

School and Teacher Demographics

Per Pupil Expenditures \$6,256

(CCD, 1998–1999)

Number of districts 607

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
889	106	303	12	1,312

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
10,428	3,062	6,990	80	20,614

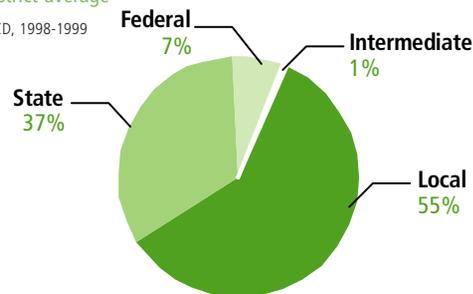
Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	199,849	81,671	285,097
1999–2000	192,383	91,247	288,261
Pre-K	3,577		4,631

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	3,610	4,311
	1%	1%
Asian/Pacific Islander	3,355	4,275
	1%	1%
Black	16,253	18,754
	6%	7%
Hispanic	10,129	18,674
	4%	6%
White	251,750	242,247
	88%	84%
Other	n/a	n/a

(CCD, K–12)

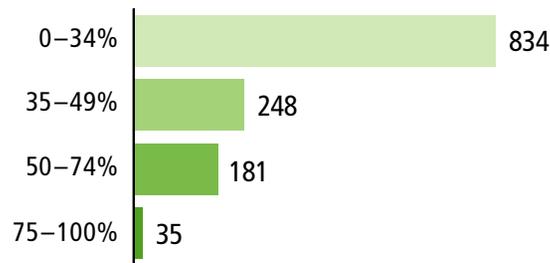
Students with disabilities (OSEP) 31,891 36,943
11% 12%

Students with Limited English proficiency (ED /NCBE, K–12) 3,543 9,144
1% 3%

Migratory students (OME, K–12) 6,806 n/a
2% —

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

(CCD, 1999–2000)



† 14 schools did not report.

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

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment
Public reporting, Accreditation

Expected School Improvement on Assessment
Improvement over time

Indicators for School Accountability
Quality of assessment system, student performance over time

Title I Adequate Yearly Progress (AYP) for Schools
Meet annual progress goals for each school to attain 100% proficient in 10 years

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	101	321	422
Schools Meeting AYP Goal	24%	76%	100%
Schools Identified for Improvement	54	342	396
	53%	107%	94%
	47	79	126
	47%	25%	30%

(ED Consolidated Report, 1999–2000)

Title I allocation \$38,422,586

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

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	24%	31%
Basic level and above	67%	74%

Student Achievement 1999–2000

Assessment Multiple Assessment Tools
 State Definition of Proficient District determined, in accordance with state standards

Elementary School

Grades 3-5

Reading/Language Arts

Students in:	Proficient ⇄			
	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	18%	27%	28%	26%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient ⇄			
	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	16%	26%	27%	31%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Middle School

Grades 6-9

Reading/Language Arts

Students in:	Proficient ⇄			
	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	15%	27%	31%	28%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient ⇄			
	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	13%	23%	30%	34%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School

Grades 10-12

Reading/Language Arts

Students in:	Proficient ⇄			
	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	12%	26%	32%	31%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

Mathematics

Students in:	Proficient ⇄			
	Preemerging	Emerging	Proficient	Advanced
All Schools				
Title I Schools	9%	22%	31%	38%
High Poverty Schools				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	5%	4%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	11,464 67%	13,231 67%

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch