STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I

1999

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
PLANNING AND EVALUATION SERVICE OF THE
U.S. DEPARTMENT OF EDUCATION

The Council of Chief State School Officers (CCSSO) is a nationwide non-profit organization composed of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their view to civic and professional organizations, to federal agencies, Congress, and to the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center was established by chief state school officers to improve the information base on education in the United States, especially from a state perspective. The Center works to improve the breadth, quality, and comparability of data on education, including state-by-state achievement data, instructional data, indicators of quality in areas such as mathematics and science, and performance assessment of teachers and students. In collaboration with state education agencies, the federal government, and national and international organizations, the Center contributes to the development of a set of useful and valid measures of educational quality geared, when appropriate, to education standards.

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1999

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The 1999 report on State Education Indicators was completed under a project of the CCSSO State Education Assessment Center. Funding was provided by the Planning and Evaluation Service of the U.S. Department of Education. The indicators were developed and reported through cooperation of the state departments of education and components of the U.S. Department of Education, including the National Center for Education Statistics, the Office of Elementary and Secondary Education, and the Planning and Evaluation Service.

At the edge of a new century and an increasingly competitive global economy, we know that our children's futures will be determined in large part by the quality of the education they receive.

William Jefferson Clinton

The task of the modern educator
is not to cut down jungles,
but to irrigate deserts.

C. S. Lewis

This report, State Education Indicators with a Focus on Title I, provides important state-by-state information on the characteristics and performance of schools and students in each state—information that is vital to monitoring the progress and evaluating the success of local, state, and national education reforms.

Importantly, the report disaggregates student achievement data so we can focus not only on the average student, but also on students in high poverty schools, migrant students, and students with limited English proficiency. This will help ensure that no student is left behind as schools work to help all children reach high standards.

This is a crucial time in the national effort to raise standards for our students. Six years after the enactment of the Improving America's Schools Act, one of the most important requirements of the Act comes due. States must have in place standards for student achievement, assessments that are aligned with the standards, and procedures for holding schools accountable for the results they achieve with all students. This report provides a snapshot of state progress toward implementing these requirements, demonstrating the considerable progress many states have already made, as well as the additional work still ahead.

This report is the product of an ongoing partnership between the U.S. Department of Education, the Council of Chief State School Officers, and the States. By continuing to work together, we can complete the task at hand: Strengthening our schools and improving teaching and learning by insisting on the same high expectations for all of our children.

Michael Cohen
Assistant Secretary for Elementary and Secondary Education
U.S. Department of Education

Our Council is privileged once again to be publishing an important report of State Education Indicators. With a decade of reporting experience behind us, the 1999 edition includes new information and an adjusted format to assist policy makers and practitioners, parents and students, the media and public in reviewing and interpreting key factors about education in the United States. This report offers state profile information about students and their achievement, teachers, and standards for student learning. It includes special data about the education of children in poverty and the assistance they receive toward achieving state standards through Title I, the largest single federal education program. A particular feature of our report for 1999 is the inclusion of state accountability summaries.

The 1999 report has been prepared with great cooperation from the states and through a joint effort of our Council and the Planning and Evaluation Service of the United States Department of Education. We thank the Department for its support and join with them in hopes the report serves you well. Please let us know of your reactions and suggestions for future reports.

Gordon M. Ambach
Executive Director
Council of Chief State School Officers

Acknowledgments

The Council received valuable contributions from many organizations and individuals in preparing the 1999 State Education Indicators report. We consider the report a truly collaborative effort, and we look forward to working on future editions in the series.

We received strong support from chief state school officers, state assessment directors, and state Title I directors for the idea of a 50-state report profiling key statewide education indicators and indicators of progress of Title I programs. States provided excellent cooperation in reporting not only the state assessment data required under Title I, but also further details about state assessment programs and student demographics that provide the context for analyzing assessment results. State education staff carefully reviewed the data in the state profiles and provided important suggestions for improving the report, and we thank them for their continued assistance which make the profiles possible.

Funding support for the State Education Indicators report was provided under a task order from the U.S. Department of Education, Planning and Evaluation Service. We very much appreciate the guidance and assistance provided by staff in the Planning and Evaluation Service, including Valena Plisko, Daphne Hardcastle, Collette Roney, Joanne Bogart, and Kathryn Doherty, as well as staff in the Office of Compensatory Education Programs, including Janet Carroll, Elois Scott, and Grace Ross. The National Center for Education Statistics provided access to data files from the Common Core of Data, NAEP, and Schools and Staffing Survey, and we particularly thank John Sietsema for his assistance. The database for the state profiles was developed in collaboration with Westat, Inc., and we appreciate the efforts of Beth Sinclair, Nina Blecher, and Babette Gutmann in data collection and project support.

The design files were created by Anastasia Miller and the layout work was done by Cynthia Dardine. The data were proofed by Cynthia Dardine and Thomas MacMillan. This report would not have been completed without their combined assistance and we are grateful.

An expert advisory panel guided CCSSO in selecting and developing the indicators for 1991 as well assisting in refining the report design, and we would like to thank the panel members who assisted us this year: Paul Barton , Barbara Clements , Ellen Forte-Fast (CT), Ken Gentry (KS), Leslie Lawrence, Sam Lester (TX), Dori Nielson (MT), John Poggio (KS), Peter Prowda (CT), Hal Sanderson (UT), John Sietsema, and Phoebe Winter.

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Introduction

The Council of Chief State School Officers (CCSSO) established its leadership in reporting state-by-state education indicators in 1984. Since our initial reports, which provided a core set of indicators focusing on student outcomes, state context, and state policies, the Council continues to find strong interest in reliable, comparable state indicators. We aim to provide meaningful statistics for use by state leaders, local educators, parents, teachers, professional organizations, federal agencies, and researchers.

Report Objectives and Design

For the 1999 report entitled *State Education Indicators with a Focus on Title I*, CCSSO collaborated with the state departments of education to compile, analyze, and report key indicators of the condition and progress of K–12 public education. While the goals for the state indicators reports have remained consistent for 15 years, new indicators have been added and existing indicators have been refined to improve their use and applications. The CCSSO approach to education indicators has three emphases: 1) consistent, reliable indicators to allow analysis of trends for each state over time, 2) high data quality to provide comparability from state-to-state, and 3) accessible indicator formats for increased uses by a variety of audiences.

The design for the CCSSO State Education Indicators report is based on two-page profiles that report the same indicators for each state. The present format originated in 1997 with the start of our partnership with the U.S. Department of Education to incorporate indicators of state progress in implementation of Title I state accountability systems. The profiles format has several advantages—first, readers can easily find all of the relevant indicators for a state; second, focus is placed on trends for a state over time; and, third, less emphasis is given to use of indicators for ranking states against each other.

The indicators included in the 1999 report were selected through a three-step process: consultation with state education leaders; input from U.S. Department of Education officials; and review by an expert advisory panel comprised of researchers, data managers, and educators. All of the indicators presented in the prior reports received critical analysis by our panel to ensure the reliability and validity of the measures that would be used this year. We have received excellent cooperation in obtaining data for this report from state departments of education and various offices of the U.S. Department of Education.

Guide to State Indicator Profiles

CCSSO's State Education Indicators are reported to widely diverse audiences. It is our hope that all of the readers–public officials, educators, citizens– will find the profiles useful and informative. The profiles that follow are key measures of the quality of K–12 public education in each state. The 1999 profiles focus on the status of each indicator as of the 1997–98 school year, or the most recent year for which data were available. The profiles also provide data trends over time for many of the indicators.

Our purpose in reporting state indicators is not to answer each question or address every need for state-level information on the intended topics. We hope that readers will turn to the data sources for state indicators for more detailed information and explanation. The Appendices contain several 50-state tables for reviewing indicators that are directly comparable from state-to-state. The indicators in each state profile are organized in four categories:

School and Teacher Demographics
The indicators in this category provide a statewide picture of important characteristics of the public K-12 school system, including schools, teachers, teacher preparation, and finance. The statistics for each state on number of school districts, public schools by grade level, student-teacher ratios, and sources of funding are from the Common Core of Data surveys conducted by the National Center for Education Statistics (NCES) through the state departments of education. The data on professional development of teachers in the fields of reading, mathematics, and science education are compiled from teacher questionnaires distributed with the National Assessment of Educational Progress (NAEP). The data for percentage of secondary teachers with a major in their main assignment field is from the NCES *Schools and Staffing Survey*. Appendix B provides 50-state tables summarizing context and demographics, including expenditures per pupil, Title I funding, Sources of funding, percent of population that is school-age, percent of children living in poverty, per-capita personal income, educational level of adults, and public K–12 teachers.

Student Demographics
Statewide totals for numbers of students in public elementary and secondary schools are reported for two years, the most recent school year available and the baseline year closest to 1990 for which data were available. An important aspect of the assessment and evaluation for Title I is the disaggregation of student achievement results by student characteristics, particularly race/ethnicity, disabilities, English proficiency, and migrant status. The data give readers a picture of the size of these student populations in

each state. Included in this section are two measures of student outcomes from secondary schools—the high school dropout rate (based on annual percent of 9–12 students leaving school, or "event rate"), and the post-secondary enrollment rate (percent of high school graduates enrolled in college one year later). Finally, the bar graph showing counts of public schools by percent of students eligible for free lunch program (i.e., students from families below the poverty level), are useful for reviewing the disaggregated student achievement results reported on the second page of each profile.

Statewide Accountability Information

The 1999 State Education Indicators report marks the addition of a new indicator section that reflects CCSSO's first effort to report information on the statewide accountability systems operating in the 50 states. The information on accountability systems was compiled from state reports on the Internet, printed reports, surveys and research by CCSSO (Taylor, *Case Studies of State Accountability Systems*, 1999; Olson, et al., *Annual Survey, State Student Assessment Programs*, 1999), and Title I accountability indicators by state (Miller, *Title I Report*, 1999).

Our purpose is to provide four indicators of the status of state accountability systems as of fall 1999. A majority of states have developed and implemented school-level accountability measures and improvement targets which apply to all schools, and all states are required by federal law to develop a system of school accountability for Title I programs which measures "adequate yearly progress" (AYP) according to the state's standards and measures of progress. Thus, the four indicators in the state profile (identified below) are intended to provide a basic picture of how the state has developed its accountability system statewide and for Title I. Further information on each state system can be found under the "Sources" listed for each state (following state profiles).

- Statewide Goal for Schools on Student Assessment— 30 states have established a goal, such as percentage of students in a school, that will attain the state-defined proficient level on state student assessments in specific subjects (see assessment name and state definition of "proficient" on second page of profile).
- Expected School Improvement on Assessment—26 states have set a target for amount of improvement in student achievement scores for the school by a certain time period (e.g., annually).
- Indicators for School Accountability—31 states have defined one or more indicators that are used in the accountability system.
- Title I AYP Target for Schools—All 50 states have measures of adequate yearly progress, as required under Title I. Some states have a transitional definition of AYP. In 17 states the AYP target for school improvement is based on the statewide accountability system, and we list "same" for this indicator. If it is different, the Title I target is summarized.

Title I Schools

In an effort to expand the focus on Title I in our report, we have added several indicators of Title I programs. We report the total enrollment in Title I and race/ethnic percentages for Title I students. In addition, we report the Title I funding allocation per state and the number of schools with Title I programs. States report the data on Title I programs through the U.S. Department of Education's *Title I Performance Report*. The number of schools in 1997–98 are compared with the numbers for 1995–96 and 1994–95.

Student Achievement

State assessment aggregate scores were obtained by CCSSO from the *Title I Performance Report (Part 7)* submitted by states to the U.S. Department of Education. States reported the average percent of all students meeting each of three state-defined levels, and the average percent of students meeting the three levels using several disaggregated school and student categories specified by Title I.

Each state determines its state test, how levels are set and defined, and the grade at which students are tested. Thus, student achievement scores are not comparable state-to-state. Student results for a state, e.g., percent meeting the state's "proficient" level, can be compared with the same state's performance in the prior year. State level results on the National Assessment of Educational Progress (NAEP), which are comparable state-by-state, are reported in the lower right corner. Definitions of state proficiency levels when not listed in the profile are available in Appendix A. NAEP proficiency definitions are available in Appendix C.

States reported student achievement results for the 1997–98 school year for mathematics and reading/language arts at three grade levels, as specified by Title I requirements: elementary–grade 3, 4 or 5; middle–grade 6, 7, or 8; and high–grade 10, 11, or 12. We report disaggregated assessment results for states reporting by Title I programs, school percent of students from low income families, limited English proficient students, and migrant students. Results by other student characteristics are listed in the table on page xii.

The "student achievement trend" at the bottom of the page shows a histogram with the percent of students in different school categories that meet or exceed the state level for "proficient." Histograms are displayed for eight states with 1996–97 as their baseline year for analysis—and eleven states with 1995–96 as their baseline

year. In order for a trend to be reported for multiple years, a state must disaggregate by school poverty level, use the same assessment tool, and keep the same definition of proficient. Changes in these assessment characteristics disqualifies a state from having a trend analysis.

State Progress toward Standards and Assessments

CCSSO aims to assist states and the U.S. Department of Education in tracking the progress of Title I programs, and particularly the development and use of state standards and assessments in state accountability for the programs. A goal of our annual report is to chart the progress of states in developing Title I accountability systems based on state content standards and aligned state assessment programs. Title I is the largest single grant program of the federal government. For over 30 years, it has earmarked funds for states to provide additional educational support for the neediest children in all 50 states and the outlying territories. Ninety-seven percent of schools with more than seventy-five percent of their students living in poverty receive some level of Title I funds. Schools with greater than fifty percent poverty are eligible to become a "schoolwide" program which allows funds to be distributed throughout the entire school. Targeted assistance programs channel funds directly to the neediest students.

The Improving America's Schools Act (IASA) of 1994 reauthorized federal funding for compensatory education in schools and changed the requirements and systems for assessment and evaluation of Title I. The new law requires states to monitor the progress of schools in improving the achievement of low-income students, and also requires alignment of student achievement tests with state standards for learning that apply to all students.

The individual state profiles and trends in assessment results in the CCSSO State Education Indicators report are useful for initial determinations of educational improvements that may be related to Title I programs. In addition, the status of components of state accountability systems can be used to assess the progress of states toward meeting the requirements of the IASA by the school year 2000. We have organized the information on state systems in a 50-state matrix table (following) which displays five key indicators of state progress in developing accountability systems for Title I.

1. *Content Standards*—49 States
   As of 1999, 49 states have completed and implemented content standards for K–12 education in the core academic subjects of English/language arts and mathematics, and 47 states also have standards for science and social studies/history.

2. *Performance Standards met Criteria*—25 States
   The U.S. Department of Education is reviewing the process by which states have developed performance standards in language arts/reading and mathematics. As of 1999, performance standards developed by 27 states met the review criteria set by the Department. State performance standards are a critical step in aligning state assessments with state content standards—and in defining how the assessments will be designed and how results will be scored, aggregated, and reported.

3. *State Assessment Results reported by Proficiency Levels*—33 States
   For the 1997–98 school year, 33 states reported state assessment results using three or more proficiency levels that were defined by the state. The matrix in Appendix B identifies the name of each assessment instrument and the year in which the proficiency levels were set by the state.

4. *State Achievement Results Disaggregated*—35 States
   A key feature of the IASA was a provision that assessment results could be disaggregated by characteristics of schools and students. The goal for Title I accountability is to report assessments such that educators and policymakers can easily determine the progress of schools according to key characteristics of students. By 2000, states must report their assessment results disaggregated for Title I schools—by Schoolwide and Targeted assistance—and by school according to the percent of students in each school from families in poverty. States must also disaggregate results according to student's gender, race/ethnicity, and their status as disabled, limited-English proficient, and/or migrant. For 1997–98, 35 states reported assessment results using some of the disaggregated categories.

5. *Assessment Trends Analysis*—11 States
   As of 1997–98, 19 states had reported two years of assessment results using consistent assessments, levels, and grades; and 11 states reported three years of results that could be analyzed as trends.

Sample State Trends Analysis

The following is an example of trend analysis in student achievement using data from North Carolina's assessment program. We examine the extent of gains in language arts/reading and mathematics from 1996 to 1998 using consistent data from three years of assessment results, based on the same test with results reported by proficiency levels and disaggregated by school poverty level.

NC End of Grade Test—Grade 4

Reading Level 3 and higher

	1996	1998	Gain
All Students	69.4%	70.9%	**1.5%**
00–34 % Poverty	77.3	79.4	**2.1**
75–100% Poverty	52.0	52.9	**0.9**

Math Level 3 and higher

	1996	1998	Gain
All Students	67.8%	76.3%	**8.5%**
0–34% Poverty	66.4	75.4	**9.0**
75–100% Poverty	45.8	61.2	**15.2**

Test–CRT; levels set in 1992
North Carolina Level 3 Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

In both Reading and Mathematics, a disparity in achievement is evident between schools with few low-income students and schools with many low-income students. For example the average school has 76.3 percent of students above Level 3 in mathematics, while high-poverty schools have 61.2 percent above this level. Mathematics results did improve significantly in the past two years in math in high-poverty schools–a gain of 8.5 percentage points on Math Level 3 (i.e., proficient). Improvement in reading in high-poverty schools is above the rate of improvement for all students.

Across all North Carolina elementary schools, three-quarters of students are at or above the expected levels of performance in mathematics and reading. In schools with high concentrations of low-income children, only sixty percent of students are proficient in math and fifty percent of students are proficient in reading. The high poverty category in North Carolina includes 100 elementary schools from a total of over 1,200 schools.

North Carolina's accountability system and levels have been in place since 1992. A total of 5 percent of students were excluded from testing in grade 4 reading and math due to exemptions for disabilities and English proficiency.

The progress of North Carolina students in mathematics as measured on NAEP is consistent with the progress of students on the state assessment during the period 1995 to 1998. For example, the percent of high poverty schools at or above Basic mathematics level on NAEP improved 19.7 percentage points over four years from 1992 to 1996 (from analysis of NAEP data, School Poverty and Academic Performance: NAEP Achievement in High Poverty Schools, U.S. Department of Education, 1998). Mathematics gains in high poverty schools on the state assessment showed 8.5 percentage points gain at Level 3 over two years. The progress of North Carolina students in reading on NAEP from 1992 to 1994 is different from the trend on the state assessment from 1996 to 1998. With each assessment, high poverty schools made small gains in reading scores while NAEP actually slightly decreased.

Uses of State Indicators

The CCSSO State Education Indicators report is a collaborative effort. State departments of education committed extensive staff time to analyzing and reporting student assessment results and reviewing and editing the state profiles. Assessment directors reviewed the report design and indicators selection through the CCSSO Education Information Advisory Committee and provided valuable suggestions and revisions. The U.S. Department of Education provided funding and analysis support for the report, facilitated our use of data, and advised on the reporting of indicators.

This report comes at an important time for states, schools, and students. Standards and assessments are at the center of education reform in the states. Schools are working with Title I programs to develop new approaches to education for low-income students and other at-risk students. An important goal of these efforts is to close the gap in education opportunity and student learning between poor and wealthier students. We hope that State Education Indicators will be a useful tool in analyzing the effectiveness of state education systems. We look forward to reader feedback on ways we can improve both the types of indicators we report and how they are presented and explained. We hope to continue to examine indicator trends in these indicators and to expand the usefulness of our reports for analyzing the development and implementation of state systems of reporting and accountability.

State Progress toward Development of Accountability System

STATE	Content Standards: Complete 1999: Core subjects	Performance Standards: Met review criteria of USED	State Assessment Results: Achievement reported for 1997–98	By Levels: Proficiency levels/year set	Achievement Disaggregated: By sch.% poverty, stud. LEP, Disability	Trends Analysis: Years of consistent data
Alabama	M, S, E/LA, SSt	Waiver	Stanford 9	1996	Poverty, LEP, Dis.	3
Alaska	M, S, E/LA	descriptors approved	CAT-5	1998	LEP, Disability	
Arizona	M, S, LA, SSt	Waiver	Stanford 9			
Arkansas	M, S, LA, H/SSt.	Waiver	report 1998–99			
California	M, S, LA, H/SSt.	Waiver	STAR		LEP	1
Colorado	M, S, H, LA , Geog.	descriptors approved	CO Student Assess. Prog.	1997	Poverty, LEP, Dis.	2
Connecticut	M, S, E/LA, SSt	LA, Math	CMT	1994	Poverty, LEP, Dis.	4
Delaware	M, S, E/LA, SSt	Waiver	DE Student Testing Prog.	1998	LEP	1
District of Columbia	E/LA	Waiver	SAT-9		Poverty, Dis.	
Florida	M, S, LA, SSt	Waiver	Multiple tests		Poverty, LEP, Dis.	
Georgia	M, S, E/LA, SSt	Waiver	ITBS, HS Grad. Test			
Hawaii	M, S, E/LA, SSt	Waiver	SAT-8	1997	Poverty, LEP, Dis.	2
Idaho	M, S, LA, H/G	Waiver	ITBS and TAP			
Illinois	M, S, E/LA, SSt	LA, Math	IGAP	1996	Poverty, LEP, Dis.	3
Indiana	M, E/LA, SSt	LA, Math	ISTEP+	1997	Poverty	1
Iowa		Waiver	ITBS	1997		
Kansas	M, S, LA, SSt	LA, Math	KS Math/ Read Assess	1998	Poverty, LEP, Dis.	2
Kentucky	M, S, LA, SSt	LA, Math	KIRIS	1995	Poverty, LEP, Dis.	3
Louisiana	M, S, E/LA, SSt	2 grades approved	LEAP		LEP	
Maine	M, S, E/LA, SSt	LA, Math	MEA	1995	Poverty, LEP, Dis.	3
Maryland	M, S, E/LA, SSt	LA, Math	MSPAP	1993	Poverty, LEP, Dis.	3
Massachusetts	M, S, E, H/SSt	LA, Math	MCAS	1998	LEP, Disability	1
Michigan	M, S, E/LA, SSt	Waiver	MEAP Essential Skills	1996	Poverty, LEP, Dis.	2
Minnesota	M, S, LA, SSt	Waiver	MN Basic Standards Test	1998	Poverty	2
Mississippi	M, S, SSt, LA	Waiver	ITBS and TAP			
Missouri	M, S, LA, SSt	LA, Math	MO Mastery Achiev. Tests	1998	LEP, Disability	
Montana	M, S, R	Waiver	Multiple Assess.	1997	Poverty	1
Nebraska	M, S, SSt, Reading/Writ.	Waiver	Assorted CRTs, NRTs		Poverty	
Nevada	M, S, E/LA	Waiver	Terra Nova, Form A		Poverty, LEP, Dis.	
New Hampshire	M, S, E/LA, SSt	LA, Math	NH State Assess. Test	1994	LEP	3

STATE	Content Standards Complete 1999: Core subjects	Performance Standards Met review criteria of USED	State Assessment Results Achievement reported for 1997–98	By Levels Proficiency levels/year set	Achievement Disaggregated By sch. % poverty, stud. LEP, Disability	Trends Analysis Years of consistent data
New Jersey	M, S, LA, SSt	Waiver	Early Warning Test	1998	Poverty, LEP	1
New Mexico	M, S, LA, SSt	Waiver	ITBS			
New York	M/S, E/LA, SSt	Waiver	NY State Pupil Eval. Prog.	1973	Poverty, LEP, Dis.	3
North Carolina	M, S, E/LA, SSt*	LA, Math	NC End of Grade Test	1992	Poverty, LEP, Dis.	4
North Dakota	M, E/LA	Waiver	CTBS	1997	LEP	
Ohio	M, S, LA, SSt	LA, Math	Ohio 4th and 6th Grade Prof. Test	1996	Poverty	3
Oklahoma	M, S, LA, SSt	LA, Math	OK Core Curric. Test			
Oregon	M, S, E, H	LA, Math	Oregon Statewide Assess.	1996	Poverty, LEP	2
Pennsylvania	M, Reading/Writing	LA, Math	PA Syst. of Student Assess.	1997	LEP, Dis.	
Puerto Rico	Under development	LA, Math	PPCE			
Rhode Island	M, S, E/LA	LA, Math	New Stand. Ref. Exam	1998	Poverty, LEP, Dis.	1
South Carolina	M, S, E/LA	Waiver	MAT 7	1996	Disability	
South Dakota	M, S, LA, SSt	LA, Math	SAT-9	1997		
Tennessee	M, S, E, SSt	Waiver	TN Comp. Assess. Prog.			
Texas	M, S, E/LA, SSt	LA, Math	TAAS	1995	Poverty, LEP, Dis.	3
Utah	M,S, E, SSt	Waiver	Utah End of Level Test	1995		
Vermont	M/S, LA/AR, H/SSt	LA, Math	New Stand. Ref. Exam	1996		
Virginia	M, S, E, H/SSt	LA, Math	Standards of Learning	1998	LEP, Disability	
Washington	M, S, SSt, LA	1 grade approved	CTBS 4		Poverty	
West Virginia	M, S, E/LA, SSt	Waiver	Stanford 9			
Wisconsin	M, S, E/LA, SSt	LA, Math	WI Knowledge & Concept Exam		Disability	
Wyoming	M, S, LA, SSt	LA, Math	Multiple Tests			
Nation	**49 M, E/LA**	**25**		**33**	**35**	**11 (3 yrs.)**

State Content Standards

Source: State Departments of Education, CCSSO Policies and Practices Survey, Spring 1998; and Status Report, State Systemic Education Implements, 1999.

Performance Standards

Source: U.S. Department of Education, Elementary and Secondary Education, Compensatory Education Programs, Review of State Title I plans, 1999.

State Assessment Results for 1997–98; By Levels

Source: State Departments of Education, reported in Title I Performance Report, Part 7, to U.S. Department of Education, 1998–1999, and CCSSO, Annual Survey of State Assessment Programs, 1999.

Achievement Disaggregated; Trends Analysis

Source: State assessment results submitted in Title I Performance Report, Part 7, 1998, and follow-up by CCSSO, State Education Assessment Center.

Student Achievement by Category

Availability of Student Achievement Results by Disaggregated Category, 1997–98

(State results reported by Grade, School and Student Characteristics)

State	Elementary Grade	Middle Grade	High School Grade	All Students	Schoolwide Program	Targeted Assistance Program	School Poverty Level	Low Income Students	Limited English Proficient	Migrant	Disabled	Race/ Ethnicity	Gender
Alabama	4	8	10	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Alaska	4	8	11	◆	◆	◆			◆	◆	◆	◆	◆
Arizona	4	8	10	◆									
Arkansas	5	7	10	◆									
California	4	8		◆					◆				
Colorado	4			◆	◆	◆	◆		◆		◆	◆	◆
Connecticut	4	8	10	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Delaware	3	8	10	◆	all Title I together				◆				
Dist. of Columbia	elem	middle	upper	◆	◆	◆	◆	◆		◆	◆	◆	◆
Florida	4	8	11	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Georgia	3	8	11	◆									
Hawaii	3	8	10	◆	◆	◆	◆	◆	◆		◆	◆	◆
Idaho	4	8	11		◆	◆							
Illinois	3	8		◆			◆					◆	◆
Indiana	3	6	10	◆	◆	◆	◆						
Iowa	4	8	11	◆	available in 1999								
Kansas	3r/4m	7	10	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Kentucky	4r/5m	7r/8m	11	◆	◆	◆	◆		◆	◆	◆	◆	◆
Louisiana	3	7	10	◆					◆				
Maine	4	8	11	◆	◆	◆	◆	◆	◆	◆	◆		◆
Maryland	3	8		◆	◆	◆	◆		◆		◆	◆	
Massachusetts	4	8	10	◆					◆	◆	◆	◆	
Michigan	4	7	11	◆	◆	◆	◆		◆	◆	◆	◆	◆
Minnesota	3	8	none	◆			◆						
Mississippi	4	8		◆									
Missouri	3	8	10	◆					◆	◆	◆	◆	◆
Montana	4	8	11	◆	◆	◆	◆						
Nebraska	elem	middle	upper		◆	◆	◆						
Nevada	4	8		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
New Hampshire	3	6	10	◆	all Title I together			◆	◆				
New Jersey	4 pilot	8		◆	◆	◆	◆		◆				
New Mexico	4	8		◆									◆
New York	3	6	11	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

State	Elementary Grade	Middle Grade	High School Grade	All Students	Schoolwide Program	Targeted Assistance Program	School Poverty Level	Low Income Students	Limited English Proficient	Migrant	Disabled	Race/ Ethnicity	Gender
North Carolina	4	8	Course	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
North Dakota	4	8	11	♦	all Title I together			♦	♦				
Ohio	4	6		♦	♦	♦	♦						
Oklahoma	5	8	11	♦	♦	♦						♦	♦
Oregon	3	5	10	♦	♦	♦	♦		♦	♦		♦	♦
Pennsylvania	5	8	11	♦	all Title I together				♦	♦	♦	♦	♦
Puerto Rico	3	6	9	♦	♦	♦				♦			
Rhode Island	4	8	10	♦	♦	♦	♦		♦		♦	♦	♦
South Carolina	4	7	11	♦				♦			♦	♦	♦
South Dakota	4	8	11	♦									
Tennessee	4	8		♦									
Texas	4	8	10	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Utah	4	6		♦	♦	♦							
Vermont	4	8		♦									
Virginia	3	8	Course	♦	♦	♦			♦	♦	♦	♦	♦
Washington	4	8		♦	♦	♦	♦					♦	♦
West Virginia	4	8	10	♦									
Wisconsin	4	8	10	♦							♦	♦	
Wyoming	elem	middle	high		♦	♦							
Nation				**49**	**35**	**30**	**25**	**14**	**27**	**19**	**23**	**26**	**25**

Source: U.S. Department of Education, Title I Performance Report, Part 7, 1997–98, with follow-up from CCSSO.

STATE PROFILES

Alabama

http://157.149.1.31/

School and Teacher Demographics

Number of districts 127
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
692	223	266	154	10

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
20,313	7,135	11,079	5,777	257

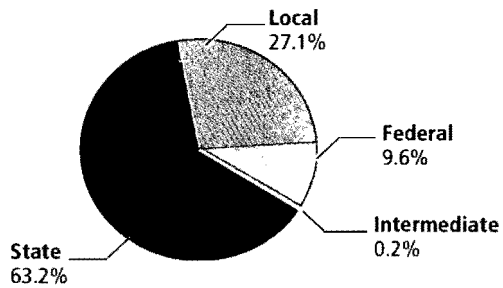
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	24%	23%
Mathematics education >16 hours	24	45
Science education >16 hours	n/a	57

Secondary teachers with major in main assignment
(SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
75	89	73	80

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	525,730	530,737
	9–12	198,013	207,514
	PreK	n/a	345

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.7%	0.8%
Asian/Pacific Islander	0.5	0.7
Black	35.7	36.0
Hispanic	0.2	0.8
White	62.9	61.7

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	12.1%	11.9%

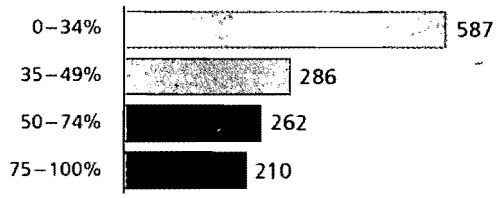
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	n/a	5,565

	1993–94	1997–98
Migrant (OME, K–12)	6,822	6,972

	1993–94	1996–97
High school drop-out rate (CCD, event)	6.2%	5.3%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	64%	68%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent of students at or above 40th percentile on 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 by 5 percent/year.
Indicators for School Accountability
Test scores
Title I AYP Target for Schools
Same as statewide goal

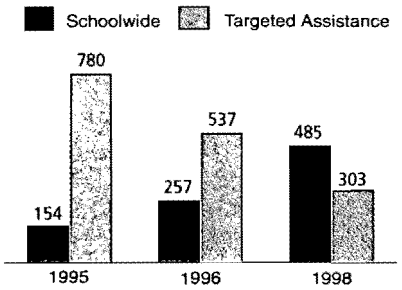
Title I Schools

Title I enrollment (USED)	1997–98
K–8	236,589
9–12	21,784
PreK	2,061

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	1.0%
Asian/Pacific Islander	0.4
Black	58.6
Hispanic	0.8
White	39.2

Title I allocation $131,409,069
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

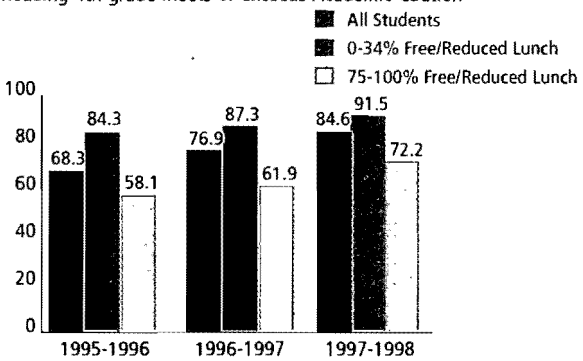
	Academic Alert	Academic Caution	Academic Clear
All Students	15.4%	16.5%	68.1%
Title I Schoolwide	21.5	20.5	58.0
Title I Targeted	12.9	15.6	71.5
Percent of School in Poverty			
00–34	8.4	11.3	80.2
75–100	27.8	23.4	48.8
LEP Students	31.4	24.8	43.8
Migrant students	16.1	26.4	57.5

Mathematics

	Academic Alert	Academic Caution	Academic Clear
All Students	15.7%	15.4%	68.8%
Title I Schoolwide	21.5	18.9	59.7
Title I Targeted	13.4	15.1	71.5
Percent of School in Poverty			
00–34	9.6	10.8	79.6
75–100	26.5	21.5	52.0
LEP Students	20.3	20.3	59.4
Migrant students	19.3	12.1	68.7

Student achievement trend

Reading 4th grade meets or exceeds Academic Caution



Grade 8

Reading/Language Arts

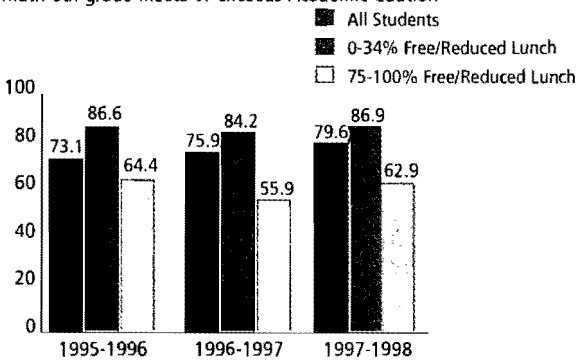
	Academic Alert	Academic Caution	Academic Clear
All Students	18.6%	15.6%	65.9%
Title I Schoolwide	27.8	20.8	51.3
Title I Targeted	19.7	15.9	64.4
Percent of School in Poverty			
00–34	12.3	11.4	76.4
75–100	32.0	24.1	43.9
LEP Students	56.6	18.6	24.8
Migrant students	15.5	26.2	58.3

Mathematics

	Academic Alert	Academic Caution	Academic Clear
All Students	20.4%	20.1%	59.5%
Title I Schoolwide	33.3	25.1	41.7
Title I Targeted	19.8	21.1	59.1
Percent of School in Poverty			
00–34	13.0	15.2	71.7
75–100	37.1	28.0	34.9
LEP Students	31.6	33.3	35.1
Migrant students	28.6	35.7	35.7

Student achievement trend

Math 8th grade meets or exceeds Academic Caution



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
The "Academic Caution" level reflects the percent of students scoring at the 4th stanine.

