Reading/LanguageArts				
	Level I	Level II	Level III	Level IV
All Students	31.3%	18.6%	33.0%	17.2%
Title I Schoolwide				
Title I Targeted				
Mathematics				
	Level I	Level II	Level III	Level IV
All Students	19.4%	23.3%	38.4%	18.8%
Title I Schoolwide				
Title I Targeted				

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%