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ABSTRACT

This study investigated how many high-poverty and high-minority schools in California and nationwide had high student performance, identifying schools that had students with reading and/or math performance in the top third among all schools in the state, at least 50 percent low-income students, and at least 50 percent African American and Hispanic students. Data came from an American Institutes for Research database that combines school-level assessment scores with demographic and other information on nearly all of the nation's schools and from California standardized test scores. In California and nationwide, there were many high-poverty, high-minority schools that were also high performing. California had 355 high-performing, high-poverty schools; 300 high-performing, high minority schools; and 143 high-performing, high-poverty-and-minority schools. These schools educated 373,000 public school students, including 232,000 low-income students, 187,000 Hispanic students, and 40,500 African American students. Nationwide, 4,577 schools met the study criteria, including 3,592 high-performing, high-poverty schools; 2,305 high-performing, high-minority schools; and 1,320 high-performing, high-poverty-and-minority schools. These schools educated 2,070,000 million public school students, including 1,280,000 low-income students, 564,000 African American students, and 660,000 Hispanic students. (SM)

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ED 462 484

Dispelling the Myth In California:

Preliminary Findings from a State and *Nationwide Analysis of "High-Flying" Schools*

Russlynn Ali and Craig D. Jerald

The Education Trust–West

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The Education Trust West is a newly opened West Coast presence of the national policy organization, the Education Trust. The Education Trust was created to promote high academic achievement for all students at all levels – kindergarten through college. While we know that all schools and colleges could better serve their students, our work focuses on the schools and colleges most often left behind in education improvement efforts: those serving Latino, African American, Native American and low-income students.

The Education Trust West works alongside policy makers, parents, education professionals, community and business leaders, in cities and towns across the west coast, who are trying to transform their schools and colleges into institutions that genuinely serve all students. We also share lessons learned in these schools, colleges and communities with policy makers in Sacramento to ensure that there is a voice for students in California policymaking.

Executive Summary

Despite a slew of reports on high-performing schools over the past few years, no one has been able to answer a fundamental question: ***How many high-poverty and high-minority schools in California and nationwide also have high student performance?***

To answer that question, the Education Trust analyzed information from its new Web site, Dispelling the Myth Online. The report provides a preliminary glimpse of where such "high-flying" schools are and what they look like.

The analysis identified schools that met the following criteria:

- Student reading and/or math performance was in the top third among all schools in the state at the same grade-level;
- Plus they met either one or both of the following:
  - Percentage low-income students was at least 50% and ranked in the top third of schools at that grade level; and/or
  - Percentage African American and Latino students was at least 50% and ranked in the top third of schools at that grade level

California Findings

Hundreds of schools in California met our criteria. Specifically, there were:

- 355 high-performing, high-poverty schools;
- 300 high-performing, high-minority schools; and
- 143 high-performing, high-poverty-and-minority schools.

Taken as a whole, these schools educate approximately 373,000 public school students in California, including:

- about 232,000 low-income students;
- about 187,000 Latino students; and
- about 40,500 African American students.

Taken together, these "high-flying" schools enroll much higher proportions of poor and minority children than the state's public schools as a whole. And these schools performed in the top third of all schools statewide. Moreover, these schools not only met the California's API growth performance standards, but did so at rates that surpassed those of schools statewide.

National Findings

Our analysis identified 4,577 schools nationwide that met our criteria:

- 3,592 high-performing, high-poverty schools;
- 2,305 high-performing, high-minority schools; and
- 1,320 high-performing, high-poverty-and-minority schools.

These schools educate approximately 2,070,000 million public school students, including:

- about 1,280,000 low-income students;
- about 564,000 African American students; and
- about 660,000 Latino students.

Schools on the national lists enrolled much higher proportions of poor and minority children than the nation's public schools as a whole, and were more likely to be in cities or rural areas.

Our analysis shows clearly that in California and across the U.S. there are more than a handful of high-poverty and high-minority schools that are also high performing. We intend to study these "high-flying" schools further to draw lessons about how to close achievement gaps nationwide. We hope others join us in this endeavor by using a new tool on the Education Trust's Web site, *Dispelling the Myth Online*, which allows users to search for high-performing schools according to their own achievement and demographic criteria. *Dispelling the Myth Online* is available at www.edtrust.org.

Introduction

A number of organizations have issued reports on high-performing, high-poverty schools over the past few years. Those reports have provided compelling evidence that public schools can educate poor and minority students to very high levels of achievement. However, most have highlighted only a handful of schools in scattered locations. Even the most comprehensive report to date, the Education Trust's *Dispelling the Myth 1999*, couldn't provide information on more than a few hundred schools across 21 states.

So far no organization interested in this topic has been able to answer this fundamental question in California:

How many high-poverty and high-minority schools are also among the state's highest achieving schools?

Our analysis found 512 high-flying schools in California serving about 373,000 students, including about 232,000 low-income public school students, 187,000 Latino students and 40,500 African-American students. Not only did these schools perform in the top third of all schools in the state, but taken as a whole, they were more likely to meet their API accountability targets – both schoolwide and subgroup – than schools statewide.

We also asked this question about high-poverty and/or high-minority schools nationwide.

The answer is thousands. In fact, in 2000 – the most recent year for which test data are available in every state – across all of the criteria described below, this analysis found 4,577 individual "high-flying" schools nationwide. These schools serve over 2 million public school students, including more than 1 million low-income students, 564,000 African American students, and 660,000 Latino students.

How We Conducted the Analysis

1. Criteria for Identifying Schools in California and Nationwide

Any answers to the questions posed above inevitably depend on the criteria one uses to identify such schools. Our new interactive Web site, *Dispelling the Myth Online*, allows users to search for high-performing schools using their own demographic and achievement criteria.

For this analysis, we used the following criteria to generate three separate lists:

1) High-Performing, **High-Poverty** Schools:
   a) Student reading and/or math performance is in the top third among all schools in the state at the same grade-level (e.g., elementary); and
   b) Percentage of low-income students is at least 50% AND ranks in the top third among schools in the state at the same grade-level.

2) High-Performing, **High-Minority** Schools:
   a) Student reading and/or math performance is in the top third among all schools in the state at the same grade-level (e.g., elementary); and
   b) Percentage of African-American and Latino students is at least 50% AND ranks in the top third among schools in the state at the same grade-level.

3) High-Performing, **High-Poverty-and-Minority** Schools:
   a) Student reading and/or math performance is in the top third among all schools in the state at the same grade-level (e.g., elementary);
   b) Percentage of low-income students is at least 50% AND ranks in the top third among schools in the state at the same grade-level; and
   c) Percentage of African-American and Latino students is at least 50% AND ranks in the top third among schools in the state at the same grade-level.