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/Language Arts

	Academic Alert	Academic Caution	Academic Clear
All Students	26.5%	16.9%	56.6%
Title I Schoolwide	40.1	20.2	39.7
Title I Targeted	25.9	17.6	56.5

Mathematics

	Academic Alert	Academic Caution	Academic Clear
All Students	19.8%	23.9%	56.3%
Title I Schoolwide	31.7	29.3	39.0
Title I Targeted	16.2	27.0	56.8

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	24%	21%
Basic level and above	56%	66%
Math, 1996:		
Proficient level and above	11%	12%
Basic level and above	48%	45%

Alaska

http://www.educ.state.ak.us/

School and Teacher Demographics

Number of districts 53
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
183	34	72	205	3

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
18:1	18:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
3,427	987	1,799	1,365	5

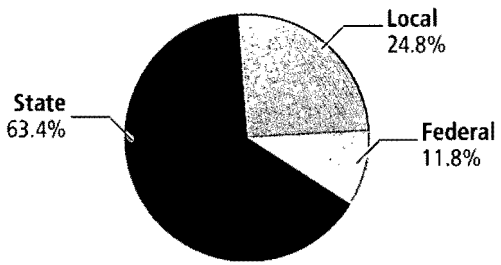
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	27%	31%
Science education >16 hours	n/a	50

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
84	50	79	66

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	81,698	93,465
	9–12	27,582	36,474
	PreK	n/a	2,183

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	22.4%	24.8%
Asian/Pacific Islander	3.6	4.8
Black	4.5	4.7
Hispanic	1.9	3.0
White	67.6	62.8

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.9%	11.9%

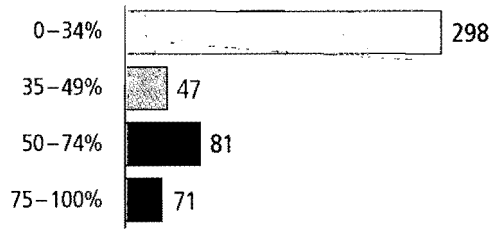
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	11,103	34,942

	1993–94	1997–98
Migrant (OME, K–12)	16,732	13,125

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	37%	42%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment Planned for 2002

Expected School Improvement on Assessment
none

Indicators for School Accountability
none

Title I AYP Target for Schools
>40 percent of students scoring proficient on CAT-5 every 2 years

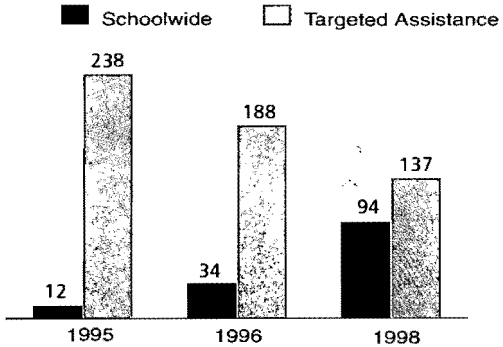
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	17,104
	9–12	1,695
	PreK	439

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	55.0%
Asian/Pacific Islander	4.1
Black	7.8
Hispanic	3.4
White	29.5

Title I allocation $26,661,743
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading

	Below Proficient	Proficient	Above Proficient
All Students	18.2%	42.3%	39.5%
Title I Schoolwide	33.6	45.0	21.4
Title I Targeted	24.2	41.8	34.0
Percent of School in Poverty			
00–34			
75–100			
LEP Students	48.1	43.4	8.5
Migrant students	44.6	37.3	18.1

Mathematics

	Below Proficient	Proficient	Above Proficient
All Students	15.8%	45.1%	39.1%
Title I Schoolwide	30.7	46.0	23.3
Title I Targeted	18.7	44.7	36.6
Percent of School in Poverty			
00–34			
75–100			
LEP Students	32.0	52.3	15.7
Migrant students	30.8	45.1	24.0

Grade 8

Reading

	Below Proficient	Proficient	Above Proficient
All Students	22.2%	39.9%	37.9%
Title I Schoolwide	51.5	35.5	13.0
Title I Targeted	32.2	38.4	29.4
Percent of School in Poverty			
00–34			
75–100			
LEP Students	65.6	29.7	4.8
Migrant students	52.1	31.5	16.4

Mathematics

	Below Proficient	Proficient	Above Proficient
All Students	29.3%	43.2%	27.5%
Title I Schoolwide	53.5	36.5	10.0
Title I Targeted	37.0	42.4	20.6
Percent of School in Poverty			
00–34			
75–100			
LEP Students	55.0	35.5	9.4
Migrant students	46.1	40.0	13.9

Assessment Information

Assessment Reported
California Achievement Test, Version 5, used since 1995-1996

Progress Toward Assessment Aligned with Standards
Performance descriptors of standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
50% or more questions answered correctly

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
High School Graduation Qualifying Exam, Benchmark Tests

Grade 11

Reading

	Below Proficient	Proficient	Above Proficient
All Students	28.7%	44.8%	26.5%
Title I Schoolwide	74.7	21.9	3.4
Title I Targeted	35.1	43.1	21.9

Mathematics

	Below Proficient	Proficient	Above Proficient
All Students	33.1%	39.2%	27.7%
Title I Schoolwide	59.5	34.7	5.8
Title I Targeted	39.2	38.9	21.9

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, 1996:		
Proficient level and above	21%	30%
Basic level and above	65%	68%

Arizona

http://www.ade.state.az.us/

School and Teacher Demographics

Number of districts 332
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
836	226	236	37	49

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
20:1	19:1	21:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
22,866	7,658	10,053	158	84

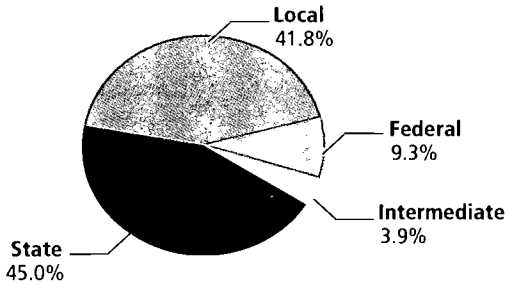
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	29%	25%
Mathematics education >16 hours	22	43
Science education >16 hours	n/a	44

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
65	61	73	65

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	451,311	586,577
	9–12	156,304	217,667
	PreK	n/a	4,655

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	6.6%	7.0%
Asian/Pacific Islander	1.5	1.8
Black	4.1	4.4
Hispanic	23.7	30.8
White	64.1	56.0

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	8.0%	8.7%

	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	60,270	93,528

	1993–94	1997–98
Migrant (OME, K–12)	18,658	18,173

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	50%	47%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Transitional Assessment

Expected School Improvement on Assessment
none

Indicators for School Accountability
none

Title I AYP Target for Schools
Progress toward 90 percent proficient
No students below basic

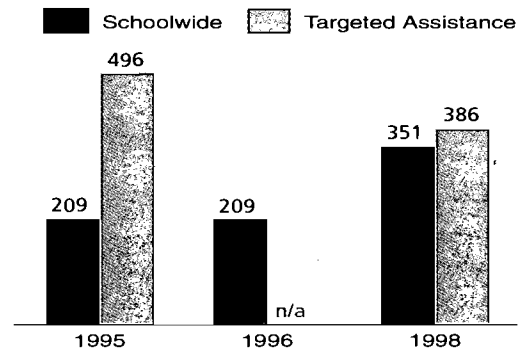
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	214,937
	9–12	30,019
	PreK	2,088

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	15.5%
Asian/Pacific Islander	1.0
Black	5.6
Hispanic	51.5
White	26.3

Title I allocation $121,119,108
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (88% of total school grade took exam)

	National Percentile
All Students	53%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics (88% of total school grade took exam)

	National Percentile
All Students	51%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts (90% of total school grade took exam)

	National Percentile
All Students	54%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics (90% of total school grade took exam)

	National Percentile
All Students	52%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test, Version 9
Used since 1996–97

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; no levels

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading (82% of total school grade took exam)

	National Percentile
All Students	42%
Title I Schoolwide	
Title I Targeted	

Mathematics (82% of total school grade took exam)

	National Percentile
All Students	47%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	28%
Basic level and above	53%	73%
Math, 1996:		
Proficient level and above	15%	18%
Basic level and above	57%	57%

Arkansas

http://arkedu.state.ar.us/

School and Teacher Demographics

Number of districts 311
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
574	187	323	5	23

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
12,784	5,231	7,879	250	876

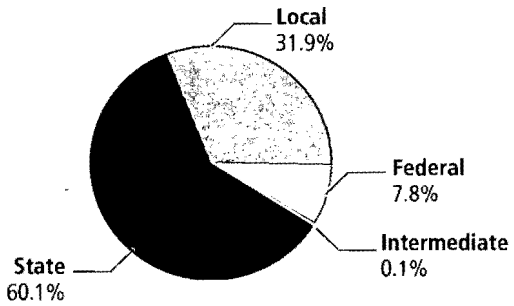
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	29%	15%
Mathematics education >16 hours	45	55
Science education >16 hours	n/a	53

Secondary teachers with major in main assignment
(SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
78	70	66	70

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	311,060	321,248
	9–12	123,900	136,202
	PreK	n/a	1,693

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.2%	0.4%
Asian/Pacific Islander	0.6	0.8
Black	24.0	23.7
Hispanic	0.4	2.2
White	74.8	72.9

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.7%	10.3%

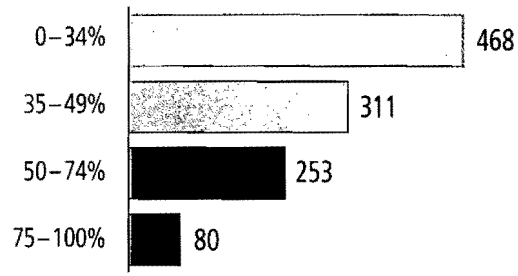
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	n/a	5,282

	1993–94	1997–98
Migrant (OME, K–12)	11,344	14,965

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.9%	5.0

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	48%	54%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Developing

Expected School Improvement on Assessment
none

Indicators for School Accountability
none

Title I AYP Target for Schools
Average >40th percentile on NRT, gain 10 percent per 2 years

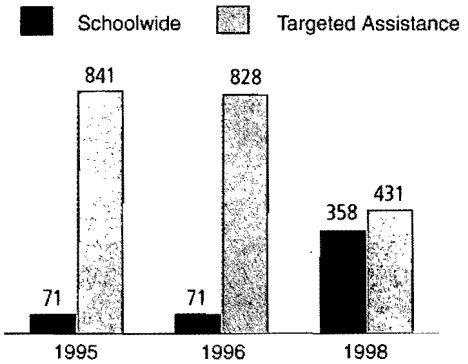
Title I Schools

Title I enrollment (USED)	1997–98
K–8	141,728
9–12	11,002
PreK	2,171

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.3%
Asian/Pacific Islander	0.6
Black	37.6
Hispanic	2.8
White	58.6

Title I allocation $80,475,746
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 5

Reading/Language Arts

	Mean NCE
All Students	49.3
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Mean NCE
All Students	44.8
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 7

Reading/Language Arts

	Mean NCE
All Students	47.9
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Mean NCE
All Students	47.0
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test, Version 9

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; no levels

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading

	Mean NCE
All Students	46.5
Title I Schoolwide	
Title I Targeted	

Mathematics

	Mean NCE
All Students	50.4
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	23%	23%
Basic level and above	55%	68%
Math, 1996:		
Proficient level and above	13%	13%
Basic level and above	54%	52%

California

http://goldmine.cde.ca.gov/

School and Teacher Demographics

Number of districts 1,004
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
5,175	1,211	1,443	197	152

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
21:1	23:1	24:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
144,835	43,859	63,091	6,006	2,480

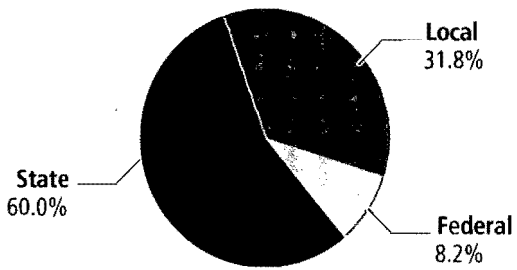
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	57%	47%
Mathematics education >16 hours	45	70
Science education >16 hours	n/a	63

Secondary teachers with major in main assignment
(SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
76	50	62	77

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	3,470,198	4,055,145
	9–12	1,301,780	1,579,374
	PreK	n/a	n/a

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.8%	0.9%
Asian/Pacific Islander	10.4	11.1
Black	8.7	8.8
Hispanic	33.0	40.5
White	47.1	38.8

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	8.4%	9.2%

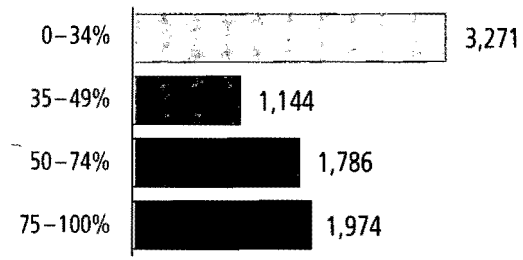
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	861,531	1,381,393

	1993–94	1997–98
Migrant (OME, K–12)	197,806	210,220

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.4%	3.3%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	61%	70%

All schools by percent of students eligible to participate in the Free Lunch Program *
(CCD, 1997–98)



*3 Schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Index baselines for each school

Expected School Improvement on Assessment
Five percent gain in index annually.

Indicators for School Accountability
Attendance, graduation, NRT scores

Title I AYP Target for Schools
Average school score at 50th percentile

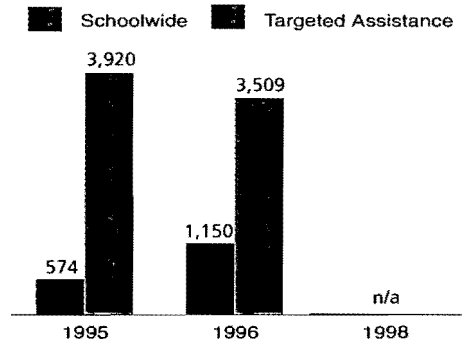
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	1,779,620
	9–12	270,799
	PreK	3,256

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.9%
Asian/Pacific Islander	7.7
Black	14.3
Hispanic	57.7
White	17.6

Title I allocation $924,683,568
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	NPR for Average
All Students	40%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	15
Migrant students	

Mathematics

	NPR for Average
All Students	39%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	15
Migrant students	

Grade 8

Reading/Language Arts

	NPR for Average
All Students	44%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	21
Migrant students	

Mathematics

	NPR for Average
All Students	45%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	23
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test, Ninth Edition, Form T, used since 1997-1998

Progress Toward Assessment Aligned with Standards
California has been granted a waiver of the deadline for having performance standards in place. California has adopted content standards in reading/language arts, mathematics, science, and history/social science. Performance standards will be adopted in 1999 and 2000.

State Definition of "Proficient"
Percentile, no levels

Exclusion from Assessment
Exempted IEPs and students with written requests from parents

Other Assessments
No information provided

Grade

Reading

	NPR for Average	Academic Caution	Academic Clear
All Students			
Title I Schoolwide			
Title I Targeted			

Mathematics

	NPR for Average	Academic Caution	Academic Clear
All Students			
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	20%	22%
Basic level and above	58%	64%
Math, 1996:		
Proficient level and above	11%	17%
Basic level and above	46%	51%

Colorado

http://www.cde.state.co.us/

School and Teacher Demographics

Number of districts 176
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
883	266	289	33	26

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
19:1	18:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
18,558	7,954	10,102	566	359

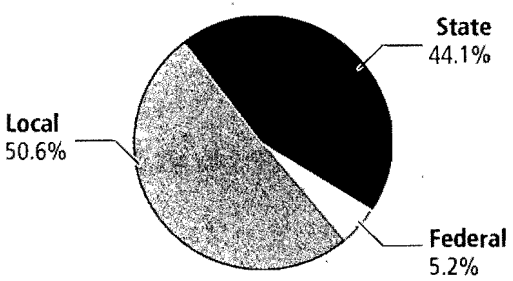
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	44%	27%
Mathematics education >16 hours	21	42
Science education >16 hours	n/a	44

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
91	65	78	61

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	407,525	481,032
	9–12	155,230	192,259
	PreK	3,366	12,861

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.9%	1.1%
Asian/Pacific Islander	2.2	2.7
Black	5.1	5.6
Hispanic	16.1	19.3
White	75.6	71.3

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	8.8%	9.1%

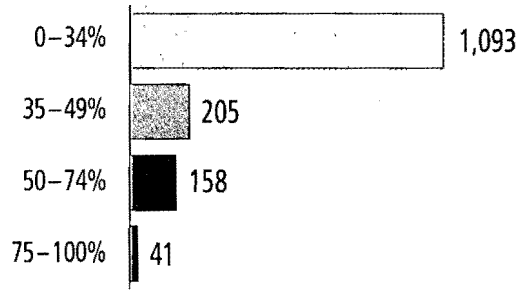
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	15,011	24,675

	1993–94	1997–98
Migrant (OME, K–12)	8,896	13,029

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	52%	53%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Phased in: 100 percent at proficient or advanced levels

Expected School Improvement on Assessment
Twenty-five percent gain in students scoring proficient per three years

Indicators for School Accountability
Test scores, graduation, dropout, expelled, suspended, percent not tested

Title I AYP Target for Schools
Districts reduce difference between base index and 100% by 10% annually

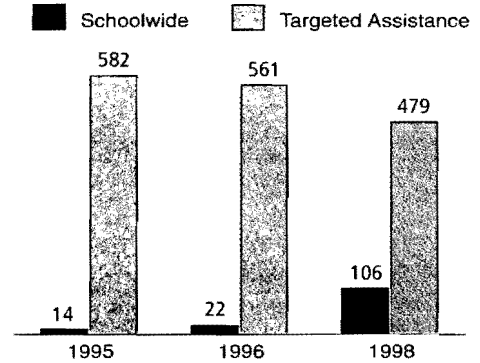
Title I Schools

Title I enrollment (USED)	1997–98
K–8	71,491
9–12	531
PreK	2,470

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	2.1%
Asian/Pacific Islander	1.5
Black	8.2
Hispanic	45.4
White	42.9

Title I allocation $74,147,303
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

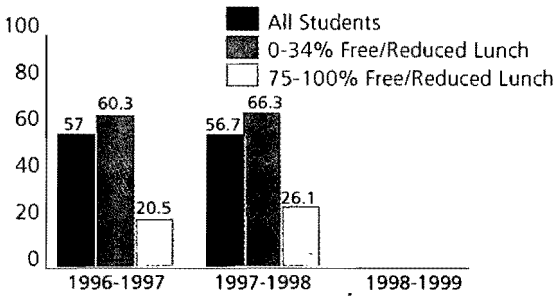
Reading/Language Arts (97.1% of total school grade took exam)

	In Progress	Partially Proficient	Proficient	Advanced	Not Tested
All Students	10.2%	30.1%	50.6%	6.1%	2.9%
Title I Schoolwide	20.2	38.8	34.8	1.9	4.3
Title I Targeted	12.2	33.6	46.0	4.7	3.5
Percent of School in Poverty					
00–34	5.8	25.6	58.2	8.1	2.2
75–100	26.0	41.9	25.0	1.1	6.0
LEP Students	36.0	38.7	8.2	0.1	17.0
Migrant students					

Mathematics

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

Student achievement trend
Reading 4th grade meets or exceeds Proficient



Grade 8

Reading/Language Arts

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

Mathematics

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
Colorado Student Assessment Program, used since 1996–1997 (reading and writing only for that year)

Progress Toward Assessment Aligned with Standards
Descriptors for performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Definition provided; see Appendix A

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
A variety of assessments are used for math until state assessment is in place.

Grade 10

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	30%
Basic level and above	69%	76%
Math, 1996:		
Proficient level and above	22%	25%
Basic level and above	67%	67%

Connecticut

http://www.state.ct.us/sde/

School and Teacher Demographics

Number of districts (CCD, 1997–98): 166

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
654	180	176	43	5

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
16:1	13:1	13:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
17,674	8,196	10,767	625	18

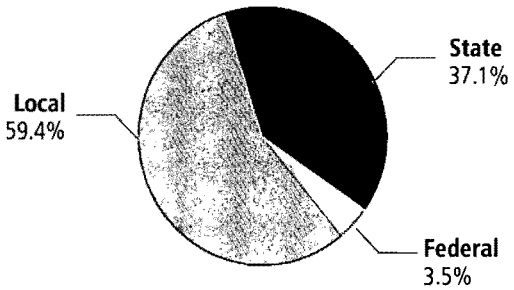
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	36%	31%
Mathematics education >16 hours	22	47
Science education >16 hours	n/a	51

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
84	84	90	92

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	338,378	382,915
	9–12	123,182	140,872
	PreK	4,870	9,678

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.2%	0.2%
Asian/Pacific Islander	2.0	2.5
Black	12.5	13.7
Hispanic	9.7	12.1
White	75.6	71.5

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	12.1%	12.5%

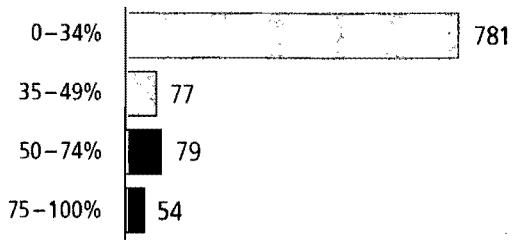
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	16,495	19,819

	1993–94	1997–98
Migrant (OME, K–12)	3,882	5,347

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.9%	3.9%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	72%	73%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 67 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Title I goals are only in place at this time

Expected School Improvement on Assessment

Indicators for School Accountability
Grades 4,6, and 8 CRT scores 3 subjects
Grade 10 CRT scores 4 subjects

Title I AYP Target for Schools
Gain on achievement index based on current level over 2 years.

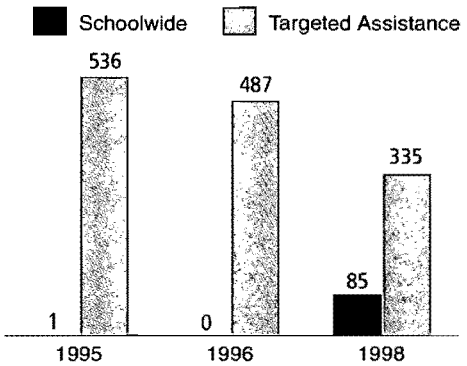
Title I Schools

Title I enrollment (USED)	1997–98
K–8	66,398
9–12	7,305
PreK	2,368

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.2%
Asian/Pacific Islander	1.4
Black	33.4
Hispanic	35.8
White	28.3

Title I allocation $71,835,314
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

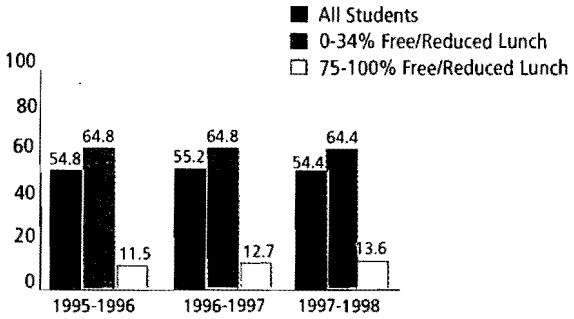
Reading/Language Arts (91.9% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3
All Students	23.3%	22.3%	54.4%
Title I Schoolwide	60.7	24.0	15.3
Title I Targeted	23.3	23.9	52.9
Percent of School in Poverty			
00–34	14.8	20.8	64.4
75–100	62.1	24.3	13.6
LEP Students	82.1	10.9	6.9
Migrant Students	76.7	14.8	8.5

Mathematics (93.0% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	9.9%	10.4%	18.4%	61.4%
Title I Schoolwide	32.1	21.7	21.7	24.5
Title I Targeted	9.2	10.6	19.7	60.4
Percent of School in Poverty				
00–34	4.8	7.4	16.9	71.0
75–100	34.0	22.4	21.6	22.1
LEP Students	50.8	20.3	17.1	11.8
Migrant Students	43.3	21.0	17.0	18.8

Student achievement trend
Reading 4th grade in Score Band 3



Grade 8

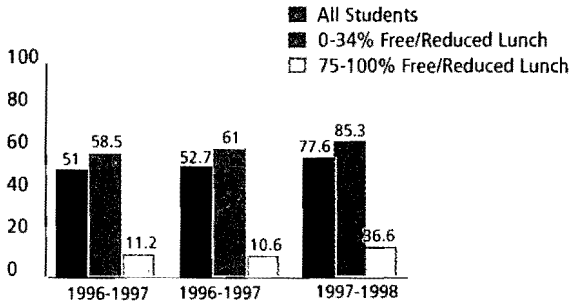
Reading/Language Arts (92.1% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3
All Students	15.4%	18.2%	66.4%
Title I Schoolwide	46.2	29.2	24.5
Title I Targeted	14.2	18.6	67.2
Percent of School in Poverty			
00–34	10.0	16.1	73.8
75–100	46.7	29.4	23.9
LEP Students	73.1	15.1	11.8
Migrant Students	62.2	23.0	14.8

Mathematics (91.2% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	9.0%	13.3%	20.9%	56.7%
Title I Schoolwide	34.3	27.1	21.7	16.9
Title I Targeted	6.8	13.1	22.6	57.5
Percent of School in Poverty				
00–34	4.5	10.2	20.7	64.6
75–100	35.2	28.2	22.0	14.6
LEP Students	59.1	15.9	11.4	13.6
Migrant Students	51.2	21.9	15.9	10.9

Student achievement trend
Math 8th grade in Score Band 4



Assessment Information

Assessment Reported
Connecticut Mastery Test, used since 1985; grades 4, 6, 8
Connecticut Academic Performance Test, used since 1995 (grade 10)

Connecticut administers the CMT in September. Fall CMT test results are considered an outcome measure for the previous school year. The CAPT is administered in May.

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

Reading Score Band 3, Math Score Band 4, used since 1993, high school levels set in 1994. Definitions provided in Appendix A.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Percent tested: valid test scores available; percent excluded includes exemptions due to disability status or enrollment in a bilingual or ESL program, absences, and invalid test scores

Other Assessments
None

Grade 10

Reading/Language Arts (87.8% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	11.4%	18.4%	34.9%	35.2%
Title I Schoolwide	30.0	27.6	31.8	10.6
Title I Targeted	21.6	23.6	31.2	23.6

Mathematics (85.6% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	7.8%	12.4%	36.1%	43.7%
Title I Schoolwide	29.0	31.6	30.7	8.7
Title I Targeted	16.8	19.1	31.0	33.2

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	46%	42%
Basic level and above	78%	82%
Math, 1996:		
Proficient level and above	31%	31%
Basic level and above	75%	70%

Delaware

http://www.doe.state.de.us/

School and Teacher Demographics

Number of districts 19
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
86	42	34	22	1

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
2,650	1,788	2,061	267	n/a

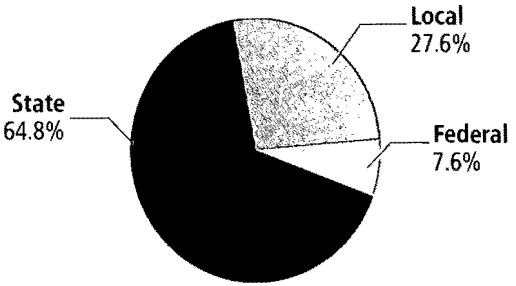
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	31%	32%
Mathematics education >16 hours	22	55
Science education >16 hours	n/a	45

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
90	n/a	82	77

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	70,699	78,200
	9–12	27,109	33,188
	PreK	n/a	572

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	1.5	1.9
Black	26.9	30.1
Hispanic	2.6	4.6
White	68.7	63.2

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	12.4%	11.7%

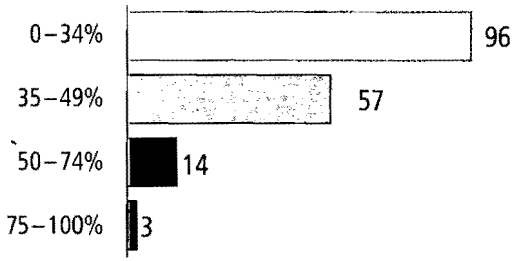
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	1,470	1,928

	1993–94	1997–98
Migrant (OME, K–12)	740	573

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.6%	4.5%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	65%	84%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



*15 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Setting standards–1999

Expected School Improvement on Assessment
none

Indicators for School Accountability
none

Title I AYP Target for Schools
Districts select transition NRT with state

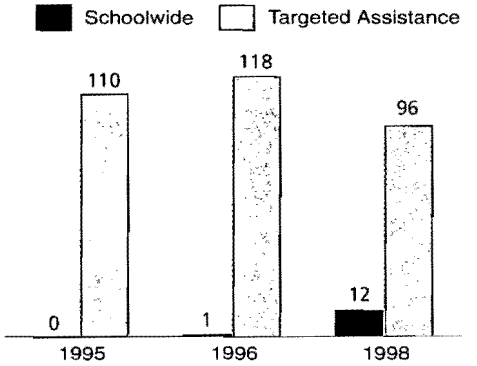
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	8,222
	9–12	401
	PreK	36

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.3%
Asian/Pacific Islander	1.0
Black	41.6
Hispanic	6.9
White	50.2

Title I allocation $19,068,780
(Includes Basic, Concentration, and LEA grants; Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	National Percentile
All Students	52%
Title I	28
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	18
Migrant students	

Mathematics

	National Percentile
All Students	53%
Title I	30
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	25
Migrant students	

Grade 8

Reading/Language Arts (95.1% of total school grade took exam)

	National Percentile
All Students	55%
Title I	29
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	18
Migrant students	

Mathematics (94.6% of total school grade took exam)

	National Percentile
All Students	49%
Title I	26
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	22
Migrant students	

Assessment Information

Assessment Reported
Delaware Student Testing Program

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

Exclusion from Assessment
Small percentage of students with disabilities and LEP students as per decision of IEP or child study team

Other Assessments
None

Grade 10

Reading (91.7% of total school grade took exam)

All Students	41%
Title I	28
Title I Targeted	

Mathematics (91.2% of total school grade took exam)

All Students	45%
Title I	25
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	25%
Basic level and above	57%	66%
Math, 1996:		
Proficient level and above	16%	19%
Basic level and above	54%	55%

District of Columbia

http://www.k12.dc.us/dcps/

School and Teacher Demographics

Number of districts 1
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
110	23	23	3	11

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

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

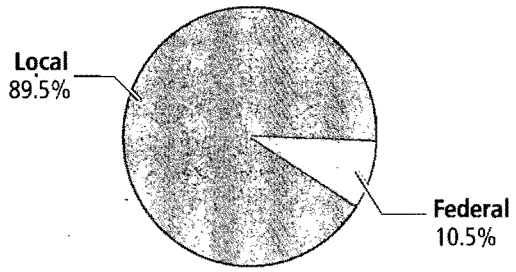
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	30%	15%
Mathematics education >16 hours	27	60
Science education >16 hours	n/a	55

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
90	82	n/a	n/a

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	60,662	52,452
	9–12	20,639	15,896
	PreK	3,749	5,156

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.0%	0.0%
Asian/Pacific Islander	0.9	1.5
Black	90.7	87.0
Hispanic	4.6	7.5
White	3.7	4.0

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	7.3%	10.1%

	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	3,417	4,911

	1993–94	1997–98
Migrant (OME, K–12)	326	651

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	71%	84%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Move 5 percent of students up one level/year, 10 percent from below basic to basic level, decrease Secondary dropout rate by 10 percent, 93 percent elementary attendance rate, 90 percent attendance rate for middle and junior high, senior high 10 percent improvement

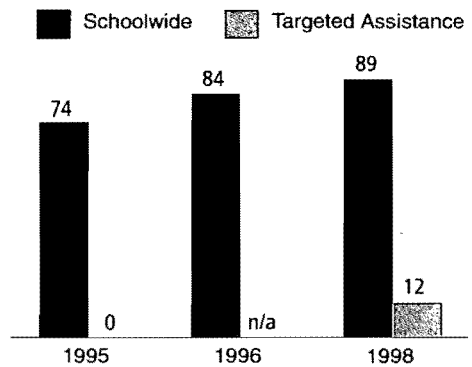
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	40,182
	9–12	3,535
	PreK	7,140

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.0%
Asian/Pacific Islander	1.1
Black	90.7
Hispanic	7.9
White	0.3

Title I allocation $23,309,146
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Elementary Grades 1–6

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	24.4%	43.8%	24.0%	7.9%
Title I Schoolwide	27.9	46.2	21.5	4.4
Title I Targeted	26.6	41.3	25.1	6.9
Percent of School in Poverty				
00–34	3.8	21.2	38.1	36.9
75–100	27.9	46.6	21.5	4.5
LEP Students	39.6	44.8	14.4	1.1
Migrant students	23.9	42.8	24.2	9.2

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	32.2%	38.4%	22.4%	7.1%
Title I Schoolwide	36.1	39.9	19.5	4.5
Title I Targeted	35.3	36.0	21.9	6.7
Percent of School in Poverty				
00–34	6.2	22.1	42.1	29.6
75–100	36.2	39.5	19.7	4.6
LEP Students	41.0	37.8	16.9	4.2
Migrant students	30.7	37.2	24.2	7.9

Middle and Junior High Grades 6–9

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	24.3%	50.3%	21.9%	3.4%
Title I Schoolwide	33.4	52.7	13.4	0.6
Title I Targeted	25.9	59.9	13.7	0.5
Percent of School in Poverty				
00–34	5.7	33.6	42.7	18.0
75–100	34.1	50.4	14.4	1.2
LEP Students	58.4	38.9	2.7	
Migrant students	28.2	52.1	19.7	

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	57.0%	30.4%	10.2%	2.4%
Title I Schoolwide	71.0	23.8	4.7	0.4
Title I Targeted	55.8	34.1	9.6	0.5
Percent of School in Poverty				
00–34	26.0	34.9	25.2	13.9
75–100	68.1	25.5	5.6	0.8
LEP Students	67.7	20.4	9.7	2.2
Migrant students	61.6	32.9	5.5	

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/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	46.0%	39.9%	12.0%	2.2%
Title I Schoolwide	67.4	30.2	2.4	
Title I Targeted				

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	78.2%	14.8%	5.9%	1.2%
Title I Schoolwide	91.0	7.9	1.0	
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	10%	12%
Basic level and above	38%	44%
Math, 1996:		
Proficient level and above	5%	5%
Basic level and above	20%	20%

Florida

http://www.firn.edu/doe/index.html

School and Teacher Demographics

Number of districts (CCD, 1997–98) 67

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,609	465	374	362	67

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
18:1	20:1	19:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
62,904	24,062	25,399	10,486	911

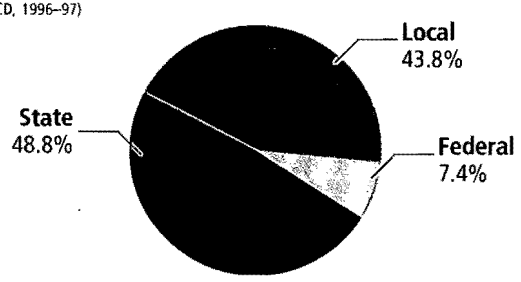
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	45%	34%
Mathematics education >16 hours	30	61
Science education >16 hours	n/a	61

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
83	76	52	86

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	1,303,439	1,626,263
	9–12	486,486	613,694
	PreK	n/a	54,044

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.2%	0.2%
Asian/Pacific Islander	1.4	1.8
Black	23.8	25.4
Hispanic	11.9	16.4
White	62.8	56.2

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.4%	12.7%

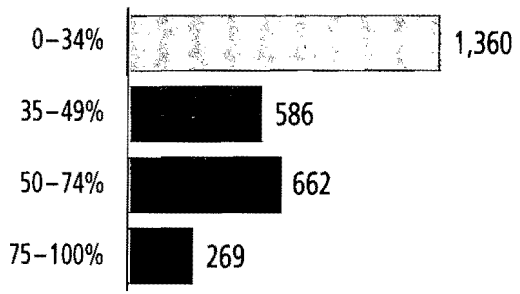
	1989–90	1996–97
Limited English proficient (USED /NCBE, K–12)	57,710	288,603

	1993–94	1997–98
Migrant (OME, K–12)	54,595	52,941

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	49%	54%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
High School: >85 percent pass Lang. Arts, >80 percent pass Math, >67 percent Writing. Middle School: >40 percent over 50th percentile NRT. Elementary school: >33 percent over 50th percentile NRT

Expected School Improvement on Assessment
Meet target in 3 years

Indicators for School Accountability
Test scores

Title I AYP Target for Schools
Same as statewide goal

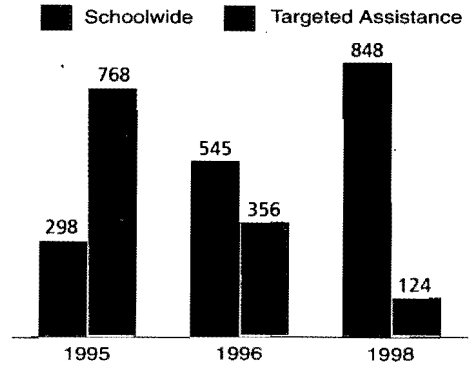
Title I Schools

Title I enrollment (USED)	1997–98
K–8	580,903
9–12	7,374
PreK	23,631

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.3%
Asian/Pacific Islander	1.1
Black	39.9
Hispanic	19.0
White	39.1

Title I allocation $358,106,126
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

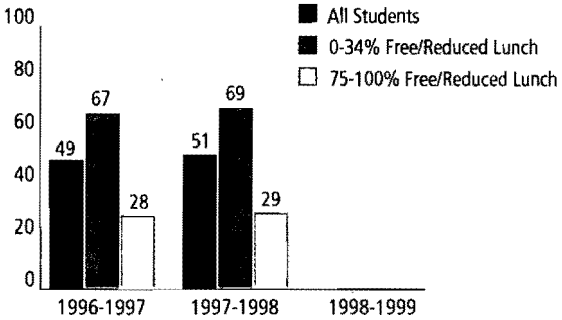
	Partially Proficient	Proficient	Advanced
All Students	49%	25%	26%
Title I Schoolwide	61	22	17
Title I Targeted	44	28	28
Percent of School in Poverty			
00–34	31	29	40
75–100	71	18	11
LEP Students	89	9	2
Migrant students	80	13	7

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	38%	24%	38%
Title I Schoolwide	49	23	28
Title I Targeted	35	28	37
Percent of School in Poverty			
00–34	22	25	53
75–100	55	22	23
LEP Students	74	16	10
Migrant students	63	20	17

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 8

Reading/Language Arts

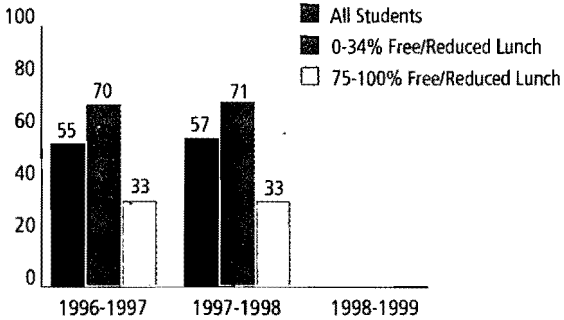
	Partially Proficient	Proficient	Advanced
All Students	46%	25%	29%
Title I Schoolwide	64	20	16
Title I Targeted	47	27	26
Percent of School in Poverty			
00–34	31	30	39
75–100	72	17	11
LEP Students	93	5	2
Migrant students	80	16	4

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	43%	26%	31%
Title I Schoolwide	60	21	19
Title I Targeted	43	29	28
Percent of School in Poverty			
00–34	29	27	44
75–100	67	20	13
LEP Students	85	11	4
Migrant students	72	18	10

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Multiple Assessment Tools; High School Competency Test–Communications and Mathematics

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

State Definition of "Proficient"
See Appendix A. Florida includes proficient and advanced scores in their reporting of Proficient to the Department of Education. We have separated advanced scores out for purposes of this report.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Absence, sickness, temporary disability, etc.

