

AYP Status	Number of schools that made AYP		Percent of schools that made AYP		Number of schools that did NOT make AYP		Percent of schools that did NOT make AYP		Number of schools in improvement		Percent of schools in improvement	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
Alabama <sup>1</sup>	NA	319	NA	23	NA	1,042	NA	77	47	83	3	6
Alaska	206	292	42	59	282	205	58	41	66	179	14	36
Arizona	1,294	1,435	76	82	401	319	24	18	NA	184	NA	11
Arkansas	NA	729	NA	71	NA	298	NA	29	273	305	NA	30
California	4,874	5,823	54	64	4,145	3,213	46	36	1,200	1,626	13	18
Colorado	1,325	1,440	75	79	436	382	25	21	80	129	5	7
Connecticut	95 <sup>2</sup>	799	54 <sup>2</sup>	81	80 <sup>2</sup>	187	46 <sup>2</sup>	19	14	134	NA	14
Delaware	79	129	45	75	97	44	55	25	12	43	7	25
District of Columbia	74	63	40	35	111	117	60	65	15	79	8	44
Florida	534	719	18	23	2,473	2,349	82	77	45	965	1	31
Georgia	1,274	1,614	64	79	725	416	36	20	533	413	27	20
Hawaii	109	147	39	53	168	133	61	48	84	138	30	49
Idaho	429	504	67	82	216	113	33	18	43	71	7	12
Illinois	2,680	12/15/04	68	12/15/04	1,239	12/15/04	32	12/15/04	581	694	15	18
Indiana	1,406	1,405	77	76	422	438	23	24	97	77	5	4
Iowa	1,355	1,376	90	92	145	115	10	8	11	66	1	4
Kansas	1,212	1,293	87	93	175	102	13	7	30	21	2	2
Kentucky	702	888	60	76	470	288	40	25	25	130	2	11
Louisiana	1,281	1,259	94	92	86	116	6	8	68	75	5	5
Maine	NA	516	NA	73	111	132	16	19	10	50	1	7
Maryland	869	1,069	65	79	473	277	35	21	140	256	10	19
Massachusetts	837	1,261	51	73	790	476	49	27	NA	381	NA	22
Michigan	2,582	2,615	73	73	785	826	22	23	391	450	11	13
Minnesota <sup>3</sup>	NA	1,293	NA	66	143	472	NA	24	NA	48	NA	2
Mississippi	650	668	75	76	217	210	25	24	7	71	1	8
Missouri	1,046	1,569	51	77	1,007	464	49	23	30	132	2	6
Montana	686	1/05	80	1/05	172	1/05	20	1/05	34	40	4	5
Nebraska	277	12/04	51	12/04	269	12/04	49	12/04	6	12/04	1	12/04
Nevada	330	357	60	63	223	210	40	37	26	122	5	22
New Hampshire	321	338	69	73	142	125	31	27	6	71	1	15
New Jersey	1,443	1,122	NA	54	729	944	NA	46	260	520	NA	25
New Mexico <sup>1</sup>	NA	519	NA	68	NA	249	NA	32	NA	124	NA	16
New York	NA	2,944	NA	68	893	990	NA	23	718	713	NA	17
North Carolina	1,062	1,608	47	71	1,190	662	53	29	35	160	2	7
North Dakota	370	406	74	84	46	45	9	9	23	21	5	4
Ohio	3,030	3,244	79	83	829	662	21	17	196	487	5	12
Oklahoma	1,464	NA	81	NA	337	NA	19	NA	51	146	3	8
Oregon	839	832	68	70	333	303	27	25	11	328	1	28
Pennsylvania	1,711	2,443	61	81	997	566	39	19	289	333	11	11
Rhode Island	198	NA	62	NA	121	NA	38	NA	24	39	7	12
South Carolina	205	584	20	56	NA	455	NA	44	90	208	9	20
South Dakota	NA	562	NA	78	NA	159	NA	22	32	106	4	15
Tennessee	939	1,452	56	86	738	235	44	14	61	165	4	10
Texas	6,262	2/24/05	81	2/24/05	563	2/24/05	7	2/24/05	9	199	0	3
Utah	526	661	71	82	218	142	29	18	6	16	1	2
Vermont	NA	268	NA	87	NA	39	NA	13	39	28	13	9
Virginia	997	1,333	55	73	732	460	40	25	NA	113	NA	6
Washington <sup>4</sup>	1,177	1,530	73	82	432	326	35	18	51	166	4	9
West Virginia	434	501	60	70	294	200	40	28	32	37	4	5
Wisconsin	1,891	NA	84	94	102	108	5	4	68	51	3	2
Wyoming	313	332	85	92	54	30	14	8	0	15	0	4
U.S. <sup>5</sup>	49,388	50,261	—	—	24,611	19,644	—	—	5,869	11,008	—	—

Note: NA indicates that data were not available or not provided to *Education Week* prior to deadline. While all states identify Title I schools that are in need of improvement, some states identify non-Title I schools under this heading as well, and may or may not apply the same federal consequences to those schools. Percentages may not add to 100 because of rounding or because the status of some schools is pending.

<sup>1</sup> Under a compliance agreement with the U.S. Department of Education, 2003-04 serves as a baseline year for measuring adequate yearly progress.

<sup>2</sup> Includes high schools only.

<sup>3</sup> High schools and middle schools were not rated on test performance in 2002-03.

<sup>4</sup> In 2002-03, Washington state did not rate schools with fewer than 30 students; in 2003-04, schools with 10 to 29 students were also rated.

<sup>5</sup> U.S. totals are based on states where data were available as indicated in the column above the total.

SOURCE: Education Week Research Center, 2004