Low-income students were defined as those eligible for the federal free or reduced-price lunch program.

We used a relative *achievement* measure (i.e., student performance in the top third among schools) because testing programs differ dramatically across states, and achievement results cannot be compared across state lines. Currently, there is no way to compare the performance of individual schools in California with individual schools in Mississippi or vice versa. Thus, when reviewing the findings below care should be taken not to assume that "high-performing" schools in any two states would perform near the same level if they took the same test. (The National Assessment of Education Progress tests samples of students in each state. *Education Watch Online*, another Ed Trust Web tool available at www.edtrust.org, allows users to compare the average statewide performance of poor and minority students on NAEP across state lines.)

We included both relative and absolute *demographic* criteria in the analyses. We devised the relative demographic criterion (i.e., among the top third of schools in low-income or minority enrollment) because student demographics differ widely across states. The schools that educators consider to have the greatest "challenges" in California look quite different than the ones considered to have the greatest "challenges" in Nebraska. The relative criterion ensures that for the purposes of our national analysis we captured those higher-performing schools considered to have the "most challenging" students in each state. The absolute demographic criterion (i.e., at least 50% low-income or minority students) provided a "floor" so that the list does not include schools with only average- or below-average poor and minority enrollments by national standards.

Taken together, the resulting criteria are fair yet rigorous. For example, the relative demographic criterion disqualified nearly 1,500 schools nationwide that were in the top third of student performance and enrolled more than 50% low-income or minority students, but where the poverty or minority enrollment rates were not in the top third of schools. Researchers or others who wish to search for schools according to an absolute demographic cutoff only can do so using *Dispelling the Myth Online*.

We want to be especially clear about one point. We did ***not*** compare the performance of high-poverty and high-minority schools with demographically "similar" schools, as many other Web sites and research reports have done. Schools had to have student performance in the top third of *all the schools in the state that took the test* in order to meet our achievement cutoff.

2. Data Sources Used

We analyzed information from a massive new database created by the American Institutes for Research under contract to the U.S. Department of Education's Policy and Evaluation Service. That database is the same one we used to create *Dispelling the Myth Online*. It is the largest database on U.S. public schools ever developed, and the

first to combine school-level assessment scores along with demographic and other kinds of basic information on nearly all of the nation's schools.

AIR created the database by obtaining school-level assessment result databases from nearly every state, then integrating that information with the U.S. Department of Education's nationwide database of public school information, the Common Core of Data (CCD). The CCD contains non-achievement data on the nation's schools, including enrollment, demographic, and geographic data, as well as addresses and phone numbers. In cases where a whole state did not report race/ethnicity breakouts or counts of students eligible for the free and reduced-price lunch program, AIR estimated such data for each school based on prior years' data.

In California, school-level assessment was based on reading and mathematics performance on the Stanford Achievement Test. The SAT9 is a norm-referenced test that has been administered to California public school students since 1998. This year, California students in grade 2 through 11 took the new standards based exams in reading, math, writing, and spelling. Those scores were not available for this analysis but will be added to *Dispelling The Myth Online* in the near future.

3. Methodology

We analyzed millions of separate school-level test scores contained in the AIR database. If a score was in the top third among all schools taking the test, and if the school met both the relative and absolute demographic criteria, we included the school on the appropriate list. We then combined all three lists to generate an unduplicated count of schools meeting any of the three sets of criteria.

For California, we identified high-performing schools using two state reporting methods: (1) percentile rank of the average student and (2) percentage of students scoring at or above NPR50. The state produces a percentile rank for a school by first calculating the average score of all students taking the exam and then determining the percentile rank of that average. A school qualified if that percentile rank was in the top third statewide and it met our demographic criteria. Second, we analyzed the percentage of students in a school who performed at or above NPR50 (i.e., the median test score in a national sample). A school qualified if it was in the top third of schools statewide in terms of students above NPR50 and met our demographic criteria. For example, assuming a school met our demographic criteria, it would qualify in 7th grade math if either its percentile rank or its percentage of students scoring at or above NPR50 were in the top third of the 7th grade math scores statewide.

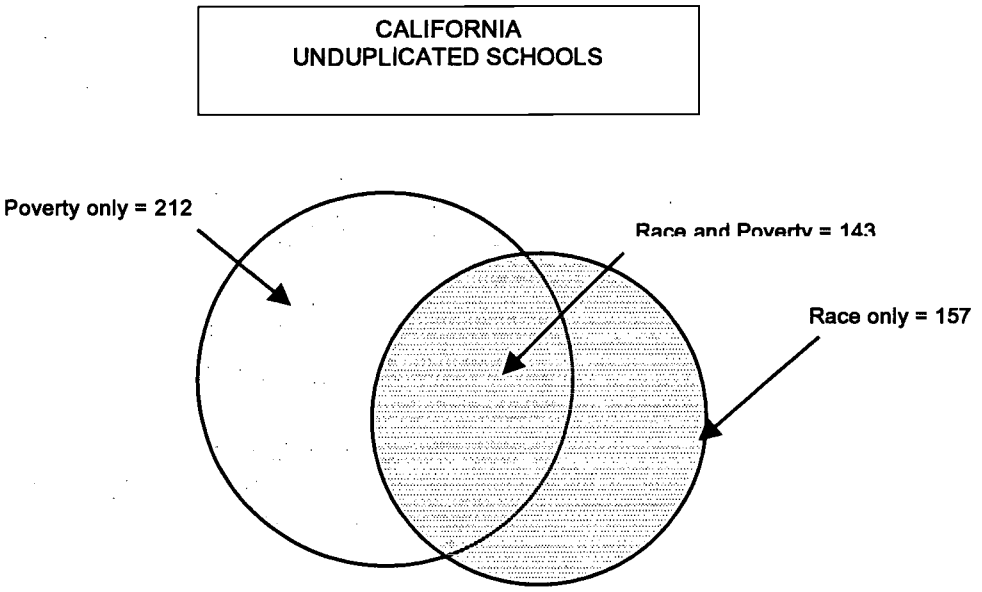
It is important to note that these counts are not meant to represent definitive lists of "good" schools. We would still want to know more about schools before certifying them as such. For example, we do not know how many or which schools on our lists have substantial within-school achievement gaps, nor do we know which will sustain their high performance in the future. We will investigate those questions over time as new data that can provide such answers are collected by states and incorporated into *Dispelling the Myth Online*.

California Findings

Our most basic finding is also our most important. Hundreds of schools in California met one or more sets of the achievement and demographic criteria described above, including:

- 355 high-performing, high-poverty schools;
- 300 high-performing, high-minority schools; and
- 143 high-performing, high-poverty-and-minority schools.

Obviously, a number of schools met more than one set of criteria. We combined the list to generate an unduplicated count of individual schools. That list included 512 separate schools in California qualifying under one or more set of criteria.



