

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
U. S. DEPARTMENT OF EDUCATION



STATE

EDUCATION

INDICATORS

WITH A FOCUS

ON TITLE I

1998



The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit 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 educational issues and expresses their view to civic and professional organizations, federal agencies, Congress, and 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 the chief education administrators, 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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U.S. DEPARTMENT OF EDUCATION

STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I

1998

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The 1998 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.

Our progress as a nation can be no swifter
than our progress in education.

John F. Kennedy



Education, then, beyond all other devices of human origin,
is the great equalizer of the conditions of men—
the balance wheel of the social machinery.

Horace Mann



The 1994 Improving America's Schools Act, which reauthorized the Elementary and Secondary Education Act of 1965, made a dramatic shift in Title I to ensure that all students are held to challenging academic standards. The new law provides increased flexibility in the use of federal program resources, combined with accountability for improvements in student achievement.

This publication continues a collaborative project between the Department and the Council of Chief State School Officers that began last year. As we look to reauthorize the Elementary and Secondary Education Act this year, the data in this publication has become increasingly important for helping us to understand state implementation of key elements of the Title I program. In particular, it is clear that states are making progress toward developing and adopting challenging content and performance standards and aligned assessment and accountability systems. These efforts are sure to be accelerated in the coming year.

We encourage all readers to review this data keeping in mind its relevance to school improvement at the state, district, and school level. It is our hope that renewed discussions take place around the country that focus on data to inform decision-making, particularly on behalf of schools that serve high concentrations of children from low-income families. We are glad to serve as partners in supporting efforts such as this to improve and strengthen teaching and learning for all children.

Gerald N. Tirozzi

Assistant Secretary for Elementary and Secondary Education,
U.S. Dept. 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 1998 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 1998 is the display of trend data state-by-state.

The 1998 report has been prepared with great cooperation from the states and through a joint effort of our Council and 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, CCSSO

Acknowledgments

The Council received valuable contributions from many organizations and individuals in preparing the 1998 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 are grateful for the strong support from chief state school officers, state assessment directors, and state Title I directors to our request for background information on state student assessment results. State education staff carefully reviewed the data in the state profiles and provided important suggestions for improving the report, we thank them for their continued support in making the profile report possible.

Funding support for the report was from the U.S. Department of Education through the Planning and

Evaluation Service. We very much appreciate the guidance and assistance provided by the staff, particularly Joanne Bogart, Valena Plisko, Collette Roney, and Elois Scott. Data for several of the state indicators were provided by the National Center for Education Statistics with the assistance of John Sietsema, William Fowler, and Frank Johnson. Other data were provided by the Department of Education through the cooperation of Grace Ross and Janet Carroll of Compensatory Education Programs. The database was designed and created by Beth Sinclair, Chris Gregory, and Albert Hartley and data were analyzed by Beth Sinclair, Nina Blecher, Julie Daft, and Darcy Pietryka, all of Westat.

The project advisory panel guided CCSSO in selecting and developing the indicators and the report design. We would like to thank the following

individuals who served on our advisory panel: Paul Barton, Joyce Benjamin, Barbara Clements, Ken Gentry, Margaret Goertz, Joseph Johnson, Leslie Lawrence, Sharon Lewis, Sam Lester, Dori Nielson, John Poggio, Peter Prowda, Ed Reidy, Suzanne Triplett, and Phoebe Winter.

We thank Anastasia Miller, of Colorado Design Associates in Washington, DC, for her excellent work on the design and layout of the publication.

We were fortunate to have the expert advice and assistance of these individuals as well as many others, including the Independent Review Panel for the Reauthorization of Title I who provided assistance and reviewed the information for us. Thanks to all for their efforts.

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Introduction

The Council of Chief State School Officers (CCSSO) began its leadership in reporting state-by-state education indicators in 1984. Since our initial reports providing 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 useful, meaningful statistics for use by state leaders, local educators, parents, teachers, professional organizations, federal agencies, and researchers.

For the 1998 State Education Indicators report, CCSSO has continued to work 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 our reports and the main indicator categories have remained constant for over a decade, new indicators have been added and continuing indicators have been further refined to improve their use and applications. Since we encourage analysis of trends for each state over time, maintaining consistent indicators and data sources is critical.

Report Design

The design for the CCSSO report is based on two-page indicator profiles for each state. The present format began in 1997 with the start of a 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: it allows readers to see all of the indicators for a state, it emphasizes analysis of state trends over time, and it discourages the over-empha-

sis on indicators as a means of ranking states against each other.

The state indicators in the 1998 report were selected through a three-step process: consultation with state education leaders; input from officials of the U.S. Department of Education; and review by an expert advisory panel comprised of researchers, data managers, and educators. All of the indicators presented in last year's report 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. They do not answer every question or serve every need for education statistics at the state level. Many readers will find they raise questions and require further information. 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 list of data sources that are cited following the profiles for more detailed information and explanation. In the next few paragraphs, we provide some basic guidance on reading the indicators under each of our four headings in

the profiles. We also provide an Appendix with several 50-state tables for reviewing indicators that are directly comparable from state-to-state.

State Context

These Indicators are intended to give a basic picture of characteristics of each state—finances, population demographics, and sources of funding—that strongly affect how public K–12 education operates. Two indicators show change over a five-year span in the student context for education, specifically the proportion of children in poverty and the number of school age children. These statistics are from the Census Bureau's Current Population Survey. The public school finance data are from the Common Core of Data survey conducted by the National Center for Education Statistics (NCES) through the state departments of education. A key question for states is how change in these indicators affects decisions about education systems.

School and Teacher Demographics

The distribution of schools, their characteristics, and preparation of teaching staff are key statistics about the organization of education in each state. The number of districts, public schools by level, and student-teacher ratios are from the Common Core of Data for the 1996–97 school year. The source for statistics on race/ethnicity and gender of teachers and the percent of secondary teachers with a major in their main assignment field is the Schools and Staffing Survey (1993–94 school year), which is conducted by NCES. The levels of professional development of teachers in the fields of mathematics and science education are from teacher

questionnaires with the National Assessment of Educational Progress for 1996. The number of schools with Title I programs during the 1996–97 school year, as compared to 1995–96, were reported by states to the U.S. Department of Education in their Title I Performance Report, and re-checked by states for this report.

Student Demographics

Student data are reported for two years for each indicator—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 disaggregation of student achievement results by student characteristics, and particularly race/ethnicity, students with disabilities, limited-English proficiency, and migrant students. The data give readers a picture of the size of these student populations in each state. The counts of schools by the percent of students from low-income families (below poverty level) are useful for reviewing the disaggregated student achievement results reported on the second page of each profile. Also included in this section are two additional measures of student outcomes obtained from NCEES—high school drop-out rate (event rate, or annual percent of 9–12 students leaving school) and post-secondary enrollment rate (percent of high school graduates enrolled in college one year later).

Student Achievement

Aggregate results of state assessments in mathematics and reading/language arts are reported for states that have developed three or more performance, or

proficiency, levels. Our reporting approach emphasizes comparison of results at tested grades for “all students” with disaggregated categories of schools and student characteristics. We also emphasize comparing progress of student achievement over time.

State assessment data were obtained through the Title I Performance Report submitted by states for these indicators. States were asked to report according to the categories shown using three or more proficiency or performance levels, as defined by the state. Each state decides on its state test, how levels are set and defined, and the grade at which students are tested. Thus, student achievement scores are not comparable from state-to-state. Student results for a state, e.g., percent meeting the state’s “proficient” level, can be compared with the state 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.

States reported student achievement results for the 1996–97 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. States must assess and report mathematics and reading/language arts, and additionally they must assess other academic subjects for which the state has standards and student assessments. We report disaggregated assessment results for states that reported by Title I programs, school percent of students from low-income families, limited English proficient students, and migrant students. Availability of results by other student characteristics are reported in the Appendix.

The “student achievement trend” histogram at the bottom of the page shows the percentage of students in different school categories that meet or exceed the state level for “proficient.” Eight states show histograms with 1996–97 as their baseline year for analysis, and eleven states have 1995–96 as their baseline year. In order for 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. Any change in these assessment characteristics disqualifies a state from having a trend analysis.

Link to Title I Accountability

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. Title I is the largest single grant program of the federal government. Over 30 years old, it earmarks 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 funnel 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 sys-

terms 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 1997 report was the first to track the progress of states in linking Title I evaluation to state assessment programs and meeting other requirements of IASA by the 2000–2001 school year.

Student achievement information was collected through the Title I Performance Report Survey, administered by the Elementary and Secondary Schools Division of the U.S. Department of Education.

Progress of State Accountability for Title I

The individual state profiles and trends in assessment results in this report are useful for beginning to determine educational improvements that may be related to Title I programs. In addition, we can examine the status of components of state accountability systems to assess the progress of states toward meeting the requirements of the Title I law by the school year 2000. We have organized the information on state systems in a 50-state matrix (located in Appendix B) which displays five key indicators of state progress in developing accountability systems for Title I.

1. **Content Standards:** As of 1998, over 40 states have developed or revised content standards for K–12 education in the core academic subjects of English/language arts, mathematics, science, and social studies/history. Most of the other states are completing review and revisions on their standards documents.

2. **Performance Standards met review criteria:** The U.S. Department of Education (USED) is reviewing the process by which states have developed performance standards in language arts/reading and mathematics. As of 1998, performance standards developed by 20 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. For further information on the Department's review, see the report by Schenk and Carlson (*Adequate Yearly Progress Criteria in 1997 Based on State Plans, USED, Compensatory Education Programs, 1998*).

3. **State Assessment Results reported by Proficiency Levels:** In 1998, states were requested to report state-level results of their student assessments in Language arts/Reading and Mathematics to USED under Part VII of the Title I Performance Report. CCSSO compiled, analyzed and reported the results in their 1998 Report. In total, 36 states reported assessments for the 1996–97 school year using three or more proficiency levels that were defined by the state. The matrix shows the name of each assessment instrument and the year the proficiency levels were set by the state.

4. **State Achievement Results Disaggregated:** A key feature of the 1994 Title I law was a requirement that assessment results could be disaggregated by characteristics of schools and students. The goal for Title I accountability is to report assessments so that educators and

policymakers can easily determine the progress of schools according to key characteristics of students. By 2000, states will need to report their assessment results disaggregated for Title I schools, either Schoolwide or Targeted assistance, and by school according to the percent of students in each school from families in poverty. States will also need to disaggregate results according to student's gender, race/ethnicity, and their status as disabled, limited-English proficient, and/or migrant.

For the 1996–97 assessment results, 26 states reported data for Title I schools, 19 states reported school scores by the percent of students in poverty, 15 states reported by LEP status, and 11 states reported by migrant status.

5. **Trends Analysis:** CCSSO is reporting state assessment results in the state profiles with the format following the state accountability requirements for Title I. Our report emphasizes analysis of trends for all schools in comparison to schools with high percentages of students in poverty and schools with low percentages of students in poverty. In states where consistent assessment results are reported, the 1998 state profiles analyze change in state results from the 1995–96 school year to 1996–97. Even though we report only two years of data in our report, trends analysis is more likely to be reliable with at least three years of consistent data.

Following is an example of analysis of trends in student achievement using data from Connecticut's assessment program. We examine the extent of gains in language arts/reading and mathematics 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.

CONNECTICUT

Connecticut Mastery Test - Grade 4

Reading Band 3

	1995	1997	Gain
All Students	47.7%	55.1%	7.4%
00-34% Poverty	57.4	65.0	7.6
75-100% Poverty	8.4	12.8	4.4

Math Band 4

	1995	1997	Gain
All Students	59.3%	60.8%	1.5%
0-34% Poverty	69.8	70.0	0.2
75-100% Poverty	13.5	21.0	7.5

Test-CRT; levels set in 1994

Connecticut Reading Band 3/Math Band 4: Above the statewide goal for reading/math. Students possess the knowledge and skills necessary to successfully perform the tasks and assignments expected of fourth graders with minimal teacher assistance.

Summary of Connecticut achievement trends 1995 to 1997: In both Reading and Mathematics, schools show a disparity in achievement between schools with few low-income students and schools with many low-income students. For example the average school has 61 percent of students above band 4 in mathematics, while high poverty schools have

only 21 percent above this level. Mathematics results did improve significantly in the past two years in math in high-poverty schools—a gain of 7.5 percentage points on Math band 4 (i.e., proficient). Improvement in reading in high poverty schools is slightly below the rate of improvement for all students.

Across all Connecticut elementary schools, two-thirds 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 one in five students is proficient in math and one in eight students is proficient in reading. The high poverty category in Connecticut includes 66 elementary schools from a total of over 600 schools.

Connecticut's accountability system and levels have been in place since 1994. A total of 9 percent of students were excluded from testing in grade 4 reading and 8 percent in grade 4 math. The reasons for exclusion were exemptions for disabilities, absences, and invalid test scores.

Adequate Yearly Progress Definition and Measures

For the 1998 CCSSO report, we do not include definitions of Adequate Yearly Progress (AYP) in the state profiles. The definitions are typically detailed and hard to summarize in a profile format. Under Title I law, states are required to have in place a definition of adequate yearly progress that allows the state to measure the amount of improvement that schools served by Title I are making from one year to the next, and to identify schools in need of improvement. States must set their own definitions of progress,

determine the standards and measures to be used, and establish statistical benchmarks for amount of improvement needed per year. The Department of Education reviews and approves/denies the AYP definitions of states using a variety of criteria. The following summary information from the reviews provides the status of states on several of the criteria considered by the Department (from a report by Schenk and Carlson for USED, 1998):

- **Target level for student performance represents proficient performance**
25 states described target levels that indicate proficient performance;
21 states described targets that indicate less than proficient performance; and
6 states definitions include no targets.
- **Proportion of students expected to attain target in the future**
14 states require that almost all students (90% or more) are expected to attain the target performance level;
25 states specify that only a portion of students need to attain the target level; and
13 states do not specify any percentage to attain the target level.
- **Annual increase in percentage of students attaining target performance level**
17 states require increases for schools or districts that vary depending on prior student performance;
20 states require the same increases for all schools or districts; and

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STATE PROFILES

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State Context

Expenditures per pupil \$4,866
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$128,783,789
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

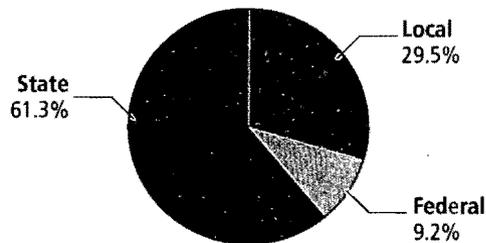
Percent school-age in population
1995 18%
1990 19%

Percent of children living in poverty
1995 23%
1990 29%

Per capita personal income \$20,699
(1997)

Education level of adults
High school graduates 66.9%
College graduates 15.7%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 127
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
682	225	257	162	14

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	18.5%	93.6%
7-12	18.4	65.2

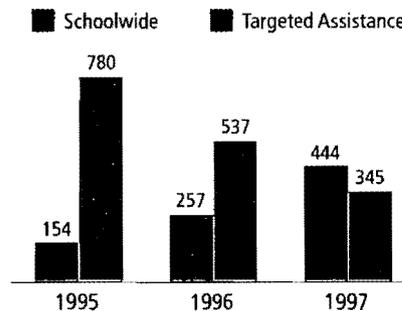
Professional development of teachers in field (1995-96)

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

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

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

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	525,730	530,019
9-12	198,013	207,630
PreK	n/a	n/a

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.7%	0.7%
Asian/Pacific Islander	0.5	0.6
Black	35.7	36.6
Hispanic	0.2	0.7
White	62.9	61.4

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	12.1%	11.4%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	n/a	5,565

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	6,822	6,393

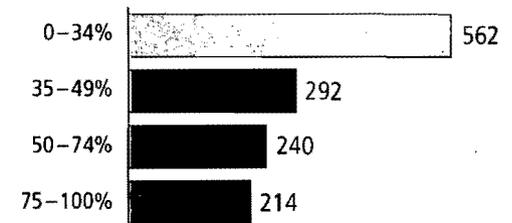
High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	6.2%	5.6%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	64%	67%

All schools by percent of students eligible to participate in the Free Lunch Program* (1996-97)



* 32 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

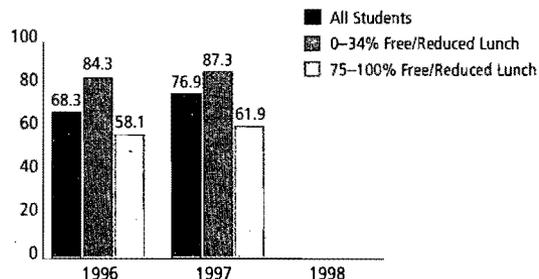
Grade 4

Reading/Language Arts (93% of total school grade took exam)			
	Academic Alert	Academic Caution	Academic Clear
All Students	23.1%	19.3%	57.6%
Title I Schoolwide	33.1	23.1	43.8
Title I Targeted	20.6	19.5	59.9
Percent of School in Poverty			
00–34	12.7	13.8	73.5
75–100	38.1	24.5	37.4
LEP Students	50.7	13.4	35.9
Migrant students	25.0	33.6	41.4

Mathematics (93% of total school grade took exam)			
	Academic Alert	Academic Caution	Academic Clear
All Students	18.7%	15.5%	65.8%
Title I Schoolwide	25.9	19.7	54.4
Title I Targeted	15.4	15.2	69.4
Percent of School in Poverty			
00–34	11.1	10.7	78.2
75–100	30.4	20.6	49.0
LEP Students	45.2	17.2	37.6
Migrant students	17.8	19.7	62.5

Student achievement trend

Reading 4th grade meets or exceeds Academic Caution



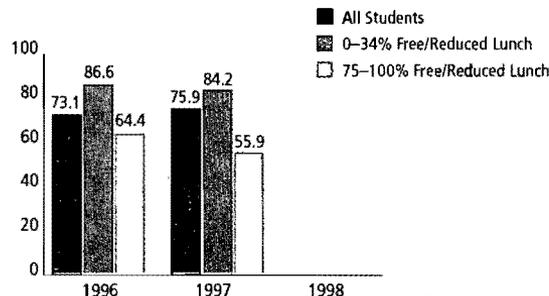
Grade 8

Reading/Language Arts (91% of total school grade took exam)			
	Academic Alert	Academic Caution	Academic Clear
All Students	28.7%	16.9%	54.4%
Title I Schoolwide	39.8	20.9	39.3
Title I Targeted	31.1	18.0	50.9
Percent of School in Poverty			
00–34	21.1	13.5	65.4
75–100	45.7	23.1	31.2
LEP Students	48.2	24.2	27.6
Migrant students	32.4	23.5	44.1

Mathematics (91% of total school grade took exam)			
	Academic Alert	Academic Caution	Academic Clear
All Students	24.1%	19.3%	56.6%
Title I Schoolwide	37.6	23.4	39.0
Title I Targeted	24.5	19.6	55.9
Percent of School in Poverty			
00–34	15.8	15.5	68.7
75–100	44.1	26.4	29.5
LEP Students	44.9	18.4	36.7
Migrant students	22.1	35.3	42.6

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 for reporting assessment results 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

The average daily attendance for students in the state of Alabama is approximately 95%. Therefore, approximately 5% is due to absence. The remainder would be based on IEP committee decisions, LEP committee decisions, or PEP decisions for 504.

Other Assessments

Local education agencies, in their consolidation plans, must describe other performance indicators that will be used to determine student and program progress and to identify needed changes.

Grade 10

Reading/Language Arts (93% of total school grade took exam)			
	Academic Alert	Academic Caution	Academic Clear
All Students	36.2%	20.1%	43.7%
Title I Schoolwide	48.6	22.7	28.7
Title I Targeted	36.0	22.6	41.4

Mathematics (93% of total school grade took exam)			
	Academic Alert	Academic Caution	Academic Clear
All Students	27.6%	19.7%	52.7%
Title I Schoolwide	37.3	23.9	38.8
Title I Targeted	25.2	22.4	52.4

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	23%
Basic level and above	52%

Math: Grade 4, 1996

Proficient level and above	11%
Basic level and above	48%

Math: Grade 8, 1996

Proficient level and above	12%
Basic level and above	45%

State Context

Expenditures per pupil **\$6,464**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$25,347,739**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

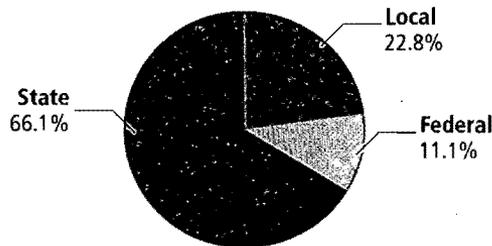
Percent school-age in population
1995 **23%**
1990 **21%**

Percent of children living in poverty
1995 **11%**
1990 **14%**

Per capita personal income **\$24,945**
(1997)

Education level of adults
High school graduates **86.6%**
College graduates **23.0%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **53**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
175	33	65	205	4

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	13.3%	81.6%
7-12	8.4	43.1

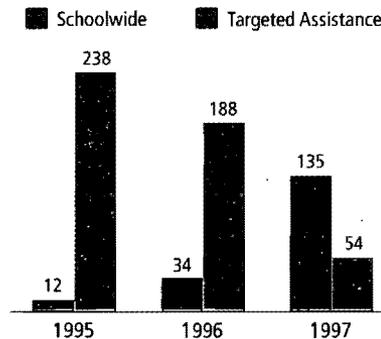
Professional development of teachers in field (1995-96)

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

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

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

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	81,698	92,176
9-12	27,582	35,557
PreK	n/a	2,186

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	22.4%	24.8%
Asian/Pacific Islander	3.6	4.5
Black	4.5	4.7
Hispanic	1.9	2.9
White	67.6	63.1

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	10.9%	12.0%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	11,103	34,942

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	16,732	13,763

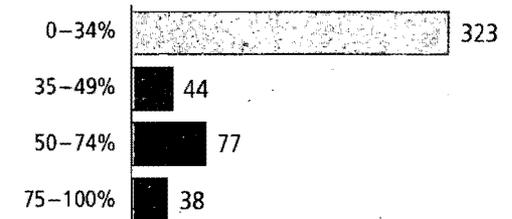
High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	37%	44%

All schools by percent of students eligible to participate in the Free Lunch Program (1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading	
	Proficient
All Students	82.4%
Title I Schoolwide	69.7
Title I Targeted	76.1
Percent of School in Poverty	
00–34	
75–100	
LEP Students	54.4
Migrant students	55.1

Mathematics

	Proficient
All Students	84.7%
Title I Schoolwide	75.9
Title I Targeted	79.7
Percent of School in Poverty	
00–34	
75–100	
LEP Students	68.3
Migrant students	65.5

Grade 8

Reading	
	Proficient
All Students	77.3%
Title I Schoolwide	47.1
Title I Targeted	70.2
Percent of School in Poverty	
00–34	
75–100	
LEP Students	34.0
Migrant students	47.9

Mathematics

	Proficient
All Students	71.0%
Title I Schoolwide	50.5
Title I Targeted	65.7
Percent of School in Poverty	
00–34	
75–100	
LEP Students	47.2
Migrant students	51.6

Assessment Information

Assessment Reported
California Achievement Test, Version 5

Progress Toward Assessment Aligned with Standards
Performance standards for reporting assessment results did not meet review criteria of the U.S. Department of Education. Alaska has made progress in that they are able to disaggregate student scores by all schools, Title I schools, low income students, LEP students, migrant students, students with disabilities, students by race/ethnicity, and by gender.

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
No information provided

Grade 11

Reading

	Proficient
All Students	74.0%
Title I Schoolwide	21.9
Title I Targeted	66.6

Mathematics

	Proficient
All Students	68.7%
Title I Schoolwide	36.7
Title I Targeted	64.5

NAEP State Results

Reading: Grade 4, 1994		
Proficient level and above		n/a
Basic level and above		n/a
Math: Grade 4, 1996		
Proficient level and above		21%
Basic level and above		65%
Math: Grade 8, 1996		
Proficient level and above		30%
Basic level and above		68%

State Context

Expenditures per pupil **\$4,511**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$105,958,550**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

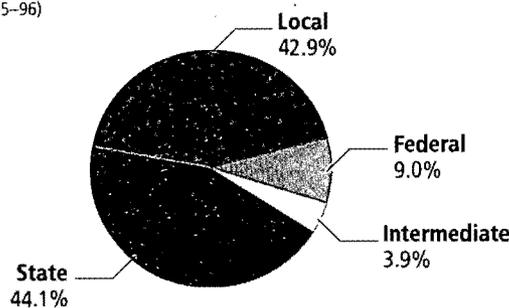
Percent school-age in population
1995 **20%**
1990 **19%**

Percent of children living in poverty
1995 **25%**
1990 **21%**

Per capita personal income **\$21,994**
(1997)

Education level of adults
High school graduates **78.7%**
College graduates **20.3%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **302**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
802	212	203	29	51

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	17.5%	84.4%
7-12	13.8	54.4

Professional development of teachers in field (1995-96)

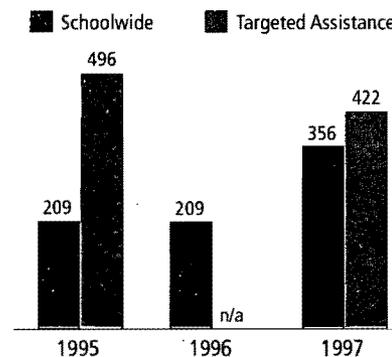
	Grade 4	Grade 8
Mathematics education >16 hours	22%	43%
Science education >16 hours	n/a	44

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment

	1989-90	1996-97
K-8	451,311	574,114
9-12	156,304	209,803
(By state definition) PreK	n/a	4,443

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	6.6%	7.2%
Asian/Pacific Islander	1.5	1.8
Black	4.1	4.3
Hispanic	23.7	30.2
White	64.1	56.6

Students with disabilities

	1990-91	1996-97
	8.0%	9.1%

Limited English proficient

	1989-90	1996-97
	60,270	93,528

Migrant

	1993-94	1996-97
	18,658	17,955

High school drop-out rate (annual)

	1993-94	1995-96
	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college)

	1994-95	1995-96
	50%	50%

All schools by percent of students eligible to participate in the Free Lunch Program (1996-97)

data not available

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (88% 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	

Mathematics (88% of total school grade took exam)

	National Percentile
All Students	48%
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	50%
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 for reporting assessment results 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	46%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	24%
Basic level and above	52%

Math: Grade 4, 1996

Proficient level and above	15%
Basic level and above	57%

Math: Grade 8, 1996

Proficient level and above	18%
Basic level and above	57%

State Context

Expenditures per pupil \$5,051
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$78,937,418
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

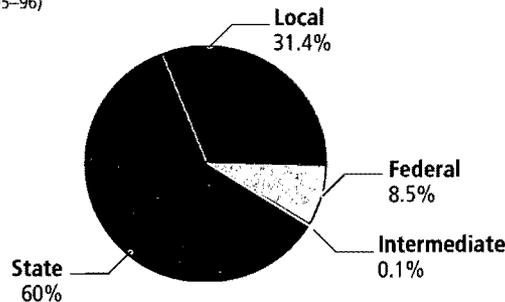
Percent school-age in population
1995 19%
1990 19%

Percent of children living in poverty
1995 22%
1990 28%

Per capita personal income \$19,602
(1997)

Education level of adults
High school graduates 66.3%
College graduates 13.3%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 311
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
577	179	320	8	20

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	10.9%	95.2%
7-12	14.7	63.0

Professional development of teachers in field (1995-96)

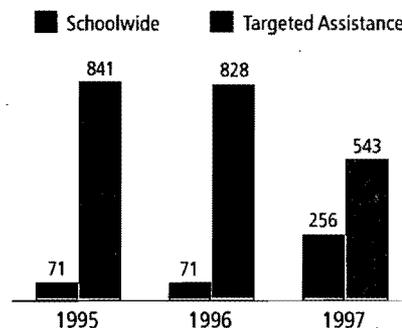
	Grade 4	Grade 8
Mathematics education >16 hours	45%	55%
Science education >16 hours	n/a	53

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	311,060	321,682
9-12	123,900	134,205
PreK	n/a	2,004

Race/ethnicity (K-12) (1989-90, 1996-97)

	1989-90	1996-97
American Indian/Alaskan	0.2%	0.4%
Asian/Pacific Islander	0.6	0.7
Black	24.0	23.7
Hispanic	0.4	1.8
White	74.8	73.3

Students with disabilities (1990-91, 1996-97)

	1990-91	1996-97
	9.7%	9.9%

Limited English proficient (1989-90, 1996-97)

	1989-90	1996-97
	n/a	5,282

Migrant (1993-94, 1996-97)

	1993-94	1996-97
	11,344	14,358

High school drop-out rate (annual) (1993-94, 1995-96)

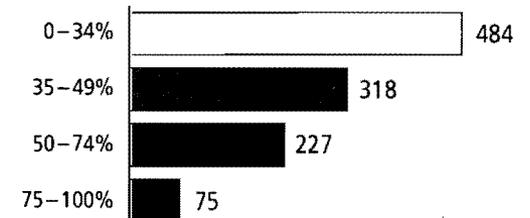
	1993-94	1995-96
	4.9%	4.1%

Postsecondary enrollment (High school grads enrolled in college) (1994-95, 1995-96)

	1994-95	1995-96
	48%	55%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 5

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

Grade 7

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
 Data was not available for the 1996–97 school year.
 Baseline will be the 1997–98 school year.

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

Grade 10

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

Reading: Grade 4, 1994
 Proficient level and above 24%
 Basic level and above 54%

Math: Grade 4, 1996
 Proficient level and above 13%
 Basic level and above 54%

Math: Grade 8, 1996
 Proficient level and above 13%
 Basic level and above 52%

State Context

Expenditures per pupil \$4,422
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$830,699,849
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

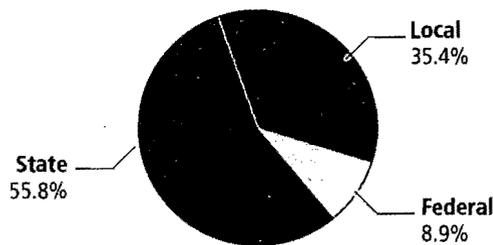
Percent school-age in population
1995 19%
1990 18%

Percent of children living in poverty
1995 25%
1990 20%

Per capita personal income \$26,218
(1997)

Education level of adults
High school graduates 76.2%
College graduates 23.4%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 999
(1996-97)

Number of public schools in state (1996-97)
Elementary Middle High Combined Other
5,083 | 1,169 | 1,397 | 189 | 143

Student/teacher ratio (1996-97)
Elementary Middle High
23:1 | 24:1 | 25:1

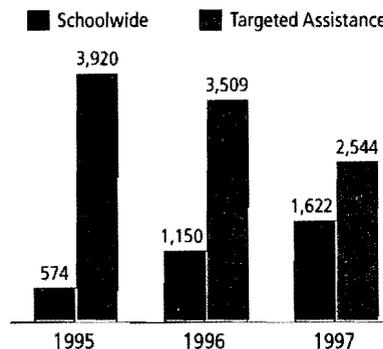
Race/ethnicity and gender of teachers (1993-94)
K-6 Minority Female
7-12 21.5% | 87.7%
19.3 | 49.8

Professional development of teachers in field (1995-96)
Grade 4 Grade 8
Mathematics education >16 hours 45% | 70%
Science education >16 hours n/a | 63

Secondary teachers with major in main assignment (Percent, 1993-94)
Eng. Math Sci. Soc. Std.
76 | 50 | 62 | 77

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment 1989-90 1996-97
K-8 3,470,198 3,986,994
9-12 1,301,780 1,526,051
(By state definition) PreK n/a n/a

Race/ethnicity (K-12) 1989-90 1996-97
American Indian/Alaskan 0.8% 0.9%
Asian/Pacific Islander 10.4 11.2
Black 8.7 8.7
Hispanic 33.0 39.7
White 47.1 39.5

Students with disabilities 1990-91 1996-97
8.4% 9.1%

Limited English proficient 1989-90 1996-97
861,531 1,381,393

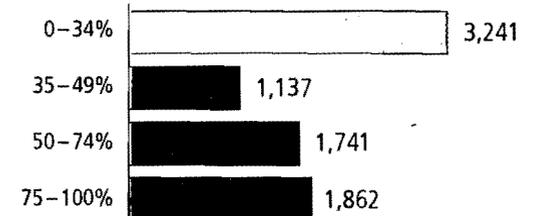
Migrant 1993-94 1996-97
197,806 208,739

High school drop-out rate (annual) 1993-94 1995-96
4.4% 3.9%

Postsecondary enrollment 1994-95 1995-96
(High school grads enrolled in college) 61% 72%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade

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

Grade

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

In 1996–97 approximately 70% of California school districts tested students using district-selected assessments from a state-approved list. In 1998 all school districts were required to test all students in grades 2–11 with the Stanford Achievement Test, Ninth Edition, Form T. Those results were not reported in terms of performance or proficiency levels.

