

School and Teacher Demographics

Number of districts 139
(CCD, 1998-99)

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

Elementary	Middle	High	Combined	Other
942	263	291	49	9

Student/teacher ratio (CCD, 1998-99)

Elementary	Middle	High
n/a	n/a	n/a

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

Elementary	Middle	High	Combined	Other
n/a	n/a	n/a	n/a	n/a

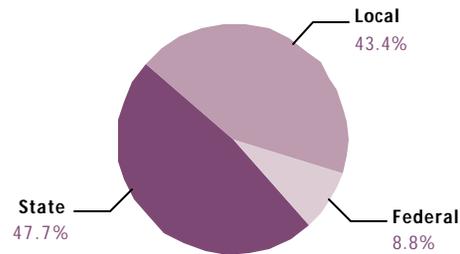
Public school enrollment (CCD) (By state definition)

	1989-90	1998-99
K-8	590,121	637,196
9-12	229,539	240,893
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	n/a	0.1%
Asian/Pacific Islander	0.7	1.1
Black	22.4	24.0
Hispanic	0.3	1.3
White	76.6	73.4

Students with disabilities (OSEP, K-12)

	1990-91	1998-99
Students with disabilities	11.7%	12.2%

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

	1989-90	1996-97
Limited English proficient	2,829	7,223

Migrant (OME, K-12)

	1993-94	1998-99
Migrant	391	1,502

Highschool dropout rate (CCD, event)

	1993-94	1997-98
Highschool dropout rate	n/a	5.0

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

	1994-95	1997-98
Postsecondary enrollment	54%	57%

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

Above 50 percentile on NRT in reading and math

Expected School Improvement on Assessment

TVAAS (value-added) score of 100 (3-5 year student improvement on TCAP)

Indicators for School Accountability

NRT / (CTBS) value-added assessment, attendance, promotion, dropout

Title I Adequate Yearly Progress (AYP) for Schools

Grade 3-8 Improve mean performance level across grades by average of .05, Grade 9-12 Increase number of students passing Competency Examination

Schools Meeting Title I AYP Goal

131 (17.0%)

Title I Schools

Title I enrollment (USED)

	1998-99
K-8	233,152
9-12	12,266
Pre-K	3,097

Race/ethnicity (USED, K-12)

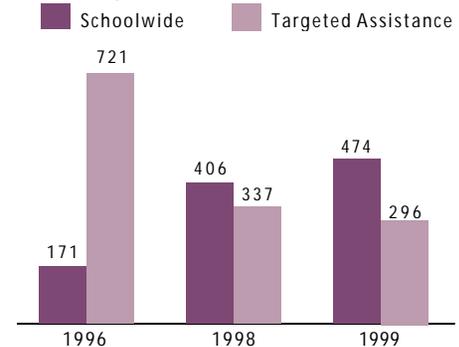
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	316	37
Asian/Pacific Islander	1,262	148
Black	98,556	4,926
Hispanic	2,835	694
White	116,839	26,680

Title I allocation \$131,169,017

(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

	Median National Percentile
All Students	60%
Title I Schoolwide	41
Title I Targeted	48
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Median National Percentile
All Students	64%
Title I Schoolwide	47
Title I Targeted	32
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/LanguageArts

	Median National Percentile
All Students	59%
Title I Schoolwide	43
Title I Targeted	55
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Median National Percentile
All Students	59%
Title I Schoolwide	43
Title I Targeted	57
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported

Tennessee Comprehensive Achievement Program, new version in 1997–98.

Progress Toward Assessment Aligned with Standards

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

State Definition of “Proficient”

Percentile, there is no definition of proficient.

Exclusion from Assessment

IEP team decision and local decision

Other Assessments

TCAP Writing Assessment

Grade 9

Reading/LanguageArts

	Percent Passing Competency
All Students	78%
Title I Schoolwide	
Title I Targeted	

Mathematics

	Percent Passing Competency
All Students	71%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	26%
Basic level and above	58%	71%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	53%