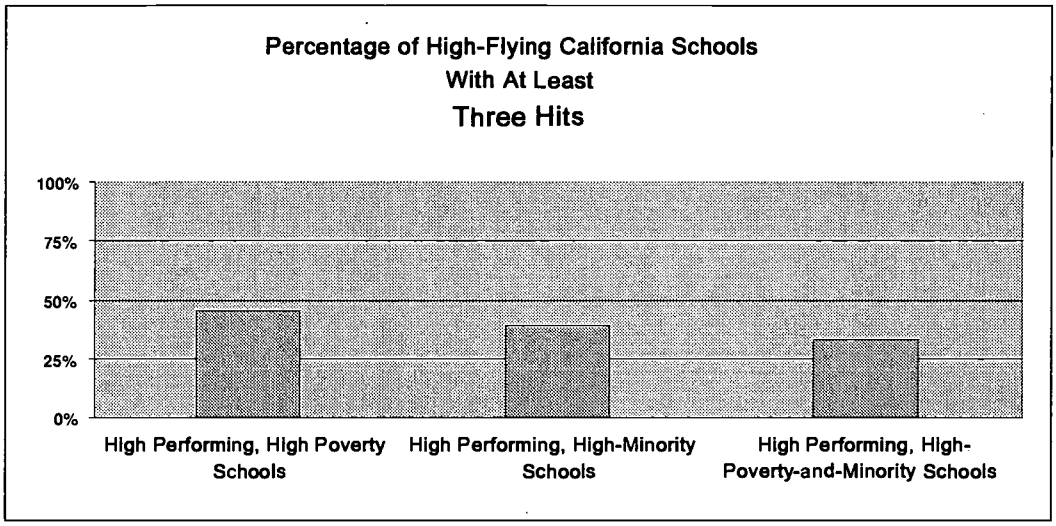
Taken as a whole, these schools educate approximately 373,000 public school students in California, including:

- about 232,000 low income students;
- about 187,000 Latino students; and
- about 40,500 African-American students.

Schools appeared on our list if they met the criteria on either of the two metrics described above in any grade level. Many schools appeared in the top third of achievement for numerous subject and grade levels (e.g., for 3rd grade reading, 4th grade math and 4th grade reading). Indeed included in our results are the following schools that appeared for three or more subject/grade combinations:

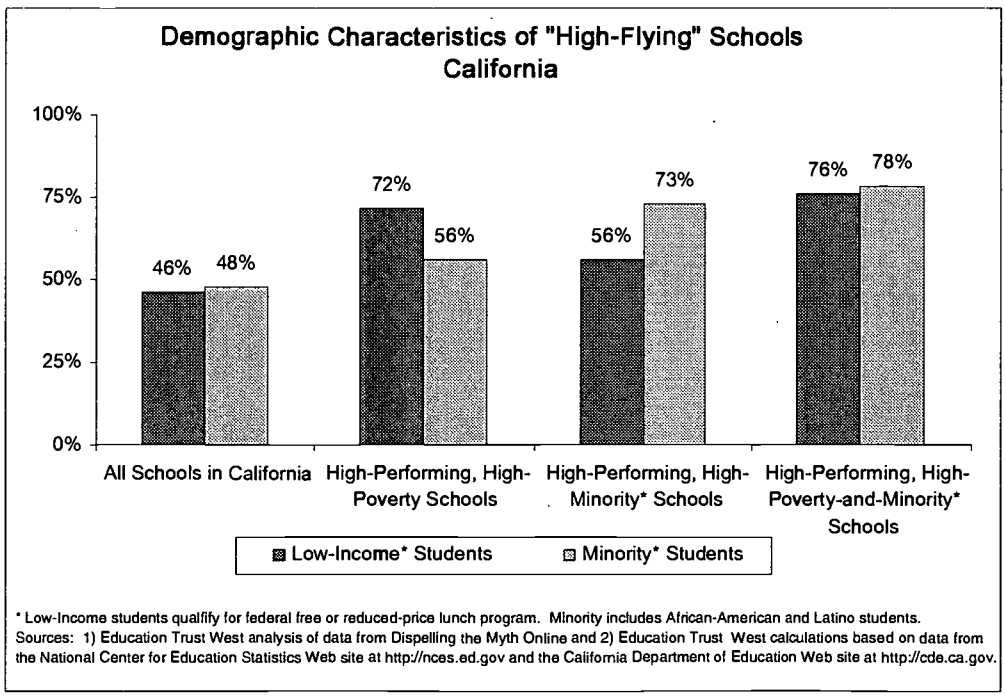
- 161 high-poverty schools (45%);
- 116 high-minority schools (39%); and
- 47 high-minority-and-poverty schools (33%)

A full list of all schools can be found in tables at the end of the report.