Grade 11

Communications

	Partially Proficient	Proficient
All Students	21%	79%
Title I Schoolwide	33	67
Title I Targeted	18	82

Mathematics

	Partially Proficient	Proficient
All Students	24%	76%
Title I Schoolwide	30	70
Title I Targeted	25	75

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	23%	23%
Basic level and above	54%	65%
Math, 1996:		
Proficient level and above	15%	17%
Basic level and above	55%	54%

Georgia

http://www.doe.k12.ga.us/

School and Teacher Demographics

Number of districts 180
(CCD, 1997–98)

Number of public schools in state (CCD, 1997-98)

Elementary	Middle	High	Combined	Other
1,136	333	280	71	3

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
16:1	15:1	17:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
44,076	17,783	19,525	3,468	180

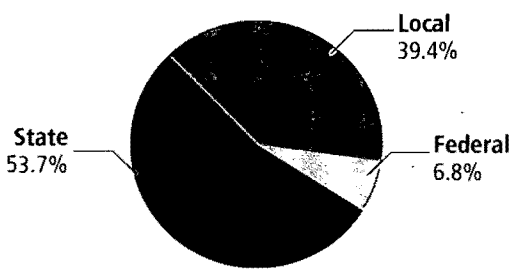
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	24%	29%
Mathematics education >16 hours	25	44
Science education >16 hours	n/a	41

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
82	82	68	90

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	828,426	981,194
	9–12	298,109	365,429
	PreK	n/a	29,357

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	0.1%
Asian/Pacific Islander	n/a	1.9
Black	n/a	38.0
Hispanic	n/a	2.9
White	n/a	57.1

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	8.0%	9.8%

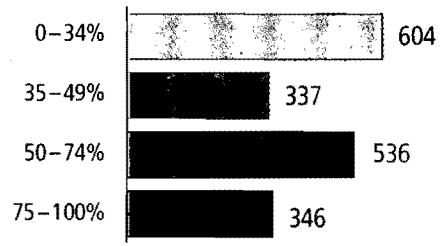
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	6,194	14,339

	1993–94	1997–98
Migrant (OME, K–12)	13,373	14,973

	1993–94	1996–97
High school drop-out rate (CCD, event)	9.0%	8.2%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	59%	57%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
High School: >85 percent pass Lang. Arts, >75 percent Math on CRT. All students >40th percentile on NRT (4 subjects)
Expected School Improvement on Assessment
Eight percent increase in students scoring proficient per year
Indicators for School Accountability
Curriculum implementation, professional development, test scores
Title I AYP Target for Schools
Same as statewide goal

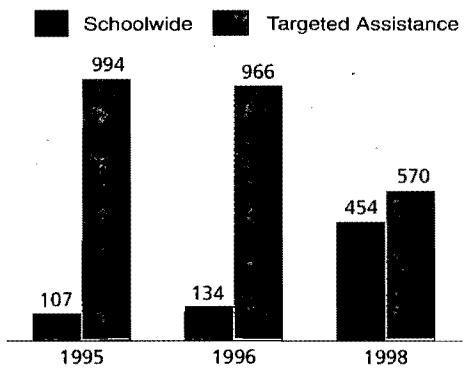
Title I Schools

Title I enrollment (USED)	1997–98
K–8	305,162
9–12	16,763
PreK	4,681

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	1.0
Black	61.9
Hispanic	4.3
White	31.7

Title I allocation $200,419,145
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	National Percentile
All Students	53%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	61%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

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

Mathematics

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

Assessment Information

Assessment Reported
Iowa Test of Basic Skills

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

State Definition of "Proficient"
National percentile, no levels

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	24%	25%
Basic level and above	55%	68%
Math, 1996:		
Proficient level and above	13%	16%
Basic level and above	53%	51%

Hawaii

http://www.k12.hi.us/

School and Teacher Demographics

Number of districts 1
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
174	30	35	9	2

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
18:1	18:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
5,790	1,457	3,033	229	77

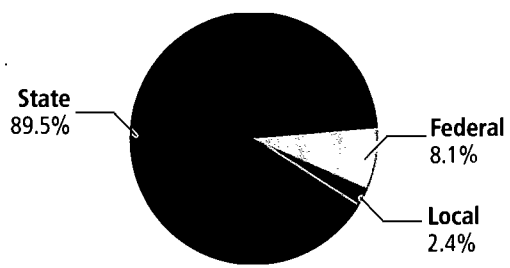
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	47%	38%
Mathematics education >16 hours	30	55
Science education >16 hours	n/a	56

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
81	69	74	86

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	123,496	135,726
	9–12	45,997	53,448
	PreK	n/a	606

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.3%	0.4%
Asian/Pacific Islander	71.7	70.7
Black	2.6	2.6
Hispanic	2.3	4.7
White	23.0	21.6

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	6.8%	8.4%

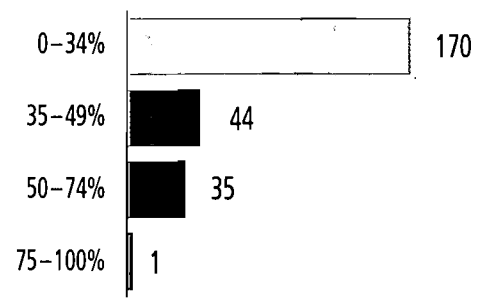
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	8,407	12,349

	1993–94	1997–98
Migrant (OME, K–12)	n/a	425

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.9%	4.8%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	62%	73%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
None

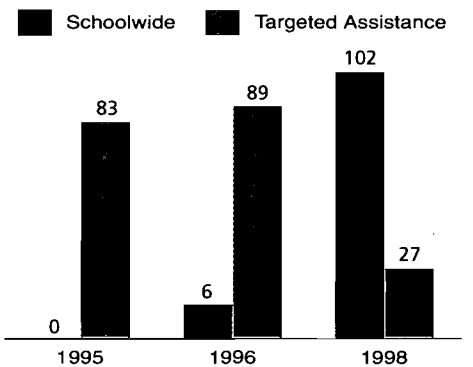
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	58,838
	9–12	3,260
	PreK	321

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.4%
Asian/Pacific Islander	68.2
Black	2.4
Hispanic	2.7
White	16.2

Title I allocation $20,746,182
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (90% of total school grade took exam)

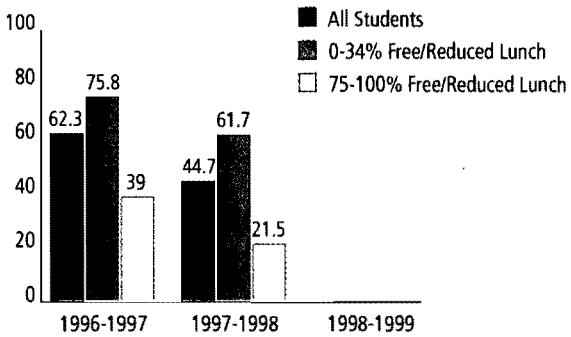
	Partially Proficient	Proficient	Advanced
All Students	55.3%	33.8%	10.9%
Title I Schoolwide	66.4	27.1	6.5
Title I Targeted	53.1	36.3	10.7
Percent of School in Poverty			
00–34	38.3	42.5	19.2
75–100	78.5	18.6	2.9
LEP Students	84.2	14.1	1.8
Migrant students			

Mathematics (90% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	41.5%	33.4%	25.1%
Title I Schoolwide	51.4	31.6	17.0
Title I Targeted	37.8	35.0	27.2
Percent of School in Poverty			
00–34	27.7	34.3	38.0
75–100	64.3	25.5	10.3
LEP Students	61.4	27.1	11.5
Migrant students			

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



Grade 8

Reading/Language Arts (90% of total school grade took exam)

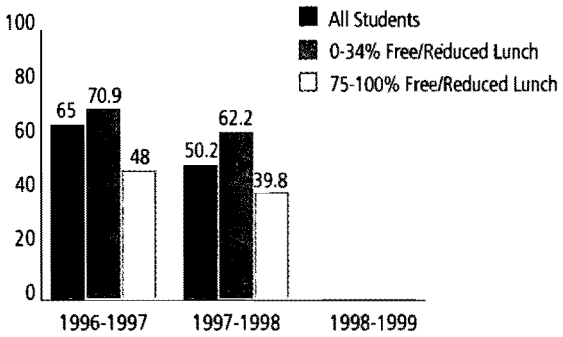
	Partially Proficient	Proficient	Advanced
All Students	54.4%	29.5%	16.1%
Title I Schoolwide	67.4	22.7	10.0
Title I Targeted	61.8	26.1	12.1
Percent of School in Poverty			
00–34	44.6	33.8	21.7
75–100	75.2	17.0	7.9
LEP Students	90.3	7.2	2.5
Migrant students			

Mathematics (90% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	49.8%	29.6%	20.6%
Title I Schoolwide	65.4	24.7	9.9
Title I Targeted	55.3	28.5	16.2
Percent of School in Poverty			
00–34	37.8	32.3	29.9
75–100	60.3	28.0	11.8
LEP Students	73.4	17.1	9.5
Migrant students			

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Stanford Achievement Test version 8, used since 1992

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 1997
Stanines 4–6

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No appropriate test form for all special education students

Other Assessments
Hawaii State Test of Essential Competencies

Grade 10

Reading (90% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	49.0%	31.7%	19.4%
Title I Schoolwide	65.8	24.9	9.3
Title I Targeted	64.0	26.0	10.0

Mathematics (90% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	48.0%	33.1%	18.9%
Title I Schoolwide	64.2	27.3	8.6
Title I Targeted	70.3	21.6	8.1

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	17%	19%
Basic level and above	45%	60%
Math, 1996:		
Proficient level and above	16%	16%
Basic level and above	53%	51%

Idaho

http://www.sde.state.id.us/Dept/

School and Teacher Demographics

Number of districts 112
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
342	106	161	20	7

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
19:1	18:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
6,125	2,851	3,853	245	131

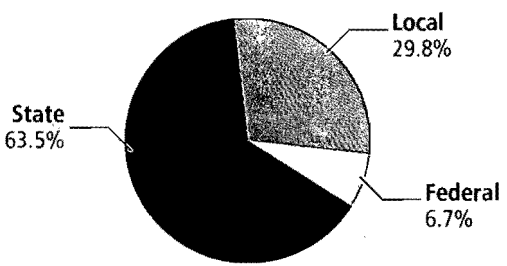
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
69	46	77	73

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	156,602	166,648
	9–12	58,330	75,539
	PreK	n/a	2,114

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	n/a
Asian/Pacific Islander	n/a	n/a
Black	n/a	n/a
Hispanic	n/a	n/a
White	n/a	n/a

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	8.4%	9.1%

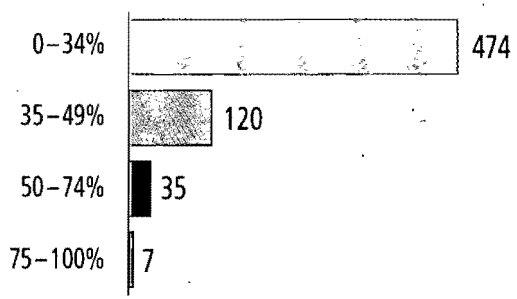
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	3,440	12,210

	1993–94	1997–98
Migrant (OME, K–12)	11,632	10,780

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	48%	47%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School accreditation based on index

Expected School Improvement on Assessment
None

Indicators for School Accountability
Attendance, dropout rates, test scores

Title I AYP Target for Schools
Combined scores on NRT, performance tests (Math, Writing), local measures.

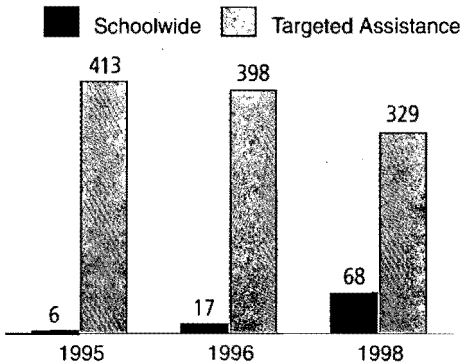
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	37,050
	9–12	1,894
	PreK	565

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	1.0%
Asian/Pacific Islander	0.5
Black	0.3
Hispanic	10.6
White	37.5

Title I allocation $26,091,926
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	11%	33%	49%	7%
Migrant students	10	31	54	5

Mathematics

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	13%	29%	48%	10%
Migrant students Student	9	27	54	10

Grade 8

Reading/Language Arts

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	13%	29%	43%	15%
Migrant students	18	30	46	6

Mathematics

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	16%	34%	43%	7%
Migrant students	3	38	47	12

Assessment Information

Assessment Reported
Iowa Test of Basic Skills, Tests of Achievement and Proficiency, Form K,

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

Exclusion from Assessment
IEP and LEP students, students absent from school
Some home school students participated

Other Assessments
Idaho Direct Math/Writing Assessments,

Grade 10

Reading

	Below Part. Prof.	Partially Proficient	Proficient	Advanced
All Students				
Title I Schoolwide				
Title I Targeted				

Mathematics

	Below Part. Prof.	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, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Illinois

http://www.isbe.state.il.us/

School and Teacher Demographics

Number of districts 935
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
2,590	713	752	114	59

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
18:1	16:1	17:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
61,465	18,918	32,628	2,203	699

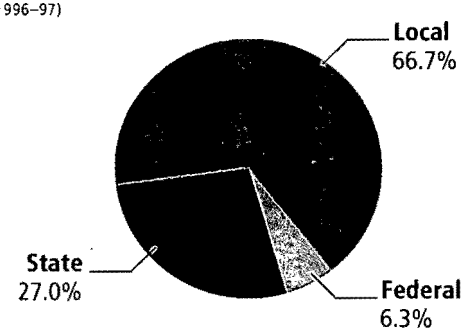
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
89	82	77	80

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	1,280,021	1,376,549
	9–12	517,334	558,129
	PreK	n/a	55,835

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	2.6	3.1
Black	21.9	21.3
Hispanic	9.3	13.2
White	66.0	62.3

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.5%	11.5%

	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	73,185	118,246

	1993–94	1997–98
Migrant (OME, K–12)	3,619	3,520

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	64%	70%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent students above IGAP state goals (4 subjects).

Expected School Improvement on Assessment
To meet 50 percent in 5 years

Indicators for School Accountability
none

Title I AYP Target for Schools
Same as statewide goal

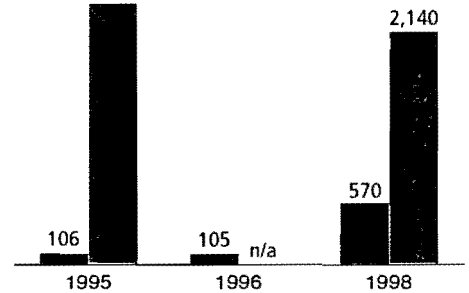
Title I Schools

Title I enrollment (USED)	1997–98
K–8	374,365
9–12	83,464
PreK	15,143

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.2%
Asian/Pacific Islander	0.9
Black	55.0
Hispanic	22.7
White	21.1

Title I allocation $334,054,531
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

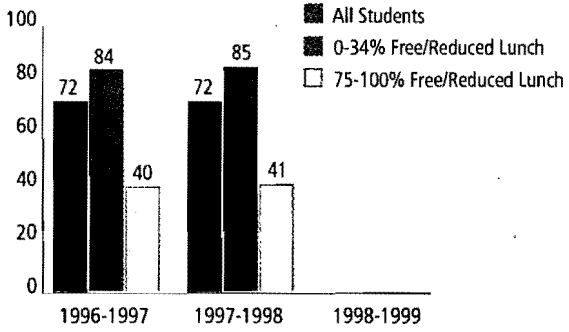
	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	28%	51%	21%
Title I Schoolwide	54	40	7
Title I Targeted	24	54	22
Percent of School in Poverty			
00–34	15	56	29
75–100	58	37	4
LEP Students			
Migrant students			

Mathematics

	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	8%	65%	27%
Title I Schoolwide	20	70	10
Title I Targeted	6	66	28
Percent of School in Poverty			
00–34	2	61	37
75–100	22	71	7
LEP Students			
Migrant students			

Student achievement trend

Reading 3rd grade meets or exceeds State Goals



Grade 8

Reading/Language Arts

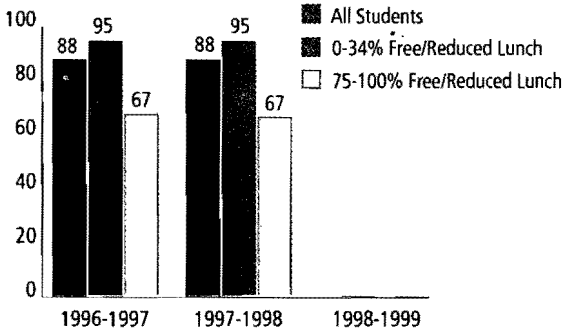
	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	30%	53%	17%
Title I Schoolwide	54	40	5
Title I Targeted	29	54	17
Percent of School in Poverty			
00–34	21	57	22
75–100	57	39	4
LEP Students			
Migrant students			

Mathematics

	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	12%	63%	25%
Title I Schoolwide	31	63	6
Title I Targeted	10	65	25
Percent of School in Poverty			
00–34	5	62	33
75–100	33	63	4
LEP Students			
Migrant students			

Student achievement trend

Math 8th grade meets or exceeds State Goals



Assessment Information

Assessment Reported
Illinois Goal Assessment Program

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Meets state goals

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading

	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	32%	44%	24%
Title I Schoolwide	61	33	6
Title I Targeted	32	45	23

Mathematics

	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	19%	54%	26%
Title I Schoolwide	51	45	4
Title I Targeted	18	57	25

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, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Indiana

http://www.doe.state.in.us/

School and Teacher Demographics

Number of districts 295
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,152	311	348	40	8

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
19:1	17:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
26,575	10,458	16,116	1,814	433

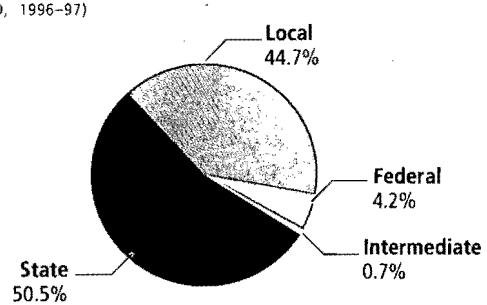
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	13%	30%
Science education >16 hours	n/a	39

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
76	81	78	89

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	671,036	685,205
	9–12	283,129	292,130
	PreK	n/a	5,561

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	0.6	0.8
Black	10.9	11.3
Hispanic	1.8	2.6
White	86.5	85.1

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.1%	12.3%

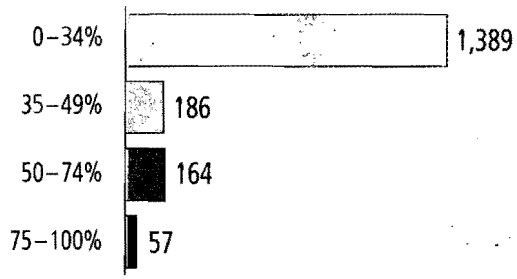
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	4,001	9,195

	1993–94	1997–98
Migrant (OME, K–12)	5,491	7,149

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.6%	3.2%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	55%	62%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 63 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Sixty-six to seventy-nine percent of students above Math, Lang. Arts. (Standard varies by student composition of school.)

Expected School Improvement on Assessment
Gain 5 percent of students per year.

Indicators for School Accountability
Attendance rate, graduation rate, test scores.

Title I AYP Target for Schools
Same as statewide goal

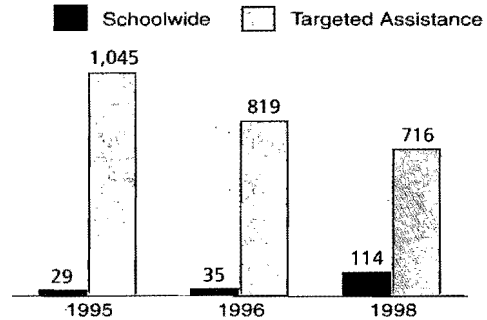
Title I Schools

Title I enrollment (USED)	1997–98
K–8	99,837
9–12	1,162
PreK	2,612

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.8%
Asian/Pacific Islander	0.3
Black	26.1
Hispanic	6.0
White	65.8

Title I allocation $117,422,643
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Below Standard	Above Standard
All Students	32%	68%
Title I Schoolwide		
Title I Targeted		
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics

	Below Standard	Above Standard
All Students	30%	70%
Title I Schoolwide		
Title I Targeted		
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Grade 8

Reading/Language Arts

	Below Standard	Above Standard
All Students	25%	73%
Title I Schoolwide		
Title I Targeted		
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics

	Below Standard	Above Standard
All Students	32%	65%
Title I Schoolwide		
Title I Targeted		
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Assessment Information

Assessment Reported
Indiana Statewide Testing for Educational Progress Plus, modified in 1987

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," modified in 1997
Meets standard

Exclusion from Assessment
Exempted through IEP or LEP status

Other Assessments
None

Grade 10

Reading

	Below Standard	Above Standard
All Students	26%	70%
Title I Schoolwide		
Title I Targeted		

Mathematics

	Below Standard	Above Standard
All Students	38%	58%
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, 1996:		
Proficient level and above	24%	24%
Basic level and above	72%	68%

School and Teacher Demographics

Number of districts 379
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
842	295	375	29	7

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
14,746	6,933	11,164	596	170

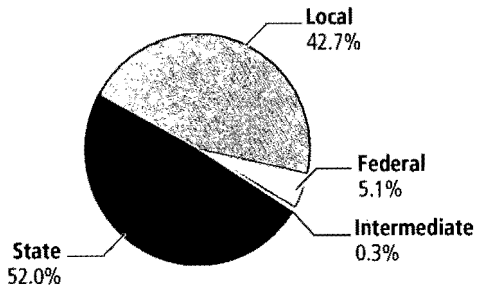
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	26%	n/a
Mathematics education >16 hours	18	35
Science education >16 hours	n/a	46

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
80	74	86	81

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	338,422	326,621
	9–12	140,064	155,517
	PreK	3,417	4,757

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.3%	0.5%
Asian/Pacific Islander	1.3	1.6
Black	2.7	3.5
Hispanic	1.1	2.6
White	94.5	91.8

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.1%	12.0%

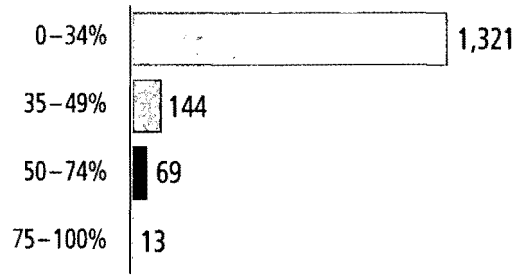
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	3,603	7,304

	1993–94	1997–98
Migrant (OME, K–12)	1,330	4,025

	1993–94	1996–97
High school drop-out rate (CCD, event)	3.4%	4.6%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	64%	67%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* one school did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None, goals established locally.

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
District NRT score >41st percentile

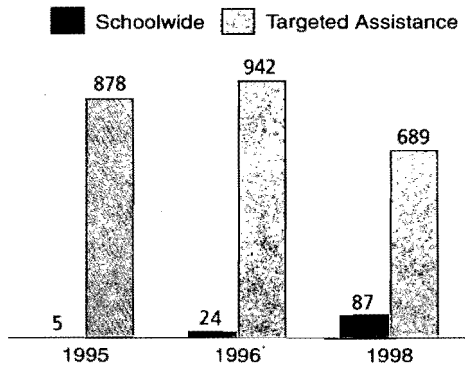
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	44,772
	9–12	189
	PreK	961

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	1.3%
Asian/Pacific Islander	1.3
Black	7.2
Hispanic	5.8
White	83.8

Title I allocation $53,355,268
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1996–1997 to 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading

	Low	Intermediate	High
All Students	30.2%	54.0%	15.8%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Low	Intermediate	High
All Students	27.1%	56.7%	16.2%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Grade 8

Reading

	Low	Intermediate	High
All Students	27.8%	57.5%	14.6%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Low	Intermediate	High
All Students	23.6%	58.3%	18.2%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Assessment Information

Assessment Reported
Iowa Test of Basic Skills, Forms K and L
Scores reported are two-year average

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 1997
Intermediate: Definitions are grade-specific and available in Appendix A.

Exclusion from Assessment
LEP and limited exclusion for Special Education Students

Other Assessments
Local school district decision

Grade 11

Reading

	Low	Intermediate	High
All Students	22.4%	57.6%	20.0%
Title I Schoolwide			
Title I Targeted			

Mathematics

	Low	Intermediate	High
All Students	17.8%	54.1%	28.2%
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	35%	n/a
Basic level and above	70%	n/a
Math, 1996:		
Proficient level and above	22%	31%
Basic level and above	74%	78%

Kansas

http://www.ksbe.state.ks.us/

School and Teacher Demographics

Number of districts 304
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
839	247	355	8	4

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
16:1	15:1	14:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
15,015	6,235	9,764	126	89

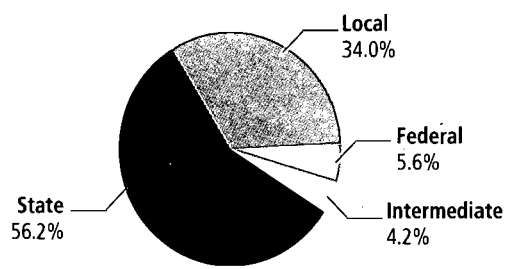
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	27%	18%
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
63	63	78	73

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	313,588	319,700
	9–12	117,276	140,182
	PreK	n/a	5,373

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	1.0%	1.1%
Asian/Pacific Islander	1.4	2.0
Black	8.0	8.6
Hispanic	4.2	7.0
White	85.4	81.3

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.2%	10.1%

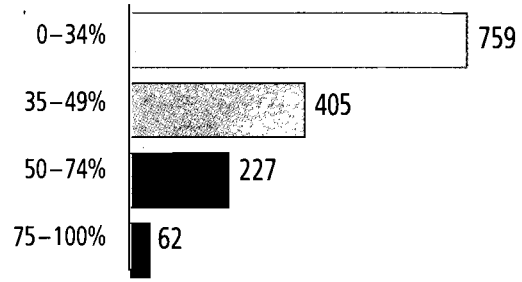
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	4,789	12,843

	1993–94	1997–98
Migrant (OME, K–12)	14,482	20,817

	1993–94	1996–97
High school drop-out rate (CCD, event)	5.0%	4.6%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	57%	63%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Reading >53 percent proficient, Writing average > 2.21, Math > 47 percent proficient grade 4, >41 percent grade 7, >36 percent grade 10

Expected School Improvement on Assessment
Annual gain toward goal

Indicators for School Accountability
Test scores

Title I AYP Target for Schools
4 percent gain every 2 years

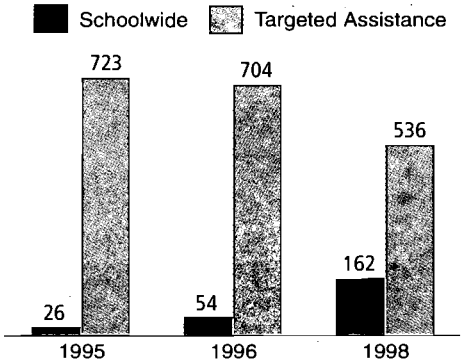
Title I Schools

Title I enrollment (USED)	1997–98
K–8	72,966
9–12	1,523
PreK	976

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	2.1%
Asian/Pacific Islander	5.4
Black	17.5
Hispanic	16.1
White	58.8

Title I allocation $64,478,767
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (95.8% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Excellent
All Students	21.1%	15.8%	23.0%	40.1%
Title I Schoolwide	37.2	16.3	20.0	26.5
Title I Targeted	18.4	16.9	24.3	40.5
Percent of School in Poverty				
00–34	15.0	15.4	24.3	45.3
75–100	43.5	14.6	17.6	24.3
LEP Students				
Migrant students	37.5	17.8	20.7	24.0

Grade 7

Reading/Language Arts (96.5% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Excellent
All Students	23.4%	16.4%	33.0%	27.3%
Title I Schoolwide	39.5	18.3	27.1	15.2
Title I Targeted	20.7	16.5	34.3	28.5
Percent of School in Poverty				
00–34	18.6	15.5	35.3	30.6
75–100	43.7	17.7	25.9	12.7
LEP Students				
Migrant students	47.8	19.1	24.8	8.3

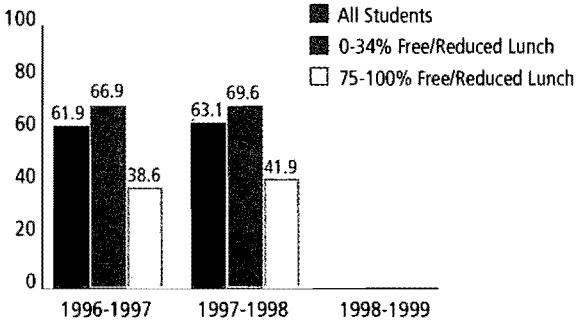
Grade 4

Mathematics (97.4% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Excellent
All Students	23.8%	22.7%	21.1%	32.4%
Title I Schoolwide	40.9	23.0	16.6	19.4
Title I Targeted	22.2	24.8	22.2	30.7
Percent of School in Poverty				
00–34	15.9	21.3	23.2	39.6
75–100	46.9	22.9	16.0	14.2
LEP Students				
Migrant students	47.0	24.8	16.6	11.6

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



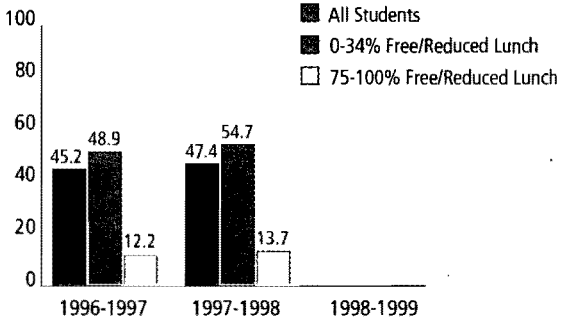
Mathematics

Mathematics (96.6% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Excellent
All Students	32.3%	20.3%	39.4%	8.0%
Title I Schoolwide	55.5	19.9	22.3	2.3
Title I Targeted	31.2	22.1	40.5	6.2
Percent of School in Poverty				
00–34	25.6	19.6	44.3	10.4
75–100	57.5	28.8	13.1	0.6
LEP Students				
Migrant students	52.5	24.1	22.6	0.8

Student achievement trend

Math 7th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Kansas Math/Reading Assessment, used since 1992

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1998
Proficient: Students scoring 62% or above

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 and LEP status

Other Assessments
None

Grade 10

Reading (95.0% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Excellent
All Students	20.9%	18.9%	39.1%	21.2%
Title I Schoolwide				
Title I Targeted	18.1	18.4	41.0	22.4

Mathematics (95.0% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Excellent
All Students	46.4%	29.9%	20.1%	3.6%
Title I Schoolwide				
Title I Targeted	46.4	30.7	20.5	2.4

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	35%
Basic level and above	71%	81%
Math, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Kentucky

http://www.kde.state.ky.us/

School and Teacher Demographics

Number of districts (CCD, 1997–98) 176

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
790	231	270	24	37

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
20,292	7,831	11,251	196	186

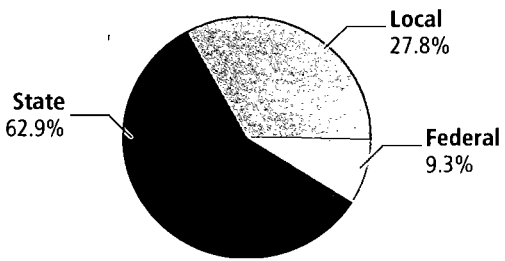
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	46%	36%
Mathematics education >16 hours	34	69
Science education >16 hours	n/a	63

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
63	79	55	80

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	451,858	444,935
	9–12	178,830	190,829
	PreK	n/a	n/a

Race/ethnicity (CCD, K–12) * > 0.05 %	1989–90	1997–98
American Indian/Alaskan	*%	0.1%
Asian/Pacific Islander	0.4	0.5
Black	9.4	10.3
Hispanic	0.2	0.5
White	90.0	88.5

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.6%	10.5%

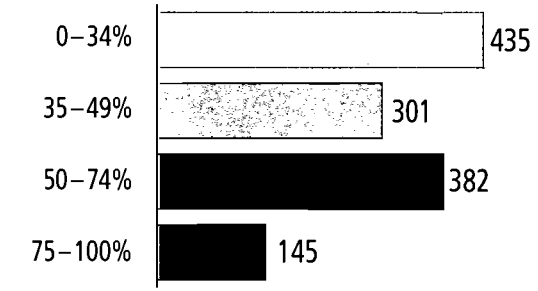
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	1,344	3,194

	1993–94	1997–98
Migrant (OME, K–12)	17,262	25,038

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	49%	57%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 89 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Score of 100 on 0-140 scale (7 content areas)

Expected School Improvement on Assessment
Gain every 2 years toward 100 score in 20 yrs

Indicators for School Accountability
Test scores (90.5-95.15% depending on grade level), and non academic indicators (attendance, retention, dropout rate, transition from school)

Title I AYP Target for Schools
Same as statewide goal

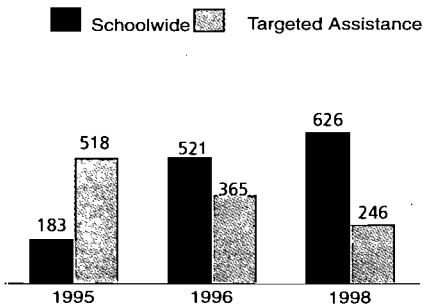
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	255,870
	9–12	15,663
	PreK	7,500

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	0.4
Black	12.9
Hispanic	0.7
White	85.4

Title I allocation $137,956,427
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Novice	Apprentice	Proficient	Distin-guished
All Students	4.4%	63.0%	30.7%	1.9%
Title I Schoolwide	5.8	66.8	26.1	1.3
Title I Targeted	3.2	60.7	33.8	2.3
Percent of School in Poverty				
00–34	2.2	54.9	40.1	2.8
75–100	7.8	68.0	23.1	1.1
LEP Students	11.4	54.2	32.1	2.3
Migrant students	7.0	71.2	20.9	0.9

Grade 7

Reading/Language Arts

	Novice	Apprentice	Proficient	Distin-guished
All Students	5.7%	78.8%	15.2%	0.3%
Title I Schoolwide	8.1	80.3	11.4	0.2
Title I Targeted	4.3	79.3	16.2	0.2
Percent of School in Poverty				
00–34	3.4	75.8	20.4	0.4
75–100	11.7	80.7	7.5	0.1
LEP Students	7.4	86.2	6.4	
Migrant students	6.6	86.1	7.2	0.1

Grade 5

Mathematics

	Novice	Apprentice	Proficient	Distin-guished
All Students	27.5%	52.6%	11.0%	8.9%
Title I Schoolwide	33.1	51.8	8.8	6.3
Title I Targeted	22.7	55.1	12.4	9.8
Percent of School in Poverty				
00–34	17.4	51.9	15.5	15.2
75–100	40.4	48.2	6.8	4.6
LEP Students	46.9	42.9	5.5	4.7
Migrant students	41.2	49.3	5.4	4.1

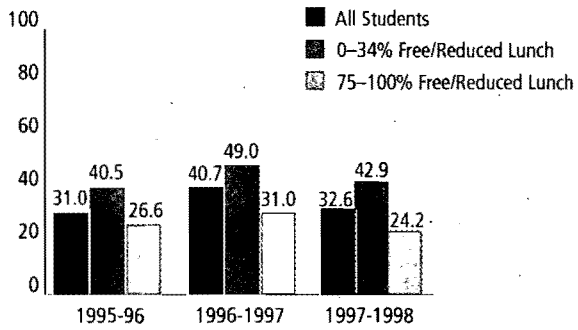
Grade 8

Mathematics

	Novice	Apprentice	Proficient	Distin-guished
All Students	33.7%	34.4%	16.5%	15.4%
Title I Schoolwide	40.5	34.0	14.0	11.5
Title I Targeted	30.3	36.0	17.5	16.2
Percent of School in Poverty				
00–34	25.2	33.6	19.5	21.7
75–100	48.5	32.4	11.6	7.5
LEP Students	36.2	36.2	18.4	9.2
Migrant students	47.8	33.6	11.2	7.4

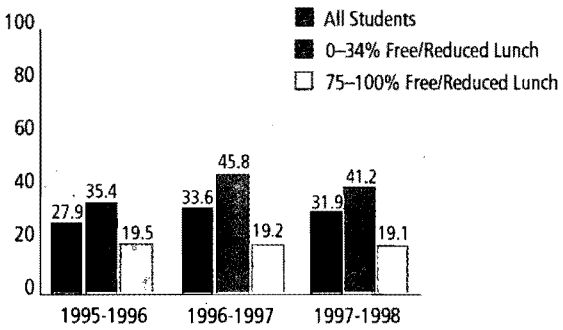
Student achievement trend

Reading 4th grade meets or exceeds Proficient



Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Kentucky Instructional Skills Information System
Commonwealth Accountability Testing Syst., used in 1998–99

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1995
Definition available in Appendix

Definition of Title I Targeted Assistance
Only Title I students at tested grade are reported in the assessment results.