Progress Toward Assessment Aligned with Standards

California has been granted a waiver. California has adopted content standards in reading/language arts, mathematics, science, and history/social science. Performance standards will be adopted in 1999 and 2000.

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	18%
Basic level and above	44%

Math: Grade 4, 1996

Proficient level and above	11%
Basic level and above	46%

Math: Grade 8, 1996

Proficient level and above	17%
Basic level and above	51%

State Context

Expenditures per pupil **\$5,195**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$69,893,754**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **19%**
1990 **18%**

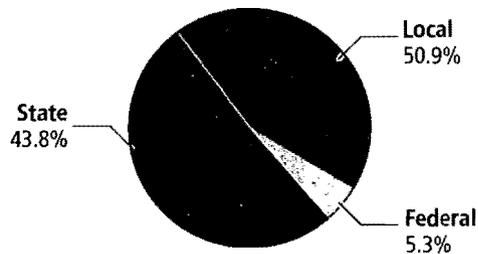
Percent of children living in poverty
1995 **12%**
1990 **19%**

Per capita personal income **\$27,015**
(1997)

Education level of adults
High school graduates **84.4%**
College graduates **27.0%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **176**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
869	261	290	28	20

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	11.4%	85.6%
7-12	8.9	53.4

Professional development of teachers in field (1995-96)

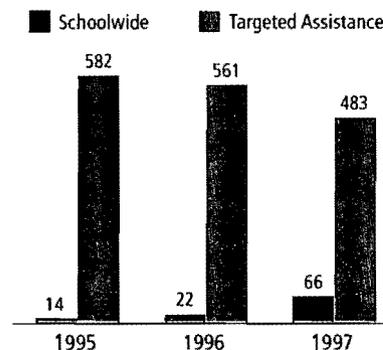
	Grade 4	Grade 8
Mathematics education >16 hours	21%	42%
Science education >16 hours	n/a	44

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	407,525	474,217
9-12	155,230	185,700
PreK	3,366	12,520

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.9%	1.1%
Asian/Pacific Islander	2.2	2.6
Black	5.1	5.5
Hispanic	16.1	18.8
White	75.6	72.0

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	8.8%	9.1%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	15,011	24,675

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	8,896	10,667

High school drop-out rate (annual) (1993-94 vs 1995-96)

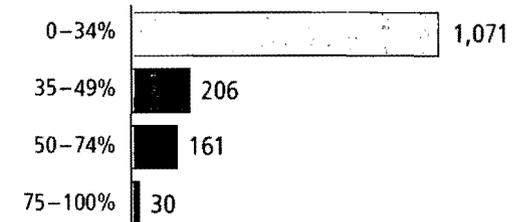
	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	52%	56%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (97.4% of total school grade took exam)

	In Progress	Partially Proficient	Proficient	Advanced	Not Tested
All Students	11.4%	29.0%	49.4%	7.6%	2.6%
Title I Schoolwide	24.4	38.8	31.5	1.6	3.6
Title I Targeted	14.2	32.3	44.7	5.8	3.0
Percent of School in Poverty					
00–34	7.2	25.7	55.5	9.6	2.0
75–100	39.4	34.1	19.5	1.0	5.9
LEP Students	46.3	32.8	7.5	0.2	13.2
Migrant students					

Mathematics

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

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 1996–97 (reading and writing only for that year)

Progress Toward Assessment Aligned with Standards
Performance standards for reporting assessment results 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
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

Reading: Grade 4, 1994	
Proficient level and above	28%
Basic level and above	59%
Math: Grade 4, 1996	
Proficient level and above	22%
Basic level and above	67%
Math: Grade 8, 1996	
Proficient level and above	25%
Basic level and above	67%

State Context

Expenditures per pupil **\$7,323**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$55,932,113**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

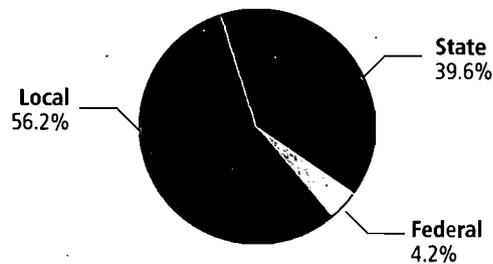
Percent school-age in population
1995 **17%**
1990 **16%**

Percent of children living in poverty
1995 **19%**
1990 **7%**

Per capita personal income **\$35,954**
(1997)

Education level of adults
High school graduates **79.2%**
College graduates **27.2%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **166**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
633	180	171	36	3

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	5.9%	85.7%
7-12	4.7	54.3

Professional development of teachers in field (1995-96)

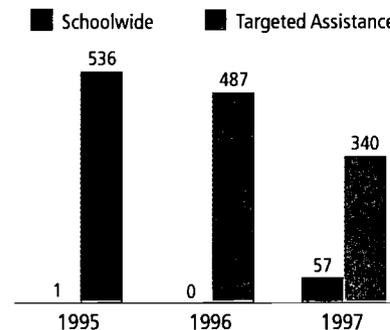
	Grade 4	Grade 8
Mathematics education >16 hours	22%	47%
Science education >16 hours	n/a	51

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	338,378	377,794
9-12	123,182	137,266
PreK	4,870	9,151

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.2%	0.3%
Asian/Pacific Islander	2.0	2.6
Black	12.5	13.5
Hispanic	9.7	11.9
White	75.6	71.8

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	12.1%	13.4%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	16,495	19,819

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	3,882	5,237

High school drop-out rate (annual) (1993-94 vs 1995-96)

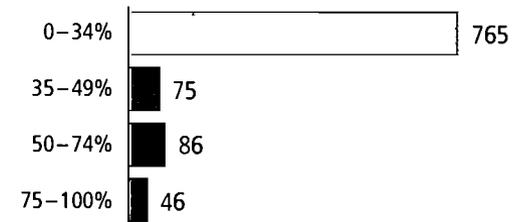
	1993-94	1995-96
High school drop-out rate (annual)	4.9%	4.8%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	72%	72%

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

(1996-97)



* 51 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

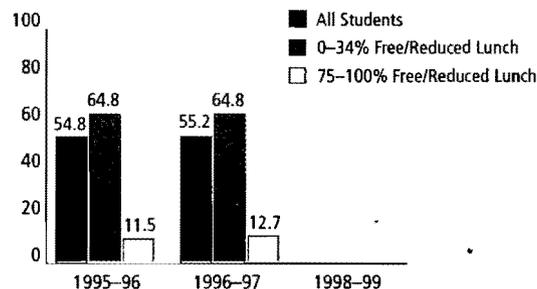
Grade 4

Reading/Language Arts (91.8% of total school grade took exam)			
	Score Band 1	Score Band 2	Score Band 3
All Students	24.4%	20.4%	55.2%
Title I Schoolwide	63.4	19.9	16.7
Title I Targeted	17.3	20.7	61.9
Percent of School in Poverty			
00–34	15.6	19.5	64.8
75–100	67.4	19.9	12.7
LEP Students	81.0	11.4	7.6
Migrant students			

Mathematics (92.2% of total school grade took exam)				
	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	10.9%	10.3%	18.0%	60.8%
Title I Schoolwide	38.5	19.6	17.6	24.3
Title I Targeted	10.8	15.6	22.3	51.3
Percent of School in Poverty				
00–34	5.4	7.4	17.0	70.2
75–100	38.8	21.8	18.6	20.9
LEP Students	53.4	18.6	11.5	16.5
Migrant students				

Student achievement trend

Reading 4th grade in Score Band 3



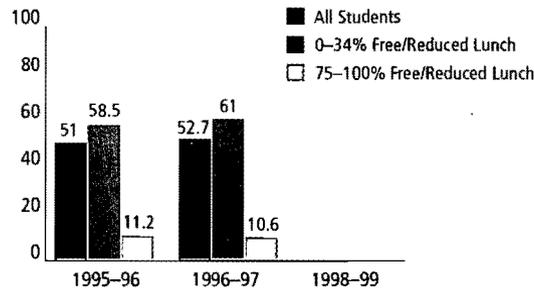
Grade 8

Reading/Language Arts (91.9% of total school grade took exam)			
	Score Band 1	Score Band 2	Score Band 3
All Students	16.1%	19.7%	64.2%
Title I Schoolwide	50.1	26.8	23.1
Title I Targeted	17.3	20.7	61.9
Percent of School in Poverty			
00–34	10.2	17.8	72.0
75–100	51.4	28.1	20.5
LEP Students	81.0	11.6	7.4
Migrant students			

Mathematics (92.5% of total school grade took exam)				
	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	11.4%	14.5%	21.4%	52.7%
Title I Schoolwide	42.3	26.9	17.8	13.0
Title I Targeted	10.8	15.6	22.3	51.3
Percent of School in Poverty				
00–34	5.7	11.6	21.6	61.0
75–100	42.6	29.5	17.4	10.6
LEP Students	61.7	18.3	8.3	11.7
Migrant students				

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 for reporting assessment results 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, absences, and invalid test scores

Other Assessments

None.

Grade 10

Reading/Language Arts (88.0% of total school grade took exam)				
	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	7.9%	18.7%	38.4%	35.0%
Title I Schoolwide				
Title I Targeted	14.1	24.0	37.1	24.8

Mathematics (85.4% of total school grade took exam)				
	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	8.5%	13.5%	36.5%	41.6%
Title I Schoolwide				
Title I Targeted	16.8	17.3	33.6	32.3

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 38%
Basic level and above 68%

Math: Grade 4, 1996

Proficient level and above 31%
Basic level and above 75%

Math: Grade 8, 1996

Proficient level and above 31%
Basic level and above 70%

State Context

Expenditures per pupil **\$6,543**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$17,073,863**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

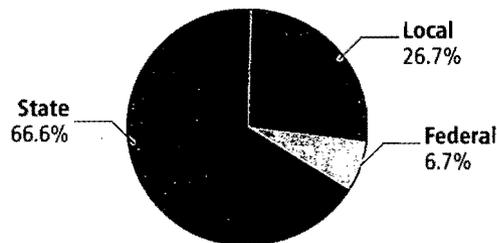
Percent school-age in population
1995 **18%**
1990 **17%**

Percent of children living in poverty
1995 **13%**
1990 **13%**

Per capita personal income **\$28,443**
(1997)

Education level of adults
High school graduates **77.5%**
College graduates **21.4%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **19**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
88	42	33	19	1

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	10.4 %	87.6 %
7-12	12.6	54.5

Professional development of teachers in field (1995-96)

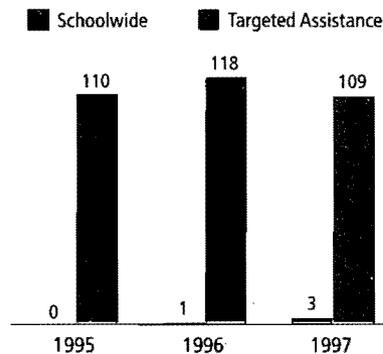
	Grade 4	Grade 8
Mathematics education >16 hours	22%	55%
Science education >16 hours	n/a	45

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	70,699	77,384
9-12	27,109	32,568
PreK	n/a	597

Race/ethnicity (K-12) (1989-90 vs 1996-97)

Race/Ethnicity	1989-90	1996-97
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	1.5	1.8
Black	26.9	29.9
Hispanic	2.6	4.3
White	68.7	63.9

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	12.4%	11.9%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	1,470	1,928

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	740	715

High school drop-out rate (annual) (1993-94 vs 1995-96)

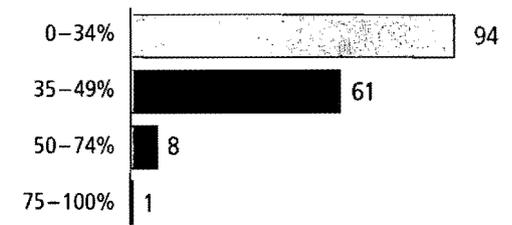
	1993-94	1995-96
High school drop-out rate (annual)	4.6%	4.5%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	65%	84%

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

(1996-97)



*19 schools did not report.

Student Achievement 1996-1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts	
	National Percentile
All Students	
Title I	
Title I Targeted	
Percent of School in Poverty	
00-34	
75-100	
LEP Students	
Migrant students	

Mathematics	
	National Percentile
All Students	
Title I	
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	
Title I	
Title I Targeted	
Percent of School in Poverty	
00-34	
75-100	
LEP Students	
Migrant students	

Mathematics	
	National Percentile
All Students	
Title I	
Title I Targeted	
Percent of School in Poverty	
00-34	
75-100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported

Delaware chose not to participate this year. Assessments were chosen by districts.

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results did not meet review criteria of the U.S. Department of Education.

Reading	
All Students	
Title I Schoolwide	
Title I Targeted	

Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	23%
Basic level and above	52%

Math: Grade 4, 1996

Proficient level and above	16%
Basic level and above	54%

Math: Grade 8, 1996

Proficient level and above	19%
Basic level and above	55%

State Context

Expenditures per pupil \$7,924
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$21,703,353
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 14%
1990 13%

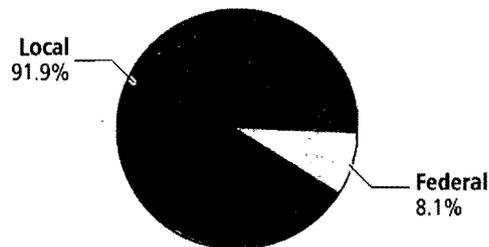
Percent of children living in poverty
1995 39%
1990 26%

Per capita personal income \$35,290
(1997)

Education level of adults
High school graduates 73.1%
College graduates 33.3%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 1
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
116	27	22	3	16

Student/teacher ratio (1996-97)

Elementary	Middle	High
22:1	16:1	16:1

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	92.8%	88.5%
7-12	79.8	62.3

Professional development of teachers in field (1995-96)

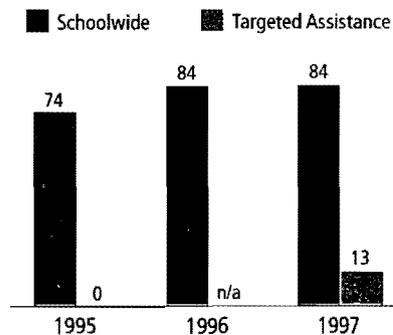
	Grade 4	Grade 8
Mathematics education >16 hours	27%	60%
Science education >16 hours	n/a	55

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	60,662	53,738
9-12	20,639	16,241
PreK	n/a	5,044

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.0%	0.1%
Asian/Pacific Islander	0.9	1.4
Black	90.7	87.3
Hispanic	4.6	7.2
White	3.7	3.9

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	7.3%	7.4%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	3,417	4,911

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	326	588

High school drop-out rate (annual) (1993-94 vs 1995-96)

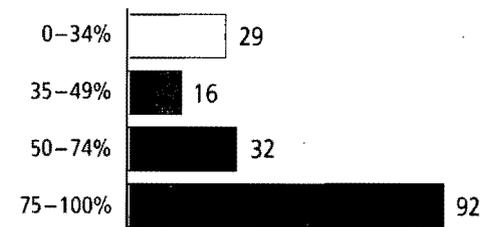
	1993-94	1995-96
High school drop-out rate (annual)	10.6%	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	71%	78%

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

(1996-97)



* 15 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Elementary Grades 1–6

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	31.3%	42.4%	20.2%	6.0%
Title I Schoolwide	36.3	43.9	16.7	3.1
Title I Targeted	26.7	40.9	24.7	7.8
Percent of School in Poverty				
00–34	6.8	27.8	38.3	27.1
75–100	35.6	43.8	17.2	3.3
LEP Students	38.0	40.3	17.5	4.2
Migrant students	23.1	57.7	16.3	2.9

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	42.0%	37.0%	16.5%	4.5%
Title I Schoolwide	46.5	38.1	13.6	1.9
Title I Targeted	44.8	36.2	17.0	2.0
Percent of School in Poverty				
00–34	13.1	28.7	34.0	24.3
75–100	46.5	37.5	14.0	1.9
LEP Students	46.4	33.4	15.3	4.9
Migrant students	60.0	30.0	10.0	0.0

Middle and Junior High Grades 6–9

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	37.0%	43.9%	16.4%	2.7%
Title I Schoolwide	48.5	43.7	7.5	0.3
Title I Targeted	38.8	47.1	13.3	0.7
Percent of School in Poverty				
00–34	13.7	34.5	35.9	15.9
75–100	45.7	44.1	9.7	0.5
LEP Students	57.1	31.5	9.5	1.0
Migrant students	31.4	48.6	20.0	0.0

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	68.5%	21.5%	7.9%	2.2%
Title I Schoolwide	81.9	16.1	1.9	0.1
Title I Targeted	75.1	19.0	5.5	0.4
Percent of School in Poverty				
00–34	38.2	31.3	18.1	12.4
75–100	77.9	18.2	3.6	0.3
LEP Students	84.1	13.6	2.3	0.0
Migrant students	68.8	18.8	12.5	0.0

Assessment Information

Assessment Reported

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

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

State Definition of "Proficient"

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

Secondary School Progress Plan, Student Progress Plan

High School Grades 10–12

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	50.6%	34.3%	12.4%	2.6%
Title I Schoolwide				
Title I Targeted	64.7	31.8	3.1	0.4

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	88.9%	8.4%	1.9%	0.7%
Title I Schoolwide				
Title I Targeted	98.4	1.6	0.0	0.0

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a

Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above 5%

Basic level and above 20%

Math: Grade 8, 1996

Proficient level and above 5%

Basic level and above 20%

State Context

Expenditures per pupil \$5,512
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$306,097,404
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

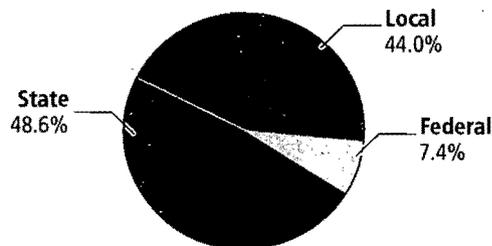
Percent school-age in population
1995 17%
1990 16%

Percent of children living in poverty
1995 24%
1990 20%

Per capita personal income \$24,795
(1997)

Education level of adults
High school graduates 74.4%
College graduates 18.3%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 67
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,581	432	374	338	65

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	22.7%	86.6%
7-12	20.6	61.4

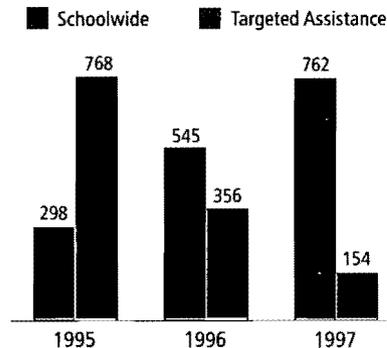
Professional development of teachers in field (1995-96)

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

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

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

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	1,303,439	1,600,959
9-12	486,486	590,091
PreK	n/a	53,946

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.2%	0.2%
Asian/Pacific Islander	1.4	1.8
Black	23.8	25.4
Hispanic	11.9	15.9
White	62.8	56.7

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	11.4%	12.6%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	57,710	288,603

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	54,595	51,839

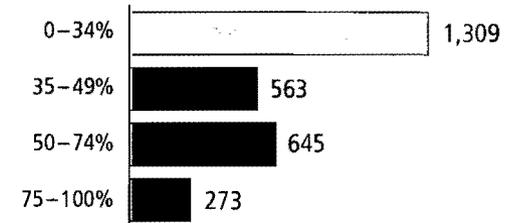
High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	49%	56%

All schools by percent of students eligible to participate in the Free Lunch Program (1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

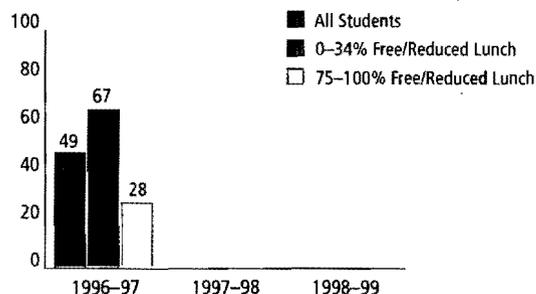
Grade 4

Reading/Language Arts (82.7% of total school grade took exam)			
	Partially Proficient	Proficient	Advanced
All Students	51%	24%	25%
Title I Schoolwide	63	21	16
Title I Targeted	46	27	27
Percent of School in Poverty			
00–34	33	29	38
75–100	72	18	10
LEP Students	90	8	2
Migrant students	81	14	5

Mathematics (82.7% of total school grade took exam)			
	Partially Proficient	Proficient	Advanced
All Students	39%	24%	37%
Title I Schoolwide	50	23	27
Title I Targeted	37	27	36
Percent of School in Poverty			
00–34	23	24	53
75–100	57	21	22
LEP Students	76	15	9
Migrant students	63	20	17

Student achievement trend

Reading 4th grade meets or exceeds Proficient



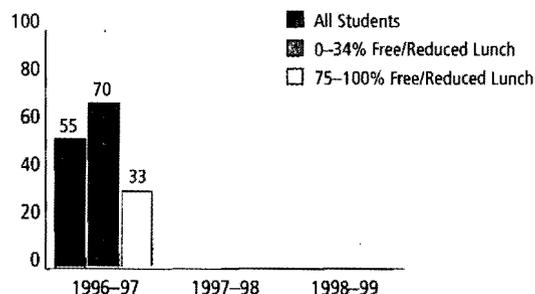
Grade 8

Reading/Language Arts (80.1% of total school grade took exam)			
	Partially Proficient	Proficient	Advanced
All Students	47%	25%	28%
Title I Schoolwide	66	19	15
Title I Targeted	50	24	26
Percent of School in Poverty			
00–34	33	29	38
75–100	74	16	10
LEP Students	93	6	1
Migrant students	78	15	7

Mathematics (80.1% of total school grade took exam)			
	Partially Proficient	Proficient	Advanced
All Students	45%	25%	30%
Title I Schoolwide	61	22	17
Title I Targeted	45	27	28
Percent of School in Poverty			
00–34	30	27	43
75–100	67	21	12
LEP Students	84	11	5
Migrant students	72	19	9

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 for reporting assessment results 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 (82.7% of total school grade took exam)		
	Partially Proficient	Proficient
All Students	23%	77%
Title I Schoolwide	35	65
Title I Targeted	24	76

Mathematics (82.7% of total school grade took exam)		
	Partially Proficient	Proficient
All Students	25%	75%
Title I Schoolwide	33	67
Title I Targeted	23	77

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 23%
Basic level and above 50%

Math: Grade 4, 1996

Proficient level and above 15%
Basic level and above 55%

Math: Grade 8, 1996

Proficient level and above 17%
Basic level and above 54%

State Context

Expenditures per pupil \$5,428
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$175,799,161

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 19%
1990 19%

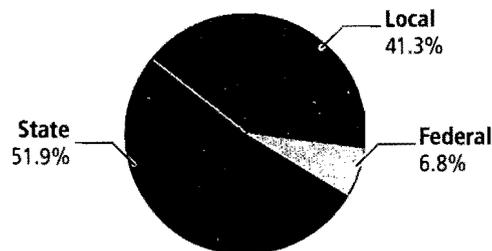
Percent of children living in poverty
1995 20%
1990 23%

Per capita personal income \$23,893
(1997)

Education level of adults
High school graduates 70.9%
College graduates 19.3%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 180
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,115	332	281	67	3

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	25.9%	94.4%
7-12	23.5	70.4

Professional development of teachers in field (1995-96)

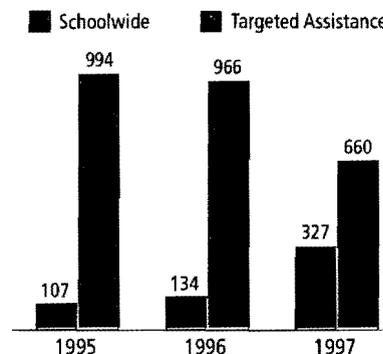
	Grade 4	Grade 8
Mathematics education >16 hours	25%	44%
Science education >16 hours	n/a	41

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	828,426	965,328
9-12	298,109	355,911
PreK	n/a	25,522

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	n/a	0.1%
Asian/Pacific Islander	n/a	1.7
Black	n/a	37.6
Hispanic	n/a	2.6
White	n/a	57.9

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	8.0%	9.3%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	6,194	14,339

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	13,373	13,577

High school drop-out rate (annual) (1993-94 vs 1995-96)

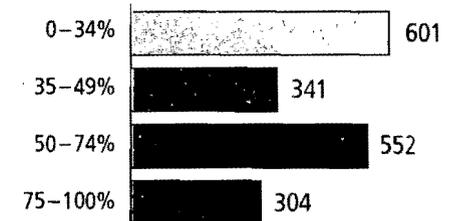
	1993-94	1995-96
High school drop-out rate (annual)	9.0%	8.5%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	59%	60%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

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

Mathematics

	National Percentile
All Students	59%
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	54%
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 for reporting assessment results 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

Reading: Grade 4, 1994	
Proficient level and above	26%
Basic level and above	52%
Math: Grade 4, 1996	
Proficient level and above	18%
Basic level and above	53%
Math: Grade 8, 1996	
Proficient level and above	16%
Basic level and above	51%

State Context

Expenditures per pupil **\$5,575**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$19,750,819**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

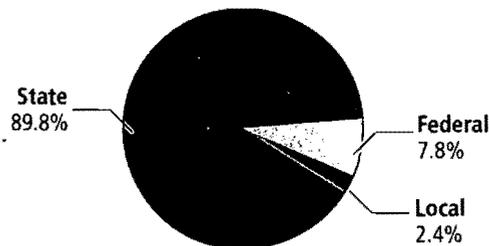
Percent school-age in population
1995 **18%**
1990 **18%**

Percent of children living in poverty
1995 **15%**
1990 **17%**

Per capita personal income **\$25,686**
(1997)

Education level of adults
High school graduates **80.1%**
College graduates **22.9%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **1**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
172	29	33	13	2

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	82.1%	91.5%
7-12	67.9	58.1

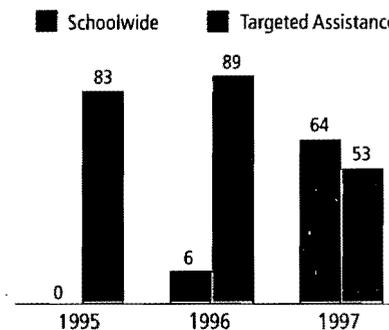
Professional development of teachers in field (1995-96)

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

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

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

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	123,496	135,740
9-12	45,997	52,635
PreK	n/a	694

Race/ethnicity (K-12) (1989-90 vs 1996-97)

	1989-90	1996-97
American Indian/Alaskan	0.3%	0.4%
Asian/Pacific Islander	71.7	63.9
Black	2.6	2.9
Hispanic	2.3	8.8
White	23.0	24.0

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
	6.8%	7.9%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
	8,407	12,349

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
	n/a	n/a

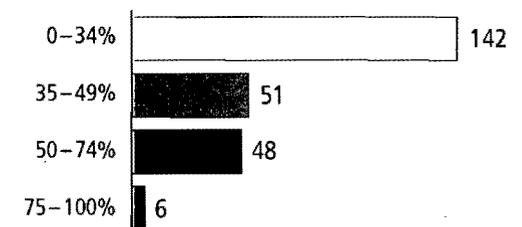
High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
	4.9%	4.7%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
	62%	70%

All schools by percent of students eligible to participate in the Free Lunch Program* (1996-97)



* 2 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

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

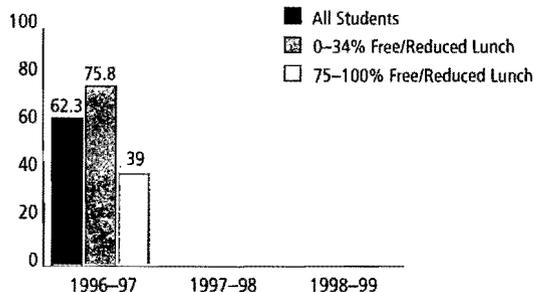
	Partially Proficient	Proficient	Advanced
All Students	37.7%	52.1%	10.2%
Title I Schoolwide	50.6	43.8	5.6
Title I Targeted	41.2	50.7	8.1
Percent of School in Poverty			
00–34	24.2	59.9	15.9
75–100	61.0	35.3	3.7
LEP Students	78.0	21.5	0.4
Migrant students			

Mathematics (90% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	26.7%	50.5%	22.8%
Title I Schoolwide	36.8	48.7	14.6
Title I Targeted	28.6	51.8	19.6
Percent of School in Poverty			
00–34	16.9	49.9	33.2
75–100	46.5	45.8	7.7
LEP Students	49.0	44.8	6.2
Migrant students			

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



Grade 8

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

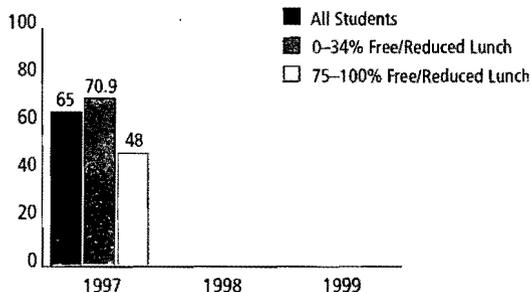
	Partially Proficient	Proficient	Advanced
All Students	36.7%	47.4%	15.9%
Title I Schoolwide	53.1	38.5	8.4
Title I Targeted	42.8	44.7	12.5
Percent of School in Poverty			
00–34	29.2	51.4	19.5
75–100	57.1	30.6	12.2
LEP Students	85.9	13.2	0.9
Migrant students			

Mathematics (90% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	35.0%	45.0%	20.0%
Title I Schoolwide	51.0	39.6	9.4
Title I Targeted	38.2	45.3	16.6
Percent of School in Poverty			
00–34	29.1	46.7	24.2
75–100	52.1	41.7	6.3
LEP Students	64.4	27.5	8.1
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 for reporting assessment results 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	31.1%	49.5%	19.4%
Title I Schoolwide	52.6	40.2	7.1
Title I Targeted	51.1	40.3	8.7

Mathematics (90% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	30.5%	50.2%	19.3%
Title I Schoolwide	53.9	42.5	4.6
Title I Targeted	54.1	42.3	4.6

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	19%
Basic level and above	46%

Math: Grade 4, 1996

Proficient level and above	16%
Basic level and above	53%

Math: Grade 8, 1996

Proficient level and above	16%
Basic level and above	51%

State Context

Expenditures per pupil **\$4,558**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$27,055,324**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

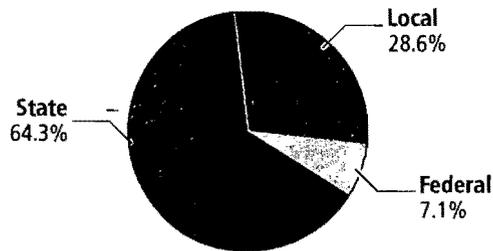
Percent school-age in population
1995 **22%**
1990 **23%**

Percent of children living in poverty
1995 **18%**
1990 **18%**

Per capita personal income **\$20,393**
(1997)

Education level of adults
High school graduates **79.7%**
College graduates **17.7%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **112**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
332	104	156	23	9

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	2.2%	85.0%
7-12	2.3	46.9

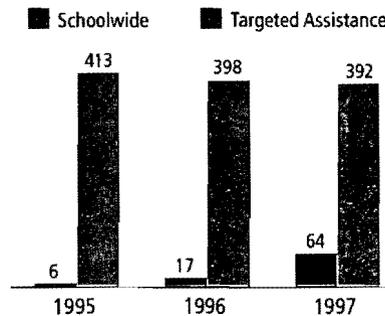
Professional development of teachers in field (1995-96)

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

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

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

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	156,602	167,657
9-12	58,330	75,810
PreK	n/a	1,715

Race/ethnicity (K-12) (1989-90, 1996-97)

	1989-90	1996-97
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

Students with disabilities (1990-91, 1996-97)

	1990-91	1996-97
Students with disabilities	8.4%	8.7%

Limited English proficient (1989-90, 1996-97)

	1989-90	1996-97
Limited English proficient	3,440	12,210

Migrant (1993-94, 1996-97)

	1993-94	1996-97
Migrant	11,632	10,886

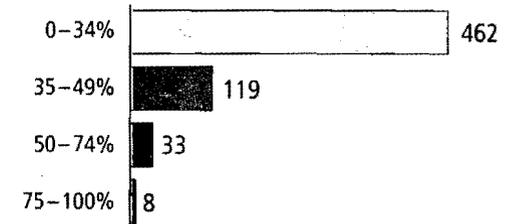
High school drop-out rate (annual) (1993-94, 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95, 1995-96)

	1994-95	1995-96
Postsecondary enrollment	48%	47%

All schools by percent of students eligible to participate in the Free Lunch Program* (1996-97)



* 2 schools did not report.

Student Achievement 1996-1997

Percentage of students meeting state proficiency levels

Grade K-12

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide	34.0%	44.0%	22.0%
Title I Targeted	38.0	44.0	18.0
Percent of School in Poverty			
00-34			
75-100			
LEP Students			
Migrant students			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide	34.0%	47.0%	20.0%
Title I Targeted	39.0	45.0	16.0
Percent of School in Poverty			
00-34			
75-100			
LEP Students			
Migrant students			

Grade

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
Iowa Test of Basic Skills, Form K

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

Definition of Targeted Assistance
No information provided

Exclusion from Assessment
IEP and LEP students

Other Assessments
Idaho Direct Math/Writing Assessments;
Tests of Achievement and Proficiency, Form K

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

Reading: Grade 4, 1994	
Proficient level and above	n/a
Basic level and above	n/a
Math: Grade 4, 1996	
Proficient level and above	n/a
Basic level and above	n/a
Math: Grade 8, 1996	
Proficient level and above	n/a
Basic level and above	n/a

State Context

Expenditures per pupil \$5,348
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$327,387,869
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

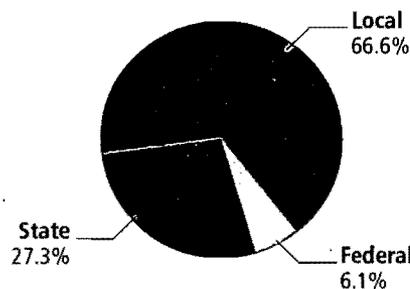
Percent school-age in population
1995 19%
1990 18%

Percent of children living in poverty
1995 20%
1990 21%

Per capita personal income \$27,929
(1997)

Education level of adults
High school graduates 76.2%
College graduates 21.0%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 926
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
2,583	706	729	108	45

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	14.0%	90.9%
7-12	11.4	50.7

Professional development of teachers in field (1995-96)

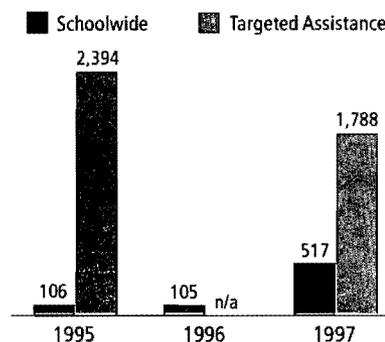
	Grade 4	Grade 8
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	1,280,021	1,358,814
9-12	517,334	559,275
PreK	n/a	47,857

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.1%	0.1%
Asian/Pacific Islander	2.6	3.1
Black	21.9	21.1
Hispanic	9.3	12.7
White	66.0	63.0

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	11.5%	11.7%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	73,185	118,246

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	3,619	4,808

High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	64%	73%

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

(1996-97)

data not available

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

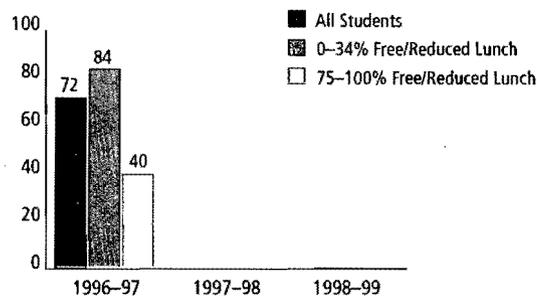
	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	29%	52%	20%
Title I Schoolwide	58	37	6
Title I Targeted	27	54	19
Percent of School in Poverty:			
00–34	16	57	27
75–100	60	36	4
LEP Students			
Migrant students			

Mathematics

	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	10%	63%	27%
Title I Schoolwide	26	65	9
Title I Targeted	8	66	26
Percent of School in Poverty:			
00–34	3	60	37
75–100	27	66	7
LEP Students			
Migrant students			

Student achievement trend

Reading 3rd grade meets or exceeds State Goals



Grade 8

Reading/Language Arts

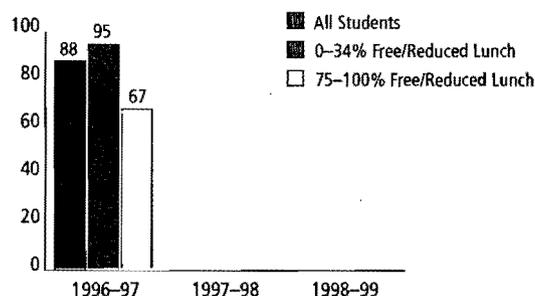
	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	34%	50%	16%
Title I Schoolwide	65	32	3
Title I Targeted	35	50	14
Percent of School in Poverty:			
00–34	24	56	21
75–100	65	33	2
LEP Students			
Migrant students			

Mathematics

	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	12%	62%	26%
Title I Schoolwide	32	63	5
Title I Targeted	12	66	22
Percent of School in Poverty:			
00–34	5	60	35
75–100	32	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 for reporting assessment results 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	38%	46%	16%
Title I Schoolwide	71	27	2
Title I Targeted	39	46	15

Mathematics

	Does Not Meet State Goals	Meets State Goals	Exceeds State Goals
All Students	22%	50%	27%
Title I Schoolwide	63	35	2
Title I Targeted	21	52	27

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a
Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above n/a
Basic level and above n/a

Math: Grade 8, 1996

Proficient level and above n/a
Basic level and above n/a

State Context

Expenditures per pupil **\$6,014**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$113,324,155**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

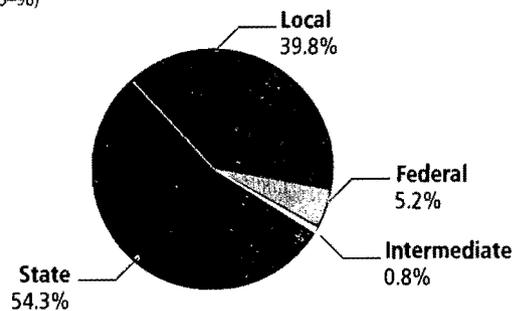
Percent school-age in population
1995 **19%**
1990 **19%**

Percent of children living in poverty
1995 **14%**
1990 **17%**

Per capita personal income **\$23,183**
(1997)

Education level of adults
High school graduates **75.6%**
College graduates **15.6%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **295**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,175	308	346	32	7

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	3.3%	89.0%
7-12	5.9	49.3

Professional development of teachers in field (1995-96)

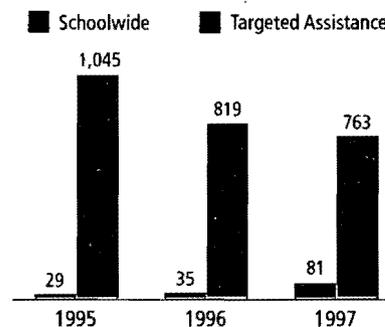
	Grade 4	Grade 8
Mathematics education >16 hours	13%	30%
Science education >16 hours	n/a	39

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	671,036	681,559
9-12	283,129	291,410
PreK	n/a	5,263

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	0.6	0.8
Black	10.9	11.2
Hispanic	1.8	2.4
White	86.5	85.4

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	11.1%	12.1%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	4,001	9,195

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	5,491	7,237

High school drop-out rate (annual) (1993-94 vs 1995-96)

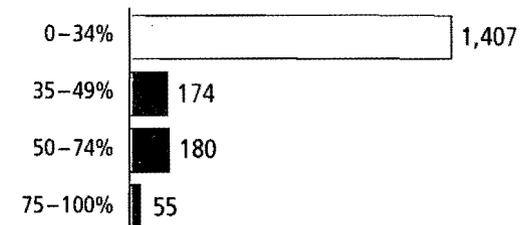
	1993-94	1995-96
High school drop-out rate (annual)	4.6%	3.5%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	55%	62%

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

(1996-97)



* 52 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts

	Met Standard
All Students	67%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Met Standard
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

	Met Standard
All Students	72%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	Met Standard
All Students	62%
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, used since 1987

Progress Toward Assessment Aligned with Standards
Performance standards for reporting assessment results 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
School-based decision

Grade 10

Reading/Language Arts

	Met Standard
All Students	66%
Title I Schoolwide	
Title I Targeted	

Mathematics

	Met Standard
All Students	63%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994	
Proficient level and above	33%
Basic level and above	66%
Math: Grade 4, 1996	
Proficient level and above	24%
Basic level and above	72%
Math: Grade 8, 1996	
Proficient level and above	24%
Basic level and above	68%

State Context

Expenditures per pupil \$6,213
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$52,283,320
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

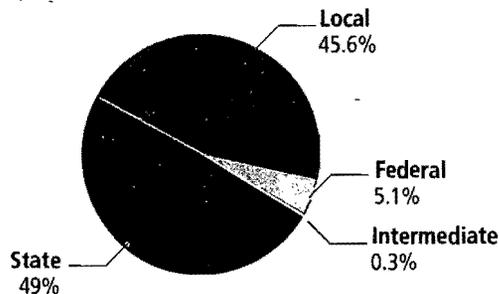
Percent school-age in population
1995 19%
1990 19%

Percent of children living in poverty
1995 14%
1990 15%

Per capita personal income \$23,177
(1997)

Education level of adults
High school graduates 80.1%
College graduates 16.9%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 384
(1996-97)

Number of public schools in state (1996-97)
Elementary 848 | Middle 290 | High 375 | Combined 28 | Other 6

Student/teacher ratio (1996-97)
Elementary 16:1 | Middle 15:1 | High 14:1

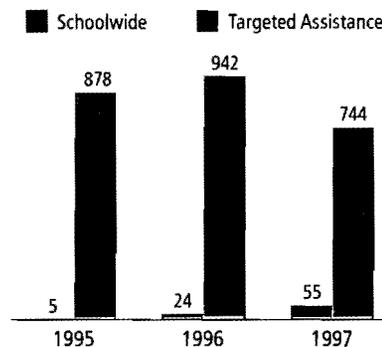
Race/ethnicity and gender of teachers (1993-94)
Minority K-6 1.9% | 7-12 2.4% | Female 88.5% | 44.6%

Professional development of teachers in field (1995-96)
Grade 4 Grade 8
Mathematics education >16 hours 18% | 35%
Science education >16 hours n/a | 46

Secondary teachers with major in main assignment (Percent, 1993-94)
Eng. 80 | Math 74 | Sci. 86 | Soc. Std. 81

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)
1989-90 1996-97
K-8 338,422 330,088
9-12 140,064 154,912
PreK 3,417 5,042

Race/ethnicity (K-12) 1989-90 1996-97
American Indian/Alaskan 0.3% 0.5%
Asian/Pacific Islander 1.3 1.6
Black 2.7 3.4
Hispanic 1.1 2.3
White 94.5 92.2

Students with disabilities 1990-91 1996-97
11.1% 11.7%

Limited English proficient 1989-90 1996-97
3,603 7,304

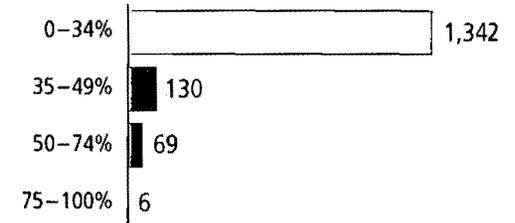
Migrant 1993-94 1996-97
1,330 4,051

High school drop-out rate (annual) 1993-94 1995-96
3.4% 3.1%

Postsecondary enrollment (High school grads enrolled in college) 1994-95 1995-96
64% 69%

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

(1996-97)



Student Achievement 1995–96 to 1996–97

Percentage of students meeting state proficiency levels

Grade 4

Reading			
	Low	Intermediate	High
All Students	29.4%	54.5%	16.1%
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	26.4%	57.0%	16.6%
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	26.8%	58.0%	15.2%
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	22.6%	58.8%	18.6%
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, scores reported are two-year average

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results 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

No information provided

Other Assessments

No information provided

Grade 11

Reading			
	Low	Intermediate	High
All Students	21.7%	57.8%	20.6%
Title I Schoolwide			
Title I Targeted			

Mathematics

	Low	Intermediate	High
All Students	17.2%	54.6%	28.2%
Title I Schoolwide			
Title I Targeted			

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 35%

Basic level and above 69%

Math: Grade 4, 1996

Proficient level and above 22%

Basic level and above 74%

Math: Grade 8, 1996

Proficient level and above 31%

Basic level and above 78%

State Context

Expenditures per pupil \$6,009
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$59,937,801

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 20%
1990 19%

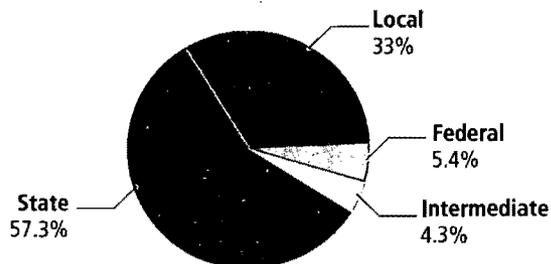
Percent of children living in poverty
1995 15%
1990 13%

Per capita personal income \$24,014
(1997)

Education level of adults
High school graduates 81.3%
College graduates 21.1%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 304
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
849	247	358	5	4

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	2.9%	89.0%
7-12	3.6	52.6

Professional development of teachers in field (1995-96)

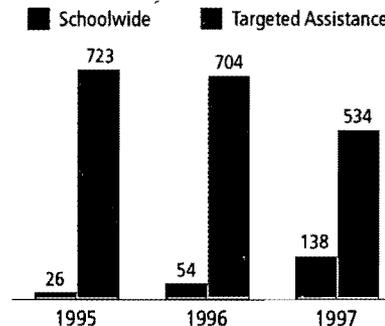
	Grade 4	Grade 8
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	313,588	320,666
9-12	117,276	136,587
PreK	n/a	5,196

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	1.0%	1.1%
Asian/Pacific Islander	1.4	1.9
Black	8.0	8.6
Hispanic	4.2	6.5
White	85.4	81.9

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	9.2%	10.1%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	4,789	12,843

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	14,482	20,780

High school drop-out rate (annual) (1993-94 vs 1995-96)

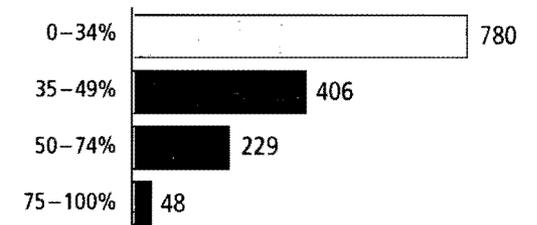
	1993-94	1995-96
High school drop-out rate (annual)	5.0%	4.7%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	57%	66%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (93.8% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Advanced
All Students	21.5%	16.6%	23.0%	38.9%
Title I Schoolwide	38.9	16.8	18.4	25.9
Title I Targeted	20.6	17.2	24.0	38.3
Percent of School in Poverty				
00–34	15.1	15.3	23.9	45.8
75–100	45.1	16.2	16.3	22.3
LEP Students	58.7	17.6	14.0	9.6
Migrant students	42.7	13.9	20.0	23.3

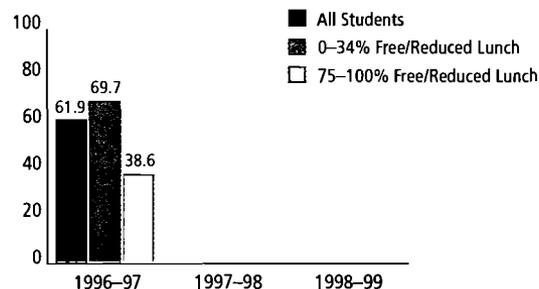
Grade 4

Mathematics (92.6% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Advanced
All Students	23.0%	22.9%	22.0%	32.1%
Title I Schoolwide	41.7	24.1	17.1	17.0
Title I Targeted	22.1	24.2	23.0	30.7
Percent of School in Poverty				
00–34	16.7	21.4	23.4	38.6
75–100	48.5	23.9	14.6	13.0
LEP Students	63.1	21.9	7.6	7.4
Migrant students	41.9	30.2	17.5	10.5

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



Grade 7

Reading/Language Arts (91.6% of total school grade took exam)

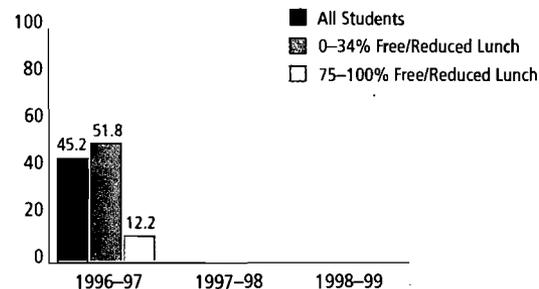
	Unsatisfactory	Basic	Proficient	Advanced
All Students	23.1%	15.6%	33.0%	28.3%
Title I Schoolwide	40.8	18.6	26.2	14.4
Title I Targeted	21.8	15.3	33.6	29.3
Percent of School in Poverty				
00–34	19.8	15.4	34.5	30.3
75–100	54.5	16.3	18.8	10.5
LEP Students	77.7	11.0	8.3	3.0
Migrant students	41.4	19.1	28.7	10.8

Mathematics (91.3% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Advanced
All Students	31.6%	23.2%	38.4%	6.8%
Title I Schoolwide	59.2	22.1	17.5	1.2
Title I Targeted	31.2	24.0	39.6	5.2
Percent of School in Poverty				
00–34	25.3	23.0	43.1	8.7
75–100	71.5	16.4	11.8	0.4
LEP Students	78.9	14.6	5.9	0.6
Migrant students	53.9	25.9	18.9	1.3

Student achievement trend

Math 7th grade meets or exceeds Proficient



Assessment Information

Assessment Reported

Kansas Reading Assessment, used since 1992

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results 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

No information provided

Other Assessments

None

Grade 10

Reading (86.0% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Advanced
All Students	21.2%	19.1%	38.5%	21.1%
Title I Schoolwide				
Title I Targeted	29.2	17.8	34.5	18.5

Mathematics (86.5% of total school grade took exam)

	Unsatisfactory	Basic	Proficient	Advanced
All Students	74.0%	16.1%	5.9%	4.0%
Title I Schoolwide				
Title I Targeted	80.7	12.7	4.1	2.5

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a

Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above n/a

Basic level and above n/a

Math: Grade 8, 1996

Proficient level and above n/a

Basic level and above n/a

State Context

Expenditures per pupil **\$5,377**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$132,962,701**

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **18%**
1990 **19%**

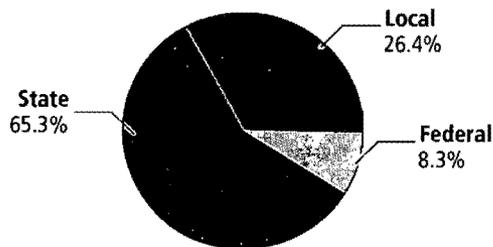
Percent of children living in poverty
1995 **26%**
1990 **21%**

Per capita personal income **\$20,599**
(1997)

Education level of adults
High school graduates **64.6%**
College graduates **13.6%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **176**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
790	226	285	6	34

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	3.7%	90.5%
7-12	5.7	53.8

Professional development of teachers in field (1995-96)

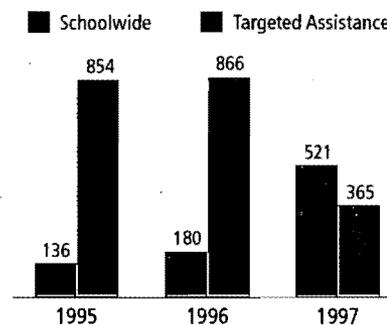
	Grade 4	Grade 8
Mathematics education >16 hours	34%	69%
Science education >16 hours	n/a	63

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	451,858	433,433
9-12	178,830	185,028
PreK	n/a	n/a

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	*%	0.1%
Asian/Pacific Islander	0.4	0.6
Black	9.4	10.0
Hispanic	0.2	0.5
White	90.0	88.8

* > 0.05%

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	10.6%	10.1%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	1,344	3,194

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	17,262	22,762

High school drop-out rate (annual) (1993-94 vs 1995-96)

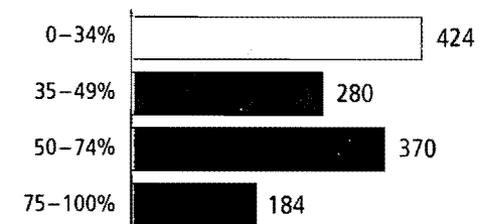
	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	49%	56%

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

(1996-97)



* 83 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Novice	Apprentice	Proficient	Distin- guished
All Students	3.3%	56.1%	38.1%	2.6%
Title I Schoolwide	4.5	60.1	33.7	1.8
Title I Targeted	2.5	55.5	39.3	2.6
Percent of School in Poverty				
00–34	1.1	49.8	45.3	3.7
75–100	6.1	62.9	29.6	1.4
LEP Students	9.8	59.0	29.5	1.6
Migrant students	4.9	67.1	26.9	1.1

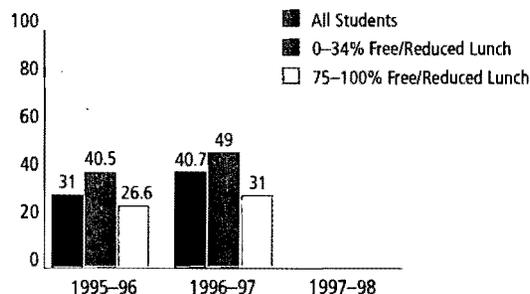
Grade 5

Mathematics

	Novice	Apprentice	Proficient	Distin- guished
All Students	26.6%	53.8%	10.2%	9.3%
Title I Schoolwide	32.2	53.2	8.2	6.4
Title I Targeted	24.1	54.5	11.3	10.0
Percent of School in Poverty				
00–34	19.1	55.1	12.6	13.2
75–100	37.9	49.8	7.1	5.2
LEP Students	42.3	38.5	9.6	9.6
Migrant students	38.7	51.7	6.2	3.3

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 7

Reading/Language Arts

	Novice	Apprentice	Proficient	Distin- guished
All Students	4.5%	77.4%	17.8%	0.3%
Title I Schoolwide	6.5	79.1	14.0	0.3
Title I Targeted	4.1	79.4	16.3	0.2
Percent of School in Poverty				
00–34	1.8	76.6	21.2	0.4
75–100	8.6	79.8	11.6	0.1
LEP Students	5.9	82.4	8.8	2.9
Migrant students	6.7	83.4	9.5	0.3

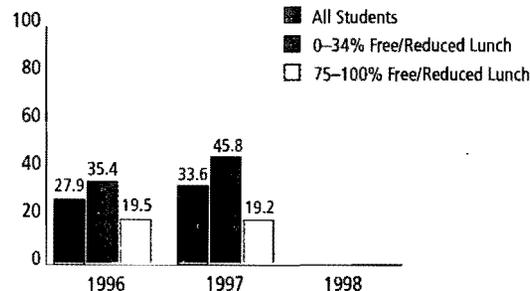
Grade 8

Mathematics

	Novice	Apprentice	Proficient	Distin- guished
All Students	33.4%	33.0%	16.0%	17.6%
Title I Schoolwide	41.7	31.9	13.9	12.5
Title I Targeted	31.6	34.6	15.8	18.0
Percent of School in Poverty				
00–34	20.5	33.7	18.9	26.9
75–100	47.9	33.0	11.6	7.6
LEP Students	69.7	18.2	3.0	9.1
Migrant students	46.8	34.6	10.3	8.3

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported

Kentucky Instructional Skills Information System, used since 1992–93

Progress Toward Assessment Aligned with Standards
Performance standards for reporting assessment results 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

No information provided

Grade 11

Reading/Language Arts

	Novice	Apprentice	Proficient	Distin- guished
All Students	16.0%	52.4%	28.1%	3.6%
Title I Schoolwide	25.1	53.8	19.1	2.0
Title I Targeted	22.8	54.5	21.1	1.7

Mathematics

	Novice	Apprentice	Proficient	Distin- guished
All Students	26.3%	46.2%	17.6%	10.0%
Title I Schoolwide	38.9	41.5	12.7	6.9
Title I Targeted	37.4	44.7	13.1	4.8

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 26%
Basic level and above 56%

Math: Grade 4, 1996

Proficient level and above 16%
Basic level and above 60%

Math: Grade 8, 1996

Proficient level and above 16%
Basic level and above 56%

State Context

Expenditures per pupil **\$4,976**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$192,971,806**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

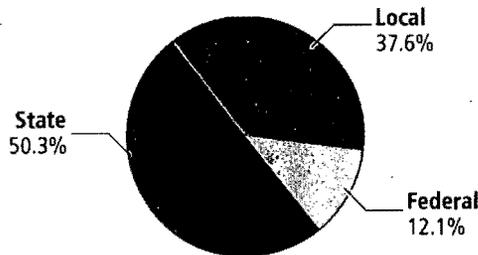
Percent school-age in population
1995 **21%**
1990 **21%**

Percent of children living in poverty
1995 **35%**
1990 **35%**

Per capita personal income **\$20,473**
(1997)

Education level of adults
High school graduates **68.3%**
College graduates **16.1%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **66**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
791	284	253	118	29

Student/teacher ratio
(1996-97)

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

Race/ethnicity and gender of teachers
(1993-94)

	Minority	Female
K-6	24.3%	95.2%
7-12	25.2	59.9

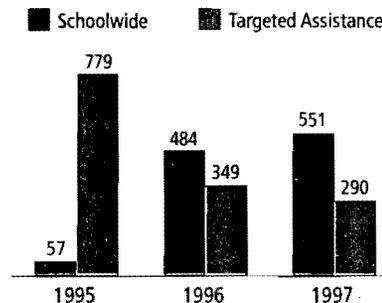
Professional development of teachers in field
(1995-96)

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

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

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

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



Student Demographics

Fall public school enrollment
(By state definition)

	1989-90	1996-97
K-8	581,702	541,379
9-12	201,323	212,465
PreK	n/a	19,893

Race/ethnicity (K-12)
(1989-90 vs 1996-97)

	1989-90	1996-97
American Indian/Alaskan	0.4%	0.6%
Asian/Pacific Islander	1.1	1.3
Black	44.1	46.4
Hispanic	1.0	1.2
White	53.4	50.6

Students with disabilities
(1990-91 vs 1996-97)

	1990-91	1996-97
	8.3%	10.1%

Limited English proficient
(1989-90 vs 1996-97)

	1989-90	1996-97
	7,088	6,494

Migrant
(1993-94 vs 1996-97)

	1993-94	1996-97
	4,759	5,783

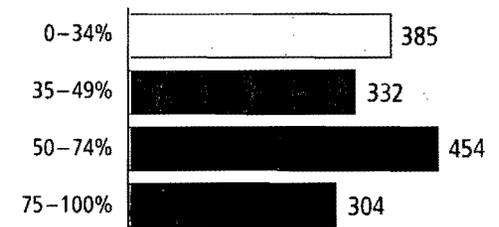
High school drop-out rate (annual)
(1993-94 vs 1995-96)

	1993-94	1995-96
	3.5%	11.6%

Postsecondary enrollment
(High school grads enrolled in college)
(1994-95 vs 1995-96)

	1994-95	1995-96
	53%	65%

All schools by percent of students eligible to participate in the Free Lunch Program
(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

English/Language Arts

	Percent Passing
All Students	91%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	81
Migrant students	

Mathematics

	Percent Passing
All Students	91%
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	86%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	70
Migrant students	

Mathematics

	Percent Passing
All Students	80%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	78
Migrant students	

Assessment Information

Assessment Reported
 Louisiana Educational Assessment Program
 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 for reporting assessment results did not meet review criteria of the U.S. Department of Education.

Grade 10

English/Language Arts

	Percent Passing
All Students	84%
Title I Schoolwide	
Title I Targeted	

Mathematics

	Percent Passing
All Students	77%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994	
Proficient level and above	15%
Basic level and above	40%
Math: Grade 4, 1996	
Proficient level and above	8%
Basic level and above	44%
Math: Grade 8, 1996	
Proficient level and above	7%
Basic level and above	38%

State Context

Expenditures per pupil \$6,268
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$29,334,018
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

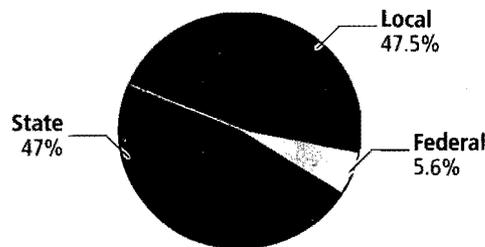
Percent school-age in population
1995 19%
1990 18%

Percent of children living in poverty
1995 15%
1990 16%

Per capita personal income \$21,928
(1997)

Education level of adults
High school graduates 78.8%
College graduates 18.8%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 284
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
444	124	109	12	2

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	0.6%	92.1%
7-12	0.2	47.3

Professional development of teachers in field (1995-96)

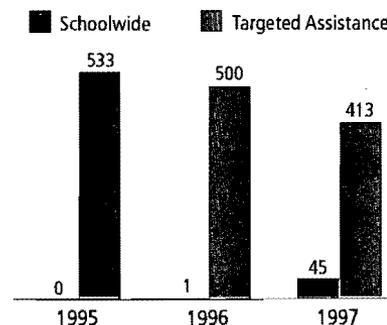
	Grade 4	Grade 8
Mathematics education >16 hours	28%	41%
Science education >16 hours	n/a	48

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	152,267	152,442
9-12	61,508	57,419
PreK	n/a	834

Race/ethnicity (K-12) (1989-90 vs 1996-97)

	1989-90	1996-97
American Indian/Alaskan	n/a	0.6%
Asian/Pacific Islander	n/a	0.9
Black	n/a	0.9
Hispanic	n/a	0.4
White	n/a	97.2

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	11.6%	12.7%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	1,822	2,386

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	7,582	9,791

High school drop-out rate (annual) (1993-94 vs 1995-96)

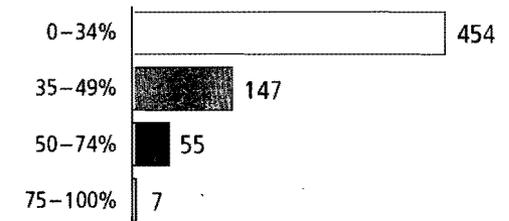
	1993-94	1995-96
High school drop-out rate (annual)	3.3%	3.1%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	50%	55%

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

(1996-97)



* 28 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

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

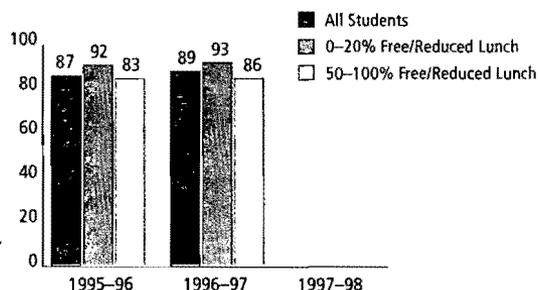
	Novice	Basic	Advanced	Distin- guished
All Students	11%	67%	22%	0%
Title I Schoolwide				
Title I Targeted	11	67	22	0
Percent of School in Poverty				
00–20	7	62	31	0
50–100	14	70	16	0
LEP Students	22	67	11	0
Migrant students	20	66	14	0

Mathematics (90% of total school grade took exam)

	Novice	Basic	Advanced	Distin- guished
All Students	29%	52%	12%	7%
Title I Schoolwide				
Title I Targeted	28	53	12	7
Percent of School in Poverty				
00–20	19	54	16	11
50–100	35	51	10	4
LEP Students	55	41	4	0
Migrant students	43	46	8	3

Student achievement trend

Reading 4th grade meets or exceeds Basic



Grade 8

Reading/Language Arts (91% of total school grade took exam)

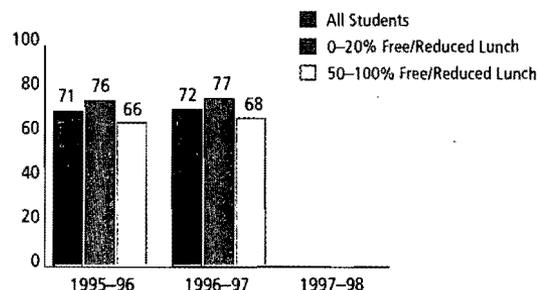
	Novice	Basic	Advanced	Distin- guished
All Students	17%	60%	23%	0%
Title I Schoolwide				
Title I Targeted	17	61	22	0
Percent of School in Poverty				
00–20	14	57	29	0
50–100	19	62	19	0
LEP Students	35	53	10	2
Migrant students	29	60	11	0

Mathematics (91% of total school grade took exam)

	Novice	Basic	Advanced	Distin- guished
All Students	28%	63%	8%	1%
Title I Schoolwide				
Title I Targeted	29	62	8	1
Percent of School in Poverty				
00–20	23	64	11	2
50–100	32	60	6	2
LEP Students	48	48	2	2
Migrant students	41	56	3	0

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 for reporting assessment results 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

No information provided

Other Assessments

No information provided

Grade 11

Reading (90% of total school grade took exam)

	Novice	Basic	Advanced	Distin- guished
All Students	20.4%	55.3%	24.2%	0.1%
Title I Schoolwide				
Title I Targeted	34.7	56.8	8.4	0.0
Title I Targeted				
Title I Targeted	21.9	53.0	24.7	0.4

Mathematics (90% of total school grade took exam)

	Novice	Basic	Advanced	Distin- guished
All Students	42.4%	48.5%	9.0%	0.0%
Title I Schoolwide				
Title I Targeted	67.4	31.6	1.1	0.0
Title I Targeted				
Title I Targeted	45.9	47.1	7.0	0.0

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 41%
Basic level and above 75%

Math: Grade 4, 1996

Proficient level and above 27%
Basic level and above 75%

Math: Grade 8, 1996

Proficient level and above 31%
Basic level and above 77%

State Context

Expenditures per pupil \$6,460
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$88,762,761

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population

1995 18%
1990 17%

Percent of children living in poverty

1995 16%
1990 13%

Per capita personal income \$28,671

(1997)

Education level of adults

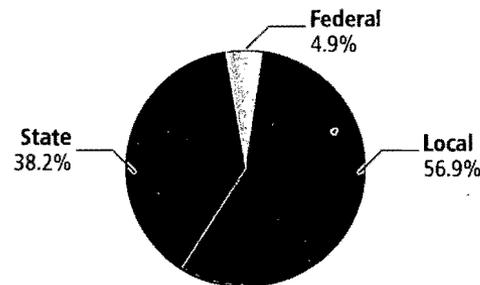
High school graduates 78.4%
College graduates 26.5%

(25 years and older, 1990)

Sources of funding

District average

(1995-96)



School and Teacher Demographics

Number of districts 24
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
848	223	181	17	15

Student/teacher ratio

(1996-97)

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

Race/ethnicity and gender of teachers

(1993-94)

	Minority	Female
K-6	20.4%	87.6%
7-12	15.0	64.3

Professional development of teachers in field

(1995-96)

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

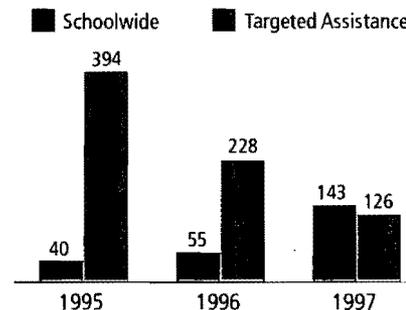
Secondary teachers with major in

main assignment (Percent, 1993-94)

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment	1989-90	1996-97
K-8	507,007	570,211
9-12	191,799	215,495
(By state definition) PreK	n/a	19,639

Race/ethnicity (K-12)	1989-90	1996-97
American Indian/Alaskan	0.2%	0.3%
Asian/Pacific Islander	3.3	3.9
Black	32.7	35.6
Hispanic	2.1	3.5
White	61.7	56.7

Students with disabilities	1990-91	1996-97
	11.1%	11.1%

Limited English proficient	1989-90	1996-97
	10,034	16,186

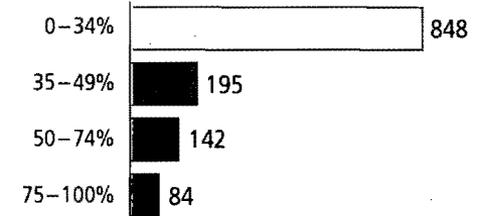
Migrant	1993-94	1996-97
	576	844

High school drop-out rate (annual)	1993-94	1995-96
	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college)	1994-95	1995-96
	55%	66%

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

(1996-97)



* 15 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (95.4% of total school grade took exam)

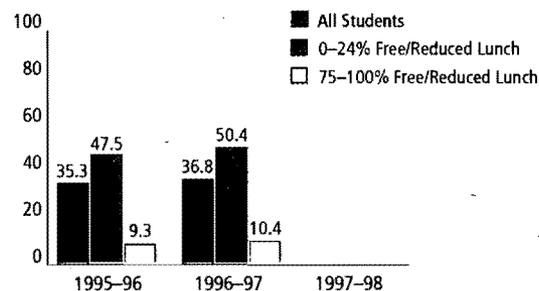
	Not Satisfactory	Satisfactory	Excellent
All Students	63.2%	31.8%	5.0%
Title I Schoolwide	81.7	16.8	1.5
Title I Targeted	70.7	25.6	3.7
Percent of School in Poverty			
00–24	49.6	42.3	8.1
75–100	89.6	9.9	0.5
LEP Students	65.1	27.4	7.5
Migrant students			

Mathematics (91.6% of total school grade took exam)

	Not Satisfactory	Satisfactory	Excellent
All Students	58.6%	34.8%	6.6%
Title I Schoolwide	79.1	18.9	2.0
Title I Targeted	70.5	26.1	3.4
Percent of School in Poverty			
00–24	42.4	46.9	10.7
75–100	89.4	9.8	0.8
LEP Students	58.9	33.1	8.0
Migrant students			

Student achievement trend

Reading 3rd grade meets or exceeds Satisfactory



Grade 8

Reading/Language Arts (95.7% of total school grade took exam)

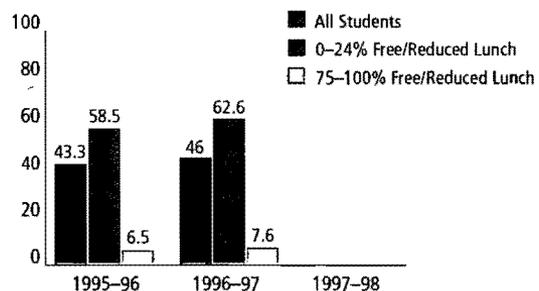
	Not Satisfactory	Satisfactory	Excellent
All Students	73.8%	23.3%	2.9%
Title I Schoolwide	90.1	9.4	0.5
Title I Targeted	91.6	7.9	0.5
Percent of School in Poverty			
00–24	64.2	31.4	4.4
75–100	93.9	5.8	0.3
LEP Students	88.8	10.2	1.0
Migrant students			

Mathematics (98.2% of total school grade took exam)

	Not Satisfactory	Satisfactory	Excellent
All Students	54.0%	36.9%	9.1%
Title I Schoolwide	82.6	16.1	1.3
Title I Targeted	89.2	10.1	0.7
Percent of School in Poverty			
00–24	37.5	48.0	14.6
75–100	92.4	7.2	0.4
LEP Students	76.4	20.6	3.0
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 for reporting assessment results 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 alternate years to a sample of students in grades 2, 4, and 6. Maryland Functional Tests in Reading, Mathematics, Citizenship, and Writing. Minimum competency tests required for high school graduation.

Grade 10

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

Reading: Grade 4, 1994

Proficient level and above	26%
Basic level and above	55%

Math: Grade 4, 1996

Proficient level and above	22%
Basic level and above	59%

Math: Grade 8, 1996

Proficient level and above	24%
Basic level and above	57%

State Context

Expenditures per pupil **\$5,999**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$125,917,374**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

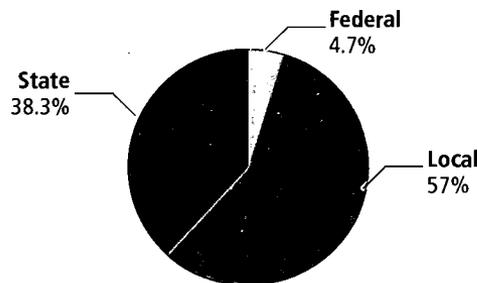
Percent school-age in population
 1995 **17%**
 1990 **16%**

Percent of children living in poverty
 1995 **16%**
 1990 **15%**

Per capita personal income **\$31,207**
(1997)

Education level of adults
 High school graduates **80.0%**
 College graduates **27.2%**
(25 years and older, 1990)

Sources of funding
 District average
(1995-96)



School and Teacher Demographics

Number of districts **.353**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,210	302	288	28	12

Student/teacher ratio
(1996-97)

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

Race/ethnicity and gender of teachers
(1993-94)

	Minority	Female
K-6	7.5%	81.9%
7-12	6.3	51.8

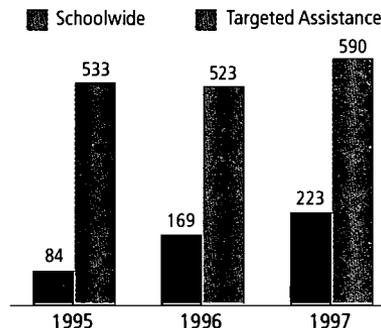
Professional development of teachers in field
(1995-96)

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

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

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

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



Student Demographics

Fall public school enrollment
(By state definition)

	1989-90	1996-97
K-8	590,238	665,759
9-12	235,350	246,205
PreK	6,819	15,695

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	3.2	4.0
Black	7.5	8.4
Hispanic	7.4	9.6
White	81.8	77.9

Students with disabilities

	1990-91	1996-97
	16.3%	14.6%

Limited English proficient

	1989-90	1996-97
	40,057	44,394

Migrant **4,436**

	1993-94	1996-97
	4,174	

High school drop-out rate (annual)

	1993-94	1995-96
	3.5%	3.3%

Postsecondary enrollment
(High school grads enrolled in college)

	1994-95	1995-96
	65%	86%

All schools by percent of students eligible to participate in the Free Lunch Program
(1996-97)

data not available

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

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

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

Massachusetts chose not to participate for the 1996–97 school year. A new test, Massachusetts Comprehensive Assessment System, will be administered during the 1997–98 school year. Baseline will be set on new system.

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results did not meet review criteria of the U.S. Department of Education.

Grade

Reading

All Students

Title I Schoolwide

Title I Targeted

Mathematics

All Students

Title I Schoolwide

Title I Targeted

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	36%
Basic level and above	69%

Math: Grade 4, 1996

Proficient level and above	24%
Basic level and above	71%

Math: Grade 8, 1996

Proficient level and above	28%
Basic level and above	68%

State Context

Expenditures per pupil \$6,681
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$319,187,663
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 19%
1990 19%

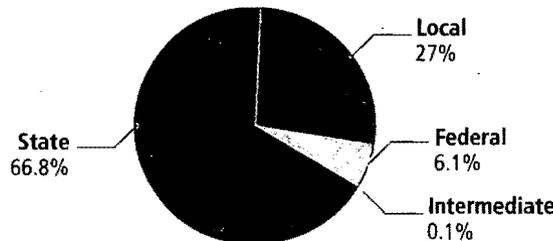
Percent of children living in poverty
1995 20%
1990 20%

Per capita personal income \$24,998
(1997)

Education level of adults
High school graduates 76.8%
College graduates 17.4%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 668
(1996-97)

Number of public schools in state (1996-97)
Elementary Middle High Combined Other
2,057 | 598 | 629 | 97 | 89

Student/teacher ratio (1996-97)
Elementary Middle High
21:1 | 19:1 | 19:1

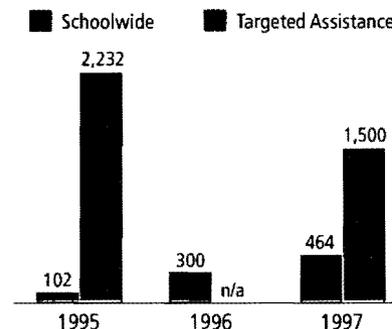
Race/ethnicity and gender of teachers (1993-94)
K-6 Minority Female
7-12 10.2% | 85.9%
6.4 | 46.5

Professional development of teachers in field (1995-96)
Grade 4 Grade 8
Mathematics education >16 hours 22% | 44%
Science education >16 hours n/a | 41

Secondary teachers with major in main assignment (Percent, 1993-94)
Eng. Math Sci. Soc. Std.
67 | 61 | 73 | 88

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)
1989-90 1996-97
K-8 1,127,921 1,160,589
9-12 448,864 460,144
PreK n/a 16,899

Race/ethnicity (K-12) 1989-90 1996-97
American Indian/Alaskan 0.9% 1.0%
Asian/Pacific Islander 1.2 1.6
Black 17.8 18.9
Hispanic 2.3 2.8
White 77.8 75.7

Students with disabilities 1990-91 1996-97
9.5% 10.0%

Limited English proficient 1989-90 1996-97
33,449 25,988

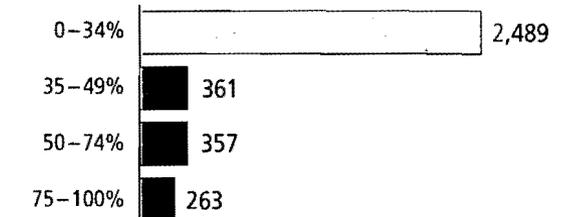
Migrant 1993-94 1996-97
20,018 17,567

High school drop-out rate (annual) 1993-94 1995-96
n/a n/a

Postsecondary enrollment (High school grads enrolled in college) 1994-95 1995-96
60% 66%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (89.7% of total school grade took exam)

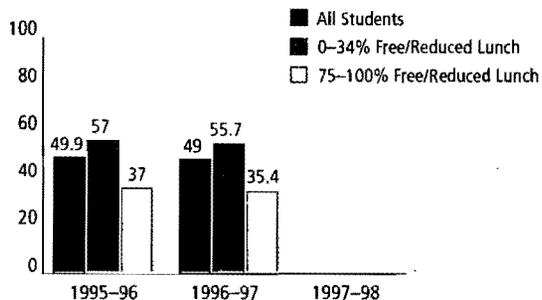
	Low	Moderate	Satisfactory
All Students	22.2%	28.8%	49.0%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–24	17.0	27.3	55.7
75–100	35.1	29.5	35.4
LEP Students	48.5	17.7	11.9
Migrant students	42.9	23.3	12.9

Mathematics (89.7% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	18.1%	21.4	60.5%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–24	11.5	19.1	69.4
75–100	33.9	23.8	42.3
LEP Students	34.1	15.7	28.2
Migrant students	31.9	22.7	25.2

Student achievement trend

Reading 4th grade meets or exceeds Satisfactory



Grade 7

Reading/Language Arts (85.7% of total school grade took exam)

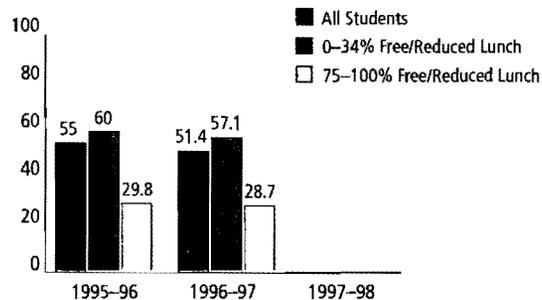
	Low	Moderate	Satisfactory
All Students	26.9%	32.7%	40.4%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–24	22.9	33.1	44.1
75–100	43.3	29.6	27.1
LEP Students	55.0	12.8	4.0
Migrant students	47.1	19.4	7.7

Mathematics (85.5% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	22.3%	26.3%	51.4%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–24	16.6	26.3	57.1
75–100	47.5	23.8	28.7
LEP Students	46.7	15.3	12.1
Migrant students	38.1	16.8	16.8

Student achievement trend

Math 7th grade meets or exceeds Satisfactory



Assessment Information

Assessment Reported

MEAP Essential Skills-Reading, used since 1989; MEAP High School Proficiency Test, used since 1996; Some categories do not add up to 100% due to omission of scores by student request.

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results 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 (97.3% of total school grade took exam)

	Not Yet Novice	Novice	Proficient
All Students	8.2%	50.7%	41.1%
Title I Schoolwide			
Title I Targeted			

Mathematics (97.3% of total school grade took exam)

	Not Yet Novice	Novice	Proficient
All Students	13.3%	33.8%	52.9%
Title I Schoolwide			
Title I Targeted			

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a
Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above 23%
Basic level and above 68%

Math: Grade 8, 1996

Proficient level and above 28%
Basic level and above 67%

State Context

Expenditures per pupil **\$5,916**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$85,557,377**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **20%**
1990 **19%**

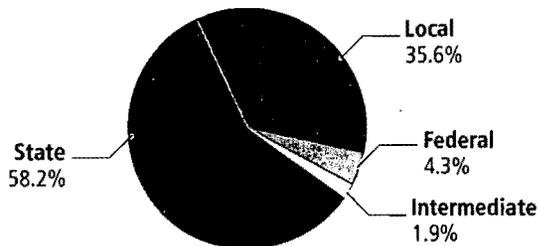
Percent of children living in poverty
1995 **14%**
1990 **18%**

Per capita personal income **\$26,295**
(1997)

Education level of adults
High school graduates **82.4%**
College graduates **21.8%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **388**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
954	222	509	68	33

Student/teacher ratio
(1996-97)

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

Race/ethnicity and gender of teachers
(1993-94)

	Minority	Female
K-6	2.6%	77.0%
7-12	1.8	44.1

Professional development of teachers in field
(1995-96)

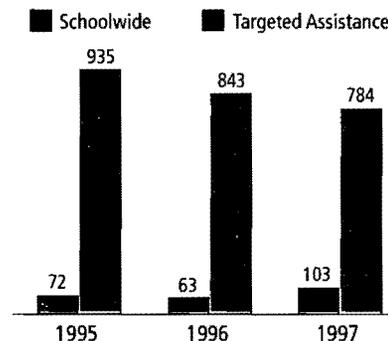
	Grade 4	Grade 8
Mathematics education >16 hours	24%	50%
Science education >16 hours	n/a	54

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

Eng.	Math	Sci.	Soc. Std.
84	94	97	89

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment

	1989-90	1996-97
K-8	528,507	540,547
9-12	211,046	243,843
(By state definition) PreK	n/a	7,772

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	1.6%	2.0%
Asian/Pacific Islander	2.9	4.2
Black	3.1	5.2
Hispanic	1.2	2.2
White	91.1	86.4

Students with disabilities
1990-91 **9.1%**
1996-97 **10.3%**

Limited English proficient
1989-90 **11,858**
1996-97 **28,237**

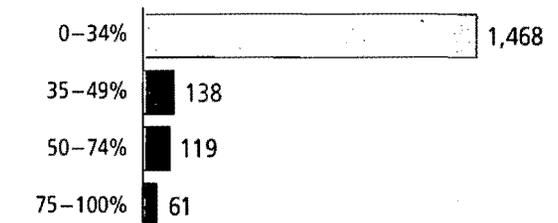
Migrant
1993-94 **6,245**
1996-97 **10,006**

High school drop-out rate (annual)
1993-94 **5.2%**
1995-96 **5.3%**

Postsecondary enrollment
(High school grads enrolled in college)
1994-95 **53%**
1995-96 **58%**

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

(1996-97)



Student Achievement 1997-1998

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (95.3% of total school grade took exam)

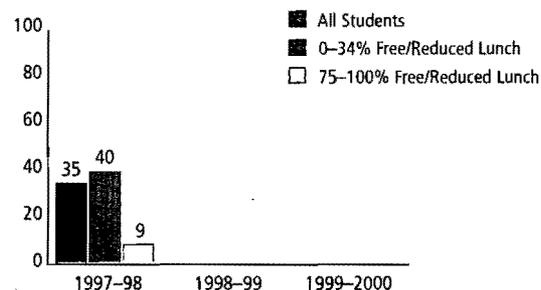
	Level 1	Level 2	Level 3	Level 4
All Students	23%	42%	30%	5%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00-34	17	43	33	7
75-100	60	32	8	1
LEP Students				
Migrant students				

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)

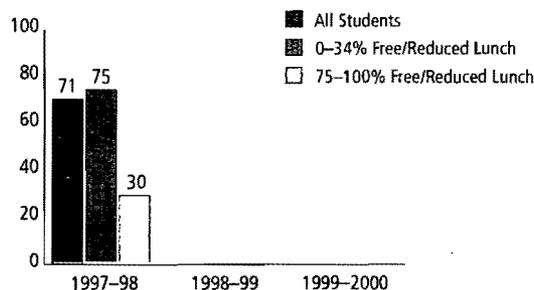
	Percent Passing
All Students	68%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00-34	72
75-100	29
LEP Students	
Migrant students	

Mathematics (95.7% 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 for reporting assessment results 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

Reading: Grade 4, 1994

Proficient level and above 33%
Basic level and above 65%

Math: Grade 4, 1996

Proficient level and above 29%
Basic level and above 76%

Math: Grade 8, 1996

Proficient level and above 34%
Basic level and above 75%

State Context

Expenditures per pupil **\$4,533**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$126,428,129**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

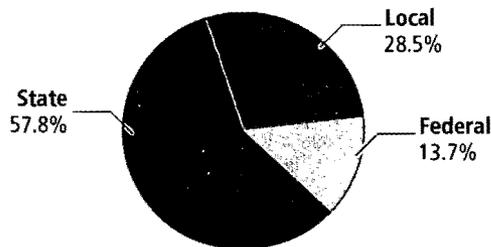
Percent school-age in population
1995 **21%**
1990 **21%**

Percent of children living in poverty
1995 **32%**
1990 **34%**

Per capita personal income **\$18,087**
(1997)

Education level of adults
High school graduates **64.3%**
College graduates **14.7%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **153**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
441	165	177	73	20

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	20.0%	97.3%
7-12	29.6	66.5

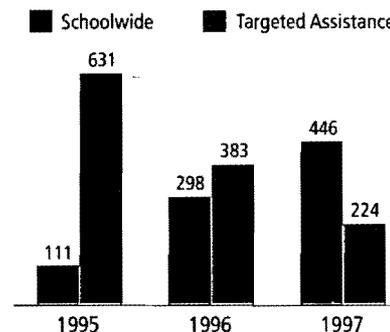
Professional development of teachers in field (1995-96)

	Grade 4	Grade 8
Mathematics education >16 hours	37%	60%
Science education >16 hours	n/a	42

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

Eng.	Math	Sci.	Soc. Std.
66	72	73	83

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	369,513	354,379
9-12	132,507	134,260
PreK	379	2,235

Race/ethnicity (K-12)

	1989-90	1996-97
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	47.7

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	11.0%	11.2%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	2,651	1,594

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	4,021	3,312

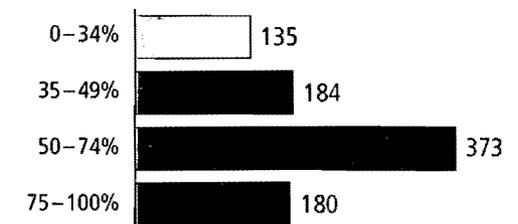
High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	6.4%	6.2%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	69%	74%

All schools by percent of students eligible to participate in the Free Lunch Program* (1996-97)



* 4 schools did not report.

Student Achievement 1996–1997

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	50.1%
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 for reporting assessment results 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

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

Reading: Grade 4, 1994

Proficient level and above	18%
Basic level and above	45%

Math: Grade 4, 1996

Proficient level and above	8%
Basic level and above	42%

Math: Grade 8, 1996

Proficient level and above	7%
Basic level and above	36%

State Context

Expenditures per pupil **\$5,363**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$117,407,589**

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 19%
1990 18%

Percent of children living in poverty
1995 18%
1990 18%

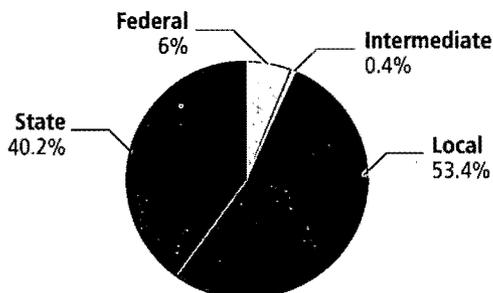
Per capita personal income **\$23,723**
(1997)

Education level of adults
High school graduates 73.9%
College graduates 17.8%
(25 years and older, 1990)

Sources of funding

District average

(1995-96)



School and Teacher Demographics

Number of districts 526
(1996-97)

Number of public schools in state (1996-97)
Elementary 1,206 | Middle 346 | High 497 | Combined 33 | Other 38

Student/teacher ratio (1996-97)
Elementary 16:1 | Middle 16:1 | High 16:1

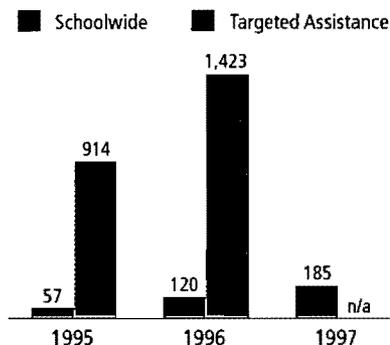
Race/ethnicity and gender of teachers (1993-94)
K-6 7-12 | Minority 9.5% 6.7% | Female 90.1% 58.5%

Professional development of teachers in field (1995-96)
Grade 4 Grade 8
Mathematics education >16 hours 29% 55%
Science education >16 hours n/a 57%

Secondary teachers with major in main assignment (Percent, 1993-94)
Eng. 81 | Math 89 | Sci. 70 | Soc. Std. 84

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)
1989-90 1996-97
K-8 576,243 620,162
9-12 231,691 254,478
PreK n/a 14,693

Race/ethnicity (K-12) 1989-90 1996-97
American Indian/Alaskan n/a 0.3%
Asian/Pacific Islander n/a 1.0
Black n/a 16.7
Hispanic n/a 1.1
White n/a 80.9

Students with disabilities 1990-91 1996-97
11.5% 12.6%

Limited English proficient 1989-90 1996-97
3,349 6,514

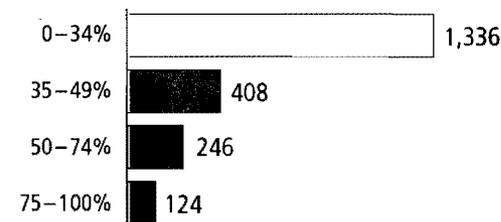
Migrant 1993-94 1996-97
2,413 4,234

High school drop-out rate (annual) 1993-94 1995-96
7.1% 6.6%

Postsecondary enrollment (High school grads enrolled in college) 1994-95 1995-96
51% 56%

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

(1996-97)



* 6 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (70.4% of total school grade took exam)

	Level I		Level V		
All Students	13%	13%	18%	22%	34%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	31	23	19	15	11
Migrant students	30	25	16	12	16

Mathematics (69.7% of total school grade took exam)

	Level I		Level V		
All Students	9%	10%	14%	20%	48%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	16	21	16	17	30
Migrant students	18	19	17	15	32

Grade 8

Reading/Language Arts (63.5% of total school grade took exam)

	Level I		Level V		
All Students	14%	14%	17%	21%	34%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	22	44	11	11	11
Migrant students	50	33	0	0	17

Mathematics (62.7% of total school grade took exam)

	Level I		Level V		
All Students	12%	12%	12%	18%	46%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	14	14	29	29	14
Migrant students	57	0	14	14	14

Assessment Information

Assessment Reported

Missouri Mastery and Achievement Test, Revised, used since 1991–92; Missouri chose not to participate this year.

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"

Results in quintiles; there is no definition of Proficient Levels set in 1997–98.

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

Missouri Assessment Program

Grade 10

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	31%
Basic level and above	62%

Math: Grade 4, 1996

Proficient level and above	20%
Basic level and above	66%

Math: Grade 8, 1996

Proficient level and above	22%
Basic level and above	64%

State Context

Expenditures per pupil \$5,777
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$26,225,619
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 21%
1990 20%

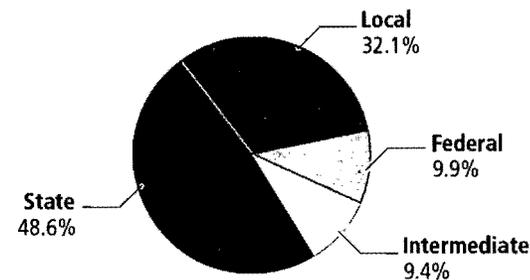
Percent of children living in poverty
1995 19%
1990 23%

Per capita personal income \$19,704
(1997)

Education level of adults
High school graduates 81.0%
College graduates 19.8%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 477
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
478	236	175	0	3

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	4.1%	85.9%
7-12	2.5	43.9

Professional development of teachers in field (1995-96)

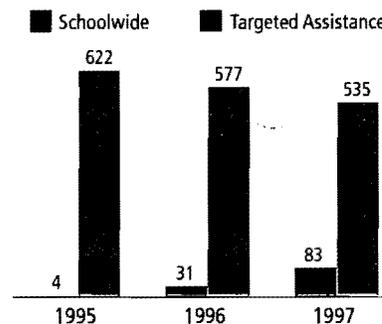
	Grade 4	Grade 8
Mathematics education >16 hours	28%	55%
Science education >16 hours	n/a	53

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

Eng.	Math	Sci.	Soc. Std.
75	77	76	79

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	109,791	113,797
9-12	41,474	49,814
PreK	n/a	500

Race/ethnicity (K-12) (1989-90, 1996-97)

	1989-90	1996-97
American Indian/Alaskan	n/a	9.9%
Asian/Pacific Islander	n/a	0.8
Black	n/a	0.5
Hispanic	n/a	1.5
White	n/a	87.2

Students with disabilities (1990-91, 1996-97)

	1990-91	1996-97
	9.8%	9.6%

Limited English proficient (1989-90, 1996-97)

	1989-90	1996-97
	3,877	8,846

Migrant (1993-94, 1996-97)

	1993-94	1996-97
	1,381	1,648

High school drop-out rate (annual) (1993-94, 1995-96)

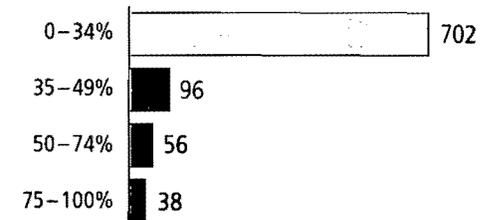
	1993-94	1995-96
	n/a	5.6%

Postsecondary enrollment (High school grads enrolled in college) (1994-95, 1995-96)

	1994-95	1995-96
	54%	57%

All schools by percent of students eligible to participate in the Free Lunch Program (1996-97)

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (93.9% of total school grade took exam)

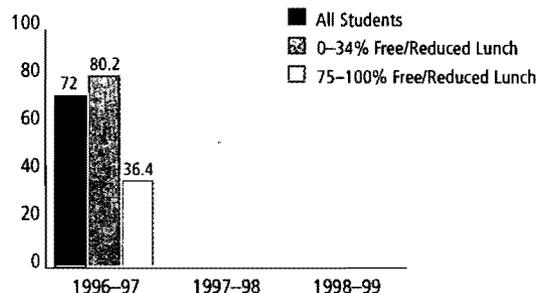
	Novice	Nearing Proficiency	Proficient	Advanced
All Students	13.6%	14.4%	57.4%	14.6%
Title I Schoolwide	32.3	18.5	42.6	6.6
Title I Targeted	12.7	14.5	58.7	14.1
Percent of School in Poverty				
00–34	8.4	11.5	63.1	17.1
75–100	41.4	22.1	32.7	3.7
LEP Students				
Migrant students				

Mathematics (93.7% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	16.1%	13.8%	55.6%	14.6%
Title I Schoolwide	34.1	17.6	42.1	6.2
Title I Targeted	15.7	14.4	55.8	14.1
Percent of School in Poverty				
00–34	10.2	11.4	60.3	18.1
75–100	43.9	18.8	33.8	3.5
LEP Students				
Migrant students				

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 8

Reading/Language Arts (92.3% of total school grade took exam)

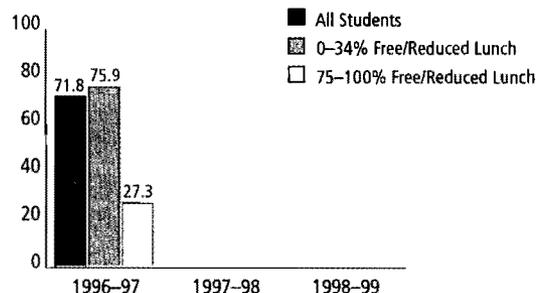
	Novice	Nearing Proficiency	Proficient	Advanced
All Students	11.9%	13.0%	57.5%	17.5%
Title I Schoolwide	32.2	20.1	39.8	7.9
Title I Targeted	11.2	13.3	58.8	16.7
Percent of School in Poverty				
00–34	10.0	12.4	58.5	19.1
75–100	39.8	24.1	33.0	3.1
LEP Students				
Migrant students				