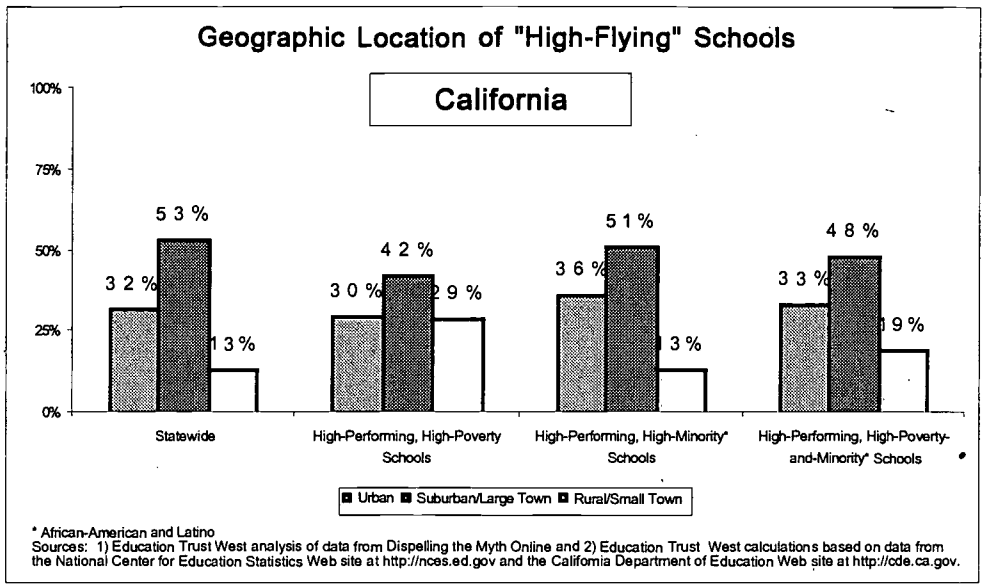


Portrait of High-Flying California Schools

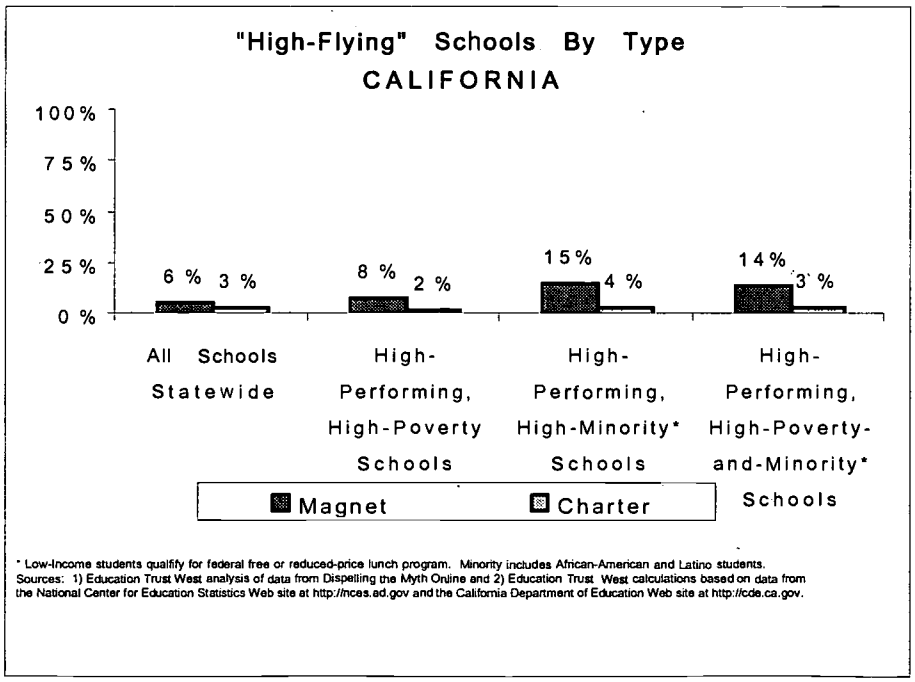
The schools on the California high-flying lists differ greatly demographically, though not geographically, from statewide averages. For example, the schools on the high-flying California lists have proportionately far more low-income and minority students than California schools as a whole. And these schools perform in the top third of all schools statewide.



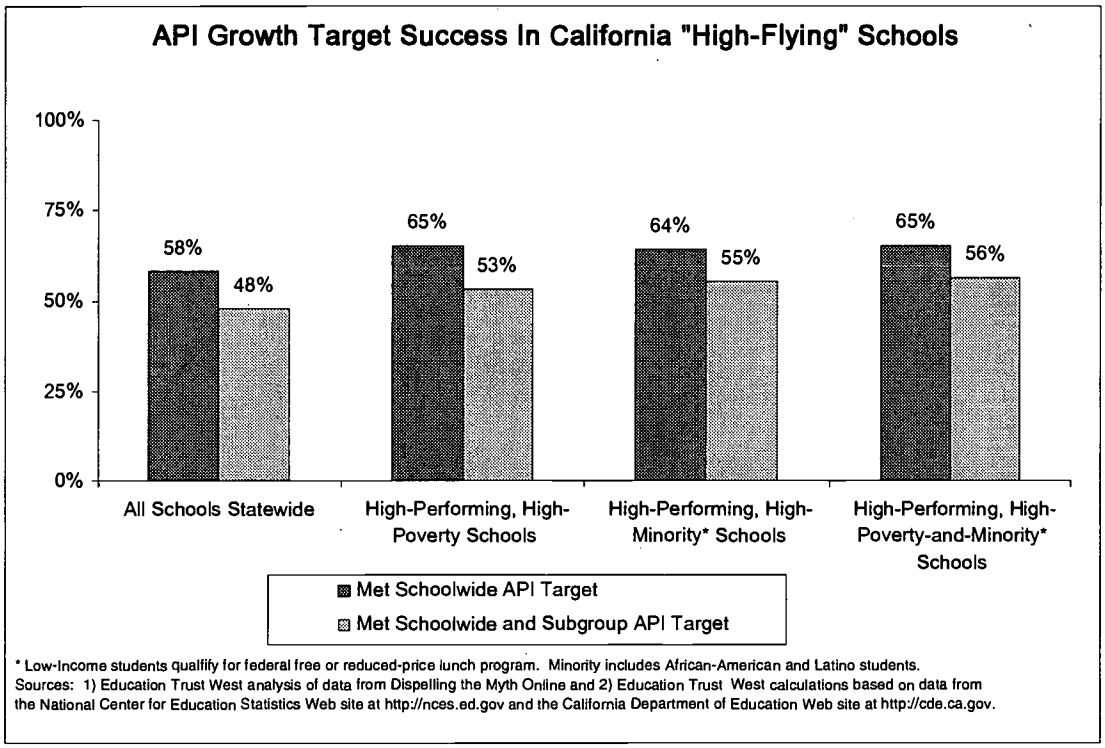
* Low-Income students qualfify for federal free or reduced-price lunch program. Minority includes African-American and Latino students.
Sources: 1) Education Trust West analysis of data from Dispelling the Myth Online and 2) Education Trust West calculations based on data from the National Center for Education Statistics Web site at http://nces.ed.gov and the California Department of Education Web site at http://cde.ca.gov.



Some commentators claim high-poverty and high-minority schools that are also high performing use selective admission policies to enroll a more elite group of students. The results of our analysis suggest that this is generally not the case. Although schools on our lists are more likely to be a magnet or charter school than schools in California generally, the percentages of magnet and charter schools remain small. The most magnet schools were found in our high-minority category, where only 15% self-reported as magnet. The vast majority of high-performing, high-poverty, and high-minority schools in California -- anywhere from 81% - 90% depending on level -- did not identify themselves as either charter or magnet schools.



We also examined whether the high-flying schools met their performance targets under California's API accountability system. The results are exciting. California's high flying schools are not only exceeding the state API growth performance standards, but are doing so at rates that surpass those of schools statewide.



* Low-Income students qualfify for federal free or reduced-price lunch program. Minority includes African-American and Latino students.
Sources: 1) Education Trust West analysis of data from Dispelling the Myth Online and 2) Education Trust West calculations based on data from the National Center for Education Statistics Web site at http://nces.ed.gov and the California Department of Education Web site at http://cde.ca.gov.

What is the API?

The California Academic Performance Index (API) is a weighted average of a school's performance on Stanford 9 subject tests. To construct the API, students' NPR scores are assigned to a performance quintile (i.e. top 20% on down to bottom 20%), given a policy-based weighting designed to encourage growth, and summed up for each major sub-group in the school and for the school as a whole. The API scores can range from 200 (indicating a school performs in the bottom-fifth on each subject test) to 1000 (indicating a school performs in the top-fifth on each subject test). The API is calculated for each school as well as for the significant ethnic and low-income student subgroups in the school.

