

School and Teacher Demographics

Number of districts (CCD, 1998–99) **1**

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

Elementary	Middle	High	Combined	Other
108	21	21	0	11

Student/teacher ratio (CCD, 1998–99)

	Elementary	Middle	High
	14:1	15:1	14:1

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

Elementary	Middle	High	Combined	Other
3,241	717	891	0	127

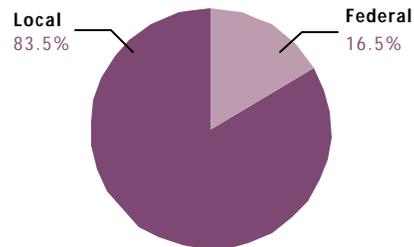
Public school enrollment (CCD) (By state definition)

	1989–90	1998–99
K–8	60,662	51,284
9–12	20,639	15,779
Pre-K	3,749	4,831

Sources of funding

District average

(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)

	1989–90	1998–99
American Indian/Alaskan Natives	0.0%	0.1%
Asian/Pacific Islander	0.9	1.6
Black	90.7	85.9
Hispanic	4.6	8.3
White	3.7	4.3

Students with disabilities (OSEP, K–12)

	1990–91	1998–99
	7.3%	12.9%

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

	1989–90	1996–97
	3,417	4,911

Migrant (OME, K–12)

	1993–94	1998–99
	326	734

Highschool dropout rate (CCD,event)

	1993–94	1997–98
	n/a	12.8%

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

	1994–95	1997–98
	71%	84%

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

(CCD, 1998–99)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment

None

Expected School Improvement on Assessment

School-based system of goal setting.

Indicators for School Accountability

Performance Index, NCE Scores, Attendance, Percent Tested

Title I Adequate Yearly Progress (AYP) Target for Schools

Decreasing the percentage of students scoring Below Basic in Math and Reading, increasing the percentage of students scoring Proficient in Math and Reading, and maintaining a stable percentage of students scoring Advanced in Math and Reading.

Schools Meeting Title I AYP Goal

25 (20%)

Title I Schools

Title I enrollment (USED)

	1998–99
K–8	45,876
9–12	8,606
Pre-K	4,547

Race/ethnicity (USED, K–12)

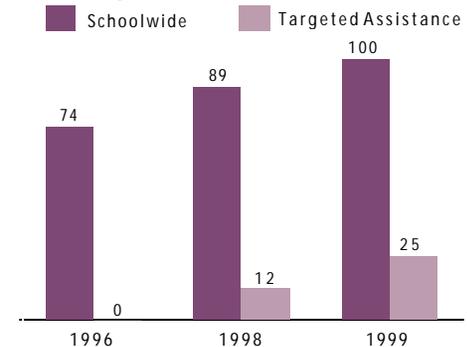
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	837	160
Black	41,377	11,257
Hispanic	4,048	962
White	154	211

Title I allocation **\$23,913,098**

(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

Elementary Grades 1-6

Reading/LanguageArts

	Below Basic	Basic	Proficient	Advanced
All Students	24.1%	46.1%	23.1%	6.7%
Title I Schoolwide	27.4	48.8	20.2	3.5
Title I Targeted	16.4	45.6	29.5	8.5
Percent of School in Poverty				
00-34	4.1	21.6	40.0	34.3
75-100	27.2	48.9	20.4	3.5
LEP Students	43.6	43.7	7.4	0.3
Migrant students	21.1	55.5	19.5	3.9

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	31.9%	40.9%	21.3%	5.9%
Title I Schoolwide	35.2	42.8	18.8	3.2
Title I Targeted	34.0	42.5	19.7	3.8
Percent of School in Poverty				
00-34	7.2	25.0	40.3	27.5
75-100	35.1	42.5	19.1	3.2
LEP Students	47.9	39.9	10.6	1.6
Migrant students	36.4	37.1	25.0	1.5

Middle and Junior High Grades 6-9

Reading/LanguageArts

	Below Basic	Basic	Proficient	Advanced
All Students	24.4%	50.8%	21.7%	3.1%
Title I Schoolwide	28.8	53.3	16.8	1.0
Title I Targeted	23.6	52.0	22.3	2.2
Percent of School in Poverty				
00-34	6.4	38.3	41.5	13.9
75-100	30.2	51.3	17.5	0.9
LEP Students	71.2	28.0	0.8	0.0
Migrant students	39.1	52.2	8.7	0.0

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	57.3%	30.3%	10.2%	2.1%
Title I Schoolwide	66.1	26.6	6.5	0.9
Title I Targeted	54.9	33.2	10.6	1.2
Percent of School in Poverty				
00-34	26.5	38.8	24.7	10.0
75-100	66.0	26.4	7.0	0.6
LEP Students	79.6	15.4	4.2	0.8
Migrant students	75.0	25.0	0.0	0.0

Assessment Information

Assessment Reported

Stanford Achievement Test Version 9. The District of Columbia was unable to report results by grade this year.

Progress Toward Assessment Aligned with Standards
Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient", set in 1995

Represents solid academic performance that students are prepared for this grade level

Definition of Title I Targeted

All students in targeted assistance

Exclusion from Assessment

LEP and IEP

Other Assessments

ESL Portfolio Assessment

High School Grades 10-12

Reading/LanguageArts

	Below Basic	Basic	Proficient	Advanced
All Students	50.6%	40.2%	8.4%	0.8%
Title I Schoolwide	67.0	30.1	2.7	0.1
Title I Targeted	52.5	41.9	5.3	0.3

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	80.0%	16.1%	3.4%	0.4%
Title I Schoolwide	86.8	11.2	1.8	0.2
Title I Targeted	84.3	13.9	1.7	0.1

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	10%	12%
Basic level and above	38%	44%

Math, 2000:		
Proficient level and above	6%	6%
Basic level and above	25%	23%