

Archived Information

Puerto Rico

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
900	218	175	215	11

Student/teacher ratio (CCD, 1998–99)

Elementary	Middle	High
15:1	16:1	18:1

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

Elementary	Middle	High	Combined	Other
19,084	6,641	6,903	6,530	292

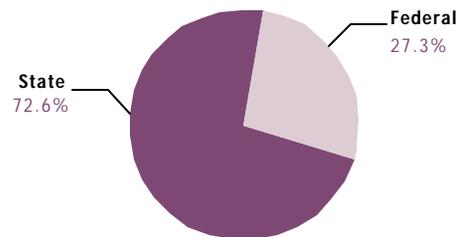
Public school enrollment (CCD) (Bystate definition)

	1989–90	1998–99
K–8	486,247	440,461
9–12	164,978	157,385
Pre-K	n/a	1,037

Sources of funding

District average

(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)

	1989–90	1998–99
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	n/a	n/a
Black	n/a	n/a
Hispanic	n/a	100.0
White	n/a	n/a

Students with disabilities (OSEP, K–12)

	1990–91	1998–99
	n/a	6.5%

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

	1989–90	1996–97
	n/a	16,618

Migrant (OME, K–12)

	1993–94	1998–99
	16,288	14,543

Highschool dropout rate (CCD,event)

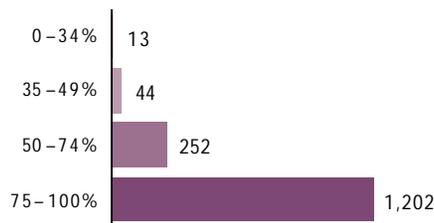
	1993–94	1997–98
	n/a	n/a

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

	1994–95	1997–98
	n/a	n/a

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

(CCD, 1998–99)



* Eight schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
No information available

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) for Schools
No information available

Schools Meeting Title I AYP Goal
1,106 (78.7%)

Title I Schools

Title I enrollment (USED)

	1998–99
K–8	322,500
9–12	60,591
Pre-K	n/a

Race/ethnicity (USED, K–12)

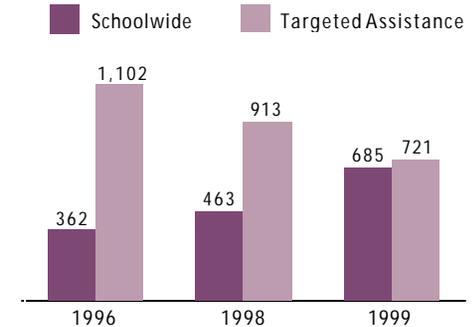
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	n/a	n/a
Asian/Pacific Islander	n/a	n/a
Black	n/a	n/a
Hispanic	291,056	96,689
White	n/a	n/a

Title I allocation \$274,657,067

(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

Grades 3,6,9,11

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students	64.2%	21.6%	14.2%
Title I Schoolwide	64.3	21.3	14.4
Title I Targeted	68.7	19.0	12.3
Percent of School in Poverty			
00–34	42.7	26.4	30.9
75–100	65.6	21.0	13.4
LEP Students	100.0		
Migrant students	49.1	25.9	25.0

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	41.5%	36.0%	22.5%
Title I Schoolwide	36.7	37.5	25.8
Title I Targeted	40.3	38.6	21.1
Percent of School in Poverty			
00–34	33.1	38.9	28.0
75–100	41.6	35.9	22.5
LEP Students	52.1	34.2	13.7
Migrant students	39.2	37.9	22.9

Grade

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Assessment Information

Assessment Reported

Prueba Puertorriquena de Competencias Escolares

Progress Toward Assessment Aligned with Standards

Performance standards met review criteria of the U.S. Department of Education.

State Definition of “Proficient”

Proficient: met or exceeded state criteria for academic progress

Definition of Title I Targeted Assistance

No information provided

Exclusion from Assessment

No information provided

Other Assessments

No information provided

Grade

English/Language Arts

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a