California's goal is to have every school score 800 or better on their API. In most cases, to achieve such an objective, the number of students scoring at or above NPR in a given school would have to be about 50% or better. To reach this goal, California has instituted an incentive and rewards system based on a combination of two annual API targets. One, a school must close the gap between the state goal of 800 and its base year API by at least 5% (for schools already at 800 or above, their score needs to be maintained). Two, identified sub-groups in schools must achieve 80% of the school-wide growth target, known as "comparable improvement".

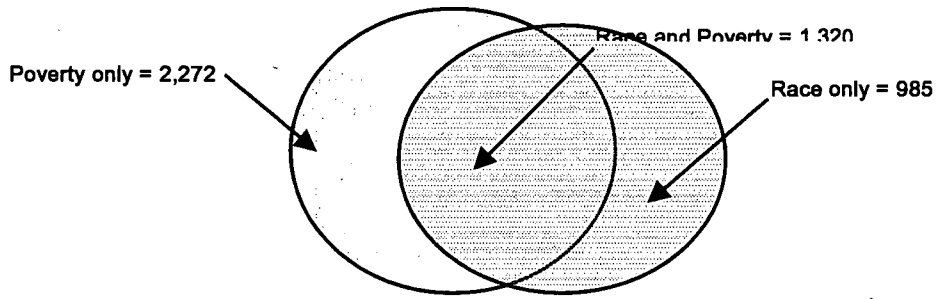
Nationwide Findings[1]

Thousands of schools nationwide met one or more set of the achievement and demographic criteria described above, including:

- **3,592 high-performing, high-poverty schools;**
- **2,305 high-performing, high-minority schools; and**
- **1,320 high-performing, high-poverty-and-minority schools.**

The list of unduplicated schools nationwide includes 4,577 qualifying under one or more set of criteria.

NATIONWIDE
UNDUPLICATED SCHOOLS



[1] In our national analysis we used all available statewide tests. For example, if a state tested fifth grade math using two separate tests, we analyzed both sets of test results for each school. However, if a state had a standards-based test that yielded information on the percentage of students reaching different achievement levels (e.g., basic, proficient, advanced), we only analyzed the level most equivalent to passing or proficient (i.e., the level identified in state policy as "good enough.")

For states without reading test scores, we analyzed language arts scores if they were available. Three states, Louisiana, South Dakota and West Virginia, did not break out their test scores by subject, instead providing only "total" composite scores in various grade levels. As a result, we analyzed "total" scores in those states.

We could not analyze schools in three other states because school-level achievement data were not available: Iowa, New Mexico and North Dakota. Iowa does not have a statewide testing program and North Dakota and New Mexico could not provide school-level test scores for the database.

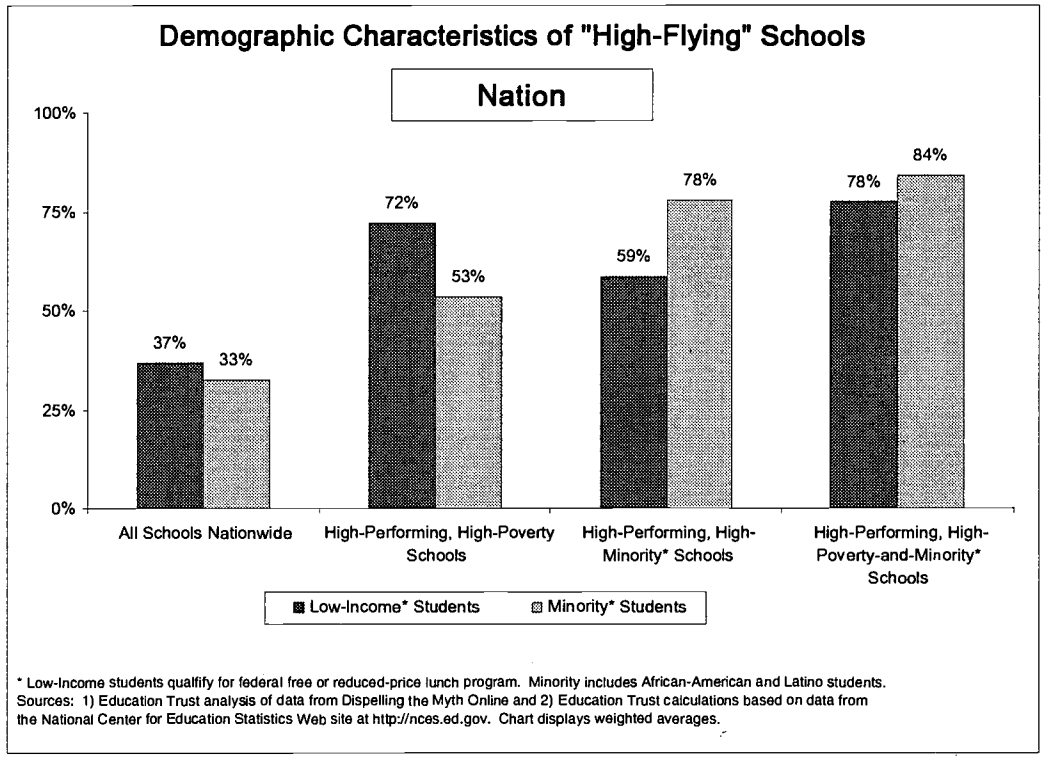
In Washington state only fourth grade scores could be analyzed for the high-performing, high-poverty lists. The state did not report free- and reduced-price lunch data for its schools in 2000, and estimates were only available for elementary schools at the time we conducted the analysis.

Our final counts of "high-flying" schools nationwide thus slightly underestimate the number of schools nationwide that are both high-performing and high-poverty or high-minority.