Exclusion from Assessment
Students with an alternative learning portfolio are not counted in a grade.

Other Assessments
CTBS-5 Survey Edition

Grade 11

Reading/Language Arts

	Novice	Apprentice	Proficient	Distin-guished
All Students	15.6%	56.1%	26.5%	1.8%
Title I Schoolwide	19.8	58.1	20.8	1.3
Title I Targeted	17.8	56.2	23.3	2.7

Mathematics

	Novice	Apprentice	Proficient	Distin-guished
All Students	32.0%	41.5%	16.9%	9.6%
Title I Schoolwide	41.1	40.0	13.1	5.8
Title I Targeted	36.2	42.3	13.8	7.7

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	29%
Basic level and above	63%	74%
Math, 1996:		
Proficient level and above	16%	16%
Basic level and above	60%	56%

Louisiana

http://www.doe.state.la.us/DOE/asps/home.asp

School and Teacher Demographics

Number of districts 66
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
796	285	242	119	34

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
23,070	9,266	11,717	3,252	395

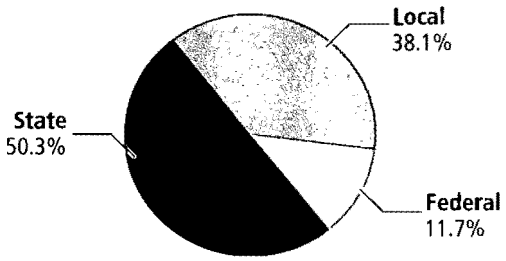
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	28%	27%
Mathematics education >16 hours	31	40
Science education >16 hours	n/a	40

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
65	63	57	67

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)	1989–90	1997–98
K–8	581,702	534,897
9–12	201,323	207,939
PreK	n/a	15,166

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.4%	0.6%
Asian/Pacific Islander	1.1	1.3
Black	44.1	46.7
Hispanic	1.0	1.2
White	53.4	50.2

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	8.3%	9.8%

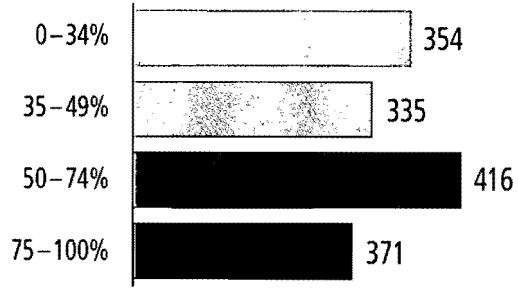
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	7,088	6,494

	1993–94	1997–98
Migrant (OME, K–12)	4,759	6,041

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	11.6%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	53%	66%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
10 year goal on ITBS=55th percentile
10 year goal on LEAP=All students at Basic
20 year goal on ITBS=75th percentile
20 year goal on LEAP=All students at Proficient

Expected School Improvement on Assessment
Steady growth toward 10 year goal, with growth evaluation every two years.

Indicators for School Accountability
CRT, NRT scores, attendance, dropout

Title I AYP Target for Schools
Same as statewide goal

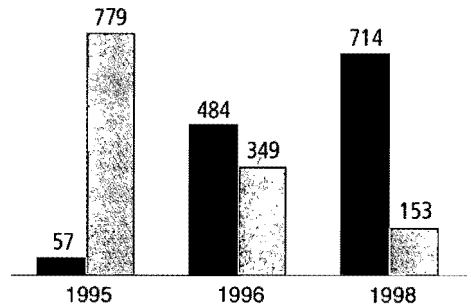
Title I Schools

Title I enrollment (USED)	1997–98
K–8	290,809
9–12	19,561
PreK	13,139

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.8%
Asian/Pacific Islander	1.1
Black	58.7
Hispanic	4.8
White	34.7

Title I allocation $197,893,618
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 5

English/Language Arts

	Percent Passing
All Students	85%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	66
Migrant students	

Mathematics

	Percent Passing
All Students	88%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	87
Migrant students	

Grade 7

English/Language Arts

	Percent Passing
All Students	85%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	64
Migrant students	

Mathematics

	Percent Passing
All Students	79%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	75
Migrant students	

Assessment Information

Assessment Reported

Louisiana Educational Assessment Program, used since 1989

Currently, Louisiana's criterion-referenced testing program results are reported at two levels only—Attaining and Not Attaining.

Future plans include a new standards-based assessment program, with implementation being phased in between 1998–99 and 2001–02. At that time, Louisiana will have five proficiency levels: Advanced, Proficient, Basic, Approaching Basic, and Unsatisfactory.

Progress Toward Assessment Aligned with Standards

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

Exclusion from Assessment

No information given

Other Assessments

No information given

Grade 10

English/Language Arts

	Percent Passing
All Students	87%
Title I Schoolwide	
Title I Targeted	

Mathematics

	Percent Passing
All Students	76%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	19%	18%
Basic level and above	48%	64%
Math, 1996:		
Proficient level and above	7%	8%
Basic level and above	44%	38%

Maine

http://janus.state.me.us/education/homepage.htm

School and Teacher Demographics

Number of districts 284
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
443	126	110	16	2

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
6,736	3,031	4,001	319	5

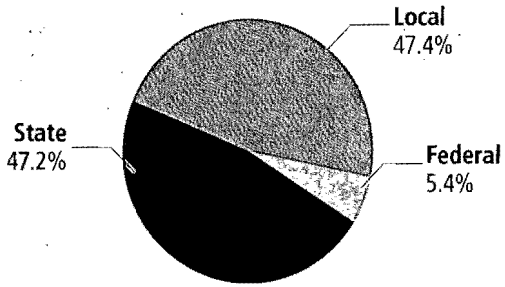
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	28%	27%
Mathematics education >16 hours	28	41
Science education >16 hours	n/a	48

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
81	68	67	72

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	152,267	150,874
	9–12	61,508	58,825
	PreK	n/a	978

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	0.6%
Asian/Pacific Islander	n/a	0.9
Black	n/a	0.9
Hispanic	n/a	0.5
White	n/a	97.1

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.6%	13.5%

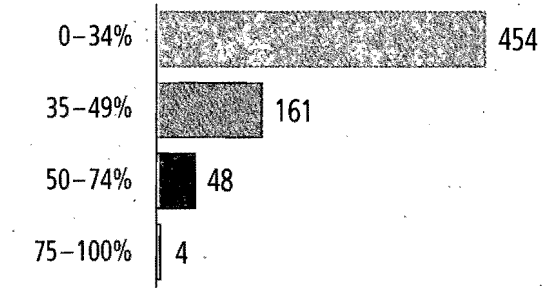
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	1,822	2,386

	1993–94	1997–98
Migrant (OME, K–12)	7,582	9,838

	1993–94	1996–97
High school drop-out rate (CCD, event)	3.3%	3.2%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	50%	60%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 30 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Improvement of students at 4 levels

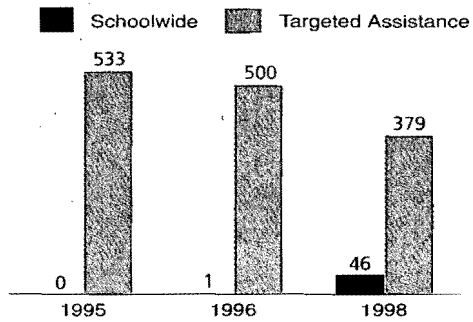
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	22,882
	9–12	446
	PreK	158

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	1.0%
Asian/Pacific Islander	1.2
Black	0.7
Hispanic	1.6
White	95.4

Title I allocation $32,817,893
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

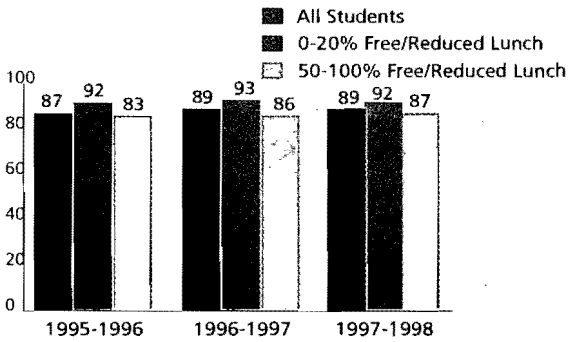
	Novice	Basic	Advanced	Distinguished
All Students	11%	66%	22%	1%
Title I Schoolwide	14	62	23	1
Title I Targeted	8	67	22	
Percent of School in Poverty				
00–20	8	62	30	
50–100	13	70	17	
LEP Students	6	68	23	2
Migrant students	22	66	12	1

Mathematics

	Novice	Basic	Advanced	Distinguished
All Students	28%	52%	13%	7%
Title I Schoolwide	30	51	12	7
Title I Targeted	29	52	13	6
Percent of School in Poverty				
00–20	20	53	18	9
50–100	33	51	12	4
LEP Students	28	51	15	6
Migrant students	45	42	9	5

Student achievement trend

Reading 4th grade meets or exceeds Basic



Grade 8

Reading/Language Arts

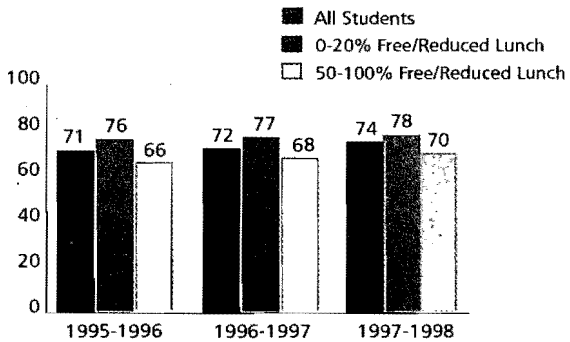
	Novice	Basic	Advanced	Distinguished
All Students	22%	60%	18%	
Title I Schoolwide	25	59	16	
Title I Targeted	22	59	19	
Percent of School in Poverty				
00–20	17	61	22	
50–100	26	61	12	
LEP Students	43	51	7	
Migrant students	37	57	6	

Mathematics

	Novice	Basic	Advanced	Distinguished
All Students	26%	63%	9%	2%
Title I Schoolwide	28	63	7	2
Title I Targeted	26	62	11	2
Percent of School in Poverty				
00–20	22	64	12	2
50–100	30	60	8	2
LEP Students	46	51	3	
Migrant students	39	56	4	1

Student achievement trend

Math 8th grade meets or exceeds Basic



Assessment Information

Assessment Reported
Maine Educational Assessment, used since 1985; Test revisions to reflect new state standards expected during 1997–98. Revisions will be in place for the 1998–99 school year.

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1995
Basic: Definition can be found in Appendix A.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Primary reasons Disability, LEP Status, and Other

Other Assessments
No information provided

Grade 11

Reading

	Novice	Basic	Advanced	Distinguished
All Students	17%	58%	25%	
Title I Schoolwide				
Title I Targeted				

Mathematics

	Novice	Basic	Advanced	Distinguished
All Students	41%	48%	11%	
Title I Schoolwide				
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	36%	42%
Basic level and above	73%	84%
Math, 1996:		
Proficient level and above	27%	31%
Basic level and above	75%	77%

Maryland

http://www.msde.state.md.us/

School and Teacher Demographics

Number of districts 24
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
852	229	184	18	15

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
23,349	10,489	12,498	456	299

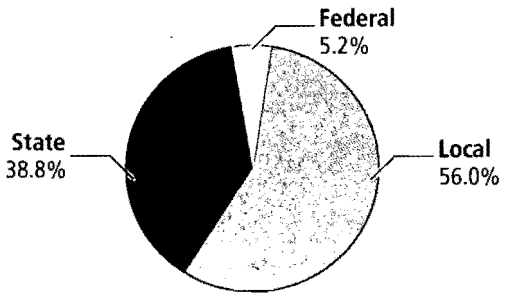
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	34%	29%
Mathematics education >16 hours	23	53
Science education >16 hours	n/a	47

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
86	73	86	92

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	507,007	575,279
	9–12	191,799	221,995
	PreK	n/a	19,739

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.2%	0.3%
Asian/Pacific Islander	3.3	4.0
Black	32.7	36.1
Hispanic	2.1	3.7
White	61.7	55.9

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.1%	11.3%

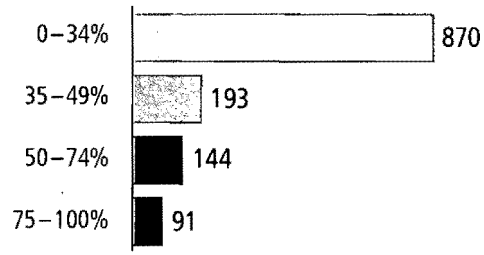
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	10,034	16,186

	1993–94	1997–98
Migrant (OME, K–12)	576	1,010

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	55%	64%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Seventy percent of students at Satisfactory level (6subjects)

Expected School Improvement on Assessment
Substantial and sustained progress in meeting performance standards annually (average for 3 yrs.).

Indicators for School Accountability
CRT (MSPAP) and MD Functional scores, attendance, dropouts.

Title I AYP Target for Schools
Same as statewide goal

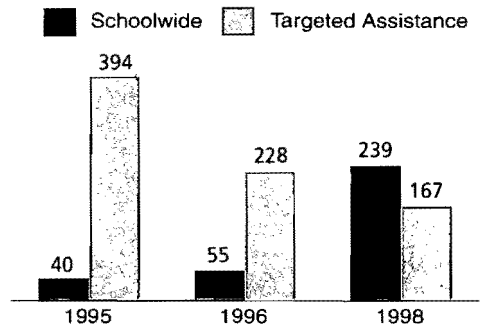
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	112,452
	9–12	560
	PreK	6,842

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.4%
Asian/Pacific Islander	1.7
Black	64.6
Hispanic	5.6
White	27.7

Title I allocation $101,036,890
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (91.5% of total school grade took exam)

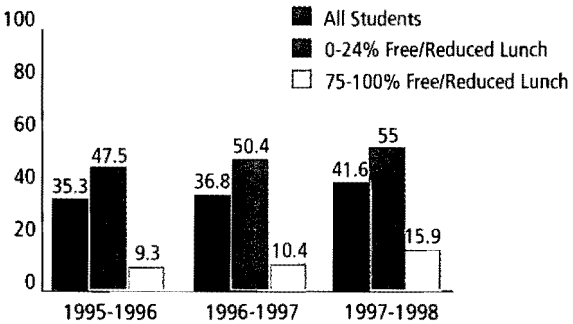
	Not Satisfactory	Satisfactory	Excellent
All Students	58.4%	34.7%	6.9%
Title I Schoolwide	75.4	21.7	2.9
Title I Targeted	64.9	30.0	5.1
Percent of School in Poverty			
00–24	45.0	44.5	10.5
75–100	84.1	14.4	1.5
LEP Students	62.9	33.6	3.5
Migrant students			

Mathematics (95.6% of total school grade took exam)

	Not Satisfactory	Satisfactory	Excellent
All Students	58.4%	34.6%	7.0
Title I Schoolwide	76.6	20.7	2.7
Title I Targeted	66.8	28.6	4.6
Percent of School in Poverty			
00–24	43.6	45.6	10.8
75–100	87.1	12.0	0.9
LEP Students	66.7	28.7	4.6
Migrant students			

Student achievement trend

Reading 3rd grade meets or exceeds Satisfactory



Grade 8

Reading/Language Arts (95.1% of total school grade took exam)

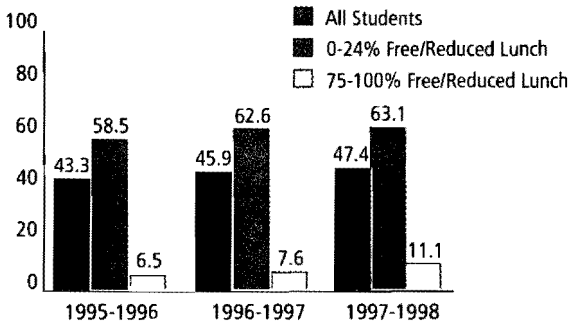
	Not Satisfactory	Satisfactory	Excellent
All Students	74.5%	23.3%	2.2%
Title I Schoolwide	92.3	7.2	0.5
Title I Targeted	90.5	9.2	0.3
Percent of School in Poverty			
00–24	65.8	30.8	3.4
75–100	94.5	5.3	0.2
LEP Students	91.9	7.2	0.9
Migrant students			

Mathematics (97.9% of total school grade took exam)

	Not Satisfactory	Satisfactory	Excellent
All Students	52.6%	35.8%	11.6%
Title I Schoolwide	84.0	14.8	1.2
Title I Targeted	81.3	16.9	1.8
Percent of School in Poverty			
00–24	36.9	44.9	18.2
75–100	88.9	10.2	0.9
LEP Students	70.7	23.3	6.0
Migrant students			

Student achievement trend

Math 8th grade meets or exceeds Satisfactory



Assessment Information

Assessment Reported
Maryland School Performance Assessment Program, used since 1992

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1993
Satisfactory: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Certain students with disabilities and LEP students

Other Assessments
Comprehensive Tests of Basic Skills, given each year to all students in grades 2, 4, and 6. Maryland Functional Tests in Reading, Mathematics, and Writing. Minimum competency tests required for high school graduation. (Effective with the 1999–00 school year.)

Grade

Reading

	Not Satisfactory	Satisfactory	Excellent
All Students			
Title I Schoolwide			
Title I Targeted			

Mathematics

	Not Satisfactory	Satisfactory	Excellent
All Students			
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	31%
Basic level and above	61%	72%
Math, 1996:		
Proficient level and above	22%	24%
Basic level and above	59%	57%

Massachusetts

http://www.doe.mass.edu/

School and Teacher Demographics

Number of districts 353
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,210	313	290	33	12

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

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

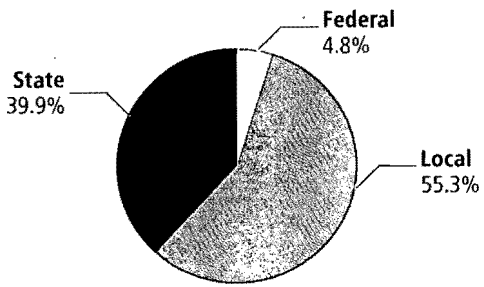
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	33%	39%
Mathematics education >16 hours	38	68
Science education >16 hours	n/a	67

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
89	76	89	87

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	590,238	673,447
	9–12	235,350	252,519
	PreK	6,819	18,226

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	3.2	4.1
Black	7.5	8.5
Hispanic	7.4	9.7
White	81.8	77.5

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	16.3%	14.5%

	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	40,057	44,394

	1993–94	1997–98
Migrant (OME, K–12)	4,436	4,621

	1993–94	1996–97
High school drop-out rate (CCD, event)	3.5%	3.4%

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	65%	85%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Decrease percentage of students at the Failing level and increase the percentage of students at the Proficient and Advanced levels

Expected School Improvement on Assessment
Increase average scaled scores, dependent on baseline performance

Indicators for School Accountability
Results of CRT (MCAS) tests

Title I AYP Target for Schools
Same as statewide goal

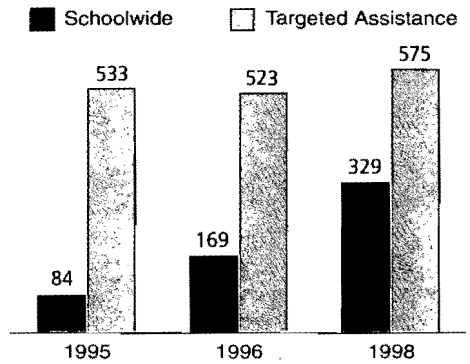
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	174,185
	9–12	30,892
	PreK	6,714

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.3%
Asian/Pacific Islander	7.1
Black	23.3
Hispanic	29.5
White	36.4

Title I allocation $148,845,765
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

English Language Arts (97.4% of total school grade took exam)

	Failing	Needs Improvement	Proficient	Advanced
All Students	15%	66%	19%	1%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	51	47	2	
Migrant students	47	50	3	

Mathematics (98.4% of total school grade took exam)

	Failing	Needs Improvement	Proficient	Advanced
All Students	23%	44%	23%	11%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	65	28	5	2
Migrant students	57	36	5	2

Grade 8

English Language Arts (97.0% of total school grade took exam)

	Failing	Needs Improvement	Proficient	Advanced
All Students	14%	31%	52%	3%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	53	34	13	
Migrant students	46	34	20	

Mathematics (97.7% of total school grade took exam)

	Failing	Needs Improvement	Proficient	Advanced
All Students	42%	26%	23%	8%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	80	13	6	1
Migrant students	78	13	8	1

Assessment Information

Assessment Reported
Massachusetts Comprehensive Assessment System, first year in use

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Exclusion from Assessment
Spanish speaking LEP students enrolled >3 yrs. in U.S. will not be enrolled in reg ed until SY 2000–2001. Spanish speaking LEP whose reading/writing skills do not permit participation in Spanish MCAS. Non-Spanish speaking LEP students enrolled >3 yrs. in U.S. will not be enrolled in regular ed. until SY 2001–2002.

Other Assessments
MCAS-ALT field tested in 2000–2001

Grade 10

English Language Arts (95.1% of total school grade took exam)

	Failing	Needs Improvement	Proficient	Advanced
All Students	28%	34%	33%	5%
Title I Schoolwide				
Title I Targeted				

Mathematics (95.9% of total school grade took exam)

	Failing	Needs Improvement	Proficient	Advanced
All Students	52%	24%	17%	7%
Title I Schoolwide				
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	37%	36%
Basic level and above	73%	80%
Math, 1996:		
Proficient level and above	24%	28%
Basic level and above	71%	68%

Michigan

http://www.mde.state.mi.us/

School and Teacher Demographics

Number of districts 680
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
2,116	623	682	84	120

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
20:1	18:1	19:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
41,515	18,769	24,078	1,773	1,375

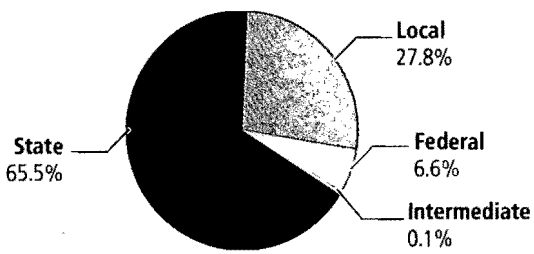
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	28%	n/a
Mathematics education >16 hours	22	44
Science education >16 hours	n/a	41

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
67	61	73	88

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)	1989–90	1997–98
K–8	1,127,921	1,175,001
9–12	448,864	468,899
PreK	n/a	14,784

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.9%	1.0%
Asian/Pacific Islander	1.2	1.6
Black	17.8	19.7
Hispanic	2.3	2.8
White	77.8	75.4

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.5%	10.0%

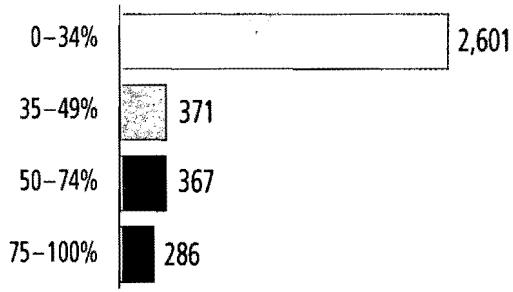
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	33,449	25,988

	1993–94	1997–98
Migrant (OME, K–12)	20,018	18,446

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	60%	63%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
All students at Satisfactory level (4 subjects)

Expected School Improvement on Assessment
Statistically significant gain every 2 years

Indicators for School Accountability
CRT (MEAP) test scores, percent of students assessed

Title I AYP Target for Schools
10 percent gain per year in students at Satisfactory level

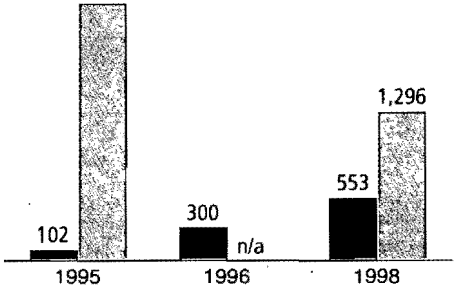
Title I Schools

Title I enrollment (USED)	1997–98
K–8	416,798
9–12	43,335
PreK	9,296

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	1.0%
Asian/Pacific Islander	1.3
Black	46.7
Hispanic	4.1
White	46.5

Title I allocation $340,649,296
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (96.0% of total school grade took exam)

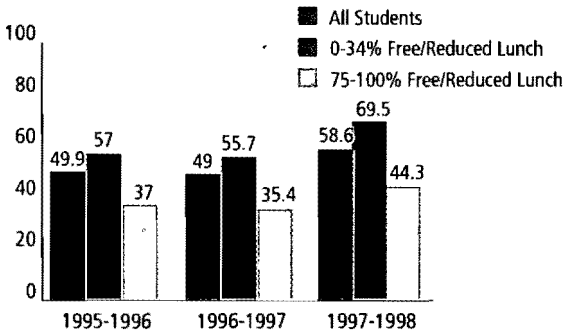
	Low	Moderate	Satisfactory
All Students	15.4%	26.0%	58.6%
Title I Schoolwide	25.5	30.2	44.3
Title I Targeted	15.9	28.1	56.0
Percent of School in Poverty			
00–34	8.8	21.7	69.5
75–100	25.1	30.2	44.3
LEP Students	29.1	30.7	38.7
Migrant students	54.4	36.4	9.1

Mathematics (96.0% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	8.2%	17.7%	74.1%
Title I Schoolwide	16.7	27.6	59.7
Title I Targeted	7.6	19.1	73.2
Percent of School in Poverty			
00–34	3.4	12.5	84.1
75–100	16.1	23.9	60.0
LEP Students	9.5	24.8	65.3
Migrant students	15.2	33.3	51.5

Student achievement trend

Reading 4th grade meets or exceeds Satisfactory



Grade 7

Reading/Language Arts (95.9% of total school grade took exam)

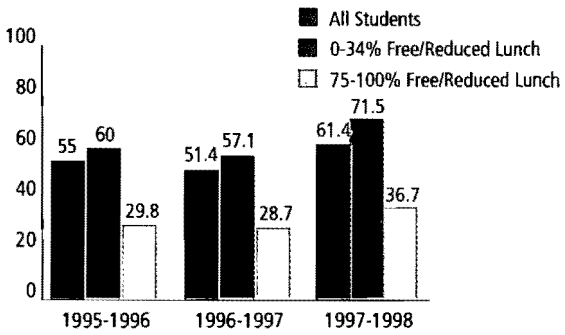
	Low	Moderate	Satisfactory
All Students	23.4%	27.9%	48.8%
Title I Schoolwide	36.1	29.0	34.9
Title I Targeted	25.9	29.7	44.4
Percent of School in Poverty			
00–34	17.0	17.2	56.8
75–100	41.0	27.6	31.4
LEP Students	35.8	25.3	29.5
Migrant students	45.6	24.6	28.1

Mathematics (95.9% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	14.5%	24.1%	61.4%
Title I Schoolwide	29.4	30.9	39.7
Title I Targeted	14.6	26.2	59.2
Percent of School in Poverty			
00–34	8.0	20.5	71.5
75–100	32.4	30.9	36.7
LEP Students	20.4	28.8	46.7
Migrant students	35.1	29.8	33.3

Student achievement trend

Math 7th grade meets or exceeds Satisfactory



Assessment Information

Assessment Reported
MEAP Essential Skills-Reading, used since 1989; MEAP High School Test, used since 1998; Some categories do not add up to 100% due to omission of scores by student request.

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

Satisfactory: the student scored 300 scale score or above on each reading selection from the MEAP Essential Skills Reading Test. The student scored 520 or more on overall performance in the MEAP Essential Skills Mathematics Test.

Exclusion from Assessment
LEP and special education students

Other Assessments
Science and Writing, Grades 5, 8, and 11

Grade 11

Reading/Language Arts (76.3% of total school grade took exam)

	Not Endorsed	At Basic Level	Met Standard	Exceeded Standard
All Students	24.1%	17.0%	44.5%	14.4%
Title I Schoolwide	52.7	15.5	24.7	7.1
Title I Targeted	25.8	19.3	43.9	11.0

Mathematics (75.7% of total school grade took exam)

	Not Endorsed	At Basic Level	Met Standard	Exceeded Standard
All Students	22.3%	17.2%	39.8%	20.7%
Title I Schoolwide	37.2	18.5	27.8	16.5
Title I Targeted	25.1	19.3	39.5	16.0

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	n/a
Basic level and above	63%	n/a
Math, 1996:		
Proficient level and above	23%	28%
Basic level and above	68%	67%

Minnesota

http://www.educ.state.mn.us/

School and Teacher Demographics

Number of districts 401
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,038	267	576	88	43

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

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

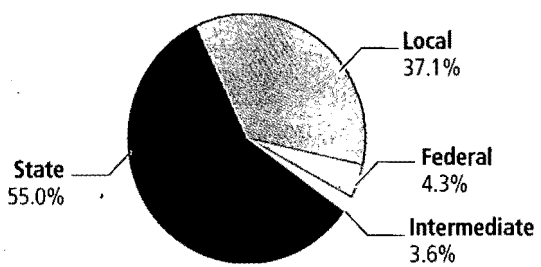
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	31%	33%
Mathematics education >16 hours	24	50
Science education >16 hours	n/a	54

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
84	94	97	89

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	528,507	578,906
	9–12	211,046	265,504
	PreK	n/a	8,945

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	1.6%	2.0%
Asian/Pacific Islander	2.9	4.4
Black	3.1	5.6
Hispanic	1.2	2.5
White	91.1	85.5

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.1%	10.2%

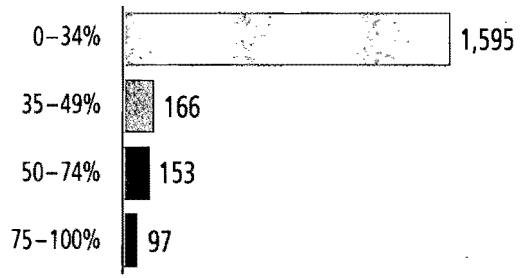
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	11,858	28,237

	1993–94	1997–98
Migrant (OME, K–12)	6,245	7,820

	1993–94	1996–97
High school drop-out rate (CCD, event)	5.2%	5.5%

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	53%	56%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* One school did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Under development

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Under development

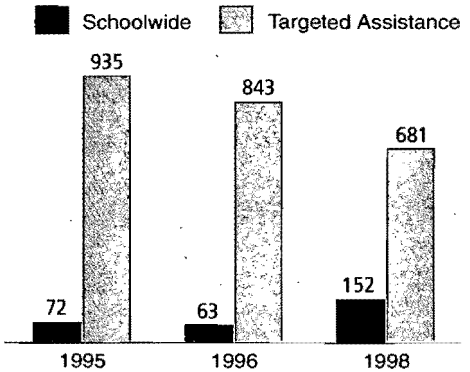
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	110,970
	9–12	1,026
	PreK	1,487

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	5.8%
Asian/Pacific Islander	9.4
Black	19.2
Hispanic	5.2
White	60.3

Title I allocation $90,942,205
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (95.3% of total school grade took exam)

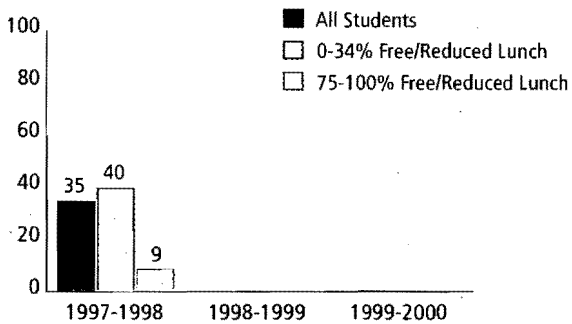
	Level 1	Level 2	Level 3	Level 4
All Students	23%	42%	30%	5%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34	17.1	43.0	33.2	6.7
75–100	59.9	31.5	7.8	0.8
LEP Students				
Migrant students				

Mathematics (95.2% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	18%	47%	29%	6%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34	13	47	33	7
75–100	52	39	8	1
LEP Students				
Migrant students				

Student achievement trend

Reading 3rd grade meets or exceeds Level 3



Grade 8

Reading/Language Arts (95.7% of total school grade took exam)

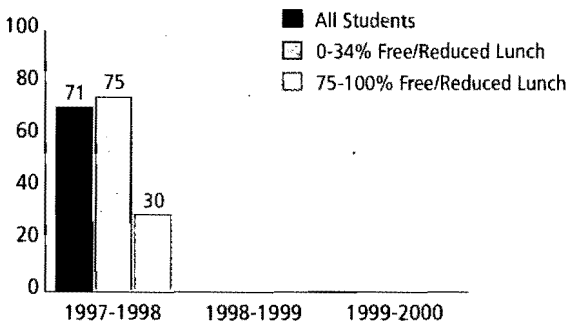
	Percent Passing
All Students	68%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	71.9
75–100	29.2
LEP Students	
Migrant students	

Mathematics (95.2% of total school grade took exam)

	Percent Passing
All Students	71%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	75
75–100	30
LEP Students	
Migrant students	

Student achievement trend

Mathematics 8th grade meets or exceeds Passing



Assessment Information

Assessment Reported
Minnesota Comprehensive Assessment (elementary school)
Minnesota Basic Standards Test (middle school)

Progress Toward Assessment Aligned with Standards
Performance standards are currently under waiver by the U.S. Department of Education.

State Definition of "Proficient"
Elementary: no definition available
Middle: Percent passing

Exclusion from Assessment
Testing policies include provisions for accommodating IEP and LEP students.

Other Assessments
None

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	36%	37%
Basic level and above	69%	81%
Math, 1996:		
Proficient level and above	29%	34%
Basic level and above	76%	75%

Mississippi

http://mdek12.state.ms.us/

School and Teacher Demographics

Number of districts 153
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
437	168	179	68	22

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
18:1	17:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
12,238	5,568	7,194	3,060	390

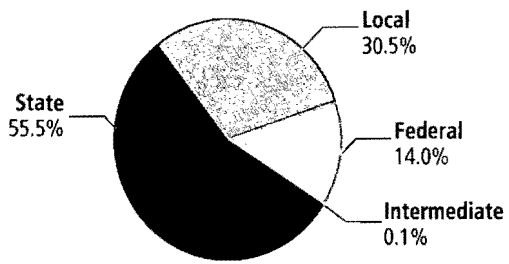
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	39%	28%
Mathematics education >16 hours	37	60
Science education >16 hours	n/a	42

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
66	72	73	83

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	369,513	355,357
	9–12	132,507	133,919
	PreK	379	1,289

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.5%
Asian/Pacific Islander	0.4	0.6
Black	50.6	50.9
Hispanic	0.1	0.4
White	48.7	47.6

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.0%	10.8%

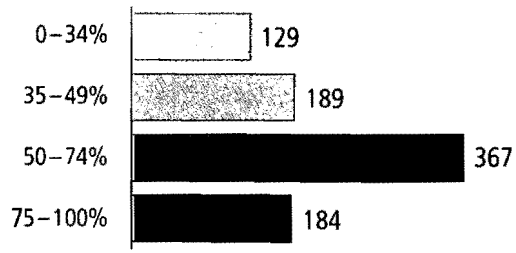
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	2,651	1,594

	1993–94	1997–98
Migrant (OME, K–12)	4,021	3,269

	1993–94	1996–97
High school drop-out rate (CCD, event)	6.4%	6.0%

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	69%	74%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* Five schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Achieve acceptable rating, i.e., Level 3.

Expected School Improvement on Assessment
Level 1 and 2 schools improve one level in 2 years.