Mathematics (92.2% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	14.1%	14.1%	55.5%	16.3%
Title I Schoolwide	40.9	16.0	36.7	6.4
Title I Targeted	13.4	14.5	55.9	16.2
Percent of School in Poverty				
00–34	10.9	13.2	57.7	18.2
75–100	50.0	22.7	25.0	2.3
LEP Students				
Migrant students				

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported

Multiple Assessment Tools, used since 1990

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results 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

No information provided

Other Assessments

CTBS/Terra Nova, ITBS, Stanford, CAT, MAT

Grade 11

Reading (85.2% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	12.5%	13.1%	60.6%	14.4%
Title I Schoolwide	37.1	26.7	36.2	0.0
Title I Targeted	12.4	13.1	60.1	14.4

Mathematics (85.2% of total school grade took exam)

	Novice	Nearing Proficiency	Proficient	Advanced
All Students	12.5%	14.2%	56.7%	16.6%
Title I Schoolwide	39.0	26.7	33.3	1.0
Title I Targeted	12.6	13.8	57.2	16.3

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 35%
Basic level and above 69%

Math: Grade 4, 1996

Proficient level and above 22%
Basic level and above 71%

Math: Grade 8, 1996

Proficient level and above 32%
Basic level and above 75%

State Context

Expenditures per pupil **\$6,423**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$34,364,876**

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **20%**
1990 **20%**

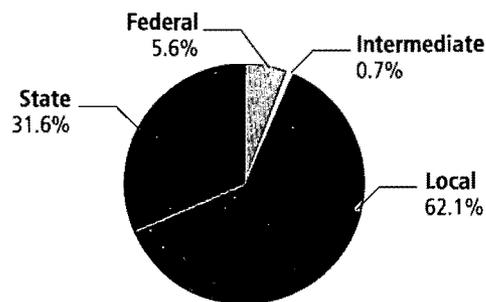
Percent of children living in poverty
1995 **13%**
1990 **16%**

Per capita personal income **\$23,656**
(1997)

Education level of adults
High school graduates **81.8%**
College graduates **18.9%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **668**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
931	109	316	19	4

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	0.7%	94.9%
7-12	0.8	49.7

Professional development of teachers in field (1995-96)

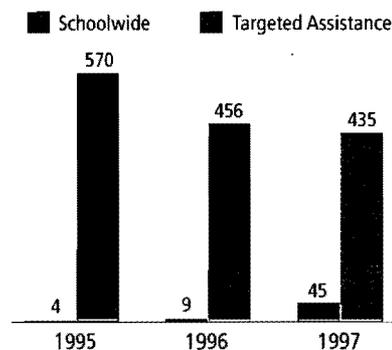
	Grade 4	Grade 8
Mathematics education >16 hours	23%	36%
Science education >16 hours	n/a	42

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

Eng.	Math	Sci.	Soc. Std.
83	83	79	90

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	194,227	198,742
9-12	76,693	89,121
PreK	n/a	4,104

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	1.1%	1.4%
Asian/Pacific Islander	1.0	1.3
Black	5.3	6.0
Hispanic	2.3	4.9
White	90.3	86.4

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	10.7%	12.0%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	950	6,252

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	6,806	11,013

High school drop-out rate (annual) (1993-94 vs 1995-96)

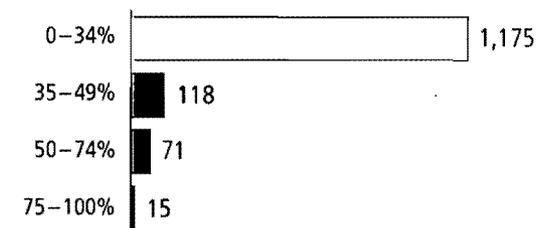
	1993-94	1995-96
High school drop-out rate (annual)	4.5%	4.5%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	60%	66%

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

(1996-97)



Student Achievement 1996–1997

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	30.7%	31.1%	23.0%	15.1%
Title I Targeted	14.7	28.4	29.1	27.8
Percent of School in Poverty				
00–34	11.7	26.5	30.8	31.1
75–100	33.0	31.8	19.8	15.4
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	28.5%	28.9%	21.7%	20.9%
Title I Targeted	14.6	25.1	27.9	32.4
Percent of School in Poverty				
00–34	12.7	23.1	28.1	36.1
75–100	29.7	29.2	18.6	22.3
LEP Students				
Migrant students				

Grades 6–9 Title I Students

Reading/Language Arts

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	48.6%	22.9%	16.3%	12.3%
Title I Targeted	12.6	26.4	31.5	29.4
Percent of School in Poverty				
00–34	11.4	25.7	32.0	30.9
75–100	42.1	28.5	15.9	13.6
LEP Students				
Migrant students				

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	27.2%	30.8%	20.5%	21.5%
Title I Targeted	11.7	23.4	28.8	36.1
Percent of School in Poverty				
00–34	10.4	22.1	29.1	38.4
75–100	38.1	31.2	11.6	19.1
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 for reporting assessment results 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 information provided

Other Assessments

No information provided

Grades 10–12 Title I Students

Reading

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	29.2%	34.0%	22.4%	14.3%
Title I Targeted	13.3	27.7	30.7	28.1

Mathematics

	Preemerging	Emerging	Proficient	Advanced
All Students				
Title I Schoolwide	34.8%	27.0%	22.4%	14.3%
Title I Targeted	10.5	21.0	31.8	36.7

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	34%
Basic level and above	66%

Math: Grade 4, 1996

Proficient level and above	24%
Basic level and above	70%

Math: Grade 8, 1996

Proficient level and above	31%
Basic level and above	76%

State Context

Expenditures per pupil **\$5,135**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$19,542,884**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

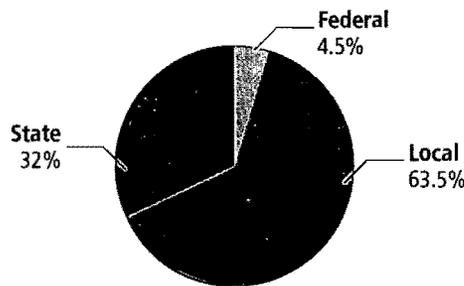
Percent school-age in population
1995 **18%**
1990 **17%**

Percent of children living in poverty
1995 **14%**
1990 **13%**

Per capita personal income **\$26,553**
(1997)

Education level of adults
High school graduates **78.8%**
College graduates **15.3%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **17**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
283	60	79	8	6

Student/teacher ratio (1996-97)

Elementary	Middle	High
18:1	22:1	22:1

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	15.0%	85.0%
7-12	10.1	58.5

Professional development of teachers in field (1995-96)

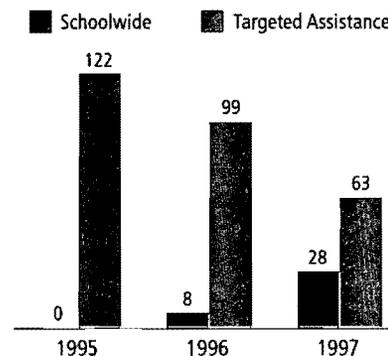
	Grade 4	Grade 8
Mathematics education >16 hours	41%	n/a
Science education >16 hours	n/a	n/a

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

Eng.	Math	Sci.	Soc. Std.
85	74	88	86

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (1989-90 vs 1996-97)

Grade	1989-90	1996-97
K-8	137,455	205,231
9-12	49,379	74,668
PreK	n/a	1,854

(By state definition)

Race/ethnicity (K-12) (1989-90 vs 1996-97)

Race/Ethnicity	1989-90	1996-97
American Indian/Alaskan	2.0%	1.9%
Asian/Pacific Islander	3.3	4.6
Black	9.2	9.6
Hispanic	9.8	18.8
White	75.6	65.1

Students with disabilities (1990-91 vs 1996-97)

Year	1990-91	1996-97
Percentage	7.9%	9.1%

Limited English proficient (1989-90 vs 1996-97)

Year	1989-90	1996-97
Count	7,423	27,977

Migrant (1993-94 vs 1996-97)

Year	1993-94	1996-97
Count	1,404	937

High school drop-out rate (annual) (1993-94 vs 1995-96)

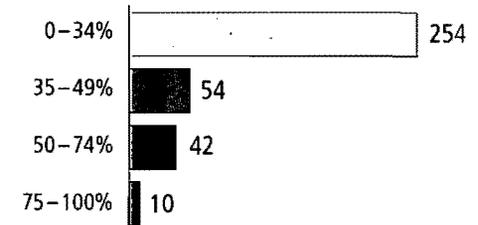
Year	1993-94	1995-96
Rate	10.3%	9.6%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

Year	1994-95	1995-96
Rate	38%	41%

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

(1996-97)



* 76 schools did not report.

Student Achievement 1996-1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (83.8% of total school grade took exam)

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

Mathematics (83.8% of total school grade took exam)

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

Grade 8

Reading/Language Arts (87.6% of total school grade took exam)

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

Mathematics (87.6% of total school grade took exam)

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

Assessment Information

Assessment Reported
TerraNova Form A, used since 1997

Progress Toward Assessment Aligned with Standards
Performance standards for reporting assessment are in development. The U.S. Department of Education extended a waiver.

State Definition of "Proficient"
National percentile. 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

Reading: Grade 4, 1994

Proficient level and above	n/a
Basic level and above	n/a

Math: Grade 4, 1996

Proficient level and above	14%
Basic level and above	57%

Math: Grade 8, 1996

Proficient level and above	n/a
Basic level and above	n/a

State Context

Expenditures per pupil **\$5,477**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$16,647,712**

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 19%
1990 17%

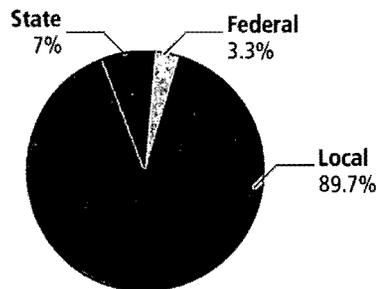
Percent of children living in poverty
1995 10%
1990 6%

Per capita personal income **\$27,806**
(1997)

Education level of adults
High school graduates 82.2%
College graduates 24.4%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 178
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
343	92	77	0	0

Student/teacher ratio (1996-97)

Elementary	Middle	High
17:1	15:1	14:1

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	1.2%	86.2%
7-12	2.3	58.6

Professional development of teachers in field (1995-96)

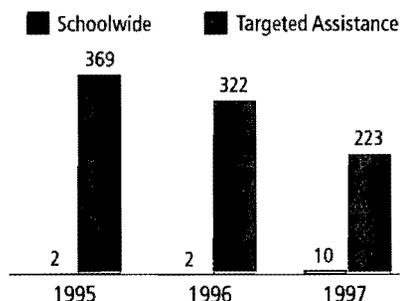
	Grade 4	Grade 8
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

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

Eng.	Math	Sci.	Soc. Std.
90	76	91	90

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	124,410	141,582
9-12	47,286	54,344
PreK	n/a	1,543

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.2%	0.2%
Asian/Pacific Islander	1.0	1.1
Black	0.9	1.0
Hispanic	0.9	1.3
White	97.0	96.4

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	9.9%	11.7%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	664	1,590

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	177	119

High school drop-out rate (annual) (1993-94 vs 1995-96)

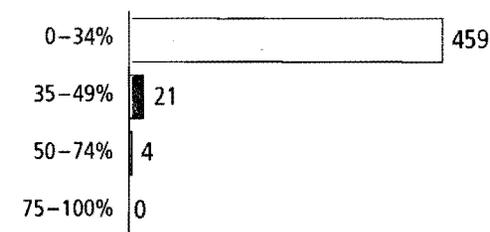
	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	56%	72%

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

(1996-97)



* 28 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

English/Language Arts (95% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	24%	42%	25%	5%
Title I	53	40	7*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

* or above

Mathematics (97% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	17%	42%	26%	13%
Title I	44	47	9*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

* or above

Grade 6

English/Language Arts (97% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	40%	39%	16%	2%
Title I	81	17	2*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

* or above

Mathematics (98% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	55%	33%	10%	1%
Title I	90	8	2*	
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

* or above

Assessment Information

Assessment Reported

New Hampshire State Assessment Test, used since 1994–95; 1995–96 (high school)

Progress Toward Assessment Aligned with Standards
Performance standards for reporting assessment results 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

District-based decision

Grade 10

English/Language Arts (93% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	24%	60%	8%	1%
Title I Schoolwide				
Title I Targeted				

Mathematics (95% of total school grade took exam)

	Novice	Basic	Proficient	Advanced
All Students	44%	27%	18%	5%
Title I Schoolwide				
Title I Targeted				

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	36%
Basic level and above	70%

Math: Grade 4, 1996

Proficient level and above	n/a
Basic level and above	n/a

Math: Grade 8, 1996

Proficient level and above	n/a
Basic level and above	n/a

State Context

Expenditures per pupil \$8,124
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$145,385,863
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

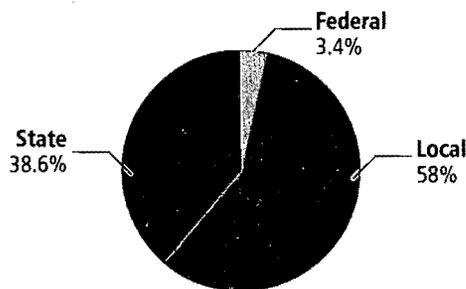
Percent school-age in population
1995 17%
1990 16%

Percent of children living in poverty
1995 14%
1990 13%

Per capita personal income \$32,233
(1997)

Education level of adults
High school graduates 76.7%
College graduates 24.9%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 608
(1995-96)

Number of public schools in state (1995-96)
Elementary Middle High Combined Other
1,449 | 390 | 306 | 7 | 126

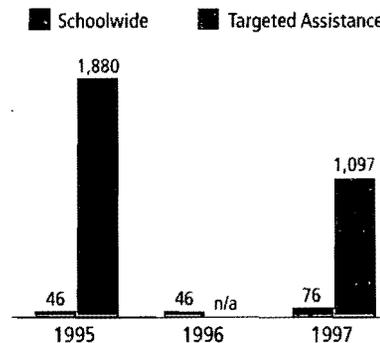
Student/teacher ratio
(1995-96) Elementary Middle High
16:1 | 13:1 | 13:1

Race/ethnicity and gender of teachers
(1993-94) Minority Female
K-6 9.0% | 93.0%
7-12 11.0 | 54.1

Professional development of teachers in field
(1995-96) Grade 4 Grade 8
Mathematics education >16 hours 22% | n/a
Science education >16 hours n/a | n/a

Secondary teachers with major in main assignment
(Percent, 1993-94) Eng. Math Sci. Soc. Std.
87 | 69 | 82 | 93

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



Student Demographics

Fall public school enrollment
(By state definition) 1989-90 1995-96
K-8 765,810 809,874
9-12 310,195 296,831
PreK n/a 9,301

Race/ethnicity (K-12) 1989-90 1995-96
American Indian/Alaskan 0.1% 0.2%
Asian/Pacific Islander 4.1 5.3
Black 18.5 18.5
Hispanic 11.1 13.5
White 66.1 62.5

Students with disabilities 1990-91 1995-96
14.8% 14.5%

Limited English proficient 1989-90 1995-96
43,176 49,300

Migrant 1993-94 1995-96
1,799 2,583

High school drop-out rate (annual) 1993-94 1994-95
n/a n/a

Postsecondary enrollment (High school grads enrolled in college) 1994-95 1995-96
64% 75%

All schools by percent of students eligible to participate in the Free Lunch Program
(1996-97)

data not available

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade

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

Grade 8

Reading/Language Arts (98.9% of total school grade took exam)

	Level III	Level II	Level I
All Students	7.9%	37.0%	55.0%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics (98.8% of total school grade took exam)

	Level III	Level II	Level I
All Students	15.6%	40.3%	44.1%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Assessment Information

Assessment Reported
New Jersey Early Warning Test, used since 1994–95

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

State Definition of "Proficient"
Level II: Indicates clear competence of targeted skills

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

Exclusion from Assessment
Special education students, IEP students, and students whose answer folders were voided

Other Assessments
High school proficiency test

Grade

Reading/Language Arts

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

Reading: Grade 4, 1994		
Proficient level and above		33%
Basic level and above		65%
Math: Grade 4, 1996		
Proficient level and above		25%
Basic level and above		63%
Math: Grade 8, 1996		
Proficient level and above		n/a
Basic level and above		n/a

State Context

Expenditures per pupil \$4,955
(Geographically adjusted for cost of living, 1995–96)

Title I allocation \$61,051,916

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996–97)

Percent school-age in population
1995 21%
1990 21%

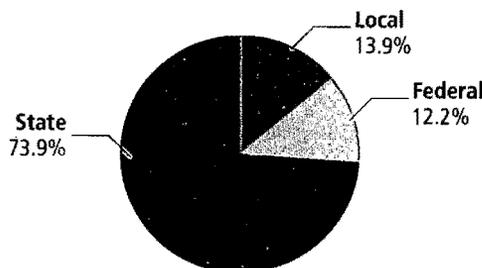
Percent of children living in poverty
1995 30%
1990 28%

Per capita personal income \$19,249
(1997)

Education level of adults
High school graduates 75.1%
College graduates 20.4%
(25 years and older, 1990)

Sources of funding

District average
(1995–96)



School and Teacher Demographics

Number of districts 89
(1996–97)

Number of public schools in state (1996–97)

Elementary	Middle	High	Combined	Other
432	150	132	3	14

Student/teacher ratio (1996–97)

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

Race/ethnicity and gender of teachers (1993–94)

	Minority	Female
K–6	26.6%	91.7%
7–12	23.9	54.7

Professional development of teachers in field (1995–96)

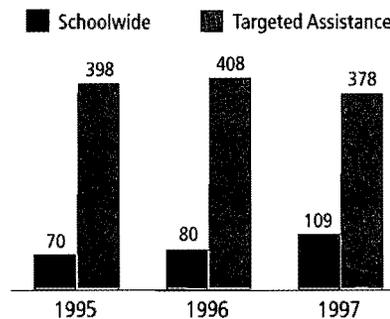
	Grade 4	Grade 8
Mathematics education >16 hours	26%	27%
Science education >16 hours	n/a	36

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

Eng.	Math	Sci.	Soc. Std.
76	69	71	60

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989–90	1996–97
K–8	203,157	225,118
9–12	92,900	93,282
PreK	n/a	2,616

Race/ethnicity (K–12)

	1989–90	1996–97
American Indian/Alaskan	9.8%	10.5%
Asian/Pacific Islander	0.9	1.0
Black	2.2	2.4
Hispanic	44.7	47.5
White	42.5	38.7

Students with disabilities (1990–91 vs 1996–97)

	1990–91	1996–97
Students with disabilities	11.0%	12.9%

Limited English proficient (1989–90 vs 1996–97)

	1989–90	1996–97
Limited English proficient	58,752	78,107

Migrant (1993–94 vs 1996–97)

	1993–94	1996–97
Migrant	3,842	2,597

High school drop-out rate (annual) (1993–94 vs 1995–96)

	1993–94	1995–96
High school drop-out rate (annual)	8.5%	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994–95 vs 1995–96)

	1994–95	1995–96
Postsecondary enrollment	54%	59%

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

(1996–97)

data not available

Student Achievement 1996-1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts	
	National Percentile
All Students	44%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00-34	
75-100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	47%
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	45%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00-34	
75-100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	43%
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 K, used since 1992

Progress Toward Assessment Aligned with Standards
Performance standards for reporting assessment results 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

IEP-driven decision

Other Assessments

District-based decision

Grade

Reading	
All Students	
Title I Schoolwide	
Title I Targeted	
Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	21%
Basic level and above	49%

Math: Grade 4, 1996

Proficient level and above	13%
Basic level and above	51%

Math: Grade 8, 1996

Proficient level and above	14%
Basic level and above	51%

State Context

Expenditures per pupil **\$7,455**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$627,759,801**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

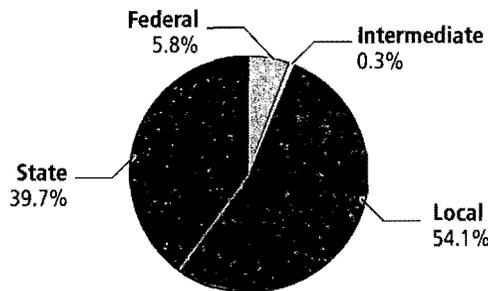
Percent school-age in population
1995 **18%**
1990 **17%**

Percent of children living in poverty
1995 **25%**
1990 **21%**

Per capita personal income **\$30,299**
(1997)

Education level of adults
High school graduates **76.7%**
College graduates **23.1%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **718**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
2,450	691	750	133	142

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	17.5%	85.7%
7-12	11.6	51.2

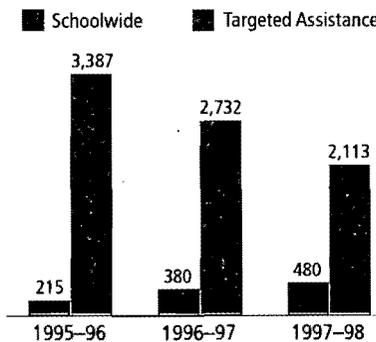
Professional development of teachers in field (1995-96)

	Grade 4	Grade 8
Mathematics education >16 hours	21%	40%
Science education >16 hours	n/a	41

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

Eng.	Math	Sci.	Soc. Std.
89	84	85	87

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	1,790,143	1,887,146
9-12	775,698	768,914
PreK	28,172	32,831

Race/ethnicity (K-12) (1989-90 vs 1996-97)

	1989-90	1996-97
American Indian/Alaskan	0.3%	0.5%
Asian/Pacific Islander	3.9	5.2
Black	20.5	20.3
Hispanic	13.2	17.6
White	62.1	56.4

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	10.6%	12.0%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	158,007	220,840

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	9,065	10,790

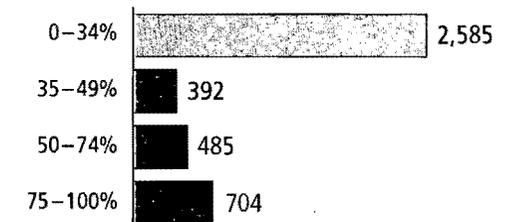
High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	4.1%	3.7%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	70%	85%

All schools by percent of students eligible to participate in the Free Lunch Program (1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

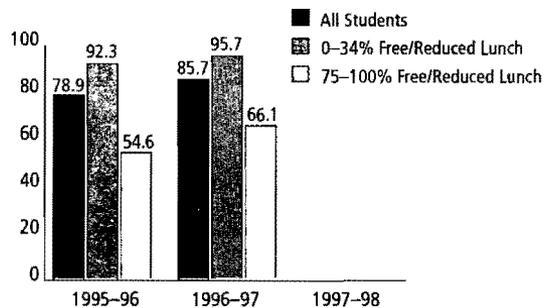
Grade 3

Reading/Language Arts			
	Partially Proficient	Proficient	Advanced
All Students	14.3%	49.2%	36.5%
Title I Schoolwide	28.1	51.7	20.2
Title I Targeted	13.1	50.2	36.8
Percent of School in Poverty			
00–34	4.3	45.3	50.4
75–100	34.0	52.1	14.0
LEP Students	24.1	74.8	1.1
Migrant students	35.6	50.6	13.8

Mathematics			
	Partially Proficient	Proficient	Advanced
All Students	3.1%	38.4%	58.5%
Title I Schoolwide	7.3	55.3	37.5
Title I Targeted	2.5	37.5	60.0
Percent of School in Poverty			
00–34	0.3	24.2	75.5
75–100	9.0	60.5	30.6
LEP Students	20.3	66.8	12.9
Migrant students	5.7	67.2	27.0

Student achievement trend

Reading 3rd grade meets or exceeds Proficient



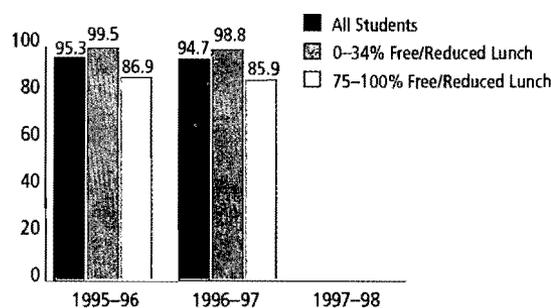
Grade 6

Reading/Language Arts			
	Partially Proficient	Proficient	Advanced
All Students	13.8%	32.9%	53.3%
Title I Schoolwide	29.7	38.9	31.4
Title I Targeted	12.7	33.3	53.9
Percent of School in Poverty			
00–34	4.5	27.3	68.2
75–100	34.3	41.4	24.3
LEP Students	30.1	68.3	1.6
Migrant students	37.6	40.8	21.6

Mathematics			
	Partially Proficient	Proficient	Advanced
All Students	5.3%	74.4%	20.3%
Title I Schoolwide	12.1	77.7	10.2
Title I Targeted	4.7	75.2	20.1
Percent of School in Poverty			
00–34	1.4	70.7	28.1
75–100	14.0	78.5	7.4
LEP Students	31.1	66.2	2.7
Migrant students	14.4	80.3	5.3

Student achievement trend

Math 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

Assessment results for 1996–97 are based on transitional standards. New York obtained a waiver and is preparing final standards for review.

State Definition of "Proficient"

Score at or above state's minimum standard, or the "state 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 10

Reading			
	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

Reading: Grade 4, 1994

Proficient level and above 27%
Basic level and above 57%

Math: Grade 4, 1996

Proficient level and above 20%
Basic level and above 64%

Math: Grade 8, 1996

Proficient level and above 22%
Basic level and above 61%

State Context

Expenditures per pupil \$5,144
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$136,056,624

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 18%
1990 17%

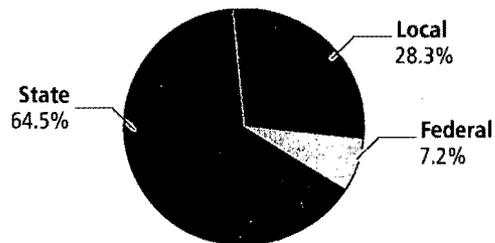
Percent of children living in poverty
1995 20%
1990 18%

Per capita personal income \$23,174
(1997)

Education level of adults
High school graduates 70.0%
College graduates 17.4%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 119
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,198	406	332	53	8

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	18.5%	94.9%
7-12	14.4	60.3

Professional development of teachers in field (1995-96)

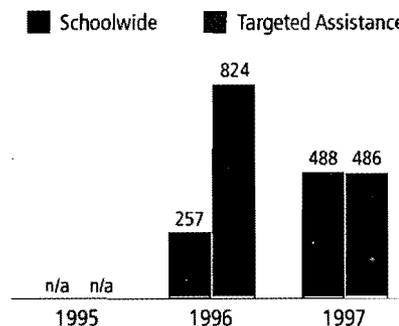
	Grade 4	Grade 8
Mathematics education >16 hours	19%	37%
Science education >16 hours	n/a	44

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

Eng.	Math	Sci.	Soc. Std.
87	79	73	88

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	769,825	877,470
9-12	310,919	323,955
PreK	n/a	8,428

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	1.6%	1.5%
Asian/Pacific Islander	0.8	1.5
Black	30.4	30.8
Hispanic	0.7	2.3
White	66.5	63.9

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	10.2%	11.0%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	4,586	24,771

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	10,103	11,710

High school drop-out rate (annual) (1993-94 vs 1995-96)

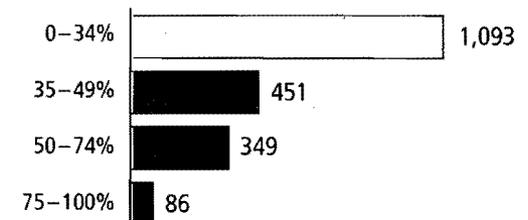
	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	51%	57%

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

(1996-97)



* 18 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (95.9% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	9.9%	22.4%	42.9%	24.8%
Title I Schoolwide	13.7	29.0	41.8	15.5
Title I Targeted	20.1	46.8	31.7	1.4
Percent of School in Poverty				
00–34	6.5	16.5	42.9	34.0
75–100	17.9	33.3	39.0	9.9
LEP Students	27.3	41.8	28.1	2.9
Migrant students	25.8	37.3	34.8	2.1

Grade 8

Reading/Language Arts (96.0% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	5.0%	20.0%	43.6%	31.4%
Title I Schoolwide	6.6	27.2	46.8	19.4
Title I Targeted	10.7	46.6	39.8	2.9
Percent of School in Poverty				
00–34	3.7	15.5	42.2	38.5
75–100	10.2	34.7	42.7	12.5
LEP Students	22.5	50.0	23.4	4.2
Migrant students	18.1	44.6	30.5	6.8

Assessment Information

Assessment Reported

North Carolina End of Course Test, used since 1992–93

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1992–93

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

All students in Title I schools at tested grade are included in the assessment results

Exclusion from Assessment

LEP first year, LEP second year, LEP more than 2 years, exempted by IEP committee, identified under Section 504, temporary disability, or other

Other Assessments

None

Mathematics

(96.1% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	6.4%	19.1%	41.9%	32.7%
Title I Schoolwide	9.4	25.5	43.2	22.0
Title I Targeted	12.8	39.2	42.0	6.0
Percent of School in Poverty				
00–34	3.8	13.1	39.8	43.3
75–100	13.0	30.5	41.7	14.9
LEP Students	14.1	34.8	40.6	10.5
Migrant students	16.0	36.1	41.5	6.5

Mathematics

(96.1% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	9.0%	22.1%	38.4%	30.5%
Title I Schoolwide	13.4	29.7	39.3	17.5
Title I Targeted	22.1	43.4	31.2	3.2
Percent of School in Poverty				
00–34	6.0	17.5	38.2	38.4
75–100	18.3	35.6	35.0	11.0
LEP Students	20.2	39.3	31.1	9.3
Migrant students	19.2	28.8	37.3	14.7

End of Course Test

English I

(96.2% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	12.5%	29.0%	37.1%	21.4%
Title I Schoolwide	38.7	47.7	12.6	0.9
Title I Targeted	27.0	37.2	27.6	8.2

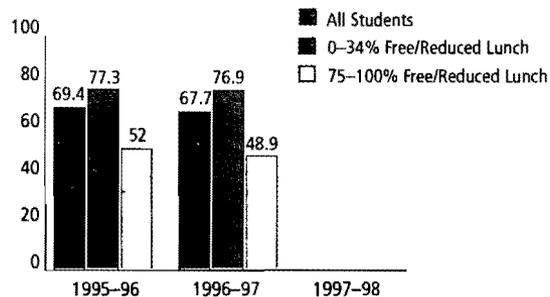
Algebra I

(97.3% of total school grade took exam)

	Level 1	Level 2	Level 3	Level 4
All Students	13.9%	30.4%	39.8%	15.8%
Title I Schoolwide	38.3	31.9	27.7	2.1
Title I Targeted	26.4	28.5	32.4	12.7

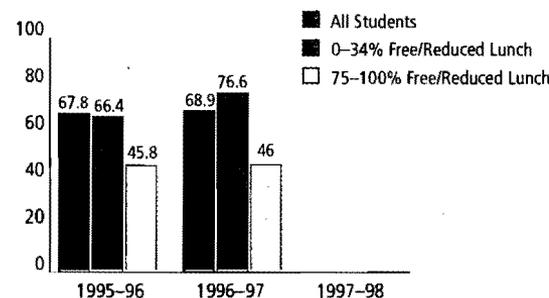
Student achievement trend

Reading 4th grade meets or exceeds Level 3



Student achievement trend

Math 8th grade meets or exceeds Level 3



NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 30%
Basic level and above 59%

Math: Grade 4, 1996

Proficient level and above 21%
Basic level and above 64%

Math: Grade 8, 1996

Proficient level and above 20%
Basic level and above 56%

State Context

Expenditures per pupil **\$5,485**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$17,772,639**

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **20%**
1990 **20%**

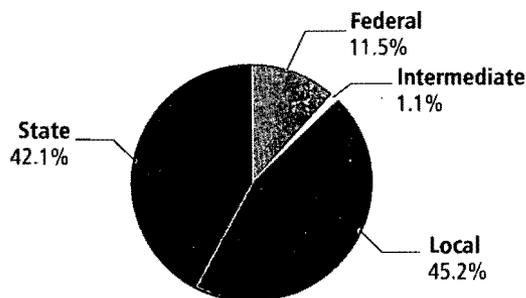
Percent of children living in poverty
1995 **13%**
1990 **15%**

Per capita personal income **\$20,213**
(1997)

Education level of adults
High school graduates **76.7%**
College graduates **18.1%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **239**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
332	37	193	5	2

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	2.7%	86.1%
7-12	1.8	47.4

Professional development of teachers in field (1995-96)

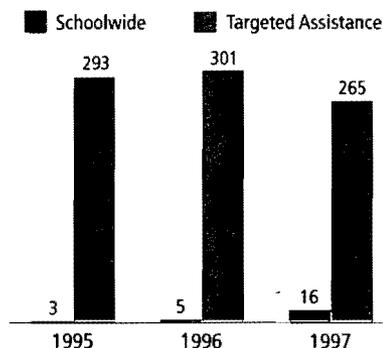
	Grade 4	Grade 8
Mathematics education >16 hours	22%	44%
Science education >16 hours	n/a	38

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

Eng.	Math	Sci.	Soc. Std.
80	87	85	77

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	84,920	81,552
9-12	32,896	37,952
PreK	n/a	619

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	6.1%	8.1%
Asian/Pacific Islander	0.7	0.7
Black	0.6	0.9
Hispanic	0.6	1.1
White	92.0	89.1

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	9.4%	9.3%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	7,187	6,340

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	1,413	1,333

High school drop-out rate (annual) (1993-94 vs 1995-96)

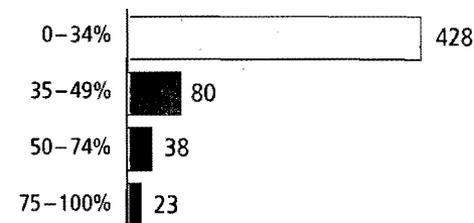
	1993-94	1995-96
High school drop-out rate (annual)	2.5%	2.5%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	68%	75%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading (97.6% of total school grade took exam)

	National Percentile
All Students	65%
Title I	37
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	31
Migrant students	

Mathematics (97.6% of total school grade took exam)

	National Percentile
All Students	65%
Title I	38
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	33
Migrant students	

Grade 8

Reading (95.0% of total school grade took exam)

	National Percentile
All Students	66%
Title I	33
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	28
Migrant students	

Mathematics (95.0% of total school grade took exam)

	National Percentile
All Students	65%
Title I	30
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	23
Migrant students	

Assessment Information

Assessment Reported

Comprehensive Test of Basic Skills Version 4, used since 1990

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"

National percentile, no definition of proficient

Exclusion from Assessment

IEP team decision. Additionally, some schools may have delayed sending in their results and are not included in the averages.