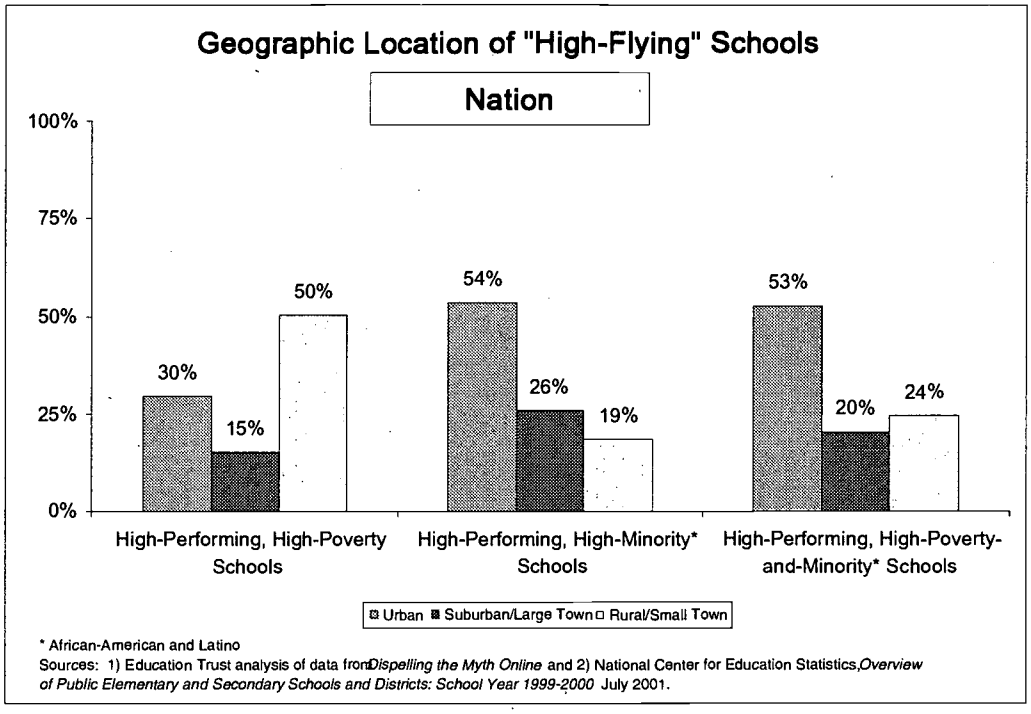
Taken as a whole, these schools educate approximately 2,070,000 public school students nationwide, including

- about 1,280,000 low-income students;
- about 564,000 African American students; and
- about 660,000 Latino students.

The schools on these lists differ greatly – demographically and geographically – from national averages. For example, schools on the high-performing, high-poverty list have about twice the rate of low-income students compared with all public schools nationally; yet score as well or better than two-thirds of schools in their respective states.



* Low-Income students qualfify for federal free or reduced-price lunch program. Minority includes African-American and Latino students.
Sources: 1) Education Trust analysis of data from Dispelling the Myth Online and 2) Education Trust calculations based on data from the National Center for Education Statistics Web site at http://nces.ed.gov. Chart displays weighted averages.



While schools on all of our national lists were somewhat more likely to identify themselves as magnet schools compared with schools nationwide, the difference was not great, and in no case did more than 8% of schools on a list identify themselves as such. For example, 5% of schools on the combined list of 4,577 identified themselves as magnet schools, compared with about 2% nationally. In addition, the schools on these lists were slightly *less* likely to identify themselves as charter schools than were public schools on average – 1% compared with 2%, respectively.

However, those results should be interpreted with caution until we have more information about the schools. A large number of schools in the database did not report whether or not they were charter or magnet schools. In addition, we observed a number of schools in the lists that clearly were charter or magnet schools based on their names but had not identified themselves as such on the federal survey used to collect information about them. Since those schools had "identified" themselves as charter or magnet schools in their names, if not on the survey, we counted those schools as such for the purpose of this analysis. The 1999-2000 Common Core of Data survey was the first to ask schools to report such information about them; we hope these data become more reliable in coming years. The tables at the end of the report provide such statistics for "high-flying" schools on each list, as well as a count of schools by state on each list.

We ***strongly caution readers to avoid state-by-state comparisons*** for the following reasons:

- Whole states differ demographically, and some states have far fewer schools that would be "eligible" for our lists based on demographic criteria alone. For example, Delaware has relatively fewer schools to begin with, and, in part because of a history of desegregation, also has relatively fewer schools with more than 50% low-income or African-American and Latino students. Its low number of schools on these lists therefore cannot be interpreted as meaning that the state's high-poverty or high-

minority schools perform worse than a state with a higher number of schools on the list. Cross-state comparisons of that nature would require a very different methodology than the one used for this analysis.

- States have widely different student assessment programs. Currently, there is no common test given to students in every public school across the nation. (As mentioned above, the National Assessment of Educational Progress only tests students in a *sample* of schools in each state and across the nation. *Education Watch Online*, also available at www.edtrust.org, allows users to compare the average statewide performance of poor and minority students on NAEP across state lines.) Since each state uses its own tests based on its own academic standards, a relatively high-performing school in Wisconsin might score much higher than a top tier school Louisiana if the students in them were given the same test.

Conclusion

More than 20 years ago the Harvard researcher Ron Edmonds asked, "How many effective schools would you have to see to be persuaded of the educability of poor children?"

This report fills in the information gap Dr. Edmonds faced as he attempted to draw attention to how such schools could help many educators overcome their limited expectations for poor and minority children. We believe that, were he with us today, Dr. Edmonds would be delighted to learn that there are thousands of schools across the nation that enroll high numbers of such children and also are high-performing. Even so, more work remains to be done.

We intend to use these lists as the basis for future research on "high-flying" schools, including qualitative analyses of school programs and practices that contribute to their high performance. The schools that are high-performing, high-poverty, and high-minority are of particular interest and provide a fertile ground for such research.

We hope others join us in our efforts to identify and examine high-performing, high-poverty and high-minority schools. To that end, the Education Trust has incorporated the same large database used for this analysis into a dynamic new Web tool, *Dispelling the Myth Online*, available at http://www.edtrust.org. This online tool allows users to generate their own lists of high-performing and high-improving schools according to demographic and achievement criteria that they select.

We intend to update *Dispelling the Myth Online* with new information several times per year as states release new test scores for schools. We also plan to introduce data on the performance of groups within schools as states move to make such data available over the next few years.

Our hope is that journalists, policymakers, educators, and researchers make frequent use of *Dispelling the Myth Online*. If we are serious about closing the achievement gaps between poor and minority children and other students, we must begin to look more seriously at "high-flying" schools and learn from what they can tell us about how to accomplish that goal.