Indicators for School Accountability
Index= NRT scores, school process measures

Title I AYP Target for Schools
Same as statewide goal

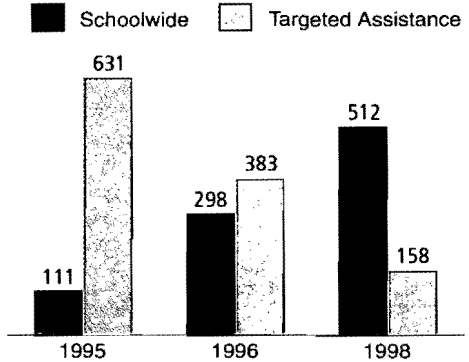
Title I Schools

Title I enrollment (USED)	1997–98
K–8	239,539
9–12	35,589
PreK	1,569

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	0.4
Black	65.3
Hispanic	0.4
White	33.8

Title I allocation $127,989,059
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	NCE Average
All Students	45.8
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	NCE Average
All Students	49.3
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	NCE Average
All Students	46.4
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	NCE Average
All Students	47.1
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Iowa Test of Basic Skills, Form L, and Test of Achievement Proficiency, used since 1994. Test is administered in fall for the previous school 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"
NCE average; there is no definition of proficient

Exclusion from Assessment
Students with disabilities, students who are absent

Other Assessments
None

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	18%	19%
Basic level and above	48%	61%
Math, 1996:		
Proficient level and above	8%	7%
Basic level and above	42%	36%

Missouri

http://services.dese.state.mo.us/

School and Teacher Demographics

Number of districts 525
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,205	357	495	29	108

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
28,849	11,493	16,621	396	1,145

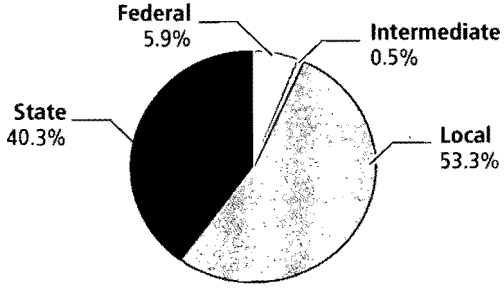
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	26%	25%
Mathematics education >16 hours	29	55
Science education >16 hours	n/a	57

Secondary teachers with major in main assignment
(SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
81	89	70	84

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	576,243	625,871
	9–12	231,691	258,269
	PreK	n/a	14,347

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	0.3%
Asian/Pacific Islander	n/a	1.1
Black	n/a	16.7
Hispanic	n/a	1.3
White	n/a	80.6

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.5%	11.8%

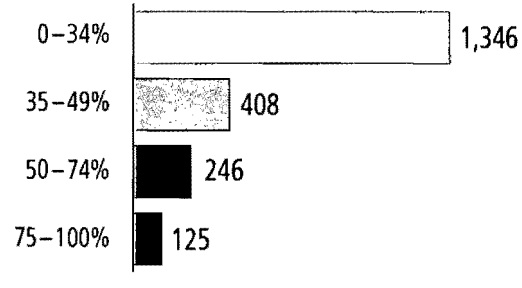
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	3,349	6,514

	1993–94	1997–98
Migrant (OME, K–12)	2,413	4,730

	1993–94	1996–97
High school drop-out rate (CCD, event)	7.1%	5.8%

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	51%	55%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 69 schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment Implementation in 2000. Less than 40 percent of students in bottom quintile

Expected School Improvement on Assessment
Five percent increase per year in top 3 quintiles, or 5 percent decrease bottom quintile

Indicators for School Accountability
CRT scores, performance-based tests

Title I AYP Target for Schools
Five percent decrease in students performing at lowest level every 2 years

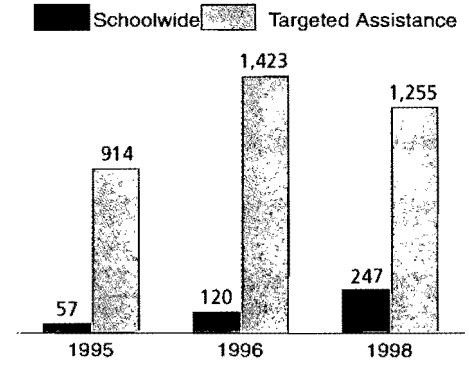
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	145,350
	9–12	6,480
	PreK	7,027

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.9%
Asian/Pacific Islander	1.3
Black	8.3
Hispanic	1.6
White	86.6

Title I allocation $128,881,344
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

ALL Students

Reading/Language Arts

	Level I				Level V
All Students	19%	21%	33%	25%	2%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	55	24	15	6	0
Migrant students	41	29	23	7	0

Reading/Language Arts

	Level I				Level V
All Students					
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Grade 4

Mathematics

	Step I	Progr-essing	Nearing Proficiency	Proficient	Advanced
All Students	4%	22%	43%	27%	5%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	13	41	33	10	2
Migrant students	5	29	54	10	2

Grade 8

Mathematics

	Step I	Progr-essing	Nearing Proficiency	Proficient	Advanced
All Students	24%	35%	28%	12%	1%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	56	28	11	5	
Migrant students	64	22	10	5	

Assessment Information

Assessment Reported
Reading/Language Arts, Missouri Mastery and Achievement Test, Revised, used since 1991–92;
Math, Missouri Assessment Program, used since 1997–98

Progress Toward Assessment Aligned with Standards
Performance standardsmet review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Reading: Results are in quintiles, there is no definition of proficient
Math: See Appendix A

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No attempt was made to administer the MMAT to all students. A statistical sample was used for the 8th and 10th grades.

Other Assessments
No information given

Reading

All Students	
Title I Schoolwide	
Title I Targeted	

Grade 10

Mathematics

	Step I	Progr-essing	Nearing Proficiency	Proficient	Advanced
All Students	30%	35%	28%	7%	
Title I Schoolwide					
Title I Targeted					

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	29%
Basic level and above	63%	76%
Math, 1996:		
Proficient level and above	20%	22%
Basic level and above	66%	64%

Montana

http://www.metnet.state.mt.us/

School and Teacher Demographics

Number of districts 477
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
472	240	175	0	2

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
4,814	2,158	3,232	0	42

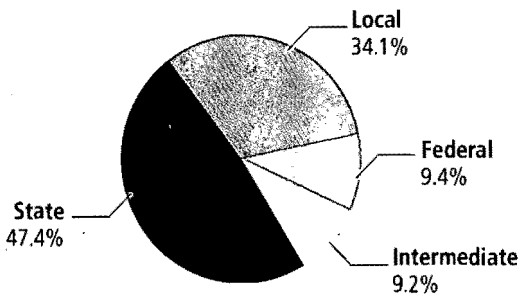
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	29%	32%
Mathematics education >16 hours	28	55
Science education >16 hours	n/a	53

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
75	77	76	79

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	109,791	111,221
	9–12	41,474	50,288
	PreK	n/a	484

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	10.0%
Asian/Pacific Islander	n/a	0.8
Black	n/a	0.5
Hispanic	n/a	1.5
White	n/a	87.1

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.8%	9.9%

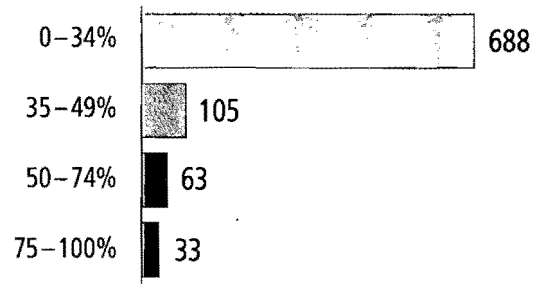
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	3,877	8,846

	1993–94	1997–98
Migrant (OME, K–12)	1,381	1,313

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	5.1%

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	54%	57%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Ninety-eight percent of students above 40th percentile in 10 years

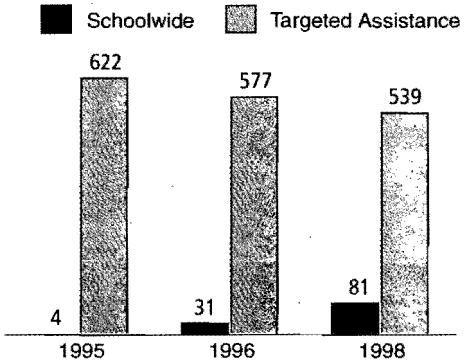
Title I Schools

Title I enrollment (USED)	1997–98
K–8	25,086
9–12	5,624
PreK	451

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	28.7%
Asian/Pacific Islander	0.8
Black	0.7
Hispanic	2.6
White	67.1

Title I allocation $26,509,046
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (94.2% of total school grade took exam)

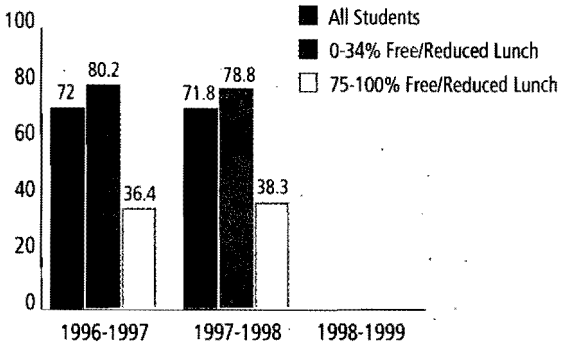
	Novice	Nearing Proficiency	Proficient	Advanced
All Students	13.1%	15.2%	56.6%	15.2%
Title I Schoolwide	27.0	20.0	46.0	7.0
Title I Targeted	12.6	15.5	57.4	14.5
Percent of School in Poverty				
00–34	8.4	12.9	60.0	18.8
75–100	38.0	23.7	35.2	3.1
LEP Students				
Migrant students				

Mathematics (94.2% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	14.9%	14.8%	56.0%	14.3%
Title I Schoolwide	28.9	18.9	44.5	7.6
Title I Targeted	14.4	15.5	56.5	13.6
Percent of School in Poverty				
00–34	9.7	12.5	59.9	17.9
75–100	41.7	21.4	33.0	3.9
LEP Students				
Migrant students				

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 8

Reading/Language Arts (93.4% of total school grade took exam)

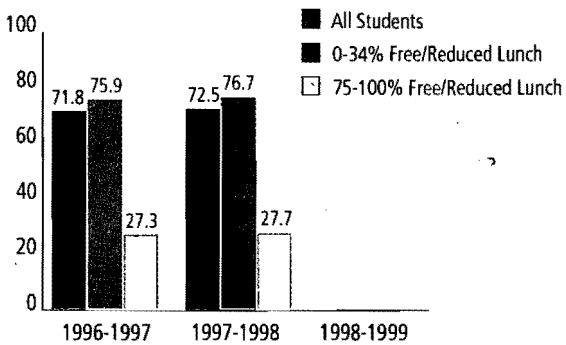
	Novice	Nearing Proficiency	Proficient	Advanced
All Students	12.6%	13.1%	57.3%	17.0%
Title I Schoolwide	35.2	18.5	41.6	4.7
Title I Targeted	11.9	13.2	58.1	16.9
Percent of School in Poverty				
00–34	10.3	12.4	58.4	18.9
75–100	44.2	21.6	31.0	3.2
LEP Students				
Migrant students				

Mathematics (93.0% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	14.1%	13.3%	55.7%	16.8%
Title I Schoolwide	38.6	20.3	32.9	8.2
Title I Targeted	13.2	13.2	57.2	16.5
Percent of School in Poverty				
00–34	11.2	12.2	57.8	18.9
75–100	48.9	23.4	25.8	1.9
LEP Students				
Migrant students				

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Multiple Assessment Tools, used since 1990
CTBS/Terra Nova, ITBS, Stanford, CAT, MAT

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 1997
Proficient: Students scoring in stanines 5–7, from 45.2 to 76.9 NCEs, or from the 42nd to the 90th percentile

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 decision, LEP team decision

Grade 11

Reading (85.2% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	12.3%	13.3%	59.1%	15.3%
Title I Schoolwide	29.4	19.7	45.4	5.5
Title I Targeted	12.3	13.7	59.4	14.6

Mathematics (93.2% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	12.4%	13.7%	55.3%	18.6%
Title I Schoolwide	33.8	20.5	38.8	6.8
Title I Targeted	12.5	14.3	55.6	17.7

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	37%	38%
Basic level and above	73%	83%
Math, 1996:		
Proficient level and above	22%	32%
Basic level and above	71%	75%

Nebraska

http://www.nde.state.ne.us/

School and Teacher Demographics

Number of districts 659
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
910	109	311	20	3

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
9,973	2,980	6,924	110	50

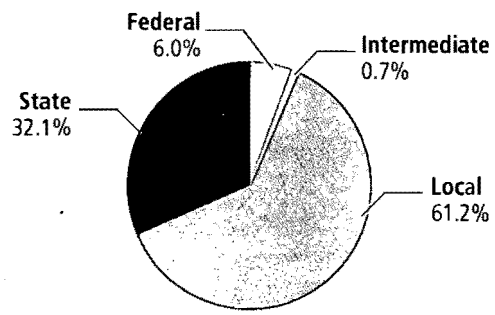
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	23%	36%
Science education >16 hours	n/a	42

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
83	83	79	90

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	194,227	197,170
	9–12	76,693	90,997
	PreK	n/a	4,514

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	1.1%	1.5%
Asian/Pacific Islander	1.0	1.4
Black	5.3	6.2
Hispanic	2.3	5.3
White	90.3	85.7

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.7%	11.7%

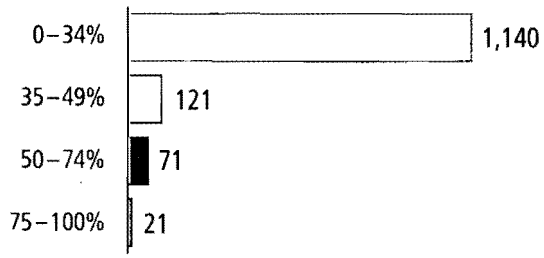
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	950	6,252

	1993–94	1997–98
Migrant (OME, K–12)	6,806	10,844

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.5%	4.3%

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	60%	64%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Avg. > 50th percentile on NRT in 10 years

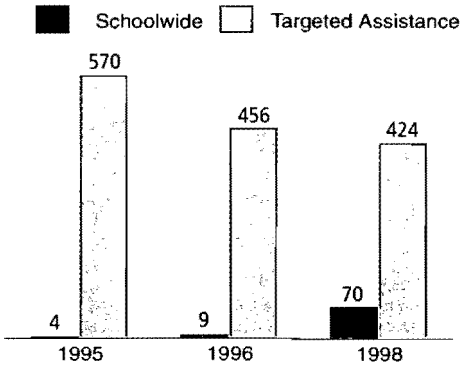
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	37,964
	9–12	1,161
	PreK	798

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	4.0%
Asian/Pacific Islander	1.4
Black	17.6
Hispanic	12.5
White	64.5

Title I allocation $36,505,330
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grades 3–5 Title I Students

Reading/Language Arts

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	26.8%	30.5%	25.0%	17.7%
Title I Targeted	14.4	27.6	28.7	29.3
Percent of School in Poverty				
00–34	11.7	25.9	30.6	31.8
75–100	33.2	28.6	21.8	16.4
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	25.6%	25.5%	23.1%	25.8%
Title I Targeted	14.0	25.3	26.5	34.2
Percent of School in Poverty				
00–34	10.7	24.2	28.1	37.0
75–100	28.8	26.0	17.6	27.6
LEP Students				
Migrant students				

Grades 6–9 Title I Students

Reading/Language Arts

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	35.8%	30.5%	19.0%	14.7%
Title I Targeted	12.1	26.7	30.7	30.5
Percent of School in Poverty				
00–34	9.5	25.8	31.3	33.4
75–100	37.8	29.3	21.7	11.2
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	35.8%	28.0%	15.8%	20.4%
Title I Targeted	11.6	22.6	28.5	37.3
Percent of School in Poverty				
00–34	9.0	20.5	29.1	41.4
75–100	32.3	28.0	20.0	19.7
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Multiple Assessment Tools. Scores reported by elementary, middle, and high levels rather than by grade.

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

State Definition of "Proficient"
Four Levels of Proficiency were defined: State standards were established for the NRT. Each district submitted standard points for the CRT which were reviewed by the SEA. Standard Criteria for the combined NRT and CRT points determine the level of performance. The pre-emerging and emerging levels represent the level of partially proficient as defined in the law.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No statewide testing, only Title I

Other Assessments
Locally determined

Grades 10–12 Title I Students

Reading

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	29.2%	29.2%	23.4%	18.2%
Title I Targeted	12.7	25.7	32.1	29.5

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	23.0%	28.8%	23.7%	24.5%
Title I Targeted	8.9	20.9	33.1	37.1

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, 1996:		
Proficient level and above	24%	31%
Basic level and above	70%	76%

Nevada

http://www.nsn.k12.nv.us/nvdoe/

School and Teacher Demographics

Number of districts 17
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
291	64	78	8	7

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
18:1	21:1	21:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
8,595	2,908	3,497	112	183

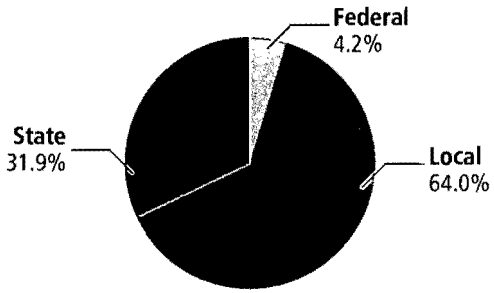
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	28%	27%
Mathematics education >16 hours	41	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
85	74	88	86

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	137,455	216,265
	9–12	49,379	77,801
	PreK	n/a	1,905

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	2.0%	1.9%
Asian/Pacific Islander	3.3	4.8
Black	9.2	9.7
Hispanic	9.8	20.5
White	75.6	63.2

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	7.9%	9.6%

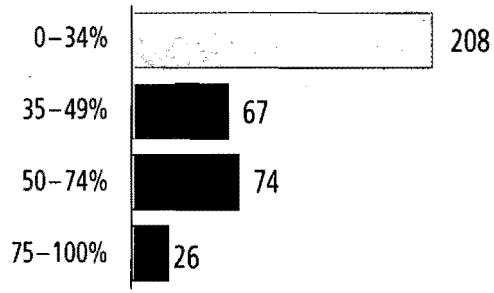
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	7,423	27,977

	1993–94	1997–98
Migrant (OME, K–12)	1,404	781

	1993–94	1996–97
High school drop-out rate (CCD, event)	10.3%	10.2%

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	38%	38%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 73 schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>60 percent above bottom quartile on NRT. Within the state four reporting levels are used: Below Standard, Approaching Standard, Meets Standard, and Exceeds Standard.
Expected School Improvement on Assessment
Annual improvement in rating
Indicators for School Accountability
NRT scores, attendance, percent taking tests
Title I AYP Target for Schools
Increase average scores 5 percent every year

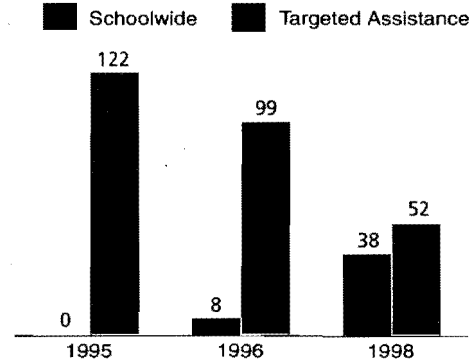
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	30,059
	9–12	71
	PreK	898

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	3.1%
Asian/Pacific Islander	2.8
Black	19.1
Hispanic	45.4
White	29.7

Title I allocation $22,897,453
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
All Students	20.3%	30.9%	31.4%	17.4%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
All Students	21.5%	24.3%	28.0%	26.2%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 8

Reading/Language Arts

	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
All Students	20.6%	24.1%	29.8%	25.5%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
All Students	26.0%	23.5%	26.8%	23.7%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
TerraNova Form A/B, used since 1997

Progress Toward Assessment Aligned with Standards
Performance standards are in development. The U.S. Department of Education extended a waiver.

State Definition of "Proficient"
>60 percent above bottom quartile on NRT. Within the state four reporting levels are used: Below Standard, Approaching Standard, Meets Standard, and Exceeds Standard.

Exclusion from Assessment
IEP and LEP students scoring below prescribed levels on the LAS pretest

Other Assessments
Nevada high school proficiency examinations in Reading, Mathematics, and Writing required for graduation and 4th and 8th Grade Writing Exam.

Grade

Reading

All Students	
Title I Schoolwide	
Title I Targeted	

Mathematics

All Students	
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	21%	24%
Basic level and above	53%	69%
Math, 1996:		
Proficient level and above	14%	n/a
Basic level and above	57%	n/a

New Hampshire

http://www.state.nh.us/doe/

School and Teacher Demographics

Number of districts 179
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
341	94	78	0	0

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
16:1	14:1	14:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
6,021	3,455	3,864	0	0

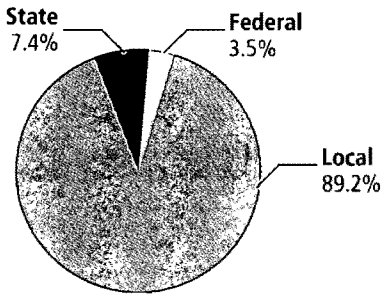
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	33%	n/a
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
90	76	91	90

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)	1989–90	1997–98
K–8	124,410	142,969
9–12	47,286	56,301
PreK	n/a	1,582

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.2%	0.2%
Asian/Pacific Islander	1.0	1.1
Black	0.9	1.0
Hispanic	0.9	1.4
White	97.0	96.3

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.9%	11.3%

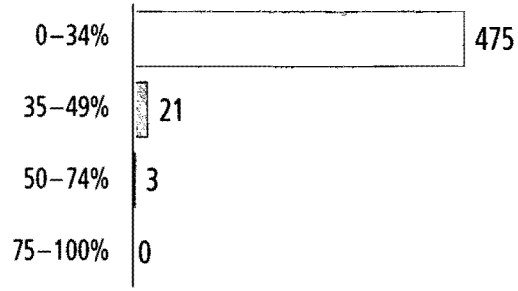
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	664	1,590

	1993–94	1997–98
Migrant (OME, K–12)	177	177

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Post secondary enrollment (IPEDS, High school grads enrolled in college)	56%	73%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 14 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Unknown

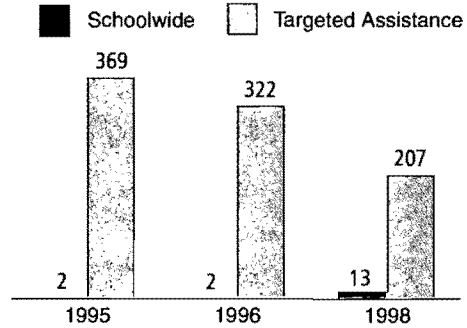
Title I Schools

Title I enrollment (USED)	1997–98
K–8	13,973
9–12	338
PreK	184

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	1.2
Black	2.2
Hispanic	3.8
White	92.6

Title I allocation $17,689,101
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

English/Language Arts (96.4% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	28%	45%	20%	4%
Title I	61	35	4*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	64	34	2	
Migrant students				

* or above

Mathematics (97.9% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	17%	42%	25%	13%
Title I	39	46	15*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	44	41	15	
Migrant students				

* or above

Grade 6

English/Language Arts (97.0% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	42%	40%	14%	2%
Title I	78	20	2*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	63	27	10	
Migrant students				

* or above

Mathematics (97.7% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	52%	32%	13%	1%
Title I	83	15	2*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	60	32	8	
Migrant students				

* or above

Assessment Information

Assessment Reported
New Hampshire State Assessment Test, used since 1994–1995; 1995–1996 (high school)

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Proficient: See Appendix A for complete definitions.

Definition of Title I Targeted Assistance
There is no distinction between schoolwide and targeted scores. Scores reflect current Title I students only.

Exclusion from Assessment
Disabled, LEP, absent, or other

Other Assessments
None

Grade 10

English/Language Arts (94.1% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	29%	59%	6%	1%
Title I Schoolwide				
Title I Targeted				

Mathematics (94.6% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	49%	29%	15%	2%
Title I Schoolwide				
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	38%	n/a
Basic level and above	75%	n/a
Math, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

New Jersey

http://www.state.nj.us/education/

School and Teacher Demographics

Number of districts 608
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,453	406	313	7	134

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
16:1	13:1	13:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
40,595	17,051	24,163	329	3,353

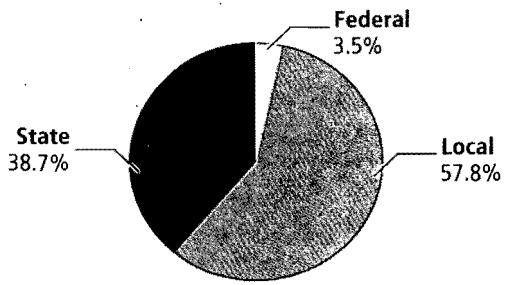
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	22%	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment
(SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
87	69	82	93

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	765,810	842,215
	9–12	310,195	306,327
	PreK	n/a	9,854

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	4.1	5.7
Black	18.5	18.3
Hispanic	11.1	14.0
White	66.1	61.9

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	14.8%	13.7%

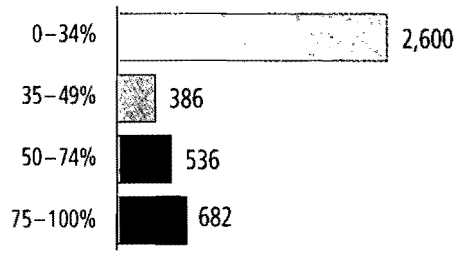
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	43,176	49,300

	1993–94	1997–98
Migrant (OME, K–12)	1,799	3,115

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	64%	74%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Under development

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Seventy-five percent at passing level grade 8, 11 (Lang. Arts, Math)

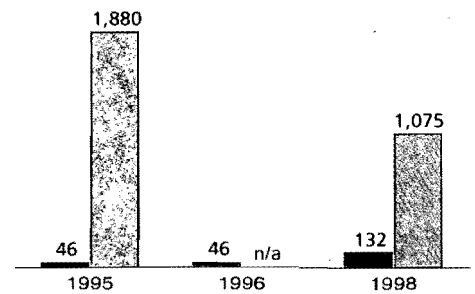
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	121,244
	9–12	12,324
	PreK	1,929

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.2%
Asian/Pacific Islander	2.4
Black	36.2
Hispanic	32.0
White	29.0

Title I allocation $165,698,522
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Below State Minimum	Minimally Competent	Clearly Competent
All Students			
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Below State Minimum	Minimally Competent	Clearly Competent
All Students			
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Grade 8

Reading/Language Arts

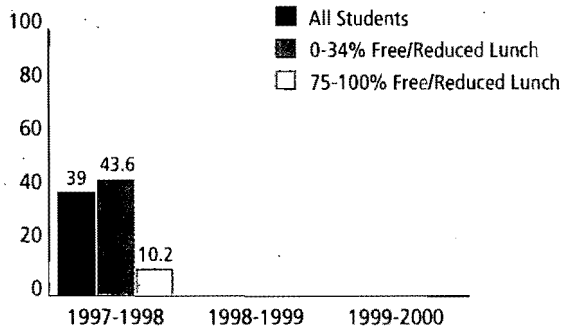
	Below State Minimum	Minimally Competent	Clearly Competent
All Schools	15.3%	37.1%	47.6%
Title I Schoolwide	39.8	42.6	17.6
Title I Targeted	16.3	39.0	44.7
Percent of School in Poverty			
00–34	10.2	36.9	52.9
75–100	40.5	42.5	17.0
LEP Students	79.9	17.8	2.3
Migrant students			

Mathematics

	Below State Minimum	Minimally Competent	Clearly Competent
All Schools	20.0%	41.1%	39.0%
Title I Schoolwide	47.3	42.6	10.1
Title I Targeted	21.5	42.9	35.7
Percent of School in Poverty			
00–34	14.5	41.9	43.6
75–100	46.5	43.3	10.2
LEP Students	65.7	26.5	7.7
Migrant students			

Student achievement trend

Math 8th grade meets or exceeds Clearly Competent



Assessment Information

Assessment Reported
No information provided

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

State Definition of "Proficient"
Clearly competent

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 11

Reading

	Pass
All Schools	78.3%
Title I Schoolwide	50.0
Title I Targeted	78.3

Mathematics

	Pass
All Schools	80.6%
Title I Schoolwide	66.9
Title I Targeted	79.8

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, 1996:		
Proficient level and above	25%	n/a
Basic level and above	68%	n/a

New Mexico

http://sde.state.nm.us/

School and Teacher Demographics

Number of districts 89
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
432	153	132	13	14

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
17:1	16:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
9,677	4,610	4,861	171	331

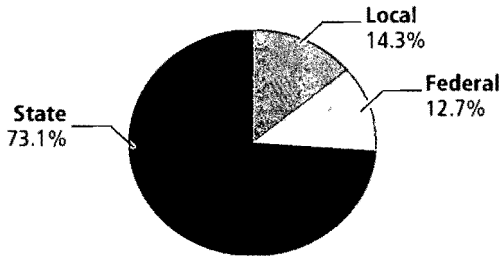
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	22%	26%
Mathematics education >16 hours	26	27
Science education >16 hours	n/a	36

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
76	69	71	60

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	203,157	231,464
	9–12	92,900	96,080
	PreK	n/a	4,131

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	9.8%	10.6%
Asian/Pacific Islander	0.9	1.0
Black	2.2	2.4
Hispanic	44.7	48.0
White	42.5	38.0

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.0%	12.9%

	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	58,752	78,107

	1993–94	1997–98
Migrant (OME, K–12)	3,842	3,161

	1993–94	1996–97
High school drop-out rate (CCD, event)	8.5%	7.5%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	54%	58%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Planned for future

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Increase students above 40th percentile by 5 percent over 2 years on NRT.

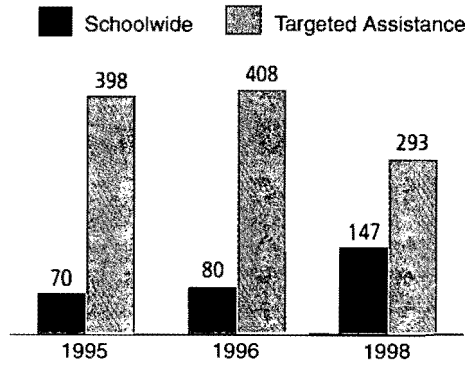
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	82,770
	9–12	6,777
	PreK	972

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	18.5%
Asian/Pacific Islander	0.5
Black	2.2
Hispanic	59.1
White	19.3

Title I allocation $64,712,144
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (# % of total school grade took exam)

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	10%	34%	34%	22%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics (# % of total school grade took exam)

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	21%	49%	19%	11%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 8

Reading/Language Arts (# % of total school grade took exam)

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	24%	42%	25%	9%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics (# % of total school grade took exam)

	Beginning Step	Nearing Proficiency	Proficient	Advanced
All Students	53%	27%	16%	5%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
New Mexico Achievement Assessment, used since 1997–1998

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

State Definition of Proficient
Scoring as "Competent Readers" and between a 40 and 59 on Math Problem solving subset

Exclusion from Assessment
No information given

Other Assessments
CTBS 5

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	24%
Basic level and above	52%	70%
Math, 1996:		
Proficient level and above	13%	14%
Basic level and above	51%	51%

New York

http://www.nysed.gov/

School and Teacher Demographics

Number of districts 707
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
2,447	702	765	138	152

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
87,577	35,027	47,351	5,341	7,014

Professional development of teachers in field (NAEP, 1995–96, 1997–98)

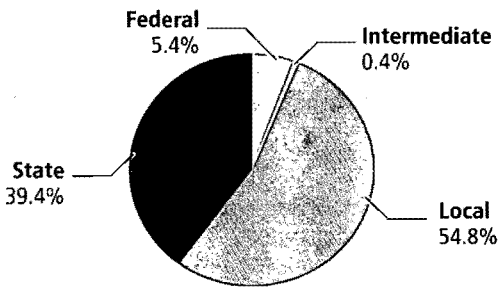
	Grade 4	Grade 8
Reading education > 16 hours	35%	32%
Mathematics education >16 hours	21	40
Science education >16 hours	n/a	41

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
89	84	85	87

Sources of funding

District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	1,790,143	1,897,457
	9–12	775,698	775,467
	PreK	28,172	32,070

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.3%	0.5%
Asian/Pacific Islander	3.9	5.4
Black	20.5	20.4
Hispanic	13.2	17.8
White	62.1	55.9

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.6%	11.8%

	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	158,007	220,840

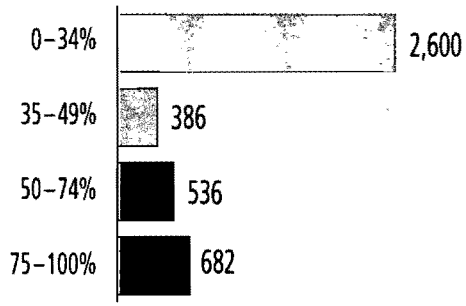
	1993–94	1997–98
Migrant (OME, K–12)	9,065	11,303

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.1%	3.4%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	70%	84%

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

(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>90 percent score on CRT (4 subj).