Other Assessments

No information provided

Grade 11

Reading (87.5% of total school grade took exam)

	National Percentile
All Students	60%
Title I	30
Title I Targeted	

Mathematics (87.5% of total school grade took exam)

	National Percentile
All Students	67%
Title I	35
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	38%
Basic level and above	73%

Math: Grade 4, 1996

Proficient level and above	24%
Basic level and above	75%

Math: Grade 8, 1996

Proficient level and above	33%
Basic level and above	77%

State Context

Expenditures per pupil \$5,736
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$307,328,442
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

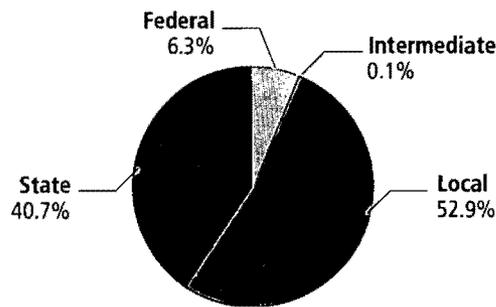
Percent school-age in population
1995 19%
1990 19%

Percent of children living in poverty
1995 19%
1990 18%

Per capita personal income \$24,203
(1997)

Education level of adults
High school graduates 75.7%
College graduates 17.0%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 661
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
2,209	715	694	90	17

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	7.4%	86.8%
7-12	5.3	49.9

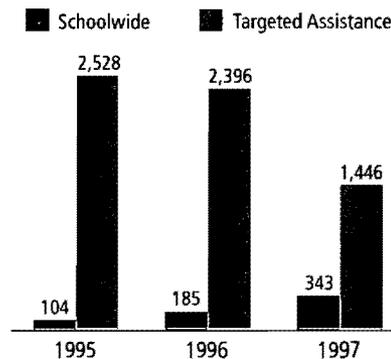
Professional development of teachers in field (1995-96)

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

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

Eng.	Math	Sci.	Soc. Std.
74	64	75	79

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	1,238,917	1,271,816
9-12	525,493	545,670
PreK	n/a	21,296

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.1%	0.1%
Asian/Pacific Islander	0.9	1.0
Black	14.2	15.4
Hispanic	1.2	1.4
White	83.6	82.0

Students with disabilities
1990-91 10.8%
1996-97 10.6%

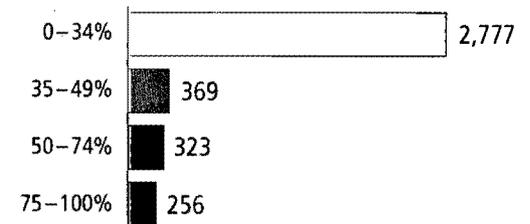
Limited English proficient
1989-90 8,526
1996-97 12,391

Migrant
1993-94 4,993
1996-97 5,200

High school drop-out rate (annual)
1993-94 5.3%
1995-96 5.4%

Postsecondary enrollment (High school grads enrolled in college)
1994-95 51%
1995-96 62%

All schools by percent of students eligible to participate in the Free Lunch Program (1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (95.2% of total school grade took exam)

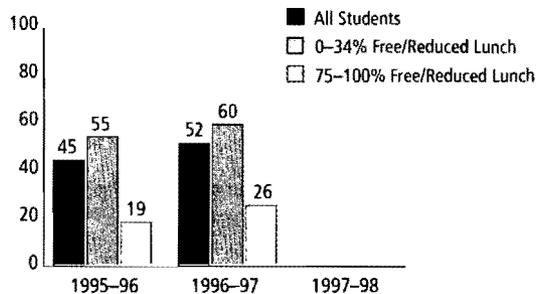
	Partially Proficient	Proficient	Advanced
All Students	48%	50%	2%
Title I Schoolwide	68	31	1
Title I Targeted	48	50	2
Percent of School in Poverty			
00–34	40	57	3
75–100	74	26	0
LEP Students			
Migrant students			

Mathematics (95.5% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	60%	33%	7%
Title I Schoolwide	79	19	2
Title I Targeted	61	33	6
Percent of School in Poverty			
00–34	52	39	9
75–100	85	13	1
LEP Students			
Migrant students			

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 6

Reading/Language Arts (95.6% of total school grade took exam)

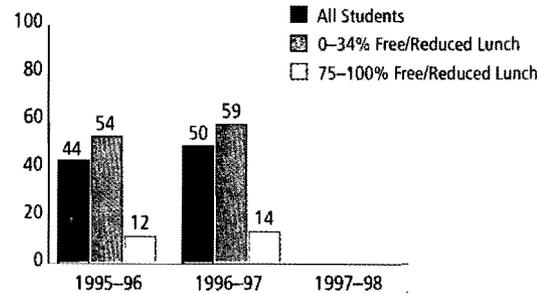
	Partially Proficient	Proficient	Advanced
All Students	54%	31%	15%
Title I Schoolwide	78	17	5
Title I Targeted	55	31	15
Percent of School in Poverty			
00–34	46	35	19
75–100	83	14	3
LEP Students			
Migrant students			

Mathematics (95.6% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	50%	45%	5%
Title I Schoolwide	78	21	1
Title I Targeted	50	45	5
Percent of School in Poverty			
00–34	41	53	6
75–100	85	14	0
LEP Students			
Migrant students			

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 for reporting assessment results 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

Reading/Language Arts

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a
Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above n/a
Basic level and above n/a

Math: Grade 8, 1996

Proficient level and above n/a
Basic level and above n/a

State Context

Expenditures per pupil \$5,045
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$85,197,955
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

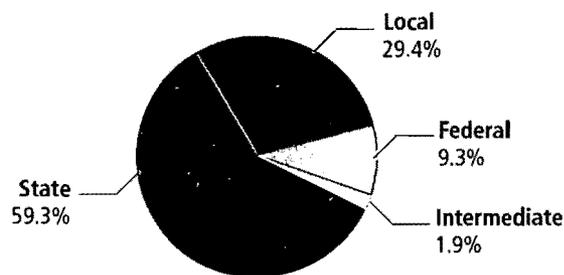
Percent school-age in population
1995 20%
1990 19%

Percent of children living in poverty
1995 24%
1990 20%

Per capita personal income \$20,214
(1997)

Education level of adults
High school graduates 74.6%
College graduates 17.8%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 550
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
991	343	463	0	22

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	10.3%	91.2%
7-12	12.4	53.7

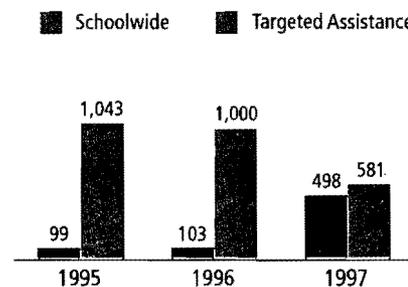
Professional development of teachers in field (1995-96)

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

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

Eng.	Math	Sci.	Soc. Std.
78	74	62	71

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	420,940	438,491
9-12	157,640	174,530
PreK	2,940	4,600

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	11.4%	15.1%
Asian/Pacific Islander	1.1	1.3
Black	9.9	10.5
Hispanic	2.6	4.3
White	75.0	68.8

Students with disabilities 1990-91 10.3% 1996-97 10.5%

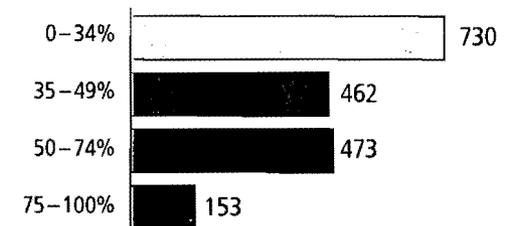
Limited English proficient 1989-90 10,606 1996-97 31,941

Migrant 1993-94 3,699 1996-97 5,785

High school drop-out rate (annual) 1993-94 n/a 1995-96 n/a

Postsecondary enrollment (High school grads enrolled in college) 1994-95 49% 1995-96 50%

All schools by percent of students eligible to participate in the Free Lunch Program* (1996-97)



* 1 school did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 5

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

	Unsatisfactory	Satisfactory
All Students	23%	77%
Title I Schoolwide	30	70
Title I Targeted	56	44
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics (88% of total school grade took exam)

	Unsatisfactory	Satisfactory
All Students	20%	80%
Title I Schoolwide	26	74
Title I Targeted	43	57
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)

	Unsatisfactory	Satisfactory
All Students	28%	72%
Title I Schoolwide	36	64
Title I Targeted	63	37
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Mathematics (90% of total school grade took exam)

	Unsatisfactory	Satisfactory
All Students	28%	72%
Title I Schoolwide	37	63
Title I Targeted	60	40
Percent of School in Poverty		
00–34		
75–100		
LEP Students		
Migrant students		

Assessment Information

Assessment Reported

Oklahoma Core Curriculum Tests, used since 1994–95

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

State Definition of "Proficient"

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

LEP, Disabled, Absent

Other Assessments

None

Grade 11

Reading/Language Arts (93% of total school grade took exam)

	Unsatisfactory	Satisfactory
All Students	25%	75%
Title I Schoolwide	36	64
Title I Targeted	51	49

Mathematics (93% of total school grade took exam)

	Unsatisfactory	Satisfactory
All Students	42%	58%
Title I Schoolwide	55	45
Title I Targeted	60	40

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a
Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above n/a
Basic level and above n/a

Math: Grade 8, 1996

Proficient level and above n/a
Basic level and above n/a

State Context

Expenditures per pupil **\$5,993**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$79,526,920**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

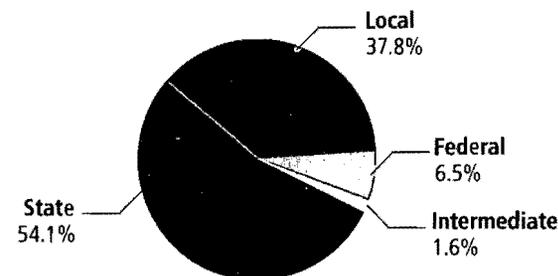
Percent school-age in population
1995 **19%**
1990 **18%**

Percent of children living in poverty
1995 **16%**
1990 **14%**

Per capita personal income **\$23,984**
(1997)

Education level of adults
High school graduates **81.5%**
College graduates **20.6%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **239**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
750	206	211	48	7

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	3.5%	81.4%
7-12	4.9	41.9

Professional development of teachers in field (1995-96)

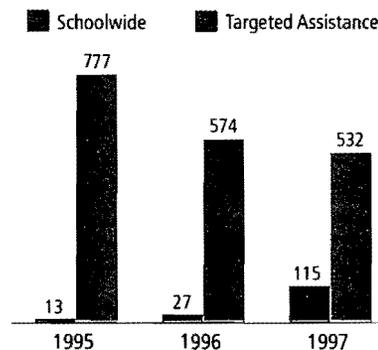
	Grade 4	Grade 8
Mathematics education >16 hours	24%	38%
Science education >16 hours	n/a	47

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

Eng.	Math	Sci.	Soc. Std.
61	61	93	79

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	340,264	374,037
9-12	132,130	156,110
PreK	n/a	801

Race/ethnicity (K-12) (1989-90 vs 1996-97)

Race/Ethnicity	1989-90	1996-97
American Indian/Alaskan	1.7%	2.1%
Asian/Pacific Islander	2.8	3.4
Black	2.4	2.5
Hispanic	4.0	7.4
White	89.2	84.6

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	10.3%	10.4%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	7,557	33,559

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	23,958	25,243

High school drop-out rate (annual) (1993-94 vs 1995-96)

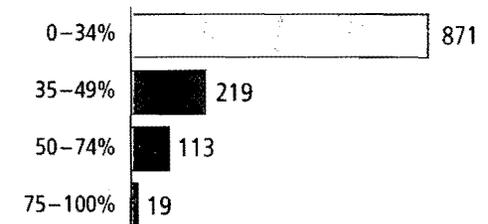
	1993-94	1995-96
High school drop-out rate (annual)	7.1%	7.0%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	57%	55%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

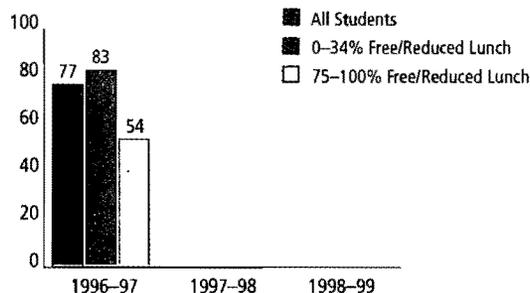
Grade 3

Reading/Language Arts (88% of total school grade took exam)			
	Standards Not Met	Meets Standards	Exceeds Standards
All Students	23.0%	42.0%	35.0%
Title I Schoolwide	32.0	44.5	23.5
Title I Targeted	50.2	42.4	7.4
Percent of School in Poverty			
00–34	17.0	40.0	43.0
75–100	46.0	40.0	14.0
LEP Students	72.3	25.5	2.2
Migrant students	53.8	41.6	4.6

Mathematics (90% of total school grade took exam)			
	Standards Not Met	Meets Standards	Exceeds Standards
All Students	38.0%	43.0%	19.0%
Title I Schoolwide	47.7	40.6	11.7
Title I Targeted	67.4	28.9	3.7
Percent of School in Poverty			
00–34	30.0	45.0	24.0
75–100	59.0	33.0	8.0
LEP Students	78.8	17.7	3.5
Migrant students	72.2	24.1	3.7

Student achievement trend

Reading 3rd grade Meets or Exceeds Standards



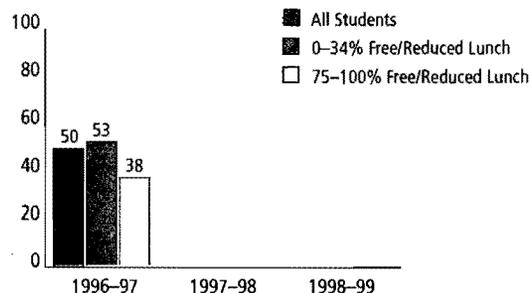
Grade 8

Reading/Language Arts (92% of total school grade took exam)			
	Standards Not Met	Meets Standards	Exceeds Standards
All Students	45.0%	27.0%	28.0%
Title I Schoolwide	80.2	17.6	2.2
Title I Targeted	90.6	8.3	1.1
Percent of School in Poverty			
00–34	41.0	27.0	32.0
75–100	49.0	27.0	24.0
LEP Students	94.6	3.9	1.6
Migrant students	80.3	15.0	4.6

Mathematics (93% of total school grade took exam)			
	Standards Not Met	Meets Standards	Exceeds Standards
All Students	51.0%	27.0%	23.0%
Title I Schoolwide	66.4	21.7	11.9
Title I Targeted	85.1	10.7	4.2
Percent of School in Poverty			
00–34	46.0	28.0	25.0
75–100	62.0	28.0	10.0
LEP Students	78.7	11.7	9.5
Migrant students	80.7	12.7	6.6

Student achievement trend

Math Grade 8 Meets or Exceeds Standards



Assessment Information

Assessment Reported

Oregon Statewide Assessment System, used since 1991–92

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1996–97

Proficient: Meets or exceeds standards

Definition of Title I Targeted Assistance

Only Title I students at tested grade are reported in the assessment results.

Exclusion from Assessment

Special education and LEP

Other Assessments

None

Grade 10

Reading/Language Arts (90% of total school grade took exam)			
	Standards Not Met	Meets Standards	Exceeds Standards
All Students	70.0%	21.0%	8.0%
Title I Schoolwide	82.8	13.8	3.4
Title I Targeted	99.0	1.0	0.0

Mathematics (89% of total school grade took exam)			
	Standards Not Met	Meets Standards	Exceeds Standards
All Students	51.0%	33.0%	16.0%
Title I Schoolwide	70.2	23.5	6.3
Title I Targeted	82.5	17.5	0.0

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a
Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above 21%
Basic level and above 65%

Math: Grade 8, 1996

Proficient level and above 26%
Basic level and above 67%

State Context

Expenditures per pupil \$6,753
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$315,879,730

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 18%
1990 17%

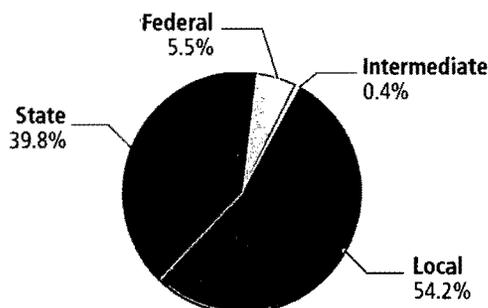
Percent of children living in poverty
1995 17%
1990 16%

Per capita personal income \$25,678
(1997)

Education level of adults
High school graduates 74.7%
College graduates 17.9%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 501
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,939	527	599	19	26

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	8.7%	82.1%
7-12	4.4	50.0

Professional development of teachers in field (1995-96)

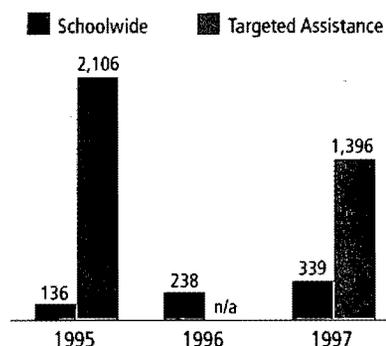
	Grade 4	Grade 8
Mathematics education >16 hours	17%	n/a
Science education >16 hours	n/a	n/a

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

Eng.	Math	Sci.	Soc. Std.
74	98	85	74

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	1,147,986	1,245,303
9-12	507,293	527,743
PreK	n/a	3,005

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.1%	0.1%
Asian/Pacific Islander	1.5	1.8
Black	13.1	14.2
Hispanic	2.6	3.7
White	82.7	80.2

Students with disabilities

	1990-91	1996-97
	11.6%	10.2%

Limited English proficient

	1989-90	1996-97
	n/a	n/a

Migrant

	1993-94	1996-97
	8,424	12,129

High school drop-out rate (annual)

	1993-94	1995-96
	4.1%	4.0%

Postsecondary enrollment (High school grads enrolled in college)

	1994-95	1995-96
	57%	65%

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

(1996-97)

data not available

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

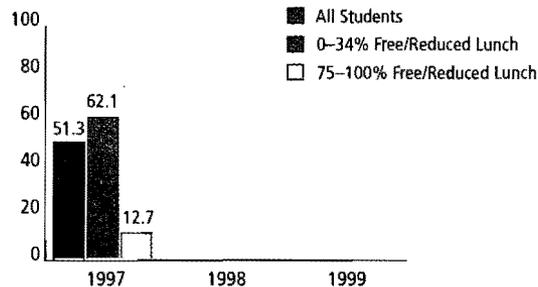
Grade 5

Reading/Language Arts				
	Bottom	Low Middle	High Middle	Top
All Students	23.6%	25.1%	25.4%	25.9%
Title I Schoolwide	59.6	23.5	11.2	5.6
Title I Targeted	18.1	26.5	27.8	27.6
Percent of School in Poverty				
00–34	14.0	23.9	29.0	33.1
75–100	64.5	22.8	9.1	3.6
LEP Students	67.6	23.3	5.9	3.3
Migrant students	45.9	33.8	13.5	6.8

Mathematics				
	Bottom	Low Middle	High Middle	Top
All Students	24.8%	25.7%	25.3%	24.2%
Title I Schoolwide	63.0	22.7	10.3	4.1
Title I Targeted	19.2	27.6	28.3	24.9
Percent of School in Poverty				
00–34	14.2	24.6	29.2	32.1
75–100	68.3	21.2	8.1	2.4
LEP Students	63.4	23.4	8.0	5.1
Migrant students	52.7	31.1	13.5	2.7

Student achievement trend

Reading 5th grade meets or exceeds High Middle



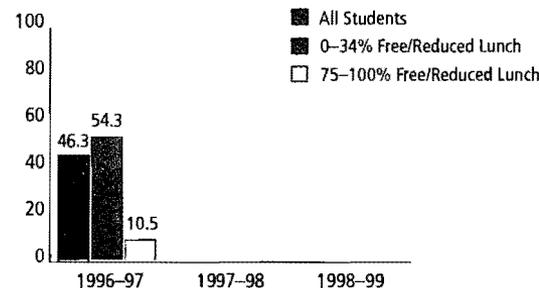
Grade 8

Reading/Language Arts				
	Bottom	Low Middle	High Middle	Top
All Students	24.1%	24.5%	25.8%	25.6%
Title I Schoolwide	59.0	24.1	11.8	5.1
Title I Targeted	22.7	26.1	26.7	24.6
Percent of School in Poverty				
00–34	18.1	23.5	28.0	30.3
75–100	58.5	24.2	12.2	5.2
LEP Students	75.3	17.3	4.8	2.6
Migrant students	63.6	21.2	7.6	7.6

Mathematics				
	Bottom	Low Middle	High Middle	Top
All Students	24.5%	29.2%	24.2%	22.1%
Title I Schoolwide	66.4	23.1	7.8	2.8
Title I Targeted	22.7	31.5	25.0	20.8
Percent of School in Poverty				
00–34	17.0	28.7	27.2	27.1
75–100	65.7	23.9	7.8	2.7
LEP Students	74.1	18.4	2.8	4.6
Migrant students	68.7	19.4	9.0	3.0

Student achievement trend

Math 8th grade meets or exceeds High Middle



Assessment Information

Assessment Reported

Pennsylvania System of Student Assessment, used since 1996–97

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1996–97

Student results are placed in quartiles; there is no definition of proficient.

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/Language Arts				
	Bottom	Low Middle	High Middle	Top
All Students	27.1%	25.5%	23.9%	23.5%
Title I Schoolwide	71.0	18.1	7.6	3.4
Title I Targeted	29.6	27.6	23.7	19.1

Math				
	Bottom	Low Middle	High Middle	Top
All Students	29.8%	24.1%	24.2%	21.9%
Title I Schoolwide	73.1	18.4	6.4	2.0
Title I Targeted	33.3	27.3	23.6	15.8

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 30%
Basic level and above 61%

Math: Grade 4, 1996

Proficient level and above 20%
Basic level and above 68%

Math: Grade 8, 1996

Proficient level and above n/a
Basic level and above n/a

State Context

Expenditures per pupil n/a
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$261,604,243
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 22%
1990 23%

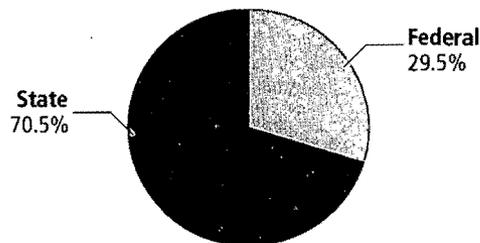
Percent of children living in poverty
1995 n/a
1990 n/a

Per capita personal income n/a
(1997)

Education level of adults
High school graduates n/a
College graduates n/a
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 1
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
921	221	169	186	36

Student/teacher ratio (1996-97)

Elementary	Middle	High
15:1	15:1	19:1

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	n/a	n/a
7-12	n/a	n/a

Professional development of teachers in field (1995-96)

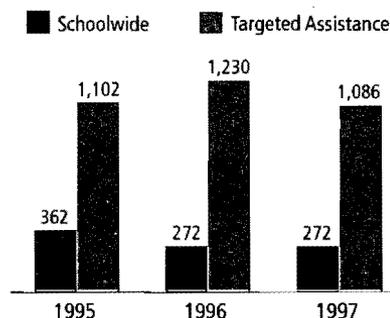
	Grade 4	Grade 8
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

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

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

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	486,247	444,784
9-12	164,978	160,522
PreK	n/a	373

Race/ethnicity (K-12)

	1989-90	1996-97
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

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
	n/a	6.3%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
	n/a	16,618

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
	16,288	15,074

High school drop-out rate (annual) (1993-94 vs 1995-96)

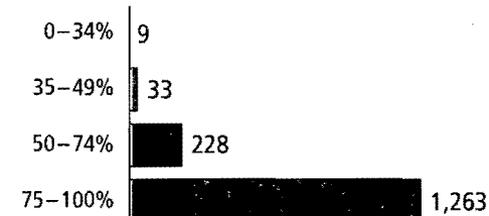
	1993-94	1995-96
	n/a	1.5%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
	n/a	n/a

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grades 3, 6, 9

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students	67.8%	19.4%	12.8%
Title I Schoolwide	66.6	20.2	13.2
Title I Targeted	74.2	16.1	9.7
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students	46.0	20.2	33.8

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	40.0%	37.8%	22.2%
Title I Schoolwide	37.3	38.4	24.3
Title I Targeted	44.9	39.6	15.5
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students	35.2	43.5	21.3

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 Puertorriqueña de Competencias Escolares
 Progress Toward Assessment Aligned with Standards
 Performance standards for reporting assessment results met review criteria of the U.S. Department of Education.
 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

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

Reading: Grade 4, 1994		
Proficient level and above		n/a
Basic level and above		n/a
Math: Grade 4, 1996		
Proficient level and above		n/a
Basic level and above		n/a
Math: Grade 8, 1996		
Proficient level and above		n/a
Basic level and above		n/a

State Context

Expenditures per pupil \$6,624
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$21,939,289
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

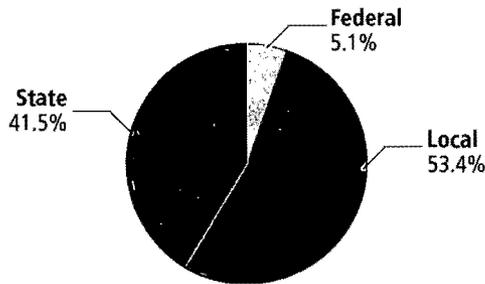
Percent school-age in population
1995 17%
1990 16%

Percent of children living in poverty
1995 17%
1990 12%

Per capita personal income \$25,689
(1997)

Education level of adults
High school graduates 72.0%
College graduates 21.3%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 36
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
214	54	42	2	4

Student/teacher ratio (1996-97)

Elementary	Middle	High
15:1	13:1	13:1

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	3.0%	89.9%
7-12	2.2	61.2

Professional development of teachers in field (1995-96)

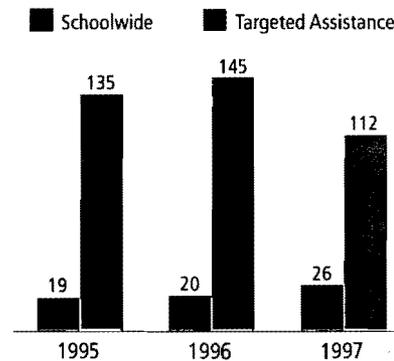
	Grade 4	Grade 8
Mathematics education > 16 hours	21%	37%
Science education > 16 hours	n/a	50

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

	Eng.	Math	Sci.	Soc. Std.
	94	81	94	93

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	98,412	106,750
9-12	37,317	40,680
PreK	n/a	666

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.4%	0.5%
Asian/Pacific Islander	3.2	3.3
Black	6.4	7.3
Hispanic	5.9	10.7
White	84.1	78.3

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	13.3%	15.1%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	7,592	10,009

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	247	205

High school drop-out rate (annual) (1993-94 vs 1995-96)

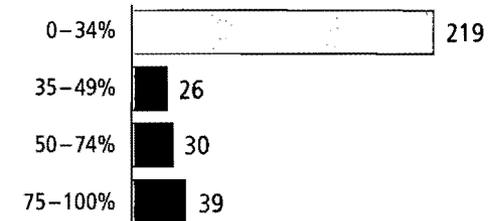
	1993-94	1995-96
High school drop-out rate (annual)	4.6%	4.6%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	65%	n/a

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

(1996-97)



* 2 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Writing

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students	36.7%	50.5%	12.7%	0.1%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students	52.6%	33.3%	12.1%	2.0%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 8

Writing

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students	21.9%	43.9%	31.5%	2.6%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics—All Students in Grade 8

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. w/Honors
Skills	9%	16%	20%	38%	18%
Concepts	37	26	19	15	3
Problem Solving	31	35	15	17	2

Assessment Information

Assessment Reported

Grade 4 & 8 RI Writing Assessment Program, used since 1994
 Grade 4 & 8 RI Math Performance Assessment Program, used since 1994
 Rhode Island New Standards Reference Exam, used since 1997
 Metropolitan Achievement Test, Grade 10 Reading
 (Please note: grade 8 and 10 Mathematics scores are by content area)

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results 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 & Other Assessments

Rhode Island Health Performance Assessment Program

Grade 10

Reading

	Low	Middle	High
All Students	40.2%	34.0%	25.8%
Title I Schoolwide			
Title I Targeted			

Mathematics—All Students in Grade 10

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
Skills	5%	17%	15%	48%	15%
Concepts	37	31	14	15	3
Problem Solving	18	42	15	19	6

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 32%
 Basic level and above 65%

Math: Grade 4, 1996

Proficient level and above 17%
 Basic level and above 61%

Math: Grade 8, 1996

Proficient level and above 20%
 Basic level and above 60%

State Context

Expenditures per pupil \$5,279
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$93,479,794

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 19%
1990 19%

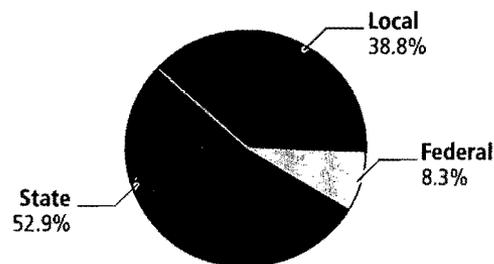
Percent of children living in poverty
1995 26%
1990 22%

Per capita personal income \$20,651
(1997)

Education level of adults
High school graduates 68.3%
College graduates 16.6%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 95
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
589	243	190	15	10

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	20.5%	95.0%
7-12	16.9	68.6

Professional development of teachers in field (1995-96)

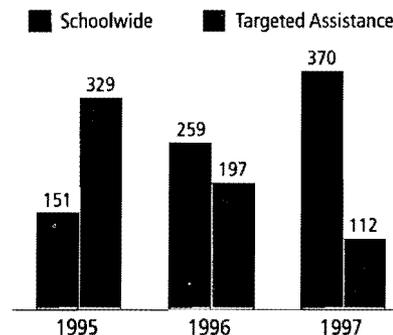
	Grade 4	Grade 8
Mathematics education >16 hours	27%	49%
Science education >16 hours	n/a	49

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

Eng.	Math	Sci.	Soc. Std.
78	72	74	72

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	443,712	459,454
9-12	172,465	185,148
PreK	n/a	n/a

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.1%	0.2%
Asian/Pacific Islander	0.6	0.8
Black	41.1	41.6
Hispanic	0.3	0.8
White	57.9	56.6

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	n/a	11.9%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	n/a	3,202

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	2,227	1,822

High school drop-out rate (annual) (1993-94 vs 1995-96)

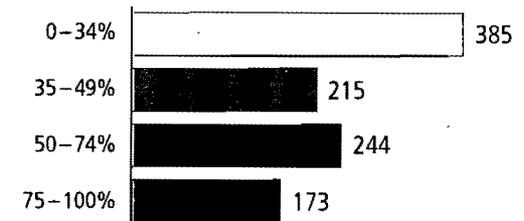
	1993-94	1995-96
High school drop-out rate (annual)	n/a	2.9%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	58%	56%

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

(1996-97)



* 30 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (91.1% 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 (91.1% of total school grade took exam)				
	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	22%	22%	19%	37%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 7

Reading/Language Arts (92.6% of total school grade took exam)				
	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	29%	25%	21%	24%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics (92.6% of total school grade took exam)				
	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	30%	23%	21%	26%
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 for reporting assessment results met 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 who did not attempt exam, etc.