CALIFORNIA SCHOOLS

By Poverty

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level
✓ Percentage low-income students at least 50% and in top third of schools; and/or

Number of schools qualifying: 355

Low-Income (FRPL) Students	72%
African American & Latino Students	56%

	Magnet	Charter
School Reported "YES"*	29 (8%)	8 (2%)
School Reported "NO"*	324 (92%)	345 (98%)
Information Not Available	2	2
Total	*355*	*355*

	YES	NO	N/A
Met Schoolwide API Growth Targets	230 (65%)	88 (25%)	37 (10%)
Met Both Schoolwide and Subgroup Target	188 (53%)	130 (37%)	37 (10%)

Large City	87 (25%)
Mid City	19 (5%)
Urban Fringe of Large City	119 (34%)
Urban Fringe of Mid-Size City	24 (7%)
Large Town	2 (1%)
Small Town	7 (2%)
Rural, Inside Metropolitan Area	41 (12%)
Rural, Outside Metropolitan Area	54 (15%)
Information Not Available	2
Total	*355*

CALIFORNIA SCHOOLS

By African American and Latino Enrollment

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level
✓ Percentage African-American and Latino students at least 50% and in top third of schools; and/or

Number of schools qualifying: 300

Low-Income (FRPL) Students	56%
African American & Latino Students	73%

	Magnet	Charter
School Reported "YES"*	46 (15%)	12 (4%)
School Reported "NO"*	254 (85%)	288 (96%)
Information Not Available	0	0
Total	*300*	*300*

	YES	NO	N/A
Met Schoolwide API Growth Targets	191 (64%)	66 (22%)	43 (14%)
Met Both Schoolwide and Subgroup Target	164 (55%)	93 (31%)	43 (14%)

Large City	80 (27%)
Mid City	28 (9%)
Urban Fringe of Large City	137 (46%)
Urban Fringe of Mid-Size City	12 (4%)
Large Town	1 (<1%)
Small Town	2 (1%)
Rural, Inside Metropolitan Area	26 (9%)
Rural, Outside Metropolitan Area	10 (3%)
Information Not Available	4 (1%)
Total	*300*

CALIFORNIA SCHOOLS

By Poverty Plus African American and Latino Enrollment

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level
✓ Percentage low-income students and African American and Latino students at least 50% and in top third of schools.

Number of schools qualifying: 143

Low-Income (FRPL) Students	76%
African American & Latino Students	78%

	Magnet	Charter
School Reported "YES"*	20 (14%)	4 (3%)
School Reported "NO"*	123 (86%)	139 (97%)
Information Not Available	0	0
Total	*143*	*143*

	YES	NO	N/A
Met Schoolwide API Growth Targets	93 (65%)	23 (16%)	27 (19%)
Met Both Schoolwide and Subgroup Target	80 (56%)	36 (25%)	27 (19%)

Large City	38 (27%)
Mid City	8 (6%)
Urban Fringe of Large City	61 (43%)
Urban Fringe of Mid-Size City	7 (5%)
Large Town	0
Small Town	0
Rural, Inside Metropolitan Area	22 (15%)
Rural, Outside Metropolitan Area	6 (4%)
Information Not Available	1
Total	*143*

NATIONAL LIST OF SCHOOLS

Full, Combined List of Schools

✓ **Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary);**
✓ **Plus either or both of the following:**
- **Percentage low-income students at least 50% and in top third of schools at that grade level; and/or**
- **Percentage African American and Latino students at least 50% and in top third of schools at that grade level**

Number of schools qualifying: 4,577

Low-Income (FRPL) Students	62%
African American & Latino Students	59%

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"*	3,066	2,220	213	47
School Reported "NO"*	819	496	2,294	3,593
Information Not Available	692	1,861	2,070	937
Total	*4,577*	*4,577*	*4,577*	*4,577*

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"	67%	49%	5%	1%
School Reported "NO"	18%	11%	50%	79%
Information Not Available	15%	41%	45%	20%
Total	*100%*	*100%*	*100%*	*100%*

Large City	964	21%
Mid-Size City	644	14%
Urban Fringe of Large City	576	13%
Urban Fringe of Mid-Size City	239	5%
Large Town	51	1%
Small Town	446	10%
Rural, Inside Metropolitan Area	208	5%
Rural, Outside Metropolitan Area	1,254	27%
Information Not Available	195	4%
Total	*4,577*	*100%*

* Or school had the word in its name.

Full, Combined List of Schools, Continued

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary);
✓ Plus either or both of the following:

- Percentage low-income students at least 50% and in top third of schools at that grade level; and/or
- Percentage African American and Latino students at least 50% and in top third of schools at that grade level

CAUTION! This table is provided for informational purposes only. Do not use it to make comparisons across states concerning the performance of schools. (See above.)

Alabama	188
Alaska	18
Arizona	110
Arkansas	74
Califomia	427
Colorado	20
Connecticut	12
Delaware	3
DC	12
Florida	180
Georgia	147
Hawaii	5
Idaho	43
Illinois	84
Indiana	61
Iowa	n/a
Kansas	52
Kentucky	132
Louisiana	96
Maine	59
Maryland	58
Massachusetts	13
Michigan	188
Minnesota	44
Mississippi	41
Missouri	143
Montana	23
Nebraska	35
Nevada	11
New Hampshire	0
New Jersey	45
New Mexico	n/a
New York	126
North Carolina	293
North Dakota	n/a
Ohio	92
Oklahoma	105
Oregon	96
Pennsylvania	48
Rhode Island	5
South Carolina	85
South Dakota	35
Tennessee	49
Texas	1,069
Utah	18
Vermont	13
Virginia	59
Washington	1*
West Virginia	121
Wisconsin	26
Wyoming	12
Total	*4,577*

* Search limited because Washington did not report FRPL data in 2000, and estimates were available only for elementary schools.

By Poverty, Nation

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary); and
✓ Percentage low-income students at least 50% and in top third of schools at that grade level

Number of schools qualifying: 3,592

Low-Income (FRPL) Students	72%
African American & Latino Students	53%

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"*	2,597	1,912	108	23
School Reported "NO"*	420	410	1,923	2,745
Information Not Available	575	1,270	1,561	824
Total	*3,592*	*3,592*	*3,592*	*3,592*

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"	72%	53%	3%	1%
School Reported "NO"	12%	11%	54%	76%
Information Not Available	16%	35%	43%	23%
Total	*100%*	*100%*	*100%*	*100%*

Large City	641	18%
Mid-Size City	426	12%
Urban Fringe of Large City	318	9%
Urban Fringe of Mid-Size City	178	5%
Large Town	44	1%
Small Town	399	11%
Rural, Inside Metropolitan Area	180	5%
Rural, Outside Metropolitan Area	1,222	34%
Information Not Available	184	5%
Total	*3,592*	*100%*

* Or school had the word in its name.

By Poverty, Continued

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary); and
✓ Percentage low-income students at least 50% and in top third of schools at that grade level

CAUTION! This table is provided for informational purposes only. Do not use it to make comparisons across states concerning the performance of schools. (See above.)