Expected School Improvement on Assessment
Annual progress toward goals

Indicators for School Accountability
CRT, attendance, dropout, suspension rates, high school dropout rate <5 percent

Title I AYP Target for Schools
Reduce gap toward 90 percent target every 2 years

Title I Schools

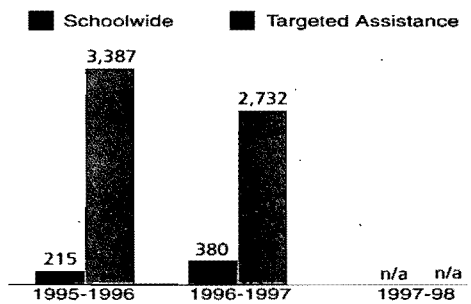
Title I enrollment (USED)		1997–98
	K–8	540,182
	9–12	125,511
	PreK	15,387

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.5%
Asian/Pacific Islander	6.1
Black	33.6
Hispanic	33.5
White	25.5

Title I allocation $691,343,186
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

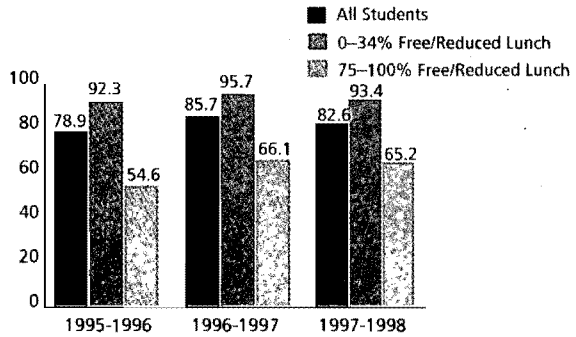
	Partially Proficient	Proficient	Advanced
All Students	17.4%	54.0%	28.6%
Title I Schoolwide	33.9	55.4	10.7
Title I Targeted	15.6	54.8	29.7
Percent of School in Poverty			
00–34	6.5	49.9	43.6
75–100	34.8	56.3	8.9
LEP Students	23.2	75.6	1.2
Migrant students	32.4	57.0	10.6

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	5.5%	48.8%	45.7%
Title I Schoolwide	13.1	65.0	21.8
Title I Targeted	4.5	48.0	47.5
Percent of School in Poverty			
00–34	1.0	35.7	63.3
75–100	13.7	65.4	20.9
LEP Students	22.8	67.0	10.2
Migrant students	7.2	70.0	22.8

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



Grade 6

Reading/Language Arts

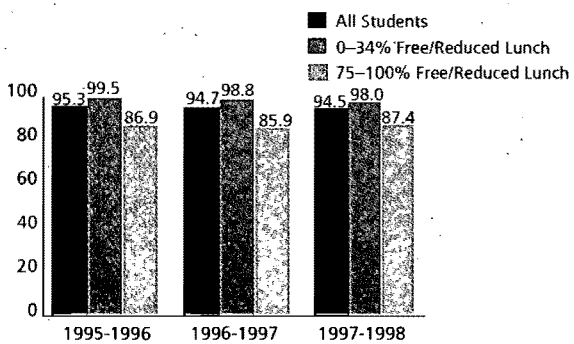
	Partially Proficient	Proficient	Advanced
All Students	18.8%	38.1%	43.0%
Title I Schoolwide	36.7	44.2	19.1
Title I Targeted	17.5	38.2	44.3
Percent of School in Poverty			
00–34	9.0	32.9	58.0
75–100	39.1	45.1	15.8
LEP Students	40.4	58.1	1.5
Migrant students	29.7	47.3	23.0

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	5.5%	69.1%	25.4%
Title I Schoolwide	11.1	77.5	11.4
Title I Targeted	5.0	70.2	24.7
Percent of School in Poverty			
00–34	2.0	64.0	34.0
75–100	12.5	77.0	10.4
LEP Students	26.9	69.0	4.1
Migrant students	7.4	85.1	7.4

Student achievement trend

Reading 6th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
New York State Pupil Evaluation Program Test, used since 1973

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

State Definition of Proficient
Score at or above the state's "minimum reference point," but below mastery level

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
LEP students are tested using alternate assessments

Other Assessments
No information provided

Grade 11

Reading/Language Arts

	Partially Proficient	Proficient	Above Proficient	Advanced
All Students				
Title I Schoolwide	15.7%	68.3%	15.1%	0.9%
Title I Targeted	6.7	42.1	37.2	14.0

Mathematics

	Partially Proficient	Proficient	Above Proficient	Advanced
All Students				
Title I Schoolwide	13.1%	47.0%	32.4%	7.5%
Title I Targeted	7.0	27.2	40.8	25.0

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	34%
Basic level and above	62%	78%
Math, 1996:		
Proficient level and above	20%	22%
Basic level and above	64%	61%

North Carolina

http://www.dpi.state.nc.us/

School and Teacher Demographics

Number of districts 119
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,229	416	333	59	11

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
41,373	18,706	22,220	1,468	510

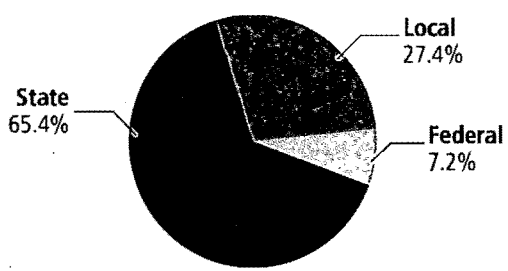
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	44%	21%
Mathematics education >16 hours	19	37
Science education >16 hours	n/a	44

Secondary teachers with major in main assignment
(SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
87	79	73	88

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	769,825	898,132
	9–12	310,919	329,647
	PreK	n/a	8,082

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	1.6%	1.5%
Asian/Pacific Islander	0.8	1.6
Black	30.4	31.0
Hispanic	0.7	2.7
White	66.5	63.2

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.2%	11.1%

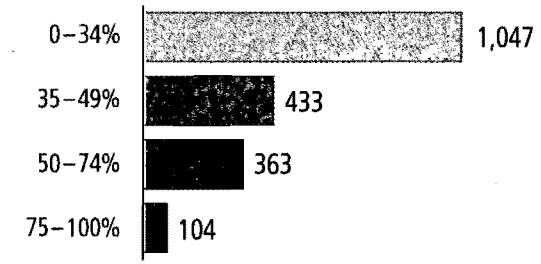
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	4,586	24,771

	1993–94	1997–98
Migrant (OME, K–12)	10,103	13,885

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	51%	56%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 101 Schools did not report

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent students at/above grade level
(Reading, Writing and Math at grades 3-8; Reading Writing, Math, Science & Social Studies at grades 9-12)

Expected School Improvement on Assessment
Annual growth over a baseline set for each school

Indicators for School Accountability
Primarily End of Grade and End of Course Tests; additional components in high school

Title I AYP Target for Schools
Same as statewide goal

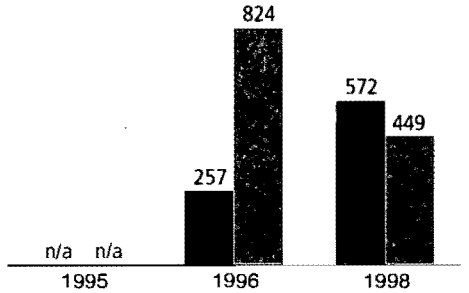
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	277,822
	9–12	4,302
	PreK	8,550

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	3.8%
Asian/Pacific Islander	1.0
Black	46.2
Hispanic	4.2
White	43.9

Title I allocation $144,468,525
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (95.4% of total school grade took exam)

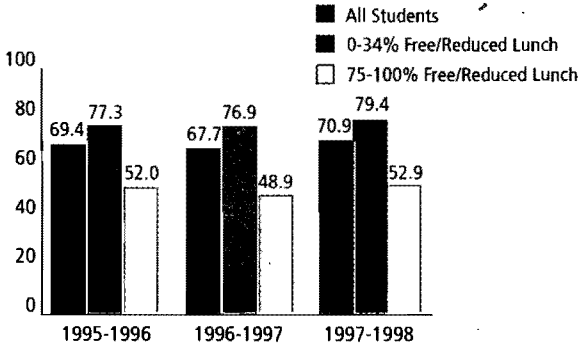
	Level 1	Level 2	Level 3	Level 4
All Students	7.9%	21.2%	41.5%	29.4%
Title I Schoolwide	10.2	26.8	42.7	20.3
Title I Targeted	15.0	46.8	35.4	2.9
Percent of School in Poverty				
00–34	5.4	15.2	39.9	39.5
75–100	14.0	33.1	39.9	13.0
LEP Students	22.8	42.1	30.6	4.5
Migrant students	22.0	35.6	35.3	7.1

Mathematics (95.7% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	4.0%	16.8%	41.7%	37.5%
Title I Schoolwide	5.1	21.4	44.9	28.6
Title I Targeted	8.3	33.7	49.0	9.0
Percent of School in Poverty				
00–34	2.7	11.8	37.9	47.7
75–100	7.6	27.4	44.9	20.2
LEP Students	9.1	28.9	48.8	13.2
Migrant students	8.7	28.2	43.4	19.7

Student achievement trend

Reading 4th grade meets or exceeds Level 3



Grade 8

Reading/Language Arts (95.8% of total school grade took exam)

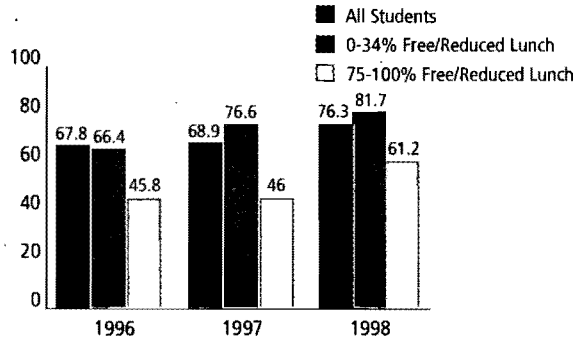
	Level 1	Level 2	Level 3	Level 4
All Students	3.4%	17.2%	43.7%	35.7%
Title I Schoolwide	3.8	22.2	48.8	25.2
Title I Targeted	8.6	41.6	45.7	4.0
Percent of School in Poverty				
00–34	2.5	13.3	41.4	42.9
75–100	6.2	31.1	46.6	16.1
LEP Students	17.7	47.1	31.0	4.2
Migrant students	16.7	39.4	33.8	10.2

Mathematics (95.9% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	5.4%	18.3%	37.6%	38.7%
Title I Schoolwide	6.6	22.6	42.7	28.0
Title I Targeted	13.2	44.5	36.7	5.6
Percent of School in Poverty				
00–34	3.9	14.4	35.7	46.0
75–100	10.4	28.4	41.6	19.6
LEP Students	15.9	34.1	34.3	15.7
Migrant students	14.4	30.1	38.0	17.6

Student achievement trend

Math 8th grade meets or exceeds Level 3



Assessment Information

Assessment Reported
North Carolina End of Grade/End of Course Test, used since 1992–1993

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient", used since 1992–1993
Level 3: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Exclusion from Assessment
LEP first year, LEP second year, exempted by IEP committee, identified under Section 504, temporary disability, or other

Other Assessments
None

End of Course Test

English I (96.1% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	11.5%	27.8%	37.7%	23.0%
Title I Schoolwide	20.5	42.2	28.5	8.9
Title I Targeted	33.8	27.0	17.6	21.6

Algebra I (97.4% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	10.8%	27.7%	41.9%	19.6%
Title I Schoolwide	15.4	26.3	38.1	20.2
Title I Targeted	30.8	34.6	26.9	7.7

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	76%
Math, 1996:		
Proficient level and above	21%	20%
Basic level and above	64%	56%

North Dakota

http://www.dpi.state.nd.us/

School and Teacher Demographics

Number of districts 237
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
330	38	190	5	2

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
3,983	921	2,739	66	142

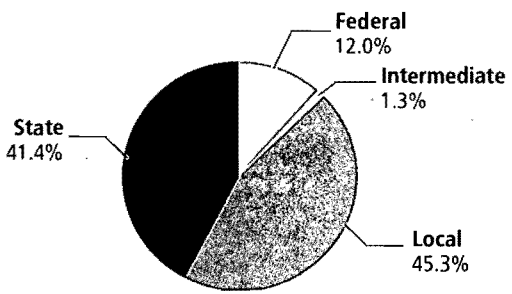
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	22%	44%
Science education >16 hours	n/a	38

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
80	87	85	77

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)	1989–90	1997–98
K–8	84,920	79,617
9–12	32,896	38,242
PreK	n/a	713

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	6.1%	8.3%
Asian/Pacific Islander	0.7	0.8
Black	0.6	0.9
Hispanic	0.6	1.1
White	92.0	88.9

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.4%	9.5%

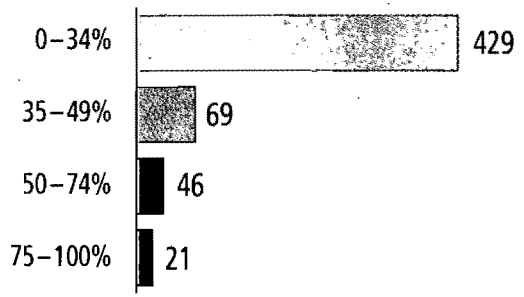
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	7,187	6,340

	1993–94	1997–98
Migrant (OME, K–12)	1,413	982

	1993–94	1996–97
High school drop-out rate (CCD, event)	2.5%	2.7%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	68%	74%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Average >40th percentile on CTBS-5, or 2 percent growth over 4 years

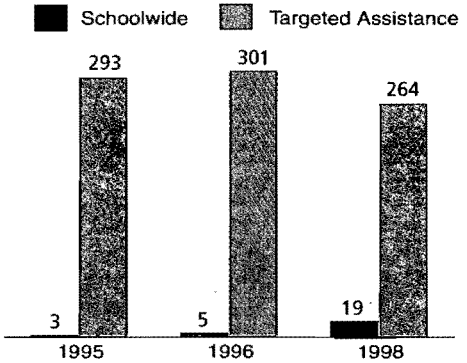
Title I Schools

Title I enrollment (USED)	1997–98
K–8	17,822
9–12	1,913
PreK	19

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	23.2%
Asian/Pacific Islander	0.9
Black	1.5
Hispanic	2.0
White	72.4

Title I allocation $18,866,355
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	National Percentile
All Students	68%
Title I	43
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	32
Migrant students	

Mathematics

	National Percentile
All Students	63%
Title I	38
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	26
Migrant students	

Grade 8

Reading/Language Arts

	National Percentile
All Students	65%
Title I	33
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	21
Migrant students	

Mathematics

	National Percentile
All Students	67%
Title I	35
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	24
Migrant students	

Assessment Information

Assessment Reported
Comprehensive Test of Basic Skills, Version 5

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

State Definition of "Proficient"
National percentile; there is no definition of proficient

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading

	National Percentile
All Students	68%
Title I	41
Title I Targeted	

Mathematics

All Students	71%
Title I	39
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, 1996:		
Proficient level and above	24%	33%
Basic level and above	75%	77%

Ohio

http://www.ode.state.oh.us/

School and Teacher Demographics

Number of districts 661
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
2,216	734	725	118	48

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
19:1	16:1	18:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
47,251	22,915	32,117	3,519	729

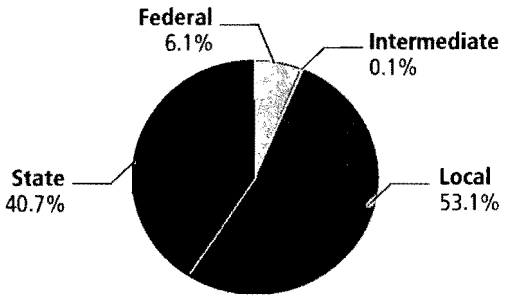
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
74	64	75	79

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	1,238,917	1,273,892
	9–12	525,493	572,280
	PreK	n/a	20,804

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.1%
Asian/Pacific Islander	0.9	1.0
Black	14.2	15.5
Hispanic	1.2	1.5
White	83.6	81.9

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.8%	10.1%

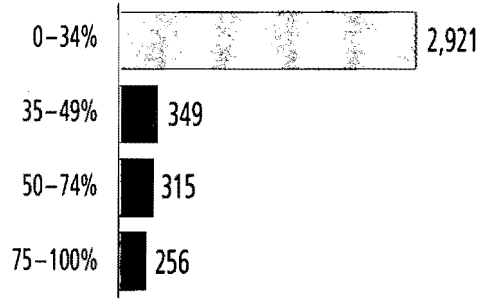
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	8,526	12,391

	1993–94	1997–98
Migrant (OME, K–12)	4,993	5,357

	1993–94	1996–97
High school drop-out rate (CCD, event)	5.3%	5.2%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	51%	59%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Grade 4,6 >75 percent; grade 10 >85 percent, grade 12 >60 percent passing score on CRT (4 subjects)

Expected School Improvement on Assessment
2.5 percent gain in two thirds of performance indicators not met the previous year

Indicators for School Accountability
Dropout, attendance rates, proficiency tests

Title I AYP Target for Schools
Same as statewide goal

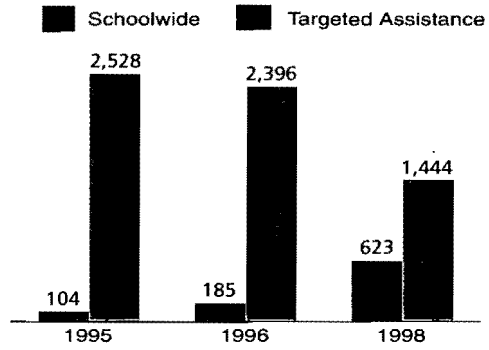
Title I Schools

Title I enrollment (USED)	1997–98
K–8	317,469
9–12	1,267
PreK	4,106

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	0.7
Black	36.9
Hispanic	3.1
White	58.1

Title I allocation $307,720,914
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (89.7% of total school grade took exam)

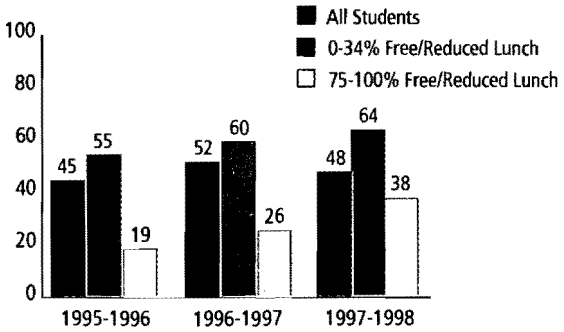
	Partially Proficient	Proficient	Advanced
All Students	52%	45%	3%
Title I Schoolwide	53	44	3
Title I Targeted	46	46	8
Percent of School in Poverty			
00–34	36	61	3
75–100	62	37	1
LEP Students	41	57	2
Migrant students	63	37	

Mathematics (89.7% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	58%	37%	5%
Title I Schoolwide	59	35	6
Title I Targeted	51	38	11
Percent of School in Poverty			
00–34	48	46	6
75–100	73	25	2
LEP Students	47	46	7
Migrant students	68	32	

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 6

Reading/Language Arts (89.7% of total school grade took exam)

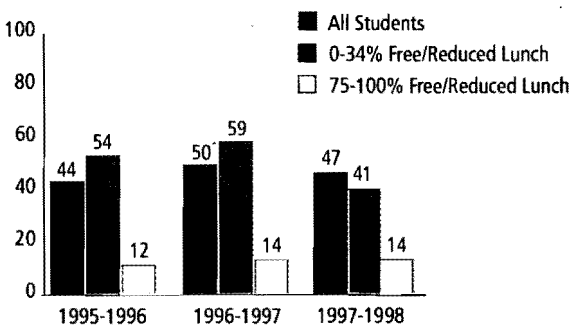
	Partially Proficient	Proficient	Advanced
All Students	47%	39%	14%
Title I Schoolwide	53	36	11
Title I Targeted	45	38	17
Percent of School in Poverty			
00–34	38	48	14
75–100	64	33	3
LEP Students	48	40	12
Migrant students	69	31	

Mathematics (89.7% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	53%	42%	5%
Title I Schoolwide	66	29	5
Title I Targeted	59	32	9
Percent of School in Poverty			
00–34	59	37	4
75–100	86	13	1
LEP Students	55	39	6
Migrant students	81	19	

Student achievement trend

Math 6th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Ohio 4th and 6th Grade Proficiency Test

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Proficient: Scaled score of 217 in Reading and 218 in Mathematics at Grade 4. Scaled score of 222 in Reading and 200 in Mathematics at Grade 6.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

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, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Oklahoma

http://sde.state.ok.us/

School and Teacher Demographics

Number of districts 550
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
986	350	461	0	21

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
19,809	8,318	10,634	0	749

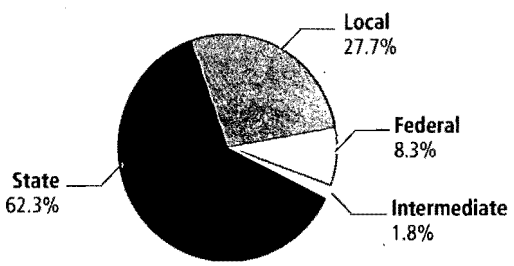
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	17%	18%
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
78	74	62	71

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	420,940	439,905
	9–12	157,640	177,929
	PreK	2,940	2,494

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	11.4%	15.5%
Asian/Pacific Islander	1.1	1.3
Black	9.9	10.6
Hispanic	2.6	4.5
White	75.0	68.1

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.3%	11.3%

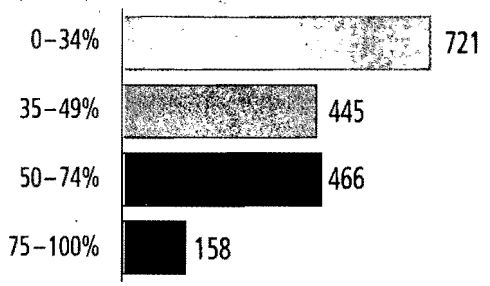
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	10,606	31,941

	1993–94	1997–98
Migrant (OME, K–12)	3,699	5,948

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	49%	50%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 28 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>70 percent of students scoring satisfactory, currently developing performance index

Expected School Improvement on Assessment
Annual improvement toward satisfactory rating

Indicators for School Accountability
OK Core Curriculum scores

Title I AYP Target for Schools
Same as statewide goal

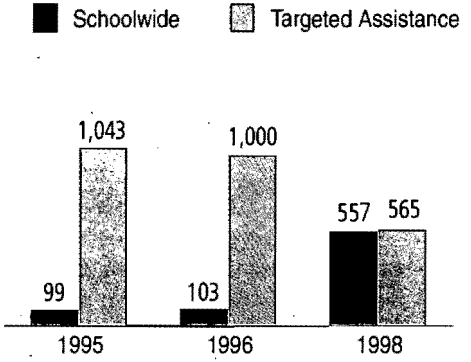
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	173,323
	9–12	14,371
	PreK	4,949

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	21.2%
Asian/Pacific Islander	0.6
Black	16.0
Hispanic	6.4
White	55.7

Title I allocation $89,482,299
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 5

Reading/Language Arts

	Unsatisfactory	Satisfactory
All Students	24%	76%
Title I Schoolwide	33	67
Title I Targeted	54	46
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics

	Unsatisfactory	Satisfactory
All Students	18%	82%
Title I Schoolwide	24	76
Title I Targeted	37	63
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Grade 8

Reading/Language Arts

	Unsatisfactory	Satisfactory
All Students	25%	75%
Title I Schoolwide	34	66
Title I Targeted	51	49
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics

	Unsatisfactory	Satisfactory
All Students	29%	71%
Title I Schoolwide	38	62
Title I Targeted	57	43
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Assessment Information

Assessment Reported
Oklahoma Core Curriculum Tests, used since 1994-1995

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1994
Satisfactory: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Definition of Title I Targeted Assistance
Only Title I student scores at tested grade are reported in the assessment results.

Exclusion from Assessment
IEP and LEP plan

Other Assessments
ITBS at grades 3 and 7

Grade 11

Reading

	Unsatisfactory	Satisfactory
All Students	28%	72%
Title I Schoolwide	35	65
Title I Targeted	53	47

Mathematics

	Unsatisfactory	Satisfactory
All Students	39%	61%
Title I Schoolwide	48	52
Title I Targeted	61	39

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	29%
Basic level and above	66%	80%
Math, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Oregon

http://www.ode.state.or.us/

School and Teacher Demographics

Number of districts 217
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
760	219	212	51	10

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
21:1	20:1	20:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
12,465	5,720	7,603	648	109

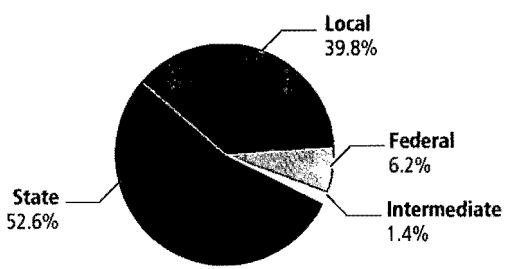
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	38%	38%
Mathematics education >16 hours	24	38
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
61	61	93	79

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	340,264	378,571
	9–12	132,130	160,221
	PreK	n/a	781

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	1.7%	2.1%
Asian/Pacific Islander	2.8	3.5
Black	2.4	2.6
Hispanic	4.0	8.1
White	89.2	83.7

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.3%	10.6%

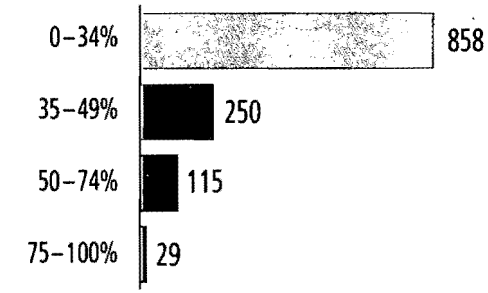
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	7,557	33,559

	1993–94	1997–98
Migrant (OME, K–12)	23,958	26,319

	1993–94	1996–97
High school drop-out rate (CCD, event)	7.1%	6.9%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	57%	54%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Annual increase in percent proficient (Lang. Arts, M) toward 100 percent in 2010

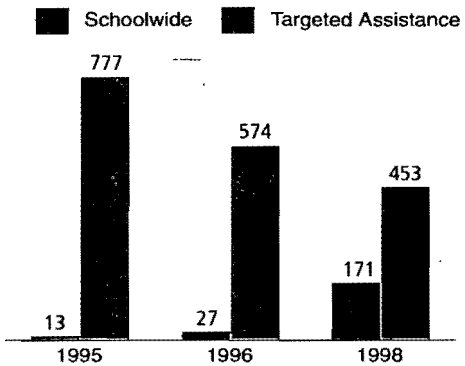
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	96,942
	9–12	5,406
	PreK	1,075

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	3.3%
Asian/Pacific Islander	3.0
Black	6.2
Hispanic	16.8
White	69.4

Title I allocation $80,242,807
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

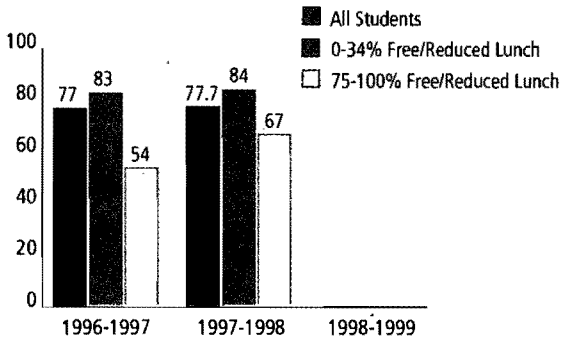
Reading/Language Arts (89.0% of total school grade took exam)

	Does Not Meet Benchmark	Meets Benchmark	Exceeds Benchmark
All Students	22.2%	38.2%	39.5%
Title I Schoolwide	30.7	40.3	29.0
Title I Targeted	22.8	40.0	37.3
Percent of School in Poverty			
00–34	16	35	49
75–100	33	44	23
LEP Students			
Migrant students			

Mathematics (89.8% of total school grade took exam)

	Does Not Meet Benchmark	Meets Benchmark	Exceeds Benchmark
All Students	33.2%	41.3%	25.6%
Title I Schoolwide	43.5	39.4	17.1
Title I Targeted	33.8	42.3	23.9
Percent of School in Poverty			
00–34	25	42	33
75–100	46	40	14
LEP Students			
Migrant students			

Student achievement trend
Reading 4th grade meets or exceeds benchmark



Grade 8

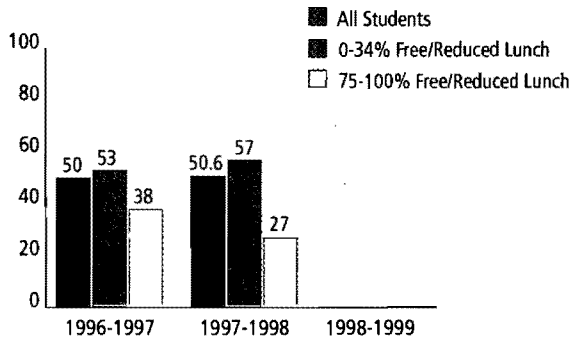
Reading/Language Arts (91.8% of total school grade took exam)

	Does Not Meet Benchmark	Meets Benchmark	Exceeds Benchmark
All Students	45.4%	26.6%	28.0%
Title I Schoolwide	58.6	22.5	17.9
Title I Targeted	52.9	25.3	21.8
Percent of School in Poverty			
00–34	40	28	32
75–100	66	19	15
LEP Students			
Migrant students			

Mathematics (93.1% of total school grade took exam)

	Does Not Meet Benchmark	Meets Benchmark	Exceeds Benchmark
All Students	49.4%	24.3%	26.3%
Title I Schoolwide	66.2	18.2	15.7
Title I Targeted	56.8	23.2	20.0
Percent of School in Poverty			
00–34	44	26	31
75–100	72	16	11
LEP Students			
Migrant students			

Student achievement trend
Math 8th grade meets or exceeds benchmark



Assessment Information

Assessment Reported
Oregon Statewide Assessment System, used since 1991-1992

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient", used since 1996-1997
Meets or exceeds standards

Definition of Title I Targeted Assistance
All students at tested grade are included in the assessment results.

Exclusion from Assessment
Absent, individually determined Special Education and LEP students

Other Assessments
None

Grade 10

Reading (87.2% of total school grade took exam)

	Does Not Meet Benchmark	Meets Benchmark	Exceeds Benchmark
All Students	52.6%	31.8%	15.6%
Title I Schoolwide	76.2	19.3	4.5
Title I Targeted	57.7	29.2	13.1

Mathematics (88.0% of total school grade took exam)

	Does Not Meet Benchmark	Meets Benchmark	Exceeds Benchmark
All Students	67.7%	21.9%	10.4%
Title I Schoolwide	89.1	9.5	1.4
Title I Targeted	72.8	20.2	7.0

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	33%
Basic level and above	61%	78%
Math, 1996:		
Proficient level and above	21%	26%
Basic level and above	65%	67%

Pennsylvania

http://www.pde.psu.edu/

School and Teacher Demographics

Number of districts 501
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,927	539	598	22	29

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
19:1	17:1	17:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
46,195	21,156	32,416	553	853

Professional development of teachers in field (NAEP, 1995–96, 1997–98)

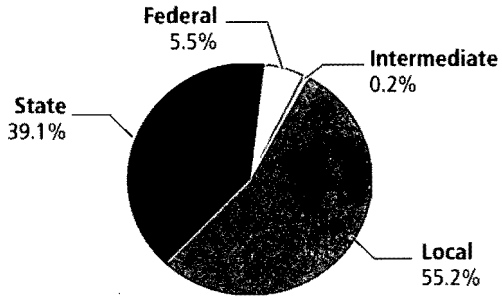
	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	17%	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
74	98	85	74

Sources of funding

District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	1,147,986	1,247,509
	9–12	507,293	535,069
	PreK	n/a	2,979

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.1%
Asian/Pacific Islander	1.5	1.8
Black	13.1	14.5
Hispanic	2.6	3.9
White	82.7	79.7

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.6%	9.7%

	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	n/a	n/a

	1993–94	1997–98
Migrant (OME, K–12)	8,424	12,549

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.1%	3.9%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	57%	65%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
No information available

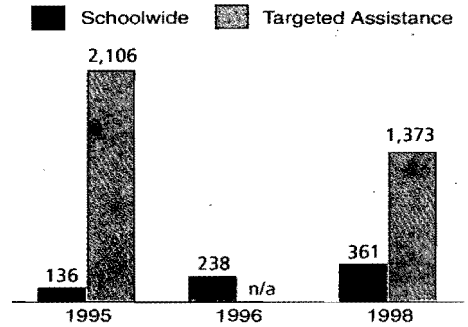
Title I Schools

Title I enrollment (USED)	1997–98
K–8	290,201
9–12	27,238
PreK	7,879

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	2.1
Black	41.4
Hispanic	11.0
White	42.7

Title I allocation $274,238,269
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



* 76 schools did not report.

Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 5

Reading/Language Arts

	Bottom	Low Middle	High Middle	Top
All Students	23.7%	24.0%	25.6%	26.7%
Title I	50.1	31.0	13.9	5.0
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	72.0	18.8	5.5	3.7
Migrant students	68.4	20.5	8.5	2.6

Mathematics

	Bottom	Low Middle	High Middle	Top
All Students	24.4%	27.0%	24.4%	24.2%
Title I	51.7	32.3	12.1	3.9
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	68.5	20.4	7.1	4.0
Migrant students	60.8	25.8	9.2	4.2

Grade 8

Reading/Language Arts

	Bottom	Low Middle	High Middle	Top
All Students	24.3%	24.8%	26.1%	24.9%
Title I	54.2	29.3	12.4	4.2
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	69.4	21.1	7.5	1.9
Migrant students	66.1	25.4	6.8	1.7

Mathematics

	Bottom	Low Middle	High Middle	Top
All Students	24.2%	28.3%	25.1%	22.5%
Title I	56.5	31.3	9.4	2.9
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	62.6	21.1	10.0	6.2
Migrant students	72.9	27.1		

Assessment Information

Assessment Reported
Pennsylvania System of Student Assessments, used since 1996

Progress Toward Assessment Aligned with Standards
Performance standards met the review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Student results are placed in quartiles; there is no definition of proficient

Exclusion from Assessment
IEP exclusions, parental exclusions for grade 11, and incomplete assessments

Other Assessments
Writing examination at grades 6 and 9 will become mandatory in 2000.

Grade 11

Reading

	Bottom	Low Middle	High Middle	Top
All Students	25.3%	25.6%	25.5%	23.5%
Title I	72.9	19.5	6.1	1.5
Title I Targeted				

Mathematics

	Bottom	Low Middle	High Middle	Top
All Students	28.9%	25.2%	24.1%	21.9%
Title I	77.2	18.4	3.4	1.1
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, 1996:		
Proficient level and above	20%	n/a
Basic level and above	68%	n/a

Puerto Rico

School and Teacher Demographics

Number of districts 1
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
903	217	172	183	41

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
18,281	6,667	6,794	6,254	568

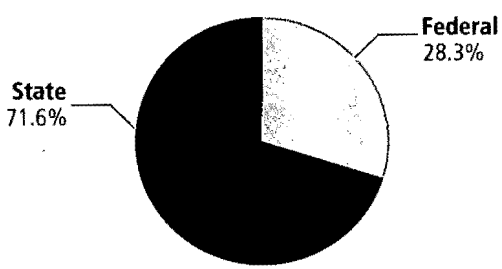
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment
(SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
n/a	n/a	n/a	n/a

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	486,247	442,814
	9–12	164,978	160,044
	PreK	n/a	358

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	0.0%
Asian/Pacific Islander	n/a	0.0
Black	n/a	0.0
Hispanic	n/a	100.0
White	n/a	0.0

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	n/a	5.6%

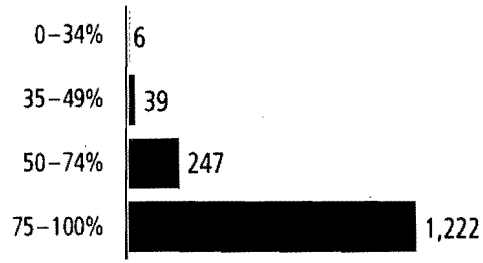
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	n/a	16,618

	1993–94	1997–98
Migrant (OME, K–12)	16,288	14,837

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	n/a	n/a

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* Two 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 AYP Target for Schools
None

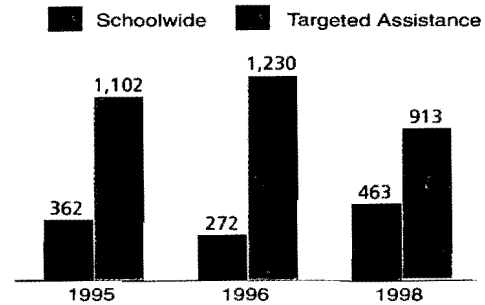
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	308,771
	9–12	38,094
	PreK	188

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.0%
Asian/Pacific Islander	0.0
Black	0.0
Hispanic	100.0
White	0.0

Title I allocation $338,980,985
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grades 3,6,9,11

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students	66.3%	20.8%	12.9%
Title I Schoolwide	66.4	20.3	13.3
Title I Targeted	73.9	16.4	9.7
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students	51.0	25.6	23.4

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	44.0%	35.5%	20.5%
Title I Schoolwide	37.3	38.3	24.4
Title I Targeted	46.0	36.3	17.7
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students	40.9	38.3	20.8

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 Puertorriguena 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, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Rhode Island

http://instruct.ride.ri.net/ride_home_page.html

School and Teacher Demographics

Number of districts 36
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
216	51	42	2	3

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
16:1	13:1	13:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
4,824	2,541	3,163	50	20

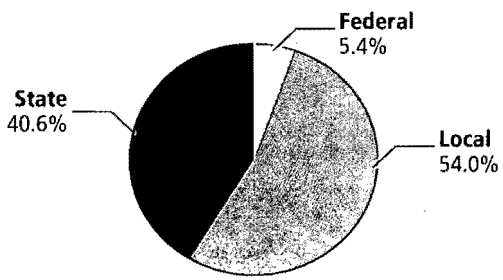
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	18%	28%
Mathematics education >16 hours	21	37
Science education >16 hours	n/a	50

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
94	81	94	93

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	98,412	107,948
	9–12	37,317	41,373
	PreK	n/a	629

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.4%	0.5%
Asian/Pacific Islander	3.2	3.4
Black	6.4	7.5
Hispanic	5.9	11.5
White	84.1	77.2

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	13.3%	14.9%

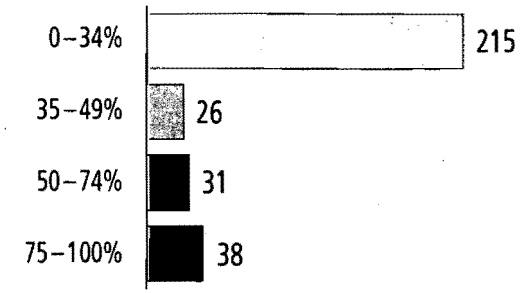
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	7,592	10,009

	1993–94	1997–98
Migrant (OME, K–12)	247	169

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.6%	4.7%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	65%	77%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* Four schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Growth in percent of students at proficient level

Expected School Improvement on Assessment
Meet the target defined by school every 3 years

Indicators for School Accountability
Test scores, Teacher survey on practices

Title I AYP Target for Schools
Same as statewide goal

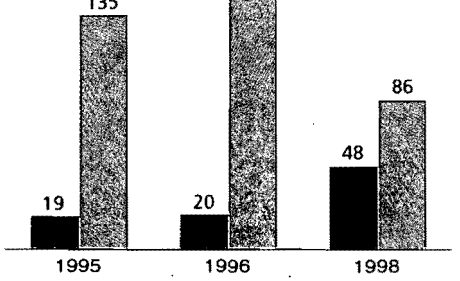
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	14,243
	9–12	331
	PreK	153

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.3%
Asian/Pacific Islander	13.2
Black	15.7
Hispanic	29.0
White	41.6

Title I allocation $25,482,356
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

English Language Arts–All Students in Grade 4

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Reading Interp.	0.2%	14.5%	36.0%	48.1%	1.2%
Writing Stand.	0.5	24.4	36.0	36.9	2.2
W. Cont. Stand.	0.4	24.7	30.2	43.5	1.3

Mathematics–All Students in Grade 4

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Skills	0.5%	11.9%	30.8%	46.5%	10.3%
Concepts	0.6	38.4	41.1	18.7	1.1
Problem Solving	6.3	59.8	20.3	11.2	2.5

Grade 8

English Language Arts–All Students in Grade 8

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Reading Interp.	0.3%	23.5%	38.6%	31.5%	6.1%
Writing Stand.	0.1	2.9	15.1	79.2	2.8
W. Cont. Stand.	0.3	2.8	20.7	72.3	3.9

Mathematics–All Students in Grade 8

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Skills	5.2%	19.5%	24.9%	30.8%	19.6%
Concepts	31.5	23.6	19.2	16.8	9.0
Problem Solving	27.0	37.6	15.3	19.1	1.0

Assessment Information

Assessment Reported
Grade 10 RI Writing Assessment Program, used since 1997
Rhode Island New Standards Reference Exams, used since 1997
(Please note: grade 10 Writing scores are by student category, all other scores are by content area)

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Proficient/Achieved Standard: At this level, students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

Exclusion from Assessment
Extended absences, alternate assesssments

Other Assessments
Rhode Island Health Performance Assessment Program

Grade 10

Reading

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students	21.5%	37.8%	36.0%	4.8%
Title I	48.4	36.5	15.1	0.0

Mathematics–All Students in Grade 10

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
Skills	1.0%	15.0%	16.5%	46.1%	21.3%
Concepts	34.2	30.0	13.8	14.7	7.3
Problem Solving	31.7	40.8	11.0	11.0	5.6

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	32%	30%
Basic level and above	65%	74%
Math, 1996:		
Proficient level and above	17%	20%
Basic level and above	61%	60%

South Carolina

http://www.state.sc.us/sde/

School and Teacher Demographics

Number of districts (CCD, 1997–98) 95

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
591	242	191	19	12

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
15:1	16:1	17:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
19,638	9,731	10,956	646	68

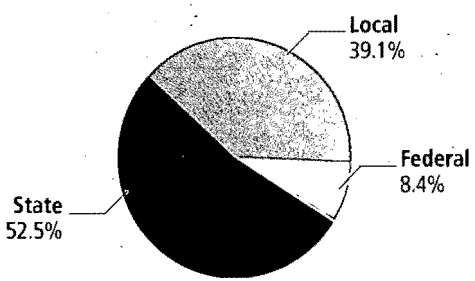
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	39%	35%
Mathematics education >16 hours	27	49
Science education >16 hours	n/a	49

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
78	72	74	72

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	443,712	464,117
	9–12	172,465	186,638
	PreK	n/a	n/a

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	0.6	0.8
Black	41.1	42.2
Hispanic	0.3	1.0
White	57.9	55.8

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	n/a	12.5%

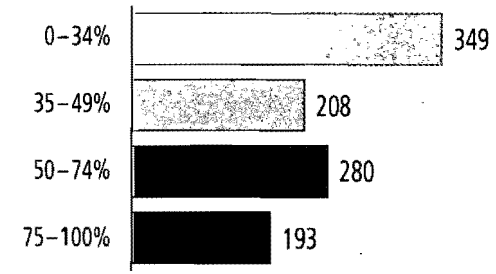
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	n/a	3,202

	1993–94	1997–98
Migrant (OME, K–12)	2,227	1,776

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	2.7

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	58%	59%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 25 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment Implementation 2001. Provisional Plan.