Other Assessments

No information provided

Grade 11

Reading (92.1% of total school grade took exam)				
	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
All Students	25%	29%	23%	23%
Title I Schoolwide				
Title I Targeted				

Math (92.1% 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

Reading: Grade 4, 1994

Proficient level and above 20%
Basic level and above 48%

Math: Grade 4, 1996

Proficient level and above 12%
Basic level and above 48%

Math: Grade 8, 1996

Proficient level and above 14%
Basic level and above 48%

State Context

Expenditures per pupil **\$4,939**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$19,920,759**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **21%**
1990 **21%**

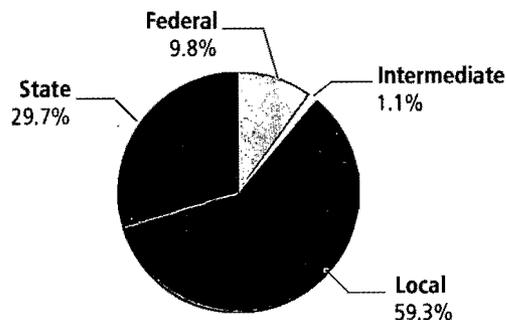
Percent of children living in poverty
1995 **17%**
1990 **19%**

Per capita personal income **\$21,183**
(1997)

Education level of adults
High school graduates **77.1%**
College graduates **17.2%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **177**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
423	195	191	0	11

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	1.1%	91.5%
7-12	1.6	53.9

Professional development of teachers in field (1995-96)

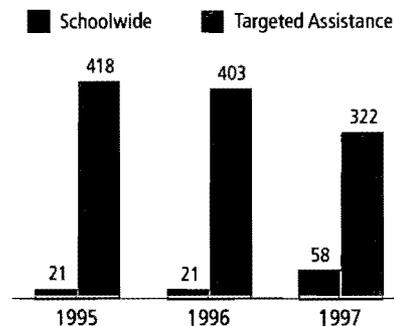
	Grade 4	Grade 8
Mathematics education >16 hours	n/a	n/a
Science education >16 hours	n/a	n/a

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

Eng.	Math	Sci.	Soc. Std.
73	67	72	61

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (1989-90 vs 1996-97)

Grade	1989-90	1996-97
K-8	93,596	97,242
9-12	33,733	43,883
(By state definition) PreK	n/a	1,192

Race/ethnicity (K-12) (1989-90 vs 1996-97)

Race/Ethnicity	1989-90	1996-97
American Indian/Alaskan	n/a	13.8%
Asian/Pacific Islander	n/a	0.8
Black	n/a	1.0
Hispanic	n/a	0.8
White	n/a	83.7

Students with disabilities (1990-91 vs 1996-97)

Year	Percentage
1990-91	9.6%
1996-97	8.6%

Limited English proficient (1989-90 vs 1996-97)

Year	Count
1989-90	6,048
1996-97	6,515

Migrant (1993-94 vs 1996-97)

Year	Count
1993-94	1,733
1996-97	1,806

High school drop-out rate (annual) (1993-94 vs 1995-96)

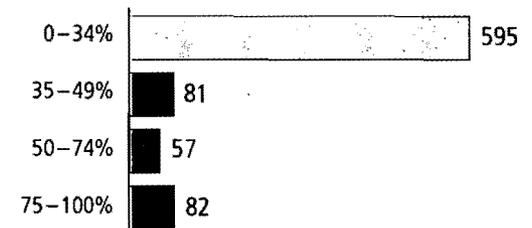
Year	Rate
1993-94	n/a
1995-96	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

Year	Percentage
1994-95	50%
1995-96	53%

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

(1996-97)



* 5 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

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	57%
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	56%
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	

Assessment Information

Assessment Reported

Stanford Achievement Test Version 8, used since 1988–89. The Stanford 9 was administered during the 1997–98 school year.

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1997

National percentile; no levels

Exclusion from Assessment

Local decision

Other Assessments

No information provided

Grade 11

Reading/Language Arts

	National Percentile
All Students	56%
Title I Schoolwide	
Title I Targeted	

Mathematics

	National Percentile
All Students	75%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above n/a

Basic level and above n/a

Math: Grade 4, 1996

Proficient level and above n/a

Basic level and above n/a

Math: Grade 8, 1996

Proficient level and above n/a

Basic level and above n/a

State Context

Expenditures per pupil **\$4,572**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$123,385,145**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

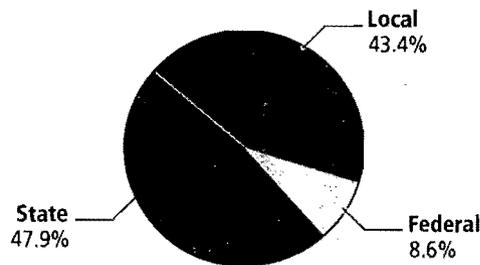
Percent school-age in population
1995 **18%**
1990 **18%**

Percent of children living in poverty
1995 **23%**
1990 **26%**

Per capita personal income **\$22,752**
(1997)

Education level of adults
High school graduates **67.1%**
College graduates **16.0%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **140**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
938	245	270	51	8

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	18.7%	94.1%
7-12	13.6	57.6

Professional development of teachers in field (1995-96)

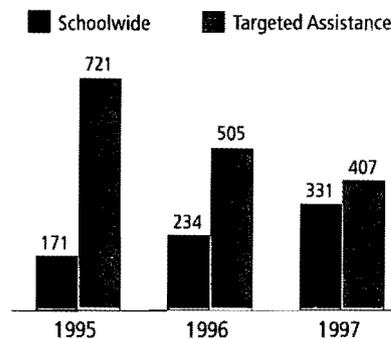
	Grade 4	Grade 8
Mathematics education >16 hours	19%	36%
Science education >16 hours	n/a	40

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

Eng.	Math	Sci.	Soc. Std.
73	59	52	81

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	590,121	626,401
9-12	229,539	241,780
PreK	n/a	n/a

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	*%	0.3%
Asian/Pacific Islander	0.7	1.2
Black	22.4	23.5
Hispanic	0.3	1.0
White	76.6	74.0

* >0.05%

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	11.7%	12.2%

Limited English proficient (1989-90 vs 1996-97)

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

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	391	815

High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	54%	60%

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

(1996-97)

data not available

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

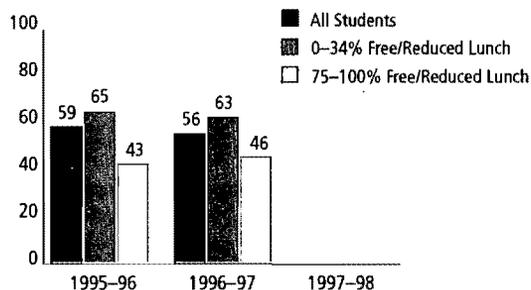
	Nonmastery	Partial Mastery	Mastery
All Students	16%	28%	56%
Title I Schoolwide	19	30	51
Title I Targeted			
Percent of School in Poverty			
00–34	12	25	63
75–100	23	31	46
LEP Students			
Migrant students			

Mathematics

	Nonmastery	Partial Mastery	Mastery
All Students	22%	24%	54%
Title I Schoolwide	24	26	50
Title I Targeted			
Percent of School in Poverty			
00–34	18	22	60
75–100	28	26	46
LEP Students			
Migrant students			

Student achievement trend

Reading 4th grade meets or exceeds Partial Mastery



Grade 8

Reading/Language Arts

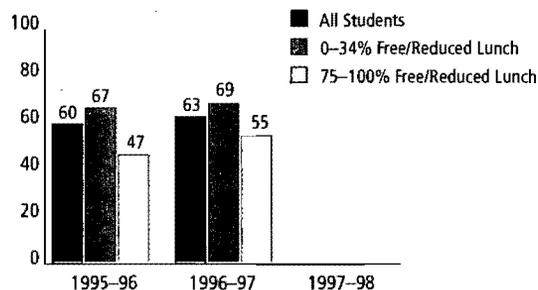
	Nonmastery	Partial Mastery	Mastery
All Students	17%	33%	50%
Title I Schoolwide	19	35	46
Title I Targeted			
Percent of School in Poverty			
00–34	13	30	57
75–100	25	37	38
LEP Students			
Migrant students			

Mathematics

	Nonmastery	Partial Mastery	Mastery
All Students	37%	29%	34%
Title I Schoolwide	39	29	32
Title I Targeted	50	45	5
Percent of School in Poverty			
00–34	31	30	39
75–100	46	28	27
LEP Students			
Migrant students			

Student achievement trend

Math 8th grade meets or exceeds Partial Mastery



Assessment Information

Assessment Reported

Tennessee Comprehensive Achievement Program, used since 1989. New assessment in 1997–98.

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

State Definition of "Proficient"

No information available

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 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

Reading: Grade 4, 1994

Proficient level and above 27%
Basic level and above 58%

Math: Grade 4, 1996

Proficient level and above 17%
Basic level and above 58%

Math: Grade 8, 1996

Proficient level and above 15%
Basic level and above 53%

State Context

Expenditures per pupil \$5,321
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$625,538,150
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 20%
1990 20%

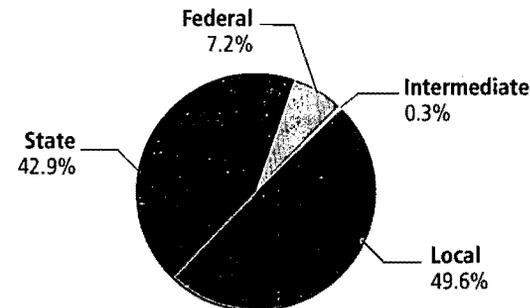
Percent of children living in poverty
1995 25%
1990 24%

Per capita personal income \$23,647
(1997)

Education level of adults
High school graduates 72.1%
College graduates 20.3%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 1,044
(1996-97)

Number of public schools in state (1996-97)
Elementary Middle High Combined Other
3,532 | 1,438 | 1,336 | 418 | 151

Student/teacher ratio (1996-97)
Elementary Middle High
16:1 | 15:1 | 15:1

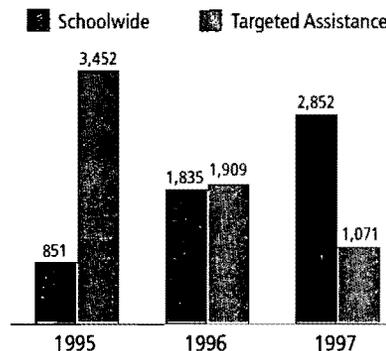
Race/ethnicity and gender of teachers (1993-94)
K-6 7-12 Minority Female
19.1% 90.5%
19.5 58.8

Professional development of teachers in field (1995-96)
Grade 4 Grade 8
Mathematics education >16 hours 46% 64%
Science education >16 hours n/a 57

Secondary teachers with major in main assignment (Percent, 1993-94)
Eng. Math Sci. Soc. Std.
71 | 65 | 70 | 67

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)
1989-90 1996-97
K-8 2,443,245 2,666,714
9-12 885,269 1,028,958
PreK n/a 133,303

Race/ethnicity (K-12) 1989-90 1996-97
American Indian/Alaskan 0.2% 0.3%
Asian/Pacific Islander 1.9 2.4
Black 14.6 14.3
Hispanic 33.1 37.4
White 50.3 45.6

Students with disabilities 1990-91 1996-97
9.2% 10.7%

Limited English proficient 1989-90 1996-97
309,862 513,634

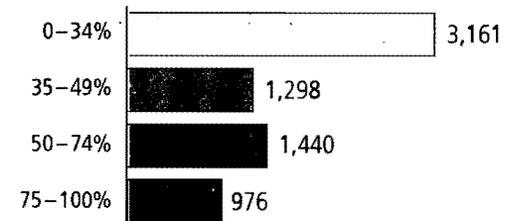
Migrant 1993-94 1996-97
121,054 115,043

High school drop-out rate (annual) 1993-94 1995-96
2.7% n/a

Postsecondary enrollment (High school grads enrolled in college) 1994-95 1995-96
50% 57%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (92.3% of total school grade took exam)

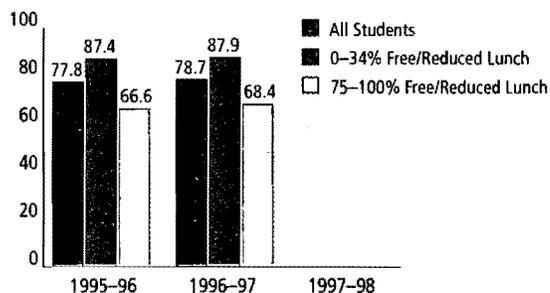
	Partially Proficient	Proficient	Advanced
All Students	21.3%	53.4%	25.3%
Title I Schoolwide	27.6	54.0	18.4
Title I Targeted	18.3	54.5	27.1
Percent of School in Poverty			
00–34	12.1	51.6	36.3
75–100	31.6	53.5	14.9
LEP Students	42.9	49.3	7.8
Migrant students	35.8	53.8	10.4

Mathematics (92.3% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	21.7%	56.2%	22.1%
Title I Schoolwide	27.5	54.9	17.6
Title I Targeted	18.7	58.1	23.2
Percent of School in Poverty			
00–34	12.8	57.5	22.6
75–100	31.6	53.1	15.3
LEP Students	36.1	52.1	11.8
Migrant students	31.0	54.7	14.3

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 8

Reading/Language Arts (92.4% of total school grade took exam)

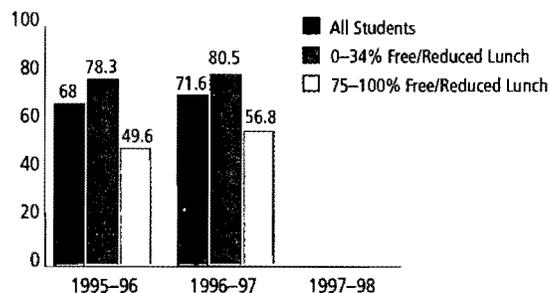
	Partially Proficient	Proficient	Advanced
All Students	20.0%	67.7%	12.3%
Title I Schoolwide	27.9	65.1	6.9
Title I Targeted	18.3	68.5	13.3
Percent of School in Poverty			
00–34	12.5	69.9	17.6
75–100	33.5	62.2	4.3
LEP Students	60.8	38.5	0.7
Migrant students	40.6	56.7	2.7

Mathematics (92.4% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	28.3%	54.8%	16.8%
Title I Schoolwide	37.0	52.2	10.8
Title I Targeted	25.6	55.9	18.5
Percent of School in Poverty			
00–34	19.5	57.5	23.0
75–100	43.2	48.9	7.9
LEP Students	62.3	34.3	3.4
Migrant students	45.0	47.9	7.1

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 for reporting assessment results 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

No information provided

Grade 10

Reading (93.1% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	16.4%	66.5%	17.2%
Title I Schoolwide	25.2	65.0	9.9
Title I Targeted	15.7	67.5	16.8

Mathematics (93.1% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	30.6%	53.1%	16.3%
Title I Schoolwide	39.4	49.3	11.3
Title I Targeted	29.2	54.7	16.1

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above 26%
Basic level and above 58%

Math: Grade 4, 1996

Proficient level and above 25%
Basic level and above 69%

Math: Grade 8, 1996

Proficient level and above 21%
Basic level and above 59%

State Context

Expenditures per pupil **\$3,775**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$34,292,979**

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **25%**
1990 **27%**

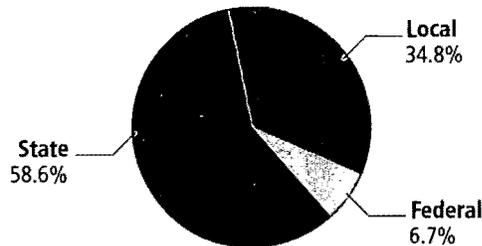
Percent of children living in poverty
1995 **10%**
1990 **12%**

Per capita personal income **\$20,246**
(1997)

Education level of adults
High school graduates **85.1%**
College graduates **22.3%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **40**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
440	120	142	15	25

Student/teacher ratio (1996-97)

Elementary	Middle	High
21:1	22:1	22:1

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	5.2%	84.6%
7-12	2.5	51.0

Professional development of teachers in field (1995-96)

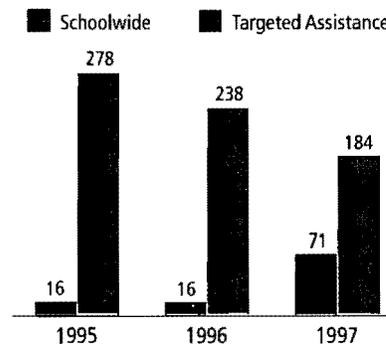
	Grade 4	Grade 8
Mathematics education >16 hours	32%	46%
Science education >16 hours	n/a	43

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

Eng.	Math	Sci.	Soc. Std.
73	55	66	61

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	324,004	318,289
9-12	114,550	149,280
PreK	n/a	1,869

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	1.4%	1.5%
Asian/Pacific Islander	1.8	2.4
Black	0.5	0.7
Hispanic	3.7	6.0
White	92.6	89.4

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	9.5%	9.8%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	18,636	35,286

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	2,302	2,550

High school drop-out rate (annual) (1993-94 vs 1995-96)

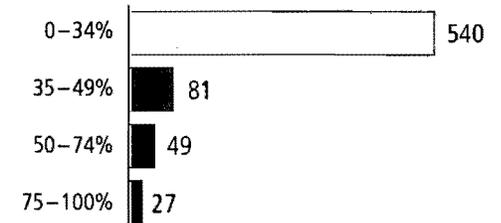
	1993-94	1995-96
High school drop-out rate (annual)	3.5%	4.4%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	56%	49%

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

(1996-97)



* 45 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading (95% of total school grade took exam)				
	Below Basic	Basic	Proficient	Advanced
All Students	35.9%	27.7%	30.9%	5.5%
Title I Schoolwide	58.0	21.0	18.8	2.2
Title I Targeted	36.8	27.7	30.3	5.2
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics (95% of total school grade took exam)				
	Below Basic	Basic	Proficient	Advanced
All Students	38.6%	22.4%	30.1%	8.9%
Title I Schoolwide	56.7	19.7	19.4	4.2
Title I Targeted	38.4	22.9	29.8	8.9
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Grade 6

Reading (95% of total school grade took exam)				
	Below Basic	Basic	Proficient	Advanced
All Students	47.5%	26.7%	23.5%	2.3%
Title I Schoolwide	64.9	18.5	14.8	1.8
Title I Targeted	51.6	26.1	20.6	1.7
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Mathematics (95% of total school grade took exam)				
	Below Basic	Basic	Proficient	Advanced
All Students	61.3%	17.4%	16.6%	4.7%
Title I Schoolwide	73.3	11.8	11.3	3.6
Title I Targeted	64.5	16.3	14.8	4.4
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 for reporting assessment results did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1995
Score of 86% 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
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	
Reading: Grade 4, 1994	
Proficient level and above	30%
Basic level and above	64%
Math: Grade 4, 1996	
Proficient level and above	23%
Basic level and above	69%
Math: Grade 8, 1996	
Proficient level and above	24%
Basic level and above	70%

State Context

Expenditures per pupil **\$6,560**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$16,326,500**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **19%**
1990 **18%**

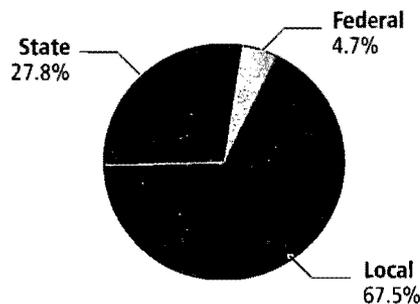
Percent of children living in poverty
1995 **13%**
1990 **13%**

Per capita personal income **\$23,018**
(1997)

Education level of adults
High school graduates **80.8%**
College graduates **24.3%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **285**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
254	22	49	22	16

Student/teacher ratio (1996-97)

Elementary	Middle	High
14:1	14:1	13:1

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	1.8%	87.5%
7-12	3.5	58.3

Professional development of teachers in field (1995-96)

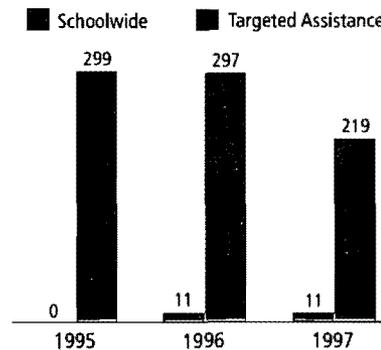
	Grade 4	Grade 8
Mathematics education >16 hours	41%	58%
Science education >16 hours	n/a	60

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

Eng.	Math	Sci.	Soc. Std.
87	75	81	81

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	69,103	73,524
9-12	25,676	29,952
PreK	n/a	1,370

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.5%	0.6%
Asian/Pacific Islander	0.5	1.0
Black	0.4	0.8
Hispanic	0.2	0.4
White	98.4	97.3

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	11.4%	9.4%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	384	750

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	1,403	1,305

High school drop-out rate (annual) (1993-94 vs 1995-96)

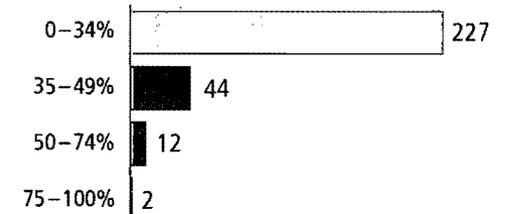
	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	51%	56%

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

(1996-97)



* Interpret with caution. 78 schools did not report.

Student Achievement

Percentage of students meeting state proficiency levels

1996-97

Grade 4

Reading-All Students

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
Basic Understanding	0%	11%	30%	58%	1%
Analysis & Interpretation	1	17	38	43	1

Grade 8

Reading-All Students

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
Basic Understanding	1%	8%	18%	67%	6%
Analysis & Interpretation	1	14	24	55	7

1995-96

Mathematics-All Students

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
Concepts	6%	41%	34%	16%	2%
Skills	0	15	33	36	12
Problem Solving	8	48	22	17	5

Mathematics-All Students

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
Concepts	24%	23%	23%	22%	8%
Skills	6	15	23	30	25
Problem Solving	12	35	34	17	2

Assessment Information

Assessment Reported
New Standards Reference Exam

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

State Definition of "Proficient" used since 1996-97
No information provided.

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

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
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Skills

Concepts

Mathematics

	Little Evidence of Achiev.	Below Standard	Nearly Achiev. Standard	Achiev. Standard	Achiev. with Honors
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Skills

Concepts

Problem Solving

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	n/a
Basic level and above	n/a

Math: Grade 4, 1996

Proficient level and above	23%
Basic level and above	67%

Math: Grade 8, 1996

Proficient level and above	27%
Basic level and above	72%

State Context

Expenditures per pupil **\$5,704**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$102,822,203**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

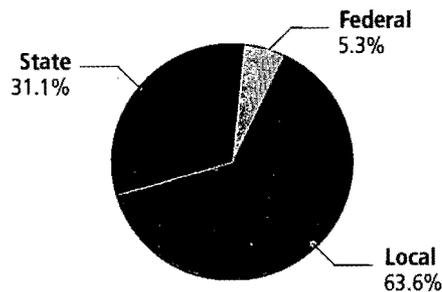
Percent school-age in population
1995 **17%**
1990 **17%**

Percent of children living in poverty
1995 **14%**
1990 **15%**

Per capita personal income **\$26,172**
(1997)

Education level of adults
High school graduates **75.2%**
College graduates **24.5%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **141**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,109	326	295	20	42

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	15.5%	94.9%
7-12	18.4	67.0

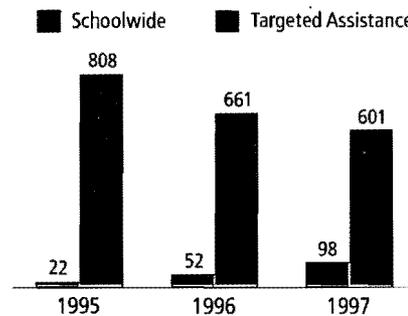
Professional development of teachers in field (1995-96)

	Grade 4	Grade 8
Mathematics education >16 hours	30%	50%
Science education >16 hours	n/a	41

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

Eng.	Math	Sci.	Soc. Std.
93	69	67	84

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



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	712,297	763,185
9-12	273,049	299,859
PreK	n/a	3,917

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	n/a	0.2%
Asian/Pacific Islander	n/a	3.6
Black	n/a	26.8
Hispanic	n/a	3.4
White	n/a	66.0

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	10.1%	11.4%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	n/a	n/a

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	1,835	1,662

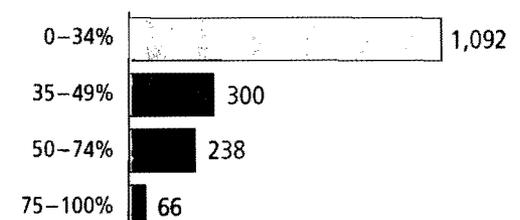
High school drop-out rate (annual) (1993-94 vs 1995-96)

	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	53%	57%

All schools by percent of students eligible to participate in the Free Lunch Program* (1996-97)



* 96 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 3

Reading/Language Arts (95.3% of total school grade took exam)

	National Percentile
All Students	56%
Title I	56
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics (95.3% of total school grade took exam)

	National Percentile
All Students	55%
Title I	52
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

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

	National Percentile
All Students	62%
Title I	47
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics (95.1% of total school grade took exam)

	National Percentile
All Students	55%
Title I	44
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 for reporting assessment results did not meet 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

Standards of Learning piloted

Grade 11

Reading (92.3% of total school grade took exam)

	National Percentile
All Students	56%
Title I Schoolwide	
Title I Targeted	

Mathematics (92.3% of total school grade took exam)

	National Percentile
All Students	48%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	26%
Basic level and above	57%

Math: Grade 4, 1996

Proficient level and above	19%
Basic level and above	62%

Math: Grade 8, 1996

Proficient level and above	21%
Basic level and above	58%

State Context

Expenditures per pupil \$5,404
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$113,398,412

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 19%
1990 18%

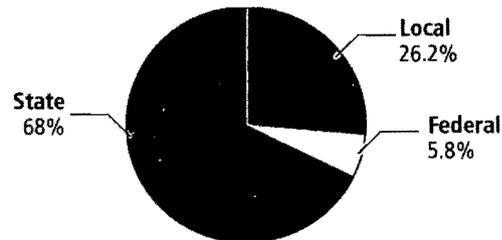
Percent of children living in poverty
1995 16%
1990 14%

Per capita personal income \$26,412
(1997)

Education level of adults
High school graduates 83.8%
College graduates 22.9%
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts 296
(1996-97)

Number of public schools in state (1996-97)
Elementary Middle High Combined Other
1,125 | 326 | 388 | 104 | 28

Student/teacher ratio (1996-97)
Elementary Middle High
21:1 | 21:1 | 22:1

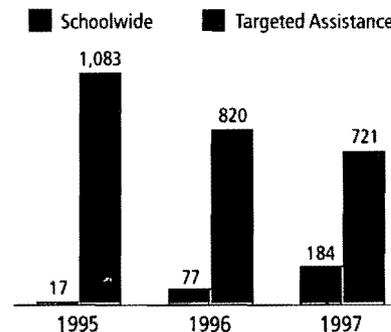
Race/ethnicity and gender of teachers (1993-94)
Minority Female
K-6 5.5% | 83.7%
7-12 4.5 | 46.0

Professional development of teachers in field (1995-96)
Grade 4 Grade 8
Mathematics education >16 hours 33% | 47%
Science education >16 hours n/a | 56

Secondary teachers with major in main assignment (Percent, 1993-94)
Eng. Math Sci. Soc. Std.
64 | 49 | 83 | 75

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment 1989-90 1996-97
K-8 585,818 682,092
9-12 224,414 287,059
(By state definition) PreK n/a 5,353

Race/ethnicity (K-12) 1989-90 1996-97
American Indian/Alaskan 2.4% 2.7%
Asian/Pacific Islander 5.3 6.7
Black 4.1 4.8
Hispanic 5.2 8.3
White 82.9 77.5

Students with disabilities 1990-91 1996-97
8.5% 9.3%

Limited English proficient 1989-90 1996-97
24,279 55,773

Migrant 1993-94 1996-97
31,025 31,057

High school drop-out rate (annual) 1993-94 1995-96
n/a n/a

Postsecondary enrollment (High school grads enrolled in college) 1994-95 1995-96
57% 60%

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

(1996-97)

data not available

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts (93% of total school grade took exam)	
	Bottom Quartile
All Students	23.5%
Title I Schoolwide	39.2
Title I Targeted	
Percent of School in Poverty	
00–34	17.1
75–100	46.8
LEP Students	
Migrant students	

Mathematics (92% of total school grade took exam)	
	Bottom Quartile
All Students	28.1%
Title I Schoolwide	41.6
Title I Targeted	
Percent of School in Poverty	
00–34	21.9
75–100	47.0
LEP Students	
Migrant students	

Grade 8

Reading/Language Arts (92% of total school grade took exam)	
	Bottom Quartile
All Students	20.2%
Title I Schoolwide	38.3
Title I Targeted	
Percent of School in Poverty	
00–34	16.3
75–100	48.2
LEP Students	
Migrant students	

Mathematics (92% of total school grade took exam)	
	Bottom Quartile
All Students	23.2%
Title I Schoolwide	38.7
Title I Targeted	
Percent of School in Poverty	
00–34	19.6
75–100	51.4
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 reporting assessment results did not meet 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

Reading: Grade 4, 1994

Proficient level and above	27%
Basic level and above	59%

Math: Grade 4, 1996

Proficient level and above	21%
Basic level and above	67%

Math: Grade 8, 1996

Proficient level and above	26%
Basic level and above	67%

State Context

Expenditures per pupil **\$6,564**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$70,425,846**

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

Percent school-age in population
1995 **17%**
1990 **19%**

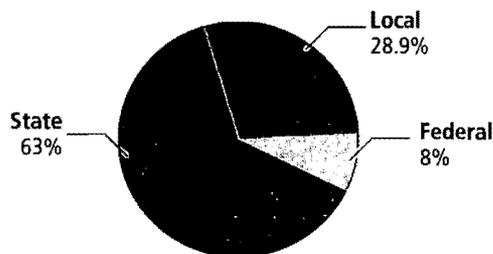
Percent of children living in poverty
1995 **28%**
1990 **27%**

Per capita personal income **\$18,734**
(1997)

Education level of adults
High school graduates **66.0%**
College graduates **12.3%**
(25 years and older, 1990)

Sources of funding

District average
(1995-96)



School and Teacher Demographics

Number of districts **55**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
535	138	125	20	11

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	2.3%	88.2%
7-12	1.3	59.4

Professional development of teachers in field (1995-96)

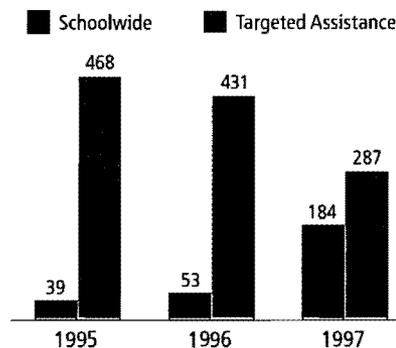
	Grade 4	Grade 8
Mathematics education >16 hours	20%	46%
Science education >16 hours	n/a	59

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

	Eng.	Math	Sci.	Soc. Std.
	74	80	76	83

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	227,251	203,930
9-12	100,289	94,557
PreK	n/a	4,289

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	0.0%	0.1%
Asian/Pacific Islander	0.4	0.3
Black	3.9	4.0
Hispanic	0.2	0.5
White	95.5	95.2

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	12.3%	13.2%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	273	n/a

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	256	208

High school drop-out rate (annual) (1993-94 vs 1995-96)

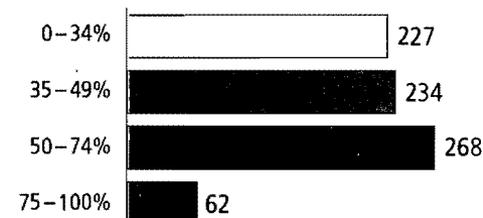
	1993-94	1995-96
High school drop-out rate (annual)	4.2%	3.8%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	50%	51%

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

(1996-97)



* 38 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	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

	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	58%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	58%
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 for reporting assessment results
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 10

Reading/Language Arts

	National Percentile
All Students	55%
Title I Schoolwide	
Title I Targeted	

Mathematics

	National Percentile
All Students	52%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994		
Proficient level and above		26%
Basic level and above		58%
Math: Grade 4, 1996		
Proficient level and above		19%
Basic level and above		63%
Math: Grade 8, 1996		
Proficient level and above		14%
Basic level and above		54%

State Context

Expenditures per pupil **\$6,814**
(Geographically adjusted for cost of living, 1995-96)

Title I allocation **\$125,367,773**
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

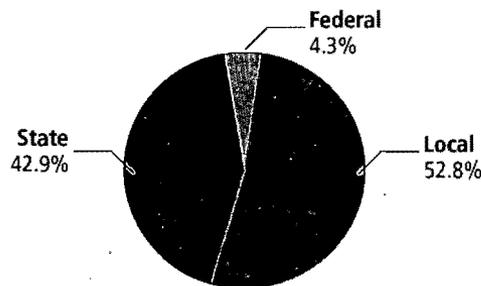
Percent school-age in population
1995 **20%**
1990 **19%**

Percent of children living in poverty
1995 **14%**
1990 **12%**

Per capita personal income **\$24,199**
(1997)

Education level of adults
High school graduates **78.6%**
College graduates **17.7%**
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts **426**
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
1,229	369	452	32	10

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	3.5%	80.0%
7-12	1.3	45.3

Professional development of teachers in field (1995-96)

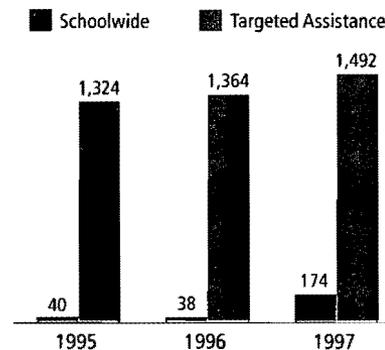
	Grade 4	Grade 8
Mathematics education >16 hours	18%	40%
Science education >16 hours	n/a	54

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

	Eng.	Math	Sci.	Soc. Std.
	75	76	68	85

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	549,143	585,532
9-12	233,762	273,937
PreK	n/a	19,790

Race/ethnicity (K-12)

	1989-90	1996-97
American Indian/Alaskan	1.3%	1.3%
Asian/Pacific Islander	1.8	2.9
Black	8.6	9.6
Hispanic	2.4	3.5
White	86.0	82.6

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	9.2%	10.3%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	13,120	23,270

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	1,707	1,608

High school drop-out rate (annual) (1993-94 vs 1995-96)

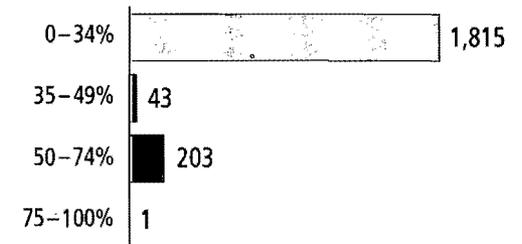
	1993-94	1995-96
High school drop-out rate (annual)	n/a	n/a

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	60%	63%

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

(1996-97)



* 30 schools did not report.

Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Grade 4

Reading (92% of total school grade took exam)

	National Percentile
All Students	67
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics (93% of total school grade took exam)

	National Percentile
All Students	63
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading (95% of total school grade took exam)

	National Percentile
All Students	67
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics (95% of total school grade took exam)

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

Assessment Information

Assessment Reported

Knowledge and Concept Examinations, used since 1992–93

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results met review criteria of the U.S. Department of Education.

State Definition of “Proficient”

National percentile; no levels.
Levels introduced in 1997–98.

Exclusion from Assessment

Some students with disabilities and some LEP students

Other Assessments

Science, Social Studies, Writing, CTB

Grade 10

Reading (90% of total school grade took exam)

	National Percentile
All Students	64
Title I Schoolwide	
Title I Targeted	

Mathematics (90% of total school grade took exam)

	National Percentile
All Students	71
Title I Schoolwide	
Title I Targeted	

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	35%
Basic level and above	71%

Math: Grade 4, 1996

Proficient level and above	27%
Basic level and above	74%

Math: Grade 8, 1996

Proficient level and above	32%
Basic level and above	75%

State Context

Expenditures per pupil \$6,361
(Geographically adjusted for cost of living, 1995-96)

Title I allocation \$16,269,547
(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected or Delinquent, 1996-97)

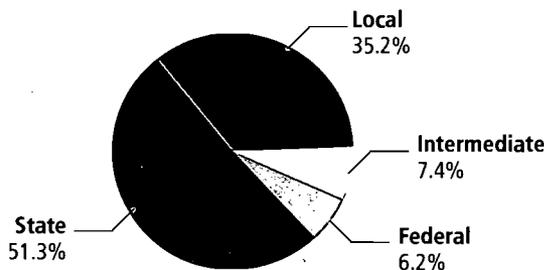
Percent school-age in population
1995 22%
1990 22%

Percent of children living in poverty
1995 13%
1990 15%

Per capita personal income \$22,611
(1997)

Education level of adults
High school graduates 83.0%
College graduates 18.8%
(25 years and older, 1990)

Sources of funding
District average
(1995-96)



School and Teacher Demographics

Number of districts 49
(1996-97)

Number of public schools in state (1996-97)

Elementary	Middle	High	Combined	Other
235	92	76	2	3

Student/teacher ratio (1996-97)

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

Race/ethnicity and gender of teachers (1993-94)

	Minority	Female
K-6	4.0%	84.0%
7-12	4.2	47.5

Professional development of teachers in field (1995-96)

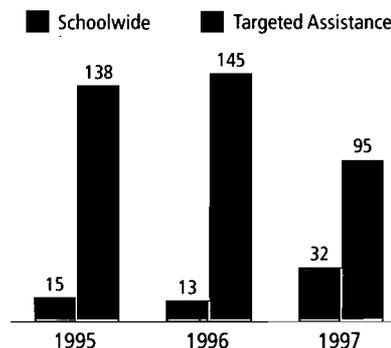
	Grade 4	Grade 8
Mathematics education >16 hours	18%	34%
Science education >16 hours	n/a	49

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

Eng.	Math	Sci.	Soc. Std.
75	78	80	81

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Student Demographics

Fall public school enrollment (By state definition)

	1989-90	1996-97
K-8	70,130	67,321
9-12	27,042	31,722
PreK	n/a	n/a

Race/ethnicity (K-12) (1989-90 vs 1996-97)

	1989-90	1996-97
American Indian/Alaskan	n/a	2.8%
Asian/Pacific Islander	n/a	0.8
Black	n/a	1.2
Hispanic	n/a	6.2
White	n/a	89.0

Students with disabilities (1990-91 vs 1996-97)

	1990-91	1996-97
Students with disabilities	9.4%	10.9%

Limited English proficient (1989-90 vs 1996-97)

	1989-90	1996-97
Limited English proficient	2,272	1,850

Migrant (1993-94 vs 1996-97)

	1993-94	1996-97
Migrant	483	576

High school drop-out rate (annual) (1993-94 vs 1995-96)

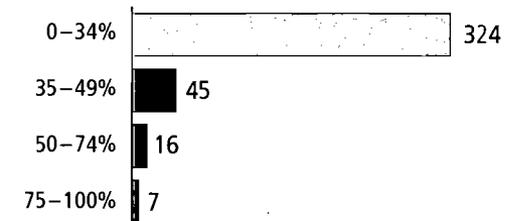
	1993-94	1995-96
High school drop-out rate (annual)	6.7%	5.7%

Postsecondary enrollment (High school grads enrolled in college) (1994-95 vs 1995-96)

	1994-95	1995-96
Postsecondary enrollment	53%	53%

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

(1996-97)



Student Achievement 1996–1997

Percentage of students meeting state proficiency levels

Elementary

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I	27%	26%	29%	18%
Title I Targeted				
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	29%	23%	28%	21%
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Middle

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I	22%	29%	31%	18%
Title I Targeted				
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	22%	26%	32%	20%
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students				
Migrant students				

Assessment Information

Assessment Reported

Multiple Assessment Tools. Scores available only at elementary and middle school levels, not by grade.

Progress Toward Assessment Aligned with Standards

Performance standards for reporting assessment results 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

Not provided

Other Assessments

ITBS, Stanford, CTBS, and others

High

Reading/Language Arts

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I	33%	27%	19%	21%
Title I Targeted				

Math

	Level 1	Level 2	Level 3	Level 4
All Students				
Title I	36%	17%	23%	24%
Title I Targeted				

NAEP State Results

Reading: Grade 4, 1994

Proficient level and above	32%
Basic level and above	68%

Math: Grade 4, 1996

Proficient level and above	19%
Basic level and above	64%

Math: Grade 8, 1996

Proficient level and above	22%
Basic level and above	68%

State Context

Expenditures per pupil

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, School Year 1995–96. Current expenditures per pupil as reported by school districts and adjusted for state cost of living with Cost of Education Index (from NCES).

Note: Current expenditures include salaries, employee benefits, purchased services, and supplies, but exclude capital outlay, debt service, facilities acquisition and construction, and equipment.

Title I allocation

Source: U.S. Department of Education, Compensatory Education Programs, FY 1996 Title I Allocation for School Year 1996–97

Note: Sum of Basic Grants, Concentration Grants, LEA Grants, Capital Expenses, Even Start, Migrant Education, and Neglected and Delinquent Grants.

Percent school-age in population

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports; 1990, 1995

Notes: This figure is calculated as the percent of the state population age 5 to 17.

Percent of children living in poverty

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey 1990, 1995.

Notes: The percent of related children under age 18 who live in families with incomes below the U.S. poverty threshold, as defined by the U.S. Bureau of the Census.

'Related children' include the family head's children by birth, marriage, or adoption, as well as other persons under age 18 who are related to the family head. In the Current Population Survey, families are surveyed each March and asked about their income in the previous calendar year. Poverty is determined by comparing the income from the previous calendar year to the family composition as of the survey date in March. Poverty thresholds vary by family size and composition. In calendar year 1992, the poverty threshold for a typical family of four persons was \$14,335.

The data shown here represent five-year averages. For example, the figure for 1995 represents an average of Current Population Survey Data collected from 1994 through 1997. We refer to the data collected in 1995 as 1995 data even though they reflect 1994 income.

Per capita personal income

Source: U.S. Department of Commerce, Bureau of Economic Analysis, 1998

Notes: Per capita personal income is the annual total personal income of residents divided by resident population as of July 1. Personal income is the sum of net earnings by place of residence, rental income of persons, personal dividend income, personal interest income, and transfer payments. Personal income is measured before the deduction of personal income taxes and other personal taxes and is reported in current dollars (no adjustment is made for price changes).

Education level of adults

Source: U.S. Department of Commerce, Bureau of the Census, Decennial Census, 1990

Sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, 1995–96 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.

School and Teacher Demographics

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1996–97

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, 1996–97

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, 1996–97

Note: Number of public school students divided by number of teachers in full-time equivalents.

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

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.

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.

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 1996-97

Notes: Information reported by the states regarding the number of schools with schoolwide and targeted assistance programs.

Student Demographics

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1989-90 and 1996-97

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, 1996-97

Students with disabilities (K-12)

Source: U.S. Department of Education, Office of Special Education Programs, 1990-91 and 1996-97

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, 1996-97

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, 1994-95

Notes: Only states whose definitions complied with NCEES's definition were included. Annual, or "event," rate is the percentage of 9-12 students dropping out during one school year. (1995-96 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 1995; Common Core of Data; and Private School Universe Survey.

Notes: Accounts for first-time students attending college in any state, 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, 1996-97

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.

Student achievement

Source: State Departments of Education, assessment results for 1996-97 school year, reported in Title I Performance Report, Part 7, U.S. Department of Education. Results for 1995-96 reported in column 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.

Campbell, J.R., Donahue, P.L., Reese, C.M., and Phillips, G.W.; NAEP 1994 Reading Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1996.

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 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 possess the knowledge and skills necessary to successfully perform the tasks and as-

signments 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.

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.

Appendix B

State Progress Toward Development of Title I Accountability System

STATE	Content Standards	Performance Standards	State Assessment Results	By Levels	Achievement Dissaggregated	Trends Analysis
	Complete 1998: Core subjects	Met review criteria of USED	Achievement reported for 1996-97	Proficiency levels/year set	By sch.% poverty, stud.LEP, Disability	Years of consistent data
Alabama	Under revision	Waiver	Stanford 9	1996	Poverty, LEP, Dis.	3
Alaska	M, S, E/LA, H	Waiver	CTBS	1998		
Arizona	M, S, LA, SSt	Waiver	Stanford 9			
Arkansas	S, H/SSt	Waiver	report 1997-98			
California	M, E/LA	Waiver	report 1997-98			
Colorado	M, S, H, LA, Geog.	LA	CO State Assess.	1997	Poverty, LEP, Dis.	1
Connecticut	M, S, E/LA, SSt	LA, Math	CMT	1994	Poverty, LEP, Dis.	3
Delaware	M, S, E/LA, SSt	Waiver	ITBS (by district)			
District of Columbia	E, LA, H	Waiver	SAT-9		Poverty, LEP, Dis.	1
Florida	M, S, LA, SSt	Waiver	Multiple tests		Poverty, LEP, Dis.	1
Georgia	Under development	Waiver	ITBS, HS Grad. Test			
Hawaii	Under revision	Waiver	SAT-8	1997	Poverty, LEP, Dis.	1
Idaho	M, S, LA, SSt (K-6)	Waiver	ITBS and TAP			
Illinois	M, S, E/LA, SSt	LA, Math	IGAP		Poverty, LEP, Dis.	1
Indiana	M, E/LA, SSt	LA, Math	ISTEP+	1997		
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	Waiver	report 1998-99			
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	Waiver	report 1997-98			
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		Poverty	
Mississippi	M, S, SSt, LA	Waiver	ITBS and TAP			
Missouri	M, S, LA, SSt	Waiver	MO Mastery Achiev. Tests	1998		
Montana	M, Reading	Waiver	Multiple Assess.	1997	Poverty	1
Nebraska	Under development	Waiver	Assorted CRTs, NRTs			
Nevada	FL	Waiver	Terra Nova, Form A			
New Hampshire	M, S, E/LA, SSt	LA, Math	NH State Assess. Test	1994		

	Content Standards	Performance Standards	State Assessment Results	By Levels	Achievement Disaggregated	Trends Analysis
STATE	Complete 1998: Core subjects	Met review criteria of USED	Achievement reported for 1996-97	Proficiency levels/year set	By sch.% poverty, stud.LEP, Disability	Years of consistent data
New Jersey	M, S, LA, SSt	Waiver	Early Warning Test			
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.	2
North Carolina	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, LEP, Dis.	2
Oklahoma	M, S, SSt	LA, Math	OK Core Curric. Test			
Oregon	M, S, E, H	LA, Math	Oregon Statewide Assess.	1996	Poverty, LEP, Dis.	1
Pennsylvania	Under development	LA, Math	PA Syst. of Student Assess.	1996	Poverty, LEP, Dis.	1
Puerto Rico	Under development	LA, Math	PPCE			
Rhode Island	M, S, E/LA	Waiver	RI Math/ LA Perf. Test			
South Carolina	M, S, E/LA	LA, Math	MAT 7	1996	Disability	1
South Dakota	Under review	LA, Math	SAT-8	1997		
Tennessee	M, S, E, SSt	Waiver	TN Comp. Assess. Prog.		Poverty	2
Texas	M, S, E/LA, SSt	LA, Math	TAAS	1995	Poverty, LEP, Dis.	3
Utah	M, S, E, SSt	Waiver	report 1997-98			
Vermont	M/S, LA/AR, H/SSt	LA, Math	New Stand. Ref. Exam	1996		
Virginia	M, S, E, H/SSt	Waiver	Stanford 9	1998		
Washington	M, S, SSt, LA	Waiver	CTBS 4		Poverty, LEP, Dis.	2
West Virginia	M, S, SSt	Waiver	Stanford 9			
Wisconsin	M, S, E/LA, SSt	LA, Math	WI student assess system			
Wyoming	S, SSt	LA, Math	Multiple Tests			

State Content Standards

Source: State Departments of Education, CCSSO Policies and Practices Survey, Spring 1996; and U.S. Department of Education, Compensatory Education Programs, Application information submitted by states, 1997.

State Assessment Results for 1996-97; By Levels

Source: State Departments of Education, reported in Title I Performance Report, Part 7, to U.S. Department of Education, 1997, 1998, and CCSSO, Survey of State Assessment Programs, 1998.

Performance Standards

Source: U.S. Department of Education, Elementary and Secondary Education, Compensatory Education Programs, Review of State Title I plans, 1998.

Achievement Disaggregated; Trends Analysis

Source: State assessment results submitted in Title I Performance Report, Part 7, 1997, 1998, and follow-up by CCSSO, State Education Assessment Center.

Appendix C

Expenditures per pupil, 1995-96

AL..... \$4,866	FL..... \$5,512	LA..... \$4,976	NE..... \$6,423	OK..... \$5,045	VT..... \$6,560
AK..... \$6,464	GA..... \$5,428	ME..... \$6,268	NV..... \$5,135	OR..... \$5,993	VA..... \$5,704
AZ..... \$4,511	HI..... \$5,575	MD..... \$6,460	NH..... \$5,477	PA..... \$6,753	WA..... \$5,404
AR..... \$5,051	ID..... \$4,558	MA..... \$5,999	NJ..... \$8,124	RI..... \$6,624	WV..... \$6,564
CA..... \$4,422	IL..... \$5,348	MI..... \$6,681	NM..... \$4,955	SC..... \$5,279	WI..... \$6,814
CO..... \$5,195	IN..... \$6,014	MN..... \$5,916	NY..... \$7,455	SD..... \$4,939	WY..... \$6,361
CT..... \$7,323	IA..... \$6,213	MS..... \$4,533	NC..... \$5,144	TN..... \$4,572	
DE..... \$6,543	KS..... \$6,009	MO..... \$5,363	ND..... \$5,485	TX..... \$5,321	
DC..... \$7,924	KY..... \$5,377	MT..... \$5,777	OH..... \$5,736	UT..... \$3,775	

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1995-96. Geographic adjustments made by Cost of Education Index, J. Chambers in connection with NCES, 1994.

Title I Allocation, 1996-97

AL..... \$128,783,789	FL..... \$306,097,404	LA..... \$192,971,806	NB..... \$34,364,876	OR..... \$79,526,920	VT..... \$16,326,500
AK..... \$25,347,739	GA..... \$175,799,161	ME..... \$29,334,018	NV..... \$19,542,884	PA..... \$315,879,730	VA..... \$102,822,203
AZ..... \$105,958,550	HI..... \$19,750,819	MD..... \$88,762,761	NH..... \$16,647,712	PR..... \$261,604,243	WA..... \$113,398,412
AR..... \$78,937,418	ID..... \$27,055,324	MA..... \$125,917,374	NJ..... \$145,385,863	RI..... \$21,939,289	WV..... \$70,425,846
CA..... \$830,699,849	IL..... \$327,387,869	MI..... \$319,187,663	NM..... \$627,759,801	SC..... \$93,479,794	WI..... \$125,367,773
CO..... \$69,893,754	IN..... \$113,324,155	MN..... \$85,557,377	NC..... \$136,056,624	SD..... \$19,920,759	WY..... \$16,269,547
CT..... \$55,932,113	IA..... \$52,283,320	MS..... \$126,428,129	ND..... \$17,772,639	TN..... \$123,385,145	
DE..... \$17,073,863	KS..... \$59,937,801	MO..... \$117,407,589	OH..... \$307,328,442	TX..... \$625,538,150	
DC..... \$21,703,353	KY..... \$132,962,701	MT..... \$26,225,619	OK..... \$85,197,955	UT..... \$34,292,979	

Source: U.S. Department of Education, Compensatory Education Programs, FY1996 Title I Allocation for School Year 1996-97.

Sources of Funding, 1995-96

(in Thousands)

	Total Funding	Local	Intermediate	State	Federal		Total Funding	Local	Intermediate	State	Federal
AL	\$3,771,940	29.5	0	61.3	9.2	MT	\$941,538	32.1	9.4	48.6	9.9
AK	\$1,183,127	22.8	0	66.1	11.1	NE	\$1,876,494	62.1	0.7	31.6	5.6
AZ	\$4,151,421	42.9	3.9	44.1	9.0	NV	\$1,554,888	63.5	0	32.0	4.5
AR	\$2,204,845	31.4	0.1	60.0	8.5	NH	\$1,217,104	89.7	0	7.0	3.3
CA	\$30,858,564	35.4	0	55.8	8.9	NJ	\$11,882,657	58.0	0	38.6	3.4
CO	\$3,804,992	50.9	0	43.8	5.3	NM	\$1,783,804	13.9	0	73.9	12.2
CT	\$4,786,247	56.2	0	39.6	4.2	NY	\$25,849,431	54.1	0.3	39.7	5.8
DE	\$822,226	26.7	0	66.6	6.7	NC	\$6,154,971	28.3	0	64.5	7.2
DC	\$675,409	91.9	0	0	8.1	ND	\$618,322	45.2	1.1	42.1	11.5
FL	\$13,214,948	44.0	0	48.6	7.4	OH	\$11,794,089	52.9	0.1	40.7	6.3
GA	\$7,627,823	41.3	0	51.9	6.8	OK	\$2,856,688	29.4	1.9	59.3	9.3
HI	\$1,201,888	2.4	0	89.8	7.8	OR	\$3,366,831	37.8	1.6	54.1	6.5
ID	\$1,179,927	28.6	0	64.3	7.1	PA	\$14,047,905	54.2	0.4	39.8	5.5
IL	\$12,290,140	27.3	0	66.6	6.1	PR	\$1,821,858	0	0	70.5	29.5
IN	\$6,191,534	39.8	0.8	54.3	5.2	RI	\$1,138,171	53.4	0	41.5	5.1
IA	\$3,033,687	45.6	0.3	49.0	5.1	SC	\$3,697,232	38.8	0	52.9	8.3
KS	\$2,948,036	33.0	4.3	57.3	5.4	SD	\$717,005	59.3	1.1	29.7	9.8
KY	\$3,492,890	26.4	0	65.3	8.3	TN	\$4,142,148	43.4	0	47.9	8.6
LA	\$3,934,998	37.6	0	50.3	12.1	TX	\$21,689,792	49.6	0.3	42.9	7.2
ME	\$1,451,987	47.5	0	47.0	5.6	UT	\$2,066,218	34.8	0	58.6	6.7
MD	\$5,695,850	56.9	0	38.2	4.9	VT	\$773,448	67.5	0	27.8	4.7
MA	\$6,772,855	57.0	0	38.3	4.7	VA	\$6,826,448	63.6	0	31.1	5.3
MI	\$12,698,697	27.0	0.1	66.8	6.1	WA	\$6,327,993	26.2	0	68.0	5.8
MN	\$5,939,765	35.6	1.9	58.2	4.3	WV	\$1,990,094	28.9	0	63.0	8.0
MS	\$2,225,798	28.5	0	57.8	13.7	WI	\$6,304,318	52.8	0	42.9	4.3
MO	\$5,263,003	53.4	0.4	40.2	6.0	WY	\$622,660	35.2	7.4	51.3	6.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Finance Survey, School Year 1995-96.

Appendix C (cont'd)

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		1995	1990		1995	1990
AL	23%	29%	KY	26%	21%	ND	13%	15%
AK	11%	14%	LA	35%	35%	OH	19%	18%
AZ	25%	21%	ME	15%	16%	OK	24%	20%
AR	22%	28%	MD	16%	13%	OR	16%	14%
CA	25%	20%	MA	16%	15%	PA	17%	16%
CO	12%	19%	MI	20%	20%	RI	17%	12%
CT	19%	7%	MN	14%	18%	SC	26%	22%
DE	13%	13%	MS	32%	34%	SD	17%	19%
DC	39%	26%	MO	18%	18%	TN	23%	26%
FL	24%	20%	MT	19%	23%	TX	25%	24%
GA	20%	23%	NE	13%	16%	UT	10%	12%
HI	15%	17%	NV	14%	13%	VT	13%	13%
ID	18%	18%	NH	10%	6%	VA	14%	15%
IL	20%	21%	NJ	14%	13%	WA	16%	14%
IN	14%	17%	NM	30%	28%	WV	28%	27%
IA	14%	15%	NY	25%	21%	WI	14%	12%
KS	15%	13%	NC	20%	18%	WY	13%	15%

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey; 1990, 1995.

Appendix C (cont'd)

Per Capita Personal Income, 1997

AL.....	\$20,699	FL.....	\$24,795	LA.....	\$20,473	NE.....	\$23,656	OK.....	\$20,214	UT.....	\$20,246
AK.....	\$24,945	GA.....	\$23,893	ME.....	\$21,928	NV.....	\$26,553	OR.....	\$23,984	VT.....	\$23,018
AZ.....	\$21,994	HI.....	\$25,686	MD.....	\$28,671	NH.....	\$27,806	PA.....	\$25,678	VA.....	\$26,172
AR.....	\$19,602	ID.....	\$20,393	MA.....	\$31,207	NJ.....	\$32,233	PR.....	N/A	WA.....	\$26,412
CA.....	\$26,218	IL.....	\$27,929	MI.....	\$24,998	NM.....	\$19,249	RI.....	\$25,689	WV.....	\$18,734
CO.....	\$27,015	IN.....	\$23,183	MN.....	\$26,295	NY.....	\$30,299	SC.....	\$20,651	WI.....	\$24,199
CT.....	\$35,954	IA.....	\$23,177	MS.....	\$18,087	NC.....	\$23,174	SD.....	\$21,183	WY.....	\$22,611
DE.....	\$28,443	KS.....	\$24,014	MO.....	\$23,723	ND.....	\$20,213	TN.....	\$22,752		
DC.....	\$35,290	KY.....	\$20,599	MT.....	\$19,704	OH.....	\$24,203	TX.....	\$23,647		

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		High School Graduates	College Graduates
AL	66.9	15.7	LA	68.3	16.1	OK	74.6	17.8
AK	86.6	23.0	ME	78.8	18.8	OR	81.5	20.6
AZ	78.7	20.3	MD	78.4	26.5	PA	74.7	17.9
AR	66.3	13.3	MA	80.0	27.2	PR	N/A	N/A
CA	76.2	23.4	MI	76.8	17.4	RI	72.0	21.3
CO	84.4	27.0	MN	82.4	21.8	SC	68.3	16.6
CT	79.2	27.2	MS	64.3	14.7	SD	77.1	17.2
DE	77.5	21.4	MO	73.9	17.8	TN	67.1	16.0
DC	73.1	33.3	MT	81.0	19.8	TX	72.1	20.3
FL	74.4	18.3	NE	81.8	18.9	UT	85.1	22.3
GA	70.9	19.3	NV	78.8	15.3	VT	80.8	24.3
HI	80.1	22.9	NH	82.2	24.4	VA	75.2	24.5
ID	79.7	17.7	NJ	76.7	24.9	WA	83.8	22.9
IL	76.2	21.0	NM	75.1	20.4	WV	66.0	12.3
IN	75.6	15.6	NY	76.7	23.1	WI	78.6	17.7
IA	80.1	16.9	NC	70.0	17.4	WY	83.0	18.8
KS	81.3	21.1	ND	76.7	18.1			
KY	64.6	13.6	OH	75.7	17.0			

Source: U.S. Department of Commerce, Bureau of the Census, Decennial Census, 1990.

Public K-12 Teachers, 1996-97
(in Full-Time Equivalents)

	Elementary	Middle	High	Combined	Other
Alabama	19,772	7,156	10,426	5,954	320
Alaska	3,340	948	1,620	1,382	5
Arizona	22,523	7,488	9,543	152	223
Arkansas	12,889	5,297	7,831	431	765
California	130,329	42,087	60,179	5,463	2,698
Colorado	17,835	7,801	9,677	481	304
Connecticut	17,233	8,064	10,508	692	2
Delaware	2,486	1,793	1,925	238	13
Dist. of Columbia	2,202	718	912	107	131
Florida	61,715	22,301	24,795	10,155	809
Georgia	40,919	16,533	18,253	3,094	213
Hawaii	5,725	1,380	2,765	510	41
Idaho	6,047	2,861	3,779	249	134
Illinois	60,237	18,264	32,276	2,120	555
Indiana	25,968	10,203	16,266	1,369	337
Iowa	14,800	6,677	10,727	898	102
Kansas	14,808	6,086	9,555	70	90
Kentucky	19,491	7,615	11,293	98	188
Louisiana	23,010	9,229	11,757	3,063	246
Maine	6,688	2,941	3,925	284	29
Maryland	23,165	10,279	12,228	566	377
Massachusetts	n/a	n/a	n/a	n/a	n/a
Michigan	40,389	17,834	23,326	1,949	1,162
Minnesota	21,977	7,908	13,821	661	253
Mississippi	12,201	5,370	6,898	3,198	498
Missouri	28,385	11,140	16,352	425	2,018

	Elementary	Middle	High	Combined	Other
Montana	4,829	2,154	3,231	n/a	54
Nebraska	9,972	2,984	6,966	98	53
Nevada	8,174	2,675	3,315	127	135
New Hampshire	6,005	2,958	3,718	n/a	n/a
New Jersey*	38,607	15,936	23,421	294	3,467
New Mexico	9,675	4,670	4,923	25	181
New York	85,759	34,108	45,851	5,278	5,702
North Carolina	37,888	16,812	19,935	1,383	247
North Dakota	3,890	896	2,706	66	140
Ohio	46,266	22,192	30,020	2,899	311
Oklahoma	19,650	8,081	10,234	n/a	870
Oregon	12,347	5,670	7,582	665	43
Pennsylvania	45,558	20,598	32,008	537	822
Puerto Rico	18,700	6,846	6,710	6,503	485
Rhode Island	4,937	2,490	3,158	54	17
South Carolina	19,090	9,706	10,822	511	60
South Dakota	4,382	2,026	2,935	n/a	47
Tennessee	n/a	n/a	n/a	n/a	n/a
Texas	115,539	57,917	64,262	6,677	2,198
Utah	11,364	4,734	5,624	187	476
Vermont	3,978	648	2,456	579	72
Virginia	n/a	n/a	n/a	n/a	n/a
Washington	23,595	9,562	12,118	1,108	306
West Virginia	9,898	4,087	5,184	636	89
Wisconsin	25,677	11,165	17,042	694	52
Wyoming	3,029	1,569	1,907	19	37

* (previous year data)

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1996-97.

Appendix D

Student Achievement Results Disaggregated, 1996-97

(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	none	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
Alaska	4	8	11	♦	♦	♦			♦	♦			
Arizona	4	8	10	♦									
Arkansas	5	7	10		— WILL REPORT IN 1998 —								
California					— WILL REPORT IN 1998 —								
Colorado	4			♦	♦	♦	♦		♦		♦	♦	♦
Connecticut	4	8	10	♦	♦	♦	♦	♦	♦		♦	♦	♦
Delaware	4	8			— WILL REPORT IN 1998 —								
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					— WILL REPORT IN 1998 —								
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 together			♦		♦			
New Jersey	4 pilot	8		♦									
New Mexico	3	8		♦									♦
New York	3	6		♦	♦	♦	♦	♦	♦	♦	♦	♦	♦

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	9	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
North Dakota	3	8	11	♦	all title together				♦				
Ohio	4	6		♦	♦	♦	♦						
Oklahoma	5	8	11	♦	♦	♦						♦	♦
Oregon	3	5	10	♦	♦	♦	♦		♦	♦		♦	♦
Pennsylvania	5	8	11	♦	♦	♦	♦		♦	♦	♦	♦	♦
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	3 m, 4 r	6		♦	♦	♦							
Vermont	4	8		♦									
Virginia	3	8	11	♦									
Washington	4	8		♦	♦		♦					♦	♦
West Virginia	4	8	10	♦									
Wisconsin	4	8	10	♦							♦	♦	
Wyoming	elem	middle	high		all title I together								

Source: U.S. Department of Education, Title I Performance Report, Part 7, 1996-97, with follow-up from CCSSO.

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.