Alabama	140
Alaska	18
Arizona	66
Arkansas	63
Califomia	303
Colorado	18
Connecticut	7
Delaware	3
DC	12
Florida	87
Georgia	105
Hawaii	5
Idaho	43
Illinois	51
Indiana	51
Iowa	n/a
Kansas	51
Kentucky	130
Louisiana	68
Maine	59
Maryland	41
Massachusetts	11
Michigan	164
Minnesota	43
Mississippi	37
Missouri	134
Montana	23
Nebraska	35
Nevada	7
New Hampshire	0
New Jersey	37
New Mexico	n/a
New York	89
North Carolina	224
North Dakota	n/a
Ohio	71
Oklahoma	103
Oregon	95
Pennsylvania	37
Rhode Island	5
South Carolina	62
South Dakota	35
Tennessee	26
Texas	803
Utah	18
Vermont	13
Virginia	39
Washington	1*
West Virginia	121
Wisconsin	26
Wyoming	12
Total	*3,592*

* Search limited because Washington did not report FRPL data in 2000, and estimates were available only for elementary schools.

By African American and Latino Enrollment, Nation

✓ **Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary); and**
✓ **Percentage African American and Latino students at least 50% and in top third of schools at that grade level**

Number of schools qualifying: 2,305

Low-Income (FRPL) Students	59%
African American & Latino Students	78%

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"*	1,395	1,087	186	41
School Reported "NO"*	559	149	918	1,992
Information Not Available	351	1,069	1,201	272
Total	*2,305*	*2,305*	*2,305*	*2,305*

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"	61%	47%	8%	2%
School Reported "NO"	24%	6%	40%	86%
Information Not Available	15%	46%	52%	12%
Total	*100%*	*100%*	*100%*	*100%*

Large City	796	35%
Mid-Size City	440	19%
Urban Fringe of Large City	440	19%
Urban Fringe of Mid-Size City	123	5%
Large Town	29	1%
Small Town	150	7%
Rural, Inside Metropolitan Area	81	4%
Rural, Outside Metropolitan Area	197	9%
Information Not Available	49	2%
Total	*2,305*	*100%*

* Or school had the word in its name.

By African American and Latino Enrollment, Continued

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary); and
✓ Percentage African American and Latino students at least 50% and in top third of schools at that grade level

CAUTION! This table is provided for informational purposes only. Do not use it to make comparisons across states concerning the performance of schools. (See above.)

Alabama	114
Alaska	0
Arizona	94
Arkansas	17
California	236
Colorado	7
Connecticut	9
Delaware	1
DC	0
Florida	131
Georgia	114
Hawaii	0
Idaho	0
Illinois	81
Indiana	18
Iowa	n/a
Kansas	4
Kentucky	3
Louisiana	62
Maine	0
Maryland	33
Massachusetts	7
Michigan	117
Minnesota	2
Mississippi	19
Missouri	25
Montana	0
Nebraska	5
Nevada	8
New Hampshire	0
New Jersey	43
New Mexico	n/a
New York	72
North Carolina	157
North Dakota	n/a
Ohio	38
Oklahoma	13
Oregon	2
Pennsylvania	13
Rhode Island	0
South Carolina	59
South Dakota	0
Tennessee	32
Texas	720
Utah	1
Vermont	0
Virginia	37
Washington	0
West Virginia	1
Wisconsin	9
Wyoming	1
Total	*2,305*

By Poverty Plus African American and Latino Enrollment, Nation

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary);
✓ Percentage low-income students at least 50% and in top third of schools at that grade level; and
✓ Percentage African American and Latino students at least 50% and in top third of schools at that grade level

Number of schools qualifying: 1,320

Low-Income (FRPL) Students	78%
African American & Latino Students	84%

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"*	926	779	81	17
School Reported "NO"*	160	63	547	1,144
Information Not Available	234	478	692	159
Total	*1,320*	*1,320*	*1,320*	*1,320*

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"	70%	59%	6%	1%
School Reported "NO"	12%	5%	41%	87%
Information Not Available	18%	36%	52%	12%
Total	*100%*	*100%*	*100%*	*100%*

Large City	473	36%
Mid-Size City	222	17%
Urban Fringe of Large City	182	14%
Urban Fringe of Mid-Size City	62	5%
Large Town	22	2%
Small Town	103	8%
Rural, Inside Metropolitan Area	53	4%
Rural, Outside Metropolitan Area	165	13%
Information Not Available	38	3%
Total	*1,320*	*100%*

* Or school had the word in its name.

By Poverty Plus African American and Latino Enrollment, Continued

✓ Student reading and/or math performance in the top third among all schools in the state at the same grade-level (e.g., elementary);
✓ Percentage Low-Income in Top Third of Tested Schools and at Least 50%; and
✓ African American and Latino Enrollment in Top Third of Tested Schools and at Least 50%

CAUTION! This table is provided for informational purposes only. Do not use it to make comparisons across states concerning the performance of schools. (See above.)

Alabama	66
Alaska	0
Arizona	50
Arkansas	6
California	112
Colorado	5
Connecticut	4
Delaware	1
DC	0
Florida	38
Georgia	72
Hawaii	0
Idaho	0
Illinois	48
Indiana	8
Iowa	n/a
Kansas	3
Kentucky	1
Louisiana	34
Maine	0
Maryland	16
Massachusetts	5
Michigan	93
Minnesota	1
Mississippi	15
Missouri	16
Montana	0
Nebraska	5
Nevada	4
New Hampshire	0
New Jersey	35
New Mexico	n/a
New York	35
North Carolina	88
North Dakota	n/a
Ohio	17
Oklahoma	11
Oregon	1
Pennsylvania	2
Rhode Island	0
South Carolina	36
South Dakota	0
Tennessee	9
Texas	454
Utah	1
Vermont	0
Virginia	17
Washington	0*
West Virginia	1
Wisconsin	9
Wyoming	1
Total	*1,320*

*** Search limited because Washington did not report FRPL data in 2000, and estimates were available only for elementary schools.**

National Data

Following are data on the nation's public schools as a whole, *regardless of their performance.* This information should not be used to draw inferences about the relative *performance* of schools in different geographic areas of the nation.

Number of schools: **89,599**

Low-Income (FRPL) Students	37%
African American & Latino Students	33%

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"	39,596	16,658	1,372	1,524
School Reported "NO"	34,887	15,808	54,909	68,685
Information Not Available	15,116	57,133	33,318	19,390
Total	*89,599*	*89,599*	*89,599*	*89,599*

	Title I	Title I Schoolwide	Magnet	Charter
School Reported "YES"	44%	19%	2%	2%
School Reported "NO"	39%	18%	61%	77%
Information Not Available	17%	64%	37%	22%
Total	*100%*	*100%*	*100%*	*100%*

Large City	10,977	12%
Mid-Size City	11,052	12%
Urban Fringe of Large City	21,240	24%
Urban Fringe of Mid-Size City	7,615	8%
Large Town	1,162	1%
Small Town	10,371	12%
Rural, Inside Metropolitan Area	9,978	11%
Rural, Outside Metropolitan Area	17,199	19%
Information Not Available	5	<1%
Total	*89,599*	*100%*

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