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Reduce percent of students in bottom quartile by 25 percent/year.

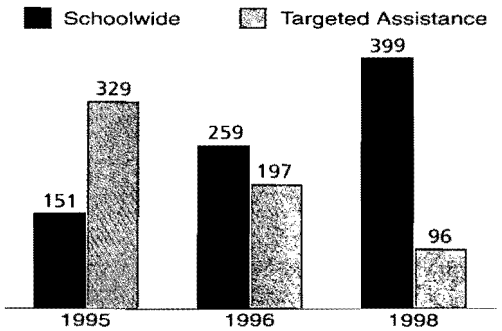
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	191,932
	9–12	6,922
	PreK	7,745

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.2%
Asian/Pacific Islander	0.4
Black	60.7
Hispanic	1.2
White	37.4

Title I allocation $95,786,176
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (91.6% of total school grade took exam)

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	32%	27%	20%	21%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics (91.6% of total school grade took exam)

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	22%	22%	19%	38%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 7

Reading/Language Arts (92.9% of total school grade took exam)

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	29%	25%	21%	25%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics (92.9% of total school grade took exam)

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	29%	23%	21%	27%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Metropolitan Achievement Test version 7, used since 1995–96

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 1995–96
Student results are placed in quartiles; there is no definition of proficient.

Exclusion from Assessment
Self contained classes, students with documented disabilities, absences, and students who did not attempt exam

Other Assessments
BSAP

Grade 11

Reading (94.1% of total school grade took exam)

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	25%	29%	23%	22%
Title I Schoolwide				
Title I Targeted				

Math (94.1% of total school grade took exam)

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	26%	25%	21%	28%
Title I Schoolwide				
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	22%
Basic level and above	55%	65%
Math, 1996:		
Proficient level and above	12%	14%
Basic level and above	48%	48%

South Dakota

http://www.state.sd.us/state/executive/deca/

School and Teacher Demographics

Number of districts 177
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
415	197	190	2	10

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
17:1	15:1	15:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
3,991	2,065	2,999	8	26

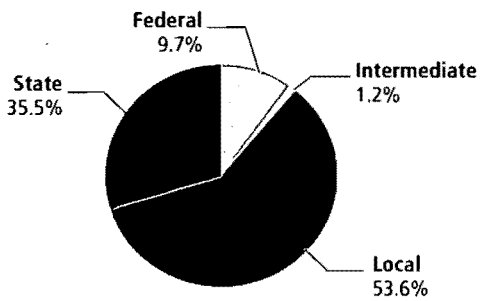
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
73	67	72	61

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	93,596	96,484
	9–12	33,733	44,300
	PreK	n/a	924

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	14.4%
Asian/Pacific Islander	n/a	0.8
Black	n/a	1.0
Hispanic	n/a	0.9
White	n/a	82.9

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.6%	9.1%

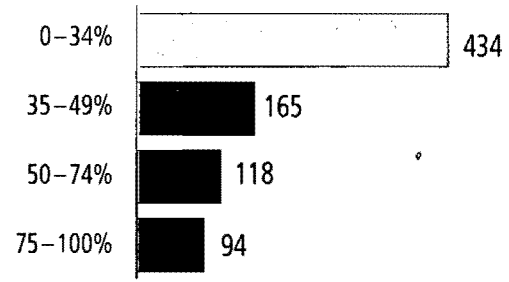
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	6,048	6,515

	1993–94	1997–98
Migrant (OME, K–12)	1,733	2,252

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	50%	50%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* Three schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Developing by 2000

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Five percent gain from Below Basic to Basic and from Basic to Proficient.

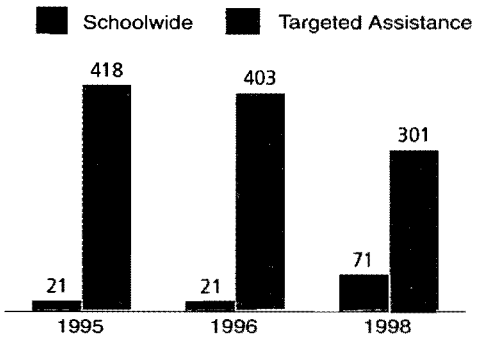
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	19,829
	9–12	1,434
	PreK	220

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	36.5%
Asian/Pacific Islander	0.4
Black	0.9
Hispanic	1.1
White	59.9

Title I allocation $20,536,068
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

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

Mathematics

	National Percentile
All Students	62%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	National Percentile
All Students	65%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	69%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test Version 9, used since 1997–98

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1997
National percentile; no levels

Exclusion from Assessment
Information will be available from 1999–2000 results

Other Assessments
Under development

Grade 11

Reading/Language Arts

	National Percentile
All Students	54%
Title I Schoolwide	
Title I Targeted	

Mathematics

	National Percentile
All Students	66%
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, 1996:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Tennessee

http://www.state.tn.us/education/

School and Teacher Demographics

Number of districts 140
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
936	248	279	47	12

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

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

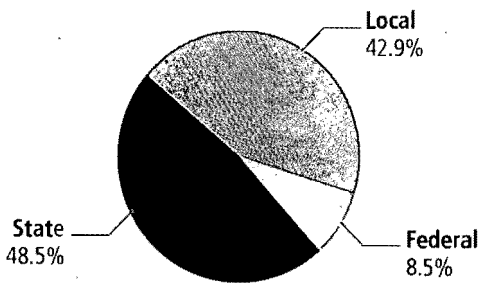
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	22%	24%
Mathematics education >16 hours	19	36
Science education >16 hours	n/a	40

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
73	59	52	81

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	590,121	626,729
	9–12	229,539	238,714
	PreK	n/a	207

Race/ethnicity (CCD, K–12) * >0.05%	1989–90	1997–98
American Indian/Alaskan	*%	0.1%
Asian/Pacific Islander	0.7	1.0
Black	22.4	23.2
Hispanic	0.3	0.9
White	76.6	74.8

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	11.7%	12.7%

	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	2,829	7,223

	1993–94	1997–98
Migrant (OME, K–12)	391	1,174

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	54%	57%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Gain on NRT scores at national average

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
One percent gain per year in percentage of students performing at proficient level on TCAP

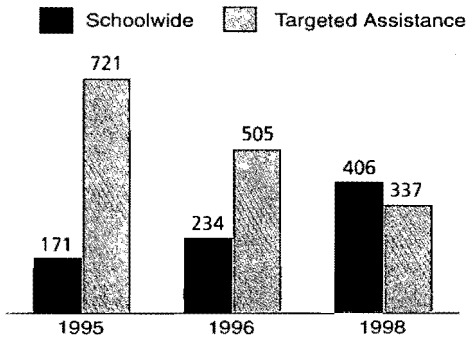
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	209,718
	9–12	10,946
	PreK	2,948

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	0.5
Black	41.5
Hispanic	1.1
White	56.8

Title I allocation $130,600,154
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Step 1	Pro-gressing	Nearing Proficiency	Proficient	Advanced
All Students	19%	24%	31%	18%	8%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

	Step 1	Pro-gressing	Nearing Proficiency	Proficient	Advanced
All Students	20%	34%	32%	10%	4%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Grade 8

Reading/Language Arts

	Step 1	Pro-gressing	Nearing Proficiency	Proficient	Advanced
All Students	15%	19%	30%	24%	12%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students					

Mathematics

	Step 1	Pro-gressing	Nearing Proficiency	Proficient	Advanced
All Students	18%	20%	30%	23%	9%
Title I Schoolwide					
Title I Targeted					
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"
No information available

Exclusion from Assessment
IEP team decision and local decision

Other Assessments
TCAP Writing Assessment

Grade

Reading/Language Arts

	Nonmastery	Partial Mastery	Mastery
All Students			
Title I Schoolwide			
Title I Targeted			

Mathematics

	Nonmastery	Partial Mastery	Mastery
All Students			
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, 1996:		
Proficient level and above	17%	15%
Basic level and above	58%	53%

Texas

http://www.tea.state.tx.us/

School and Teacher Demographics

Number of districts 1,043
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
3,589	1,477	1,361	405	221

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
117,995	59,499	66,956	6,669	2,555

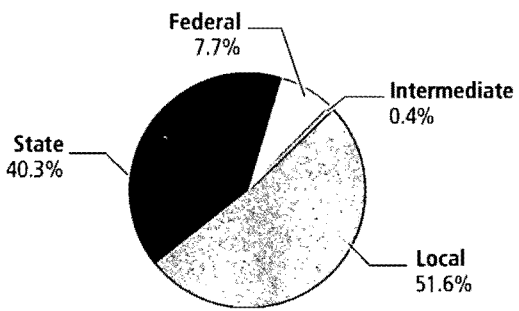
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	52%	54%
Mathematics education >16 hours	46	64
Science education >16 hours	n/a	57

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
71	65	70	67

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	2,443,245	2,696,845
	9–12	885,269	1,059,416
	PreK	n/a	135,616

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.2%	0.3%
Asian/Pacific Islander	1.9	2.4
Black	14.6	14.4
Hispanic	33.1	37.9
White	50.3	45.0

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.2%	11.5%

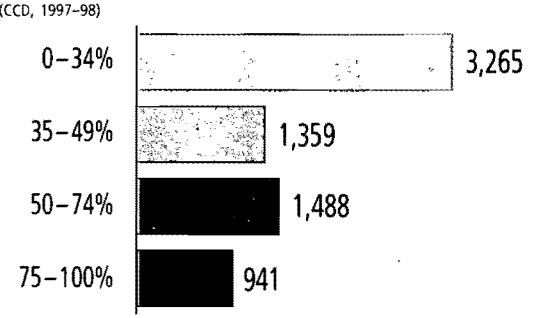
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	309,862	513,634

	1993–94	1997–98
Migrant (OME, K–12)	121,054	116,912

	1993–94	1996–97
High school drop-out rate (CCD, event)	2.7%	3.6%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	50%	54%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
≥40 percent passing on CRT (Lang. Arts, Math) for all race/ethnic groups, low-income

Expected School Improvement on Assessment
Pass rate increases 5 percent per year

Indicators for School Accountability
Assessment scores, attendance, dropout rates

Title I AYP Target for Schools
Same as statewide goal

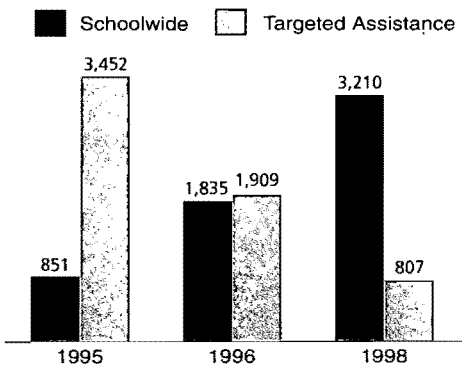
Title I Schools

Title I enrollment (USED)	1997–98
K–8	1,461,707
9–12	223,091
PreK	92,682

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.2%
Asian/Pacific Islander	1.2
Black	16.6
Hispanic	56.9
White	25.1

Title I allocation $682,083,931
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (86.4% of total school grade took exam)

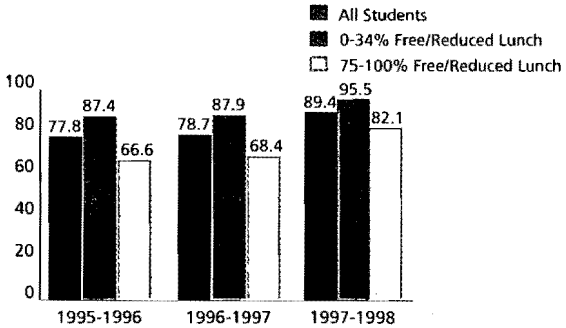
	Partially Proficient	Proficient	Advanced
All Students	10.7%	61.2%	28.2%
Title I Schoolwide	14.3	64.3	21.5
Title I Targeted	8.6	61.3	30.2
Percent of School in Poverty			
00–34	4.5	55.2	40.3
75–100	18.0	65.3	16.8
LEP Students	25.1	66.0	8.8
Migrant students	21.9	66.9	11.2

Mathematics (87.8% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	14.3%	61.4%	24.3%
Title I Schoolwide	18.0	62.3	19.7
Title I Targeted	11.9	62.5	25.5
Percent of School in Poverty			
00–34	7.8	59.2	33.1
75–100	22.0	61.5	16.5
LEP Students	24.4	62.5	13.1
Migrant students	21.7	64.0	14.3

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 8

Reading/Language Arts (88.6% of total school grade took exam)

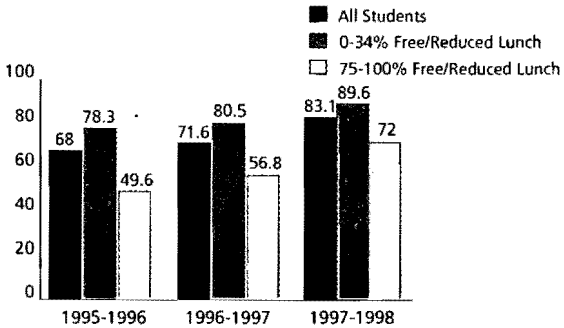
	Partially Proficient	Proficient	Advanced
All Students	15.2%	67.1%	17.7%
Title I Schoolwide	22.7	65.5	11.8
Title I Targeted	12.2	68.2	19.6
Percent of School in Poverty			
00–34	8.0	68.2	23.8
75–100	27.2	63.6	9.2
LEP Students	58.0	40.5	1.6
Migrant students	37.0	58.3	4.7

Mathematics (88.4% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	16.9%	67.4%	15.7%
Title I Schoolwide	23.3	66.1	10.6
Title I Targeted	13.4	69.4	17.2
Percent of School in Poverty			
00–34	10.4	68.2	21.4
75–100	27.9	63.6	8.4
LEP Students	48.3	48.6	3.1
Migrant students	31.1	62.6	6.3

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported
Texas Assessment of Academic Skills, used since 1990

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1995
Writing: Score of 1500 and above
Reading: TLI score of 70 and above
Math: TLI score of 70 and above

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Students with disabilities and LEP students

Other Assessments
None

Grade 10

Reading (90.3% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	12.0%	66.0%	22.1%
Title I Schoolwide	17.8	68.2	14.0
Title I Targeted	11.2	66.9	21.9

Mathematics (91.3% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	22.3%	60.7%	17.0%
Title I Schoolwide	28.2	60.1	11.8
Title I Targeted	21.6	62.2	16.2

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	28%
Basic level and above	63%	76%
Math, 1996:		
Proficient level and above	25%	21%
Basic level and above	69%	59%

Utah

http://www.usoe.k12.ut.us/

School and Teacher Demographics

Number of districts (CCD, 1997–98) 40

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
447	125	149	12	26

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
21:1	22:1	22:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
11,598	4,768	5,747	112	480

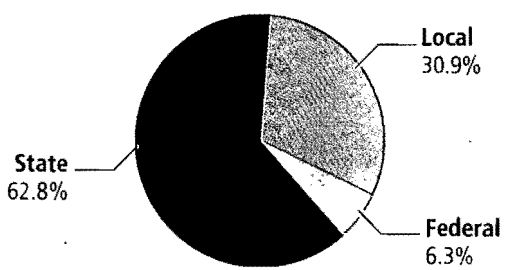
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	29%	43%
Mathematics education >16 hours	32	46
Science education >16 hours	n/a	43

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
73	55	66	61

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	324,004	319,036
	9–12	114,550	149,238
	PreK	n/a	1,786

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	1.4%	1.5%
Asian/Pacific Islander	1.8	2.5
Black	0.5	0.8
Hispanic	3.7	6.6
White	92.6	88.6

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.5%	10.4%

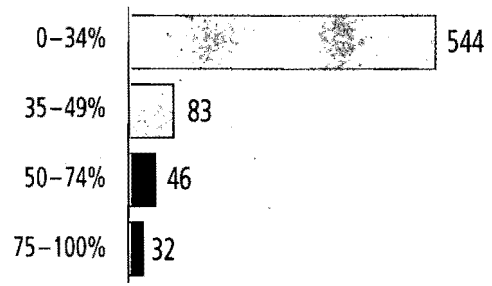
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	18,636	35,286

	1993–94	1997–98
Migrant (OME, K–12)	2,302	2,793

	1993–94	1996–97
High school drop-out rate (CCD, event)	3.5%	4.5%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	56%	44%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 54 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Three percent more students achieving "basic proficiency" per year on Utah End of Level Test

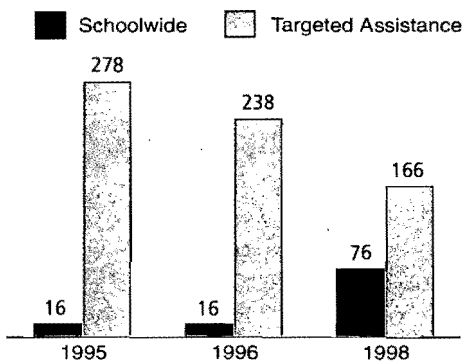
Title I Schools

Title I enrollment (USED)	1997–98
K–8	51,073
9–12	2,103
PreK	1,303

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	6.1%
Asian/Pacific Islander	4.7
Black	19.3
Hispanic	2.0
White	67.9

Title I allocation $35,269,813
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading

	Below Basic	Basic	Proficient	Advanced
All Students	39.0%	28.0%	29.0%	4.0%
Title I Schoolwide	57.0	21.5	18.8	2.8
Title I Targeted	36.2	27.0	31.0	5.8
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	40.0%	23.0%	29.0%	8.0%
Title I Schoolwide	57.2	20.1	19.0	3.7
Title I Targeted	37.5	22.8	30.4	9.3
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 6

Reading

	Below Basic	Basic	Proficient	Advanced
All Students	49.0%	27.0%	23.0%	2.0%
Title I Schoolwide	67.1	18.6	12.5	1.9
Title I Targeted	48.6	26.8	22.5	2.1
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	60.0%	18.0%	17.0%	5.0%
Title I Schoolwide	75.0	10.9	11.1	2.9
Title I Targeted	60.3	17.4	16.9	5.5
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
Utah End of Level Test. District participation is voluntary as opposed to mandated. At least 37 out of 40 districts participated in both subjects at both grade levels.

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 1995
Score of 86% and above on CRTs

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Certain IEP and LEP students

Other Assessments
Stanford 9 at grades 5, 8, and 11

Grade

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students				
Title I Schoolwide				
Title I Targeted				

Math

	Below Basic	Basic	Proficient	Advanced
All Students				
Title I Schoolwide				
Title I Targeted				

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	31%
Basic level and above	62%	77%
Math, 1996:		
Proficient level and above	23%	24%
Basic level and above	69%	70%

Vermont

http://www.state.vt.us/educ/

School and Teacher Demographics

Number of districts (CCD, 1997–98) 286

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
248	24	47	21	15

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
14:1	14:1	13:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
3,963	687	2,457	664	81

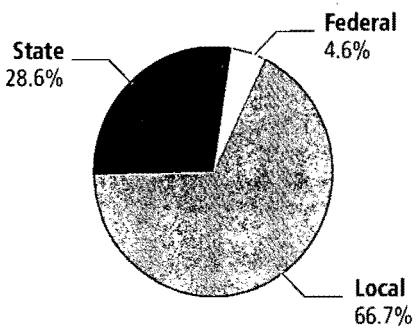
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	n/a	n/a
Mathematics education >16 hours	41%	58%
Science education >16 hours	n/a	60

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
87	75	81	81

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	69,103	72,471
	9–12	25,676	30,836
	PreK	n/a	1,222

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.5%	0.5%
Asian/Pacific Islander	0.5	1.1
Black	0.4	0.9
Hispanic	0.2	0.4
White	98.4	97.1

	1990–91	1997–98
Students with disabilities (CCD, K–12)	11.4%	10.1%

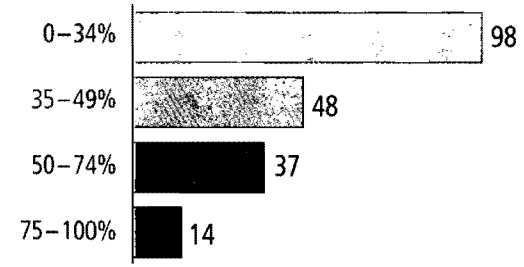
	1989–90	1997–98
Limited English proficient (CCD, K–12)	384	750

	1993–94	1997–98
Migrant (CCD, K–12)	1,403	1,265

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	51%	54%

All schools by percent of students eligible to participate in the Free Lunch Program *
(CCD, 1997–98)



* Interpret with caution. 158 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
< 30 percent in lowest level, or >60 percent in top 2 levels on NRT, and 50 percent passing on Higher Thinking Test

Expected School Improvement on Assessment
No information available

Indicators for School Accountability
Assessment scores

Title I AYP Target for Schools
Same as statewide goal

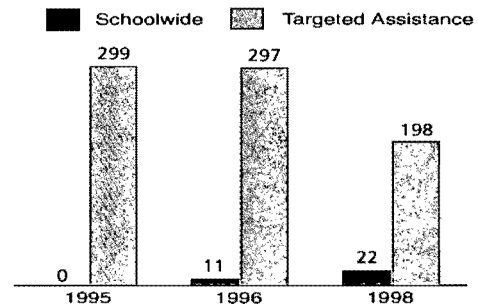
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	11,734
	9–12	2,327
	PreK	2,386

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.3%
Asian/Pacific Islander	1.2
Black	2.4
Hispanic	0.7
White	94.5

Title I allocation $17,774,160
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

English/Language Arts–Reading, All Students

	Achieved Standard
Basic Understanding	79%
Analysis & Interpretation	57

Mathematics–All Students

	Achieved Standard
Mathematical Concepts	32%
Mathematical Skills	62
Mathematics Problem Solving	29

Grade 8

English/Language Arts, Reading–All Students

	Achieved Standard
Basic Understanding	61%
Analysis & Interpretation	40

Mathematics–All Students

	Achieved Standard
Mathematical Concepts	37%
Mathematical Skills	57
Mathematics Problem Solving	29

Assessment Information

Assessment Reported
New Standards Reference Exam

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1996–97
No information provided. Please note scores are disaggregated by content area only.

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
No information provided

Other Assessments
No information provided

Grade 10

English/Language Arts, Reading–All Students

	Achieved Standard
Basic Understanding	45%
Analysis & Interpretation	32

Mathematics–All Students

	Achieved Standard
Mathematical Concepts	33%
Mathematical Skills	78
Mathematics Problem Solving	26

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, 1996:		
Proficient level and above	23%	27%
Basic level and above	67%	72%

Virginia

http://www.pen.k12.va.us/

School and Teacher Demographics

Number of districts (CCD, 1997–98) 141

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,121	329	298	21	42

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

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

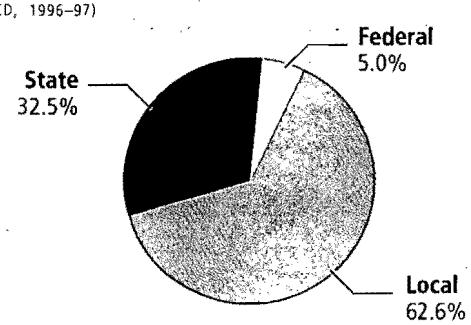
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	28%	29%
Mathematics education >16 hours	30	50
Science education >16 hours	n/a	41

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
93	69	67	84

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)	1989–90	1997–98
K–8	712,297	772,563
9–12	273,049	303,531
PreK	n/a	4,036

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	0.2%
Asian/Pacific Islander	n/a	3.6
Black	n/a	27.0
Hispanic	n/a	3.6
White	n/a	65.5

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	10.1%	11.7%

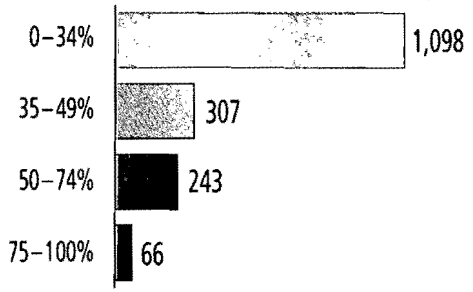
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	n/a	n/a

	1993–94	1997–98
Migrant (OME, K–12)	1,835	1,933

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	53%	55%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 97 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>70 percent pass standards-based tests (4 subjects)

Expected School Improvement on Assessment
Improve percent of students passing to 70 percent

Indicators for School Accountability
Assessment scores

Title I AYP Target for Schools
No information available

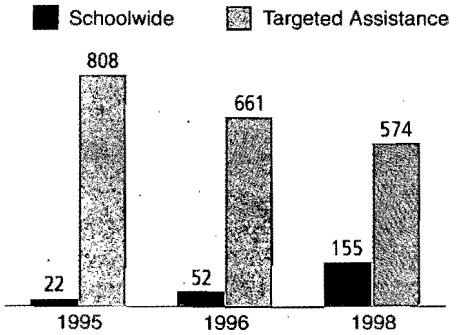
Title I Schools

Title I enrollment (USED)	1997–98
K–8	106,302
9–12	204
PreK	5,050

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.2%
Asian/Pacific Islander	1.5
Black	55.8
Hispanic	5.0
White	37.3

Title I allocation $111,611,041
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (96.0% of total school grade took exam)

	Did not Pass	Proficient	Advanced
All Students	46%	44%	10%
Title I Schoolwide	64	33	4
Title I Targeted	72	25	3
Percent of School in Poverty			
00–34			
75–100			
LEP Students	73	25	1
Migrant students			

Mathematics (96.1% of total school grade took exam)

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	37%	39%	24%
Title I Schoolwide	56	34	10
Title I Targeted	62	29	9
Percent of School in Poverty			
00–34			
75–100			
LEP Students	57	33	10
Migrant students			

Grade 8

Reading/Language Arts (94.3% of total school grade took exam)

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	35%	50%	14%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students	69	29	2
Migrant students			

Mathematics (95.1% of total school grade took exam)

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	47%	46%	7%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students	63	33	4
Migrant students			

Assessment Information

Assessment Reported
Virginia Standards of Learning used since 1997–98

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
National percentile; levels available in 1997–98

Exclusion from Assessment
Absent, refusal, disruptive, medical emergency, LEP documentation, or disability status

Other Assessments
None

End of Course

English (95.1% of total school grade took exam)

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	28%	55%	17%
Title I Schoolwide			
Title I Targeted			

Algebra I (96.4% of total school grade took exam)

	Did not Pass	Passed/ Proficient	Passed/ Advanced
All Students	60%	37%	3%
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	32%
Basic level and above	64%	78%
Math, 1996:		
Proficient level and above	19%	21%
Basic level and above	62%	58%

Washington

http://www.k12.wa.us/

School and Teacher Demographics

Number of districts 296
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,141	340	411	98	26

Student/teacher ratio (CCD, 1997–98)

Elementary	Middle	High
20:1	21:1	22:1

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
24,012	9,650	12,502	936	486

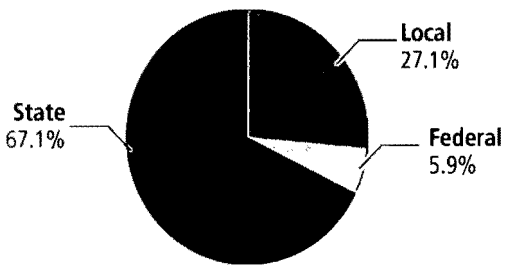
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	49%	37%
Mathematics education >16 hours	33	47
Science education >16 hours	n/a	56

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
64	49	83	75

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	585,818	687,820
	9–12	224,414	296,744
	PreK	n/a	6,671

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	2.4%	2.8%
Asian/Pacific Islander	5.3	6.9
Black	4.1	4.9
Hispanic	5.2	8.6
White	82.9	76.8

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	8.5%	9.5%

	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	24,279	55,773

	1993–94	1997–98
Migrant (OME, K–12)	31,025	32,813

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	57%	58%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)

data not available

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Long term >80 percent meeting standards; 4th grade short term WASL, reduction of students not meeting standard over three years

Expected School Improvement on Assessment
Increase performance to meet 3-year goals and 10-year goal

Indicators for School Accountability
Assessment scores, attendance, dropout rate, mobility and poverty rates

Title I AYP Target for Schools
Transition for 1997–1998 school year, reduction in the percent of students scoring in the bottom quarter over time

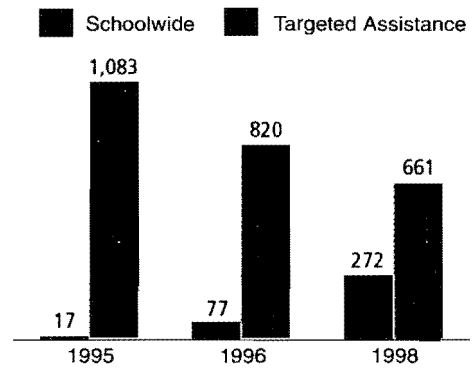
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	157,314
	9–12	10,448
	PreK	1,780

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	5.0%
Asian/Pacific Islander	6.7
Black	8.4
Hispanic	23.4
White	56.6

Title I allocation $123,403,830
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (93% of total school grade took exam)

	Bottom Quartile
All Students	24%
Title I Schoolwide	38
Title I Targeted	23
Percent of School in Poverty	
00–34	17
75–100	47
LEP Students	
Migrant students	

Mathematics (92% of total school grade took exam)

	Bottom Quartile
All Students	27%
Title I Schoolwide	40
Title I Targeted	27
Percent of School in Poverty	
00–34	21
75–100	47
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts (92% of total school grade took exam)

	Bottom Quartile
All Students	21%
Title I Schoolwide	40
Title I Targeted	24
Percent of School in Poverty	
00–34	17
75–100	52
LEP Students	
Migrant students	

Mathematics (92% of total school grade took exam)

	Bottom Quartile
All Students	24%
Title I Schoolwide	38
Title I Targeted	27
Percent of School in Poverty	
00–34	21
75–100	55
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Comprehensive Test of Basic Skills version 4, used since 1991

Progress Toward Assessment Aligned with Standards
Performance standards for one grade met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Reduction in the percent of students scoring in the bottom quarter over time

Exclusion from Assessment
IEP, LEP

Other Assessments
WASL, CTBS, ITBS

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	27%
Basic level and above	62%	74%
Math, 1996:		
Proficient level and above	19%	14%
Basic level and above	63%	54%

West Virginia

http://wvde.state.wv.us/

School and Teacher Demographics

Number of districts 55
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
528	132	130	19	10

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
9,847	4,095	5,209	619	63

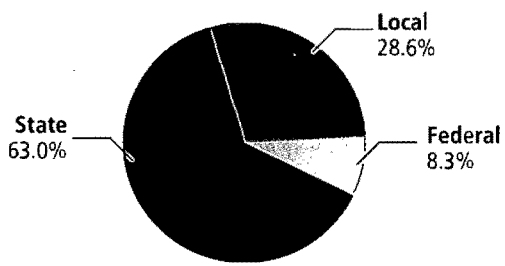
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	27%	13%
Mathematics education >16 hours	20	46
Science education >16 hours	n/a	59

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
74	80	76	83

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	227,251	201,716
	9–12	100,289	94,012
	PreK	n/a	4,838

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	0.0%	0.1%
Asian/Pacific Islander	0.4	0.3
Black	3.9	4.1
Hispanic	0.2	0.5
White	95.5	95.1

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	12.3%	14.4%

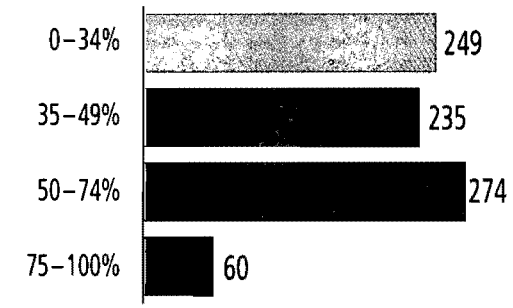
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	273	n/a

	1993–94	1997–98
Migrant (OME, K–12)	256	281

	1993–94	1996–97
High school drop-out rate (CCD, event)	4.2%	4.1%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	50%	54%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* One school did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
>50 percent at/above 3rd quartile, <15 percent in 1st quartile, or decrease in 1st quartile in 2 of last 3 years

Expected School Improvement on Assessment
Achieve goals for school by the target year

Indicators for School Accountability
NRT; attendance, dropout, and graduation rates; and class size

Title I AYP Target for Schools
>50 percent above 50th percentile on NRT for 2 years

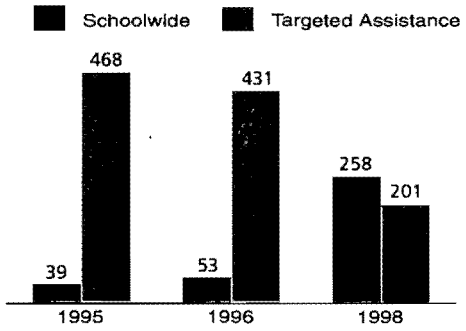
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	77,479
	9–12	2,570
	PreK	2,600

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	0.1%
Asian/Pacific Islander	0.2
Black	5.1
Hispanic	0.2
White	94.3

Title I allocation $74,226,290
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	National Percentile
All Students	57%
Title I Schoolwide	51
Title I Targeted	57
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	64%
Title I Schoolwide	62
Title I Targeted	65
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts

	National Percentile
All Students	60%
Title I Schoolwide	56
Title I Targeted	61
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	62%
Title I Schoolwide	56
Title I Targeted	61
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported
Stanford Achievement Test Version 9, used since 1996–97

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

State Definition of "Proficient"
National percentile; no levels

Exclusion from Assessment
IEP

Other Assessments
WV Writing Assessment

Grade 10

Reading/Language Arts

	National Percentile
All Students	56%
Title I Schoolwide	48
Title I Targeted	53

Mathematics

	National Percentile
All Students	56%
Title I Schoolwide	53
Title I Targeted	55

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	29%	27%
Basic level and above	62%	74%
Math, 1996:		
Proficient level and above	19%	14%
Basic level and above	63%	54%

Wisconsin

http://www.dpi.state.wi.us/

School and Teacher Demographics

Number of districts 426
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
1,239	373	447	40	13

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
26,013	11,439	17,327	838	102

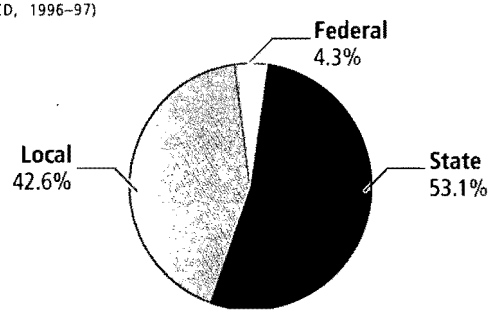
Professional development of teachers in field (NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	32%	34%
Mathematics education >16 hours	18	40
Science education >16 hours	n/a	54

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
75	76	68	85

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	549,143	584,081
	9–12	233,762	278,072
	PreK	n/a	19,627

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	1.3%	1.4%
Asian/Pacific Islander	1.8	3.0
Black	8.6	9.8
Hispanic	2.4	3.6
White	86.0	82.2

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.2%	10.1%

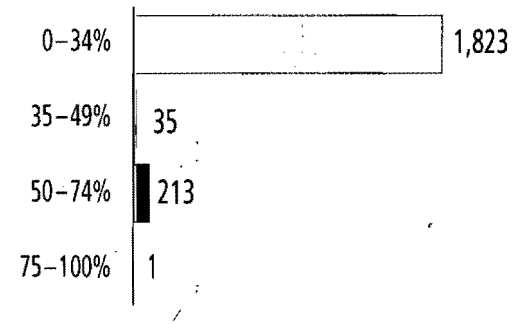
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	13,120	23,270

	1993–94	1997–98
Migrant (OME, K–12)	1,707	1,814

	1993–94	1996–97
High school drop-out rate (CCD, event)	n/a	n/a

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	60%	60%

All schools by percent of students eligible to participate in the Free Lunch Program*
(CCD, 1997–98)



* 40 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
Percent proficient exceeds standard for 5 subjects and 3 grades

Expected School Improvement on Assessment
Calculated growth indicator each year

Indicators for School Accountability
Assessment scores

Title I AYP Target for Schools
Same as statewide goal

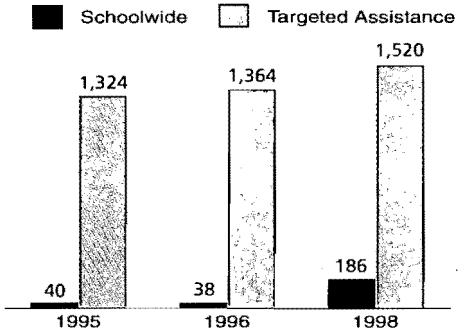
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	132,997
	9–12	20,631
	PreK	9,302

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	2.1%
Asian/Pacific Islander	3.4
Black	41.3
Hispanic	10.7
White	42.5

Title I allocation $128,104,771
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 4

Reading

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	7%	16%	57%	12%	7%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students	8	18	50	15	10

Mathematics

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	17%	15%	48%	16%	5%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students	24	14	47	11	4

Grade 8

Reading

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	8%	34%	37%	15%	6%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students	9	34	33	14	10

Mathematics

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	24%	41%	22%	8%	5%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students					
Migrant students	32	42	18	6	2

Assessment Information

Assessment Reported
Knowledge and Concept Examinations, used since 1992–93

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Competent in the important academic knowledge and skills tested.

Exclusion from Assessment
Some students with disabilities and some LEP students

Other Assessments
none

Grade 10

Reading

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	9%	20%	38%	25%	8%
Title I Schoolwide					
Title I Targeted					

Mathematics

	Minimal Performance	Basic	Proficient	Advanced	Not Tested
All Students	30%	26%	27%	8%	8%
Title I Schoolwide					
Title I Targeted					

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	34%	33%
Basic level and above	72%	79%
Math, 1996:		
Proficient level and above	27%	32%
Basic level and above	74%	75%

Wyoming

http://www.k12.wy.us/

School and Teacher Demographics

Number of districts 49
(CCD, 1997–98)

Number of public schools in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
231	94	76	3	8

Student/teacher ratio (CCD, 1997–98)

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

Number of FTE teachers in state (CCD, 1997–98)

Elementary	Middle	High	Combined	Other
2,992	1,587	1,935	16	56

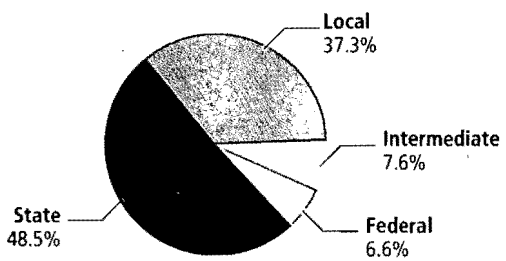
Professional development of teachers in field
(NAEP, 1995–96, 1997–98)

	Grade 4	Grade 8
Reading education > 16 hours	22%	18%
Mathematics education >16 hours	18	34
Science education >16 hours	n/a	49

Secondary teachers with major in main assignment (SASS, Percent, 1993–94)

Eng.	Math	Sci.	Soc. Std.
75	78	80	81

Sources of funding
District average
(CCD, 1996–97)



Student Demographics

Public school enrollment (CCD) (By state definition)		1989–90	1997–98
	K–8	70,130	65,390
	9–12	27,042	31,388
	PreK	n/a	n/a

Race/ethnicity (CCD, K–12)	1989–90	1997–98
American Indian/Alaskan	n/a	2.9%
Asian/Pacific Islander	n/a	0.8
Black	n/a	1.1
Hispanic	n/a	6.6
White	n/a	88.6

	1990–91	1997–98
Students with disabilities (OSEP, K–12)	9.4%	11.6%

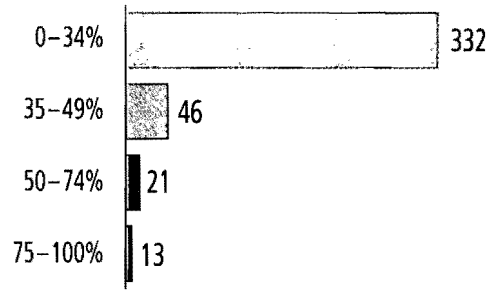
	1989–90	1996–97
Limited English proficient (USED/NCBE, K–12)	2,272	1,850

	1993–94	1997–98
Migrant (OME, K–12)	483	438

	1993–94	1996–97
High school drop-out rate (CCD, event)	6.7%	6.2%

	1994–95	1996–97
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	53%	49%

All schools by percent of students eligible to participate in the Free Lunch Program
(CCD, 1997–98)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I AYP Target for Schools
Average 46th percentile on district NRT.

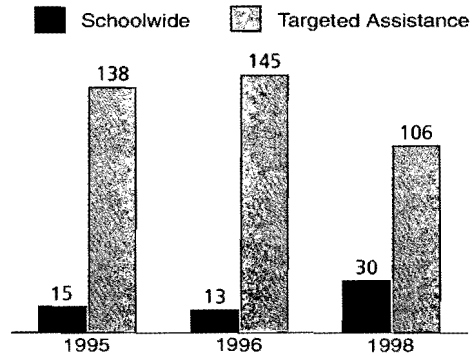
Title I Schools

Title I enrollment (USED)		1997–98
	K–8	11,779
	9–12	289
	PreK	301

Race/ethnicity (USED, K–12)	1997–98
American Indian/Alaskan	7.3%
Asian/Pacific Islander	0.8
Black	2.0
Hispanic	12.1
White	77.6

Title I allocation $16,623,672
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1997–98)

Number of schools with Title I programs
Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I Schoolwide	24.6%	23.3%	26.3%	25.9%
Title I Targeted	23.9	22.3	30.6	23.1
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I Schoolwide	23.0%	19.5%	23.3%	34.2%
Title I Targeted	17.5	22.3	28.8	31.4
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 8

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I Schoolwide	34.0%	29.8%	27.7%	8.5%
Title I Targeted	24.0	29.3	24.8	21.9
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I Schoolwide	36.2%	40.4%	14.9%	8.5%
Title I Targeted	25.1	26.4	28.8	19.8
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported
NRTs, Multiple Assessment Tools including ITBS, Stanford, CTBS, and others.

Progress Toward Assessment Aligned with Standards
Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient"
Level 3: 46% and above

Definition of Title I Targeted Assistance
All students in Title I schools at tested grade are included in the assessment results.

Exclusion from Assessment
Schools are not required to include all students.

Other Assessments
none

Grade 10

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I Schoolwide	14.3%	40.8%	36.7%	8.2%
Title I Targeted	21.5	21.5	31.4	25.6

Math

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I Schoolwide	24.5%	46.9%	26.5%	2%
Title I Targeted	20.7	22.3	30.9	33.6

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	30%	29%
Basic level and above	65%	76%
Math, 1996:		
Proficient level and above	19%	22%
Basic level and above	64%	68%

School and Teacher Demographics

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98

Notes: All local school districts are included in these counts. Separate supervisory unions, regional education services agencies, and state-operated institutions are excluded.

Number of public schools in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98

Notes: School counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Student/teacher ratio

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98

Note: Number of public school students divided by number of teachers in full-time equivalents.

Number of FTE Teachers in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98

Notes: Teacher counts based on NCES definitions in Digest of Education Statistics. Schools are broken into five categories: Elementary, Middle, High, Combined, and Other. A school is classified as combined if it provides instruction at both the elementary (grade 6 or below) and the secondary (grade 9 or above) levels.

Professional development of teachers in field

Source: U.S. Department of Education, National Center for Education Statistics, NAEP Mathematics and Science Teacher Questionnaire, 1996

Note: Percent of teachers with 16 or more hours professional development or inservice education in the fields of mathematics/science in the past 12 months. Standard errors reported in NAEP Mathematics Cross-State Compendium, NCES, 1998; NAEP Science Cross-State Compendium, NCES, 1998.

Race/ethnicity and gender of teachers

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher Questionnaire, 1994

Notes: Standard errors reported in SASS by State, NCES, 1996

Secondary teachers with major in main assignment

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher Questionnaire, 1994

Notes: Teachers have undergraduate or graduate major in the same field as their main teaching assignment. Standard errors reported in SASS by State, NCES, 1996.

Sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, 1996–97 school year.

Notes: Information is shown for three major revenue sources: Federal, State, and Local. A fourth category, Intermediate, is shown only for those states which have funds in this category.

Student Demographics

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1989–90 and 1997–98

Notes: These numbers do not include ungraded students. Public Preschool Enrollment is recorded according to state definition of public preschools and state decision on data collection.

Race/ethnicity of K–12 students

Source: U.S. Department of Education, Office for Civil Rights, State Summaries of Elementary and Secondary School Civil Rights Survey and the National Center for Education Statistics, Common Core of Data, 1989–90, 1997–98

Students with disabilities (K–12)

Source: U.S. Department of Education, Office of Special Education Programs, 1990–91 and 1997–98

Notes: The figures shown represent the percentage of children ages 6 to 17 served under IDEA, Part B.

Limited English Proficient (K–12)

Source: U.S. Department of Education, National Clearinghouse for Bilingual Education. 1989–90, 1996–97

Notes: The number of LEP students enrolled in public schools

Migrant (K–12)

Source: U.S. Department of Education, Office of Migrant Education, 1993–94, 1997–98

Notes: The criterion for migrant status was reduced from six to three years in 1994. Data will only be tracked from that point forward. The figures shown represent the "12-month" count of students identified for the Migrant program. The 12-month count is the unduplicated number of eligible children ages 3-21 who, within three years of making a qualifying move, resided in the state for one or more days during the reporting period.

High school drop-out rate (annual)

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1993–94, 1996–97

Notes: Only states whose definitions complied with NCES's definition were included. Annual, or "event," rate is the percentage of 9–12 students dropping out during one school year. (1996–97 most recent year available.)

Post-secondary enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions, Fall 1994 and Fall 1996; Common Core of Data; and Private School Universe Survey.

Notes: Accounts for first-time students attending college in any state, and does not account for graduates who

attended college outside of the United States. The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. The Common Core of Data provides the number of public high school graduates for the prior school year; the Private School Universe Survey provides the number of Private high school graduates.

All schools by percent of students eligible for the Free Lunch Program

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98

Notes: The figures shown represent the percentage of students eligible to participate in the Free Lunch Program under the National School Lunch Act. This does not include those eligible only for reduced-price lunch.

Statewide Accountability Information

Sources: State Departments of Education websites and printed reports.

CCSSO–State Education Accountability Systems: AL, CT, GA, KY, MD, MA, NJ, NC, OR, RI, and VT Case Studies. Taylor, B, 1999.
Title I Report–1999, Small Axe Educational Communications, Inc., Alexandria, VA, Miller, J.
Arkansas–Standards for Accreditation: AR Public Schools, 1996
California–Public Schools Act of 1999
Colorado–Proposed Rules for the Administration of the Accreditation of School Districts, 1999
Delaware–Acccountability, a Process Designed to Improve Student Learning, 1998
Department of Defense–www.odedodea.edu
Florida–State Board of Education Rule 6A1.09981, Implementation of FL System of School Improvement and Accountability, 1999.
Idaho–Accreditation Standards and Procedures for ID Schools, 1996.
Indiana–Assessment/School Improvement Plan, 1998
Kansas–Accountability Report, 1997–98.
Louisiana–School and District Accountability System, 1999
Michigan–State Accountability Profile, 1999
Mississippi–Accreditation Requirements of the State Board of Education Bulletin 171, 1998
Missouri Consolidated State Plan: Improving America's School's Act, 1999
Montana Statewide Education Profile: Indicators of Quality in Education, 1999
Nebraska–State Board of Education Accountability Reporting Policy, 1998
Nevada–Overview of NV School Accountability System and Review of School Year 1996–97 Reporting, 1998
New Mexico–Incentives and Interventions, 1999
New York–A Report to the Governor and the Legislature on the Edcuational Status of the State's School: 1998
North Dakota–School Accreditation Rule, 1999
Ohio–Reference Guide to Continuous Improvement Planning for Ohio School Districts, 1999
Oklahoma–Profiles 1997: State Report, 1998
South Carolina–Accountability Education Act of 1998
South Dakota–Article 24:03 School Accreditation, 1999
Texas–Accountability Rating Standards for 1998
Virginia–Standards of Accreditation: At a Glance, 1998
Washington–Accountability System Recommendations Adopted by the Commission on Student Learning, 1999
West Virginia–Title 126: Legislative Rule (Board of Education) A Process for Improving Education Performance Based on Accreditation System, 1996
Wisconsin–Measuring the Progress of Schools, 1999

Notes: See Printed Reports and web pages for further information.

Title I Schools

Title I enrollment

Source: U.S. Department of Education, Compensatory Education Programs, 1998 Title I Performance Report for 1997–98 school year.

Notes: Data collected and reported by state departments of education.

Title I race/ethnicity

Source: U.S. Department of Education, Compensatory Education Programs, 1998 Title I Performance Report for 1997–98 school year.

Notes: Data collected and reported by state departments of education. Schoolwide and Targeted Assistance schools are averaged together.

Title I allocation

Source: U.S. Department of Education, Compensatory Education Programs, FY 1997 Title I Allocation for School Year 1997–98

Notes: Sum of Basic Grants, Concentration Grants, LEA Grants, Capital Expenses, Even Start, Migrant Education, and Neglected and Delinquent Grants.

Number of schools with Title I programs

Source: U.S. Department of Education, Elementary and Secondary Education, Compensatory Education Programs, 1994–95, 1995–96, and 1997–98

Notes: Data collected and reported by the state departments of education regarding the number of schools with schoolwide and targeted assistance programs.

Student Achievement

Student achievement

Source: State Departments of Education, assessment results for 1997–98 school year, reported in Title I Performance Report, Part 7, U.S. Department of Education

Notes: Trend results for 1995–96 through 1997–98 reported in bar graphs for states with consistent tests over two or more years. See Appendix D for a summary of disaggregated categories by states.

NAEP state results

Source: Reese, C.M., Miller, K.E., Mazzeo, J. Dossey, J.A.; NAEP 1996 Mathematics Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1997.

Donohue, P.L., Voelkl, K.E., Campbell, J.R., and Mazzeo, J.; NAEP 1998 Reading Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1999.

Notes: Data reported for public schools only. Some states did not satisfy one of the guidelines for school sample participation rates. See Appendix E for further information and definitions of proficient and basic.

Further State Proficiency Level Definitions

Colorado

Proficient: Students understand directions, recognize author's point of view, explain reaction, define problem or solution, make predictions and draw conclusions, differentiate among printed materials, discriminate among various media, extract information from complex stimulus, identify character's reactions/motives, identify sequence, support opinion, classify familiar vocabulary, and interpret poetry in a concrete manner.

Connecticut

Grade 4

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of fourth graders with minimal teacher assistance. Generally students who score in this range can comprehend textbooks and other materials typically used at grade four or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of fourth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 8

Reading Score Band 3: Scores in this band are at or above the statewide goal for reading. Students who score in this range posses the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of eighth graders with minimal teacher assistance. Generally, students who score in this range can comprehend textbooks and other materials typically used at grade eight or above.

Math Score Band 4: Scores in this band are at or above the statewide goal for mathematics. Students who score in this range possess the knowledge and skills necessary to perform the tasks and assignments expected of eighth graders with minimal teacher assistance. Generally, these students demonstrate well-developed computational skills, conceptual understandings and problem-solving abilities.

Grade 10

Reading Score Band 3: Scores in this band are at or above the response to literature standard. Students at this level have demonstrated perceptive and insightful comprehension of the text. They have presented their interpretation of the text and have supported it by making connections between the text and other experiences or sources. Students at this level have also demonstrated the ability to apply the conventions of English.

Math Score Band 4: Scores in this band are at or above the goal for mathematics. Students who score in this range have demonstrated a strong understanding of the concepts and skills expected of Connecticut high school students. These students have the problem solving abilities required to apply what they know to complex problems and effectively communicate their understanding.

Florida

Proficient: Above the 50th percentile for district norm-referenced tests in reading comprehension and math concepts/applications at grades 4 and 8; a passing score on Communications and Mathematics parts of the High School Competency Test.

Iowa

Grade 4 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of the characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret non-literal language.

Grade 4 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 8 Reading

Intermediate: Understands some factual information; sometimes can draw conclusions; make inferences about the motives and feelings of characters; and apply what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret non-literal language.

Grade 8 Mathematics

Intermediate: Is beginning to develop an understanding of most math concepts and to develop the ability to solve complex word problems, use a variety of estimation methods, and interpret data from graphs and tables.

Grade 11 Reading

Intermediate: Understands some factual information; sometimes can make inferences about the characters; identify the main idea, and identify author viewpoint and style; occasionally can interpret non-literal language and judge the validity of conclusions.

Grade 11 Mathematics

Intermediate: Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about qualitative information, and solve a variety of novel, quantitative reasoning problems.

Kentucky

Student demonstrates knowledge of major concepts even though she/he overlooks or misunderstands some less obvious ideas or details. Student can apply core concepts and skills to solve problems. Student makes connections among major concepts. Student communicates ideas effectively.

Maine

Basic: Students demonstrate a command of essential knowledge and skills with partial success on tasks involving higher level concepts, including applications of skills, make connections among ideas, and successfully address problems and tasks. Communications are direct and reasonable effective, but sometimes lack the substance or detail necessary to convey in-depth understanding of concepts.

Missouri

Grade 4 Math

Proficient: Students communicate math processes; add and subtract common fractions, and decimals (money only); use standard units of measurement; identify attributes of plane and solid figures; create and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multistep and logic problems.

Grade 8 Mathematics

Proficient: Students communicate math processes; recognize transformations; solve problems using units of measurement; interpret data from multiple representations; extend and describe patterns and relationships using algebraic expressions; develop and apply number theory concepts; use inductive and deductive reasoning to solve problems.

Grade 10 Mathematics

Proficient: Students communicate math processes; usually analyze and evaluate information; estimate; recognize reasonableness; identify needed information; make predictions; find probability; identify various representations of data; represent situations algebraically; apply properties of real numbers; use multiple strategies to solve problems.

New Hampshire

Grade 3 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of the materials they read, hear, and view. They are able to identify main ideas and draw conclusions. Their responses show thought and are supported with some detail. When writing, they communicate competently and are able to adequately develop and support their ideas. Although they demonstrate a firm grounding in the mechanics of written expression, they may make errors in spelling and grammar. However, these do not interfere with a reader's ability to understand the text.

Grade 3 Mathematics

Proficient: Students at this level are able to estimate and compute solutions to problems and communicate their understanding of mathematics. They can, with reasonable accuracy, add 3-digit whole numbers; subtract any two-digit numbers; and multiply whole numbers up to five. They are able to: demonstrate an understanding of place value as well as the relationship between simple fractions and decimals; read charts and graphs; make measurements; and recognize and extend patterns.

Grade 6 Reading/Language Arts

Proficient: Students at this level demonstrate an overall understanding of literary, narrative, factual, informational, and practical works. They extract main ideas, analyze text, evaluate and organize information, draw conclusions, and make inferences and interpretations. They critically evaluate materials they read, hear, and view. They effectively organize, develop, and support ideas so that a reader can easily understand the intent of their writing. They demonstrate a firm grounding in the mechanics of written expression; however, they may still make some errors.

Grade 6 Mathematics

Proficient: Students at this level demonstrate an overall understanding of mathematical concepts and skills. They make few, if any, errors in computation. They use tables and graphs to organize, present, and interpret data. They employ appropriate strategies to solve a wide range of problems. They clearly communicate their solutions and problem-solving strategies.

Grade 10 Reading/Language Arts

Proficient: Students at this level demonstrate a solid understanding of a wide range of literary, narrative, factual, informational, and practical works. They make meaningful connections between and among ideas and concepts in materials they read, hear, and view. They evaluate and organize information, make and communicate informed judgements, and provide evidence for inferences and interpretations. Their writing is clear, logical, and shows evidence of fluency and style. They effectively control the mechanics of language including spelling, capitalization, grammar, and punctuation.

Grade 10 Mathematics

Proficient: Students at this level demonstrate a solid understanding of mathematical concepts and skills. Their work displays a high degree of accuracy. They make meaningful connections among important concepts in algebra, geometry, measurement, and probability and statistics. They identify and use appropriate information to solve problems. They provide supporting evidence for inferences and solutions. They communicate mathematical ideas effectively, with sufficient substance and detail to convey understanding.

Tennessee

Grade 4 Reading

Proficient: Students interpret figures of speech. They recognize paraphrase of text information and retrieve information to complete forms. In more complex texts, they identify themes, main ideas, or author purpose/point of view. They analyze and apply information in graphic and text form, make reasonable generalizations, and draw conclusions. In written responses they can identify key elements from text.

Grade 4 Mathematics

Proficient: Students compare, order, and round whole numbers; know place value to thousands; identify fractions; use computation and estimation strategies; relate multiplication to addition; measure to the nearest half inch and centimeter; measure and find parameters; estimate measures; find elapsed times; combine and subdivide shapes; identify parallel lines; interpret tables and graphs; solve two-step problems.

Grade 8 Reading

Proficient: Students identify genre and author craft. They recognize consistency in attitudes or viewpoints expressed in text. They synthesize ideas across various parts of the text to identify theme or central purpose. They infer connections between characters and events across texts and interpret data in graphic organizers. In written responses, they provide some justification or support for their answers.

Grade 8 Mathematics

Proficient: Students round to the nearest 10 or 100; compare and order integers; understand percents; solve proportions; compute with rational numbers; interpret division remainders in real world contexts; find volumes; use concepts of similarity, congruence and symmetry; find average of whole numbers, use data to solve problems and understand trends; evaluate algebraic expressions; solve multistep problems.

Appendix B

Expenditures per pupil, 1996–97

	Actual	Adjusted
AL	$4,595	$5,148
AK	$8,231	$6,497
AZ	$4,413	$4,447
AR	$4,535	$5,205
CA	$5,260	$4,711
CO	$5,312	$5,389
CT	$8,580	$7,453
DE	$7,135	$6,972
DC	$8,048	$7,494
FL	$5,360	$5,601
GA	$5,369	$5,764
HI	$5,633	$5,649
ID	$4,447	$4,833
IL	$5,940	$5,756
IN	$6,161	$6,591
IA	$5,738	$6,505
KS	$5,508	$6,158
KY	$5,155	$5,766
LA	$4,724	$5,286
ME	$6,327	$6,447
MD	$6,755	$6,619
MA	$7,331	$6,253
MI	$6,932	$6,826
MN	$6,005	$6,124
MS	$4,039	$4,634
MO	$5,304	$5,586
MT	$5,481	$6,032
NE	$5,848	$6,604
NV	$5,084	$5,336
NH	$5,920	$5,649
NJ	$9,588	$8,321
NM	$4,682	$5,039
NY	$8,525	$7,601
NC	$4,929	$5,372
ND	$4,808	$5,638
OH	$5,935	$6,005
OK	$4,817	$5,342
OR	$5,920	$6,127
PA	$7,106	$6,932
RI	$7,612	$6,904
SC	$5,050	$5,578
SD	$4,375	$5,121
TN	$4,581	$5,020
TX	$5,267	$5,587
UT	$3,783	$3,962
VT	$6,753	$6,828
VA	$5,788	$5,972
WA	$5,734	$5,522
WV	$6,076	$6,782
WI	$6,796	$7,105
WY	$5,971	$6,520

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1996–97.
Geographic adjustments made by Cost of Education Index, J. Chambers in connection with NCES, 1994.

Title I Allocation, 1997–98

AL	$131,409,069
AK	$26,661,743
AZ	$121,119,108
AR	$80,475,746
CA	$924,683,568
CO	$74,147,303
CT	$71,835,314
DE	$19,068,780
DC	$23,309,146
FL	$358,106,126
GA	$200,419,145
HI	$20,746,182
ID	$26,091,926
IL	$334,054,531
IN	$117,422,643
IA	$53,355,268
KS	$64,478,767
KY	$137,956,427
LA	$197,893,618
ME	$32,817,893
MD	$101,036,890
MA	$148,845,765
MI	$340,649,296
MN	$90,942,205
MS	$127,989,059
MO	$128,881,344
MT	$26,509,046
NE	$36,505,330
NV	$22,897,453
NH	$17,689,101
NJ	$165,698,522
NM	$64,712,144
NY	$691,343,186
NC	$144,468,525
ND	$18,866,355
OH	$307,720,914
OK	$89,482,299
OR	$80,242,807
PA	$274,238,269
PR	$338,980,985
RI	$25,482,356
SC	$95,786,176
SD	$20,536,068
TN	$130,600,154
TX	$682,083,931
UT	$35,269,813
VT	$17,774,160
VA	$111,611,041
WA	$123,403,830
WV	$74,226,290
WI	$128,104,771
WY	$16,623,672

Source: U.S. Department of Education, Compensatory Education Programs, FY 1997 Title I Allocation for School Year 1997–98.

Sources of Funding, 1996–97
(in Thousands)

	Total Funding	Local	Intermediate	State	Federal
AL	$3,955,039	27.1%	0.2%	63.2%	9.6%
AK	$1,219,016	24.8%	0.0%	63.4%	11.8%
AZ	$4,400,592	41.8%	3.9%	45.0%	9.3%
AR	$2,371,835	31.9%	0.1%	60.1%	7.8%
CA	$34,477,894	31.8%	0.0%	60.0%	8.2%
CO	$4,045,016	50.6%	0.0%	44.1%	5.2%
CT	$4,899,850	59.4%	0.0%	37.1%	3.5%
DE	$878,327	27.6%	0.0%	64.8%	7.6%
DC	$711,505	89.5%	0.0%	0.0%	10.5%
FL	$13,861,434	43.8%	0.0%	48.8%	7.4%
GA	$8,129,251	39.4%	0.0%	53.7%	6.8%
HI	$1,215,924	2.4%	0.0%	89.5%	8.1%
ID	$1,251,263	29.8%	0.0%	63.5%	6.7%
IL	$13,161,954	66.7%	0.0%	27.0%	6.3%
IN	$7,638,406	44.7%	0.7%	50.5%	4.2%
IA	$3,167,763	42.7%	0.3%	52.0%	5.1%
KS	$3,040,600	34.0%	4.2%	56.2%	5.6%
KY	$3,794,129	27.8%	0.0%	62.9%	9.3%
LA	$4,154,494	38.1%	0.0%	50.3%	11.7%
ME	$1,499,503	47.4%	0.0%	47.2%	5.4%
MD	$6,042,059	56.0%	0.0%	38.8%	5.2%
MA	$7,229,486	55.3%	0.0%	39.9%	4.8%
MI	$13,437,615	27.8%	0.1%	65.5%	6.6%
MN	$6,109,917	37.1%	3.6%	55.0%	4.3%
MS	$2,259,054	30.5%	0.1%	55.5%	14.0%
MO	$5,571,657	53.3%	0.5%	40.3%	5.9%
MT	$991,653	34.1%	9.2%	47.4%	9.4%
NE	$1,954,790	61.2%	0.7%	32.1%	6.0%
NV	$1,705,231	64.0%	0.0%	31.9%	4.2%
NH	$1,282,509	89.2%	0.0%	7.4%	3.5%
NJ	$12,376,750	57.8%	0.0%	38.7%	3.5%
NM	$1,829,726	14.3%	0.0%	73.1%	12.7%
NY	$26,564,742	54.8%	0.4%	39.4%	5.4%
NC	$6,515,608	27.4%	0.0%	65.4%	7.2%
ND	$642,984	45.3%	1.3%	41.4%	12.0%
OH	$12,587,117	53.1%	0.1%	40.7%	6.1%
OK	$3,251,303	27.7%	1.8%	62.3%	8.3%
OR	$3,472,609	39.8%	1.4%	52.6%	6.2%
PA	$14,441,125	55.2%	0.2%	39.1%	5.5%
PR	$1,832,790	0.0%	0.0%	71.6%	28.3%
RI	$1,193,754	54.0%	0.0%	40.6%	5.4%
SC	$3,889,383	39.1%	0.0%	52.5%	8.4%
SD	$747,324	53.6%	1.2%	35.5%	9.7%
TN	$4,411,971	42.9%	0.0%	48.5%	8.5%
TX	$22,372,809	51.6%	0.4%	40.3%	7.7%
UT	$2,198,285	30.9%	0.0%	62.8%	6.3%
VT	$812,166	66.7%	0.0%	28.6%	4.6%
VI	$141,785	82.9%	0.0%	0.0%	17.1%
VA	$7,204,510	62.6%	0.0%	32.5%	5.0%
WA	$6,642,159	27.1%	0.0%	67.1%	5.9%
WV	$2,082,050	28.6%	0.0%	63.0%	8.3%
WI	$6,701,115	42.6%	0.0%	53.1%	4.3%
WY	$656,712	37.3%	7.6%	48.5%	6.6%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1996–97.

School Age Population

	1995	1990
AL	18%	19%
AK	23%	21%
AZ	20%	19%
AR	19%	19%
CA	19%	18%
CO	19%	18%
CT	17%	16%
DE	18%	17%
DC	14%	13%
FL	17%	16%
GA	19%	19%
HI	18%	18%
ID	22%	23%
IL	19%	18%
IN	19%	19%
IA	19%	19%
KS	20%	19%

	1995	1990
KY	18%	19%
LA	21%	21%
ME	19%	18%
MD	18%	17%
MA	17%	16%
MI	19%	19%
MN	20%	19%
MS	21%	21%
MO	19%	18%
MT	21%	20%
NE	20%	20%
NV	18%	17%
NH	19%	17%
NJ	18%	16%
NM	21%	21%
NY	18%	17%
NC	18%	17%

	1995	1990
ND	20%	20%
OH	19%	19%
OK	20%	19%
OR	19%	18%
PA	18%	17%
RI	17%	16%
SC	19%	19%
SD	20%	21%
TN	18%	18%
TX	20%	20%
UT	24%	27%
VT	19%	18%
VA	18%	17%
WA	19%	18%
WV	17%	19%
WI	20%	19%
WY	22%	22%

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports; 1990, 1995.

Percent of Children in Poverty

	1995	1990
AL	23%	29%
AK	11%	14%
AZ	25%	21%
AR	22%	28%
CA	25%	20%
CO	12%	19%
CT	19%	7%
DE	13%	13%
DC	39%	26%
FL	24%	20%
GA	20%	23%
HI	15%	17%
ID	18%	18%
IL	20%	21%
IN	14%	17%
IA	14%	15%
KS	15%	13%

	1995	1990
KY	26%	21%
LA	35%	35%
ME	15%	16%
MD	16%	13%
MA	16%	15%
MI	20%	20%
MN	14%	18%
MS	32%	34%
MO	18%	18%
MT	19%	23%
NE	13%	16%
NV	14%	13%
NH	10%	6%
NJ	14%	13%
NM	30%	28%
NY	25%	21%
NC	20%	18%

	1995	1990
ND	13%	15%
OH	19%	18%
OK	24%	20%
OR	16%	14%
PA	17%	16%
RI	17%	12%
SC	26%	22%
SD	17%	19%
TN	23%	26%
TX	25%	24%
UT	10%	12%
VT	13%	13%
VA	14%	15%
WA	16%	14%
WV	28%	27%
WI	14%	12%
WY	13%	15%

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey; 1990, 1995.

Per Capita Personal Income, 1998

AL	$21,500	MT	$20,247
AK	$25,771	NE	$24,786
AZ	$23,152	NV	$27,360
AR	$20,93	NH	$29,219
CA	$27,579	NJ	$33,953
CO	$28,821	NM	$20,008
CT	$37,700	NY	$31,679
DE	$29,932	NC	$24,122
DC	$37,325	ND	$21,708
FL	$25,922	OH	$25,239
GA	$25,106	OK	$21,056
HI	$26,210	OR	$24,775
ID	$21,080	PA	$26,889
IL	$28,976	PR	N/A
IN	$24,302	RI	$26,924
IA	$24,007	SC	$21,387
KS	$25,049	SD	$22,201
KY	$21,551	TN	$23,615
LA	$21,385	TX	$25,028
ME	$23,002	UT	$21,096
MD	$30,023	VT	$24,217
MA	$32,902	VA	$27,489
MI	$25,979	WA	$28,066
MN	$27,667	WV	$19,373
MS	$18,998	WI	$25,184
MO	$24,447	WY	$23,225

Source: U.S. Department of Commerce, Bureau of Economic Analysis, 1997.

Education Level of Adults, 1990

	High School Graduates	College Graduates		High School Graduates	College Graduates
AL	66.9	15.7	MT	81.0	19.8
AK	86.6	23.0	NE	81.8	18.9
AZ	78.7	20.3	NV	78.8	15.3
AR	66.3	13.3	NH	82.2	24.4
CA	76.2	23.4	NJ	76.7	24.9
CO	84.4	27.0	NM	75.1	20.4
CT	79.2	27.2	NY	76.7	23.1
DE	77.5	21.4	NC	70.0	17.4
DC	73.1	33.3	ND	76.7	18.1
FL	74.4	18.3	OH	75.7	17.0
GA	70.9	19.3	OK	74.6	17.8
HI	80.1	22.9	OR	81.5	20.6
ID	79.7	17.7	PA	74.7	17.9
IL	76.2	21.0	PR	N/A	N/A
IN	75.6	15.6	RI	72.0	21.3
IA	80.1	16.9	SC	68.3	16.6
KS	81.3	21.1	SD	77.1	17.2
KY	64.6	13.6	TN	67.1	16.0
LA	68.3	16.1	TX	72.1	20.3
ME	78.8	18.8	UT	85.1	22.3
MD	78.4	26.5	VT	80.8	24.3
MA	80.0	27.2	VA	75.2	24.5
MI	76.8	17.4	WA	83.8	22.9
MN	82.4	21.8	WV	66.0	12.3
MS	64.3	14.7	WI	78.6	17.7
MO	73.9	17.8	WY	83.0	18.8

Source: U.S. Department of Commerce, Bureau of the Census, Decennial Census, 1990.

Public K–12 Teachers, 1997–98
(in Full-Time Equivalents)

	Elementary	Middle	High	Combined	Other
Alabama	20,313	7,135	10,079	5,777	257
Alaska	3,427	987	1,799	1,365	5
Arizona	22,866	7,658	10,053	158	84
Arkansas	12,784	5,231	7,879	250	876
California	144,835	43,859	63,091	6,006	2,480
Colorado	18,558	7,954	10,102	566	359
Connecticut	17,674	8,196	10,767	625	18
Delaware	2,650	1,788	2,061	267	—
Dist. of Columbia	n/a	n/a	n/a	n/a	n/a
Florida	62,904	24,062	25,399	10,486	911
Georgia	44,076	17,783	19,525	3,468	180
Hawaii	5,790	1,457	3,033	229	77
Idaho	6,125	2,851	3,853	245	131
Illinois	61,465	18,918	32,628	2,203	699
Indiana	26,575	10,458	16,116	1,814	433
Iowa	14,746	6,933	11,164	596	170
Kansas	15,015	6,235	9,764	126	89
Kentucky	20,292	7,831	11,251	196	186
Louisiana	23,070	9,266	11,717	3,252	395
Maine	6,736	3,031	4,001	319	5
Maryland	23,349	10,489	12,489	456	299
Massachusetts	n/a	n/a	n/a	n/a	n/a
Michigan	41,515	18,769	24,078	1,773	1,375
Minnesota	n/a	n/a	n/a	n/a	n/a
Mississippi	12,238	5,568	7,194	3,060	390
Missouri	28,849	11,493	16,621	396	1,145
Montana	4,814	2,158	3,232	—	42
Nebraska	9,973	2,980	6,924	110	50
Nevada	8,595	2,908	3,497	112	183
New Hampshire	6,021	3,455	3,864	—	—
New Jersey	40,595	17,051	24,163	329	3,353
New Mexico	9,677	4,610	4,861	171	331
New York	87,577	35,027	47,351	5,341	7,014
North Carolina	41,373	18,706	22,220	1,468	510
North Dakota	3,983	921	2,739	66	142
Ohio	47,251	22,915	32,117	3,519	729
Oklahoma	19,809	8,318	10,634	—	749
Oregon	12,465	5,720	7,603	648	109
Pennsylvania	46,195	21,156	32,416	553	853
Puerto Rico	18,281	6,667	6,794	6,254	568
Rhode Island	4,824	2,541	3,163	50	20
South Carolina	19,638	9,731	10,956	646	68
South Dakota	3,991	2,065	2,999	8	26
Tennessee	n/a	n/a	n/a	n/a	n/a
Texas	117,995	59,499	66,956	6,669	2,555
Utah	11,598	4,768	5,747	112	480
Vermont	3,963	687	2,457	664	81
Virginia	n/a	n/a	n/a	n/a	n/a
Washington	24,012	9,650	12,502	936	486
West Virginia	9,847	4,095	5,209	619	63
Wisconsin	26,013	11,439	17,327	838	102
Wyoming	2,992	1,587	1,935	16	56

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98.

Appendix C

National Assessment for Educational Progress—Definitions and Further Information

Mathematics Achievement Levels–Grade 4

Basic Fourth-grade students performing at the basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands. Fourth graders performing at the basic level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately— four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

Proficient Fourth grade students performing at the proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands. Fourth graders performing at the proficient level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four function calculators, rulers, and geometric shapes appropriately. Students performing at the proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

Note The following states did not satisfy one of the guidelines for school sample participation rates—Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont.

Mathematics Achievement Levels–Grade 8

Basic Eighth-grade students performing at the basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations —including estimation— on whole numbers, decimals, fractions, and percents. Eighth graders performing at the basic level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content strands through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the proficient level, students at the basic level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth graders show limited skill in communicating mathematically.

Proficient Eighth-grade students performing at the proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands. Eighth graders performing at the proficient level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of basic level arithmetic operations—an understanding sufficient for problem solving in practical situations. Quantity and spacial relations in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs; apply properties of informal geometry; and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Note The following states did not satisfy one of the guidelines for school sample participation rates—Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Reading Achievement Levels–Grade 4

Basic Fourth-grade students performing at the Basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

Proficient Fourth-grade students performing at the Proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Note The following states did not satisfy one of the guidelines for school sample participation rates—Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin.