

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	396	371
Number of public schools (CCD)		
Elementary	852	797
Middle	289	293
High	357	366
Combined	18	37
Other	—	7
Total	1,516	1,500
Number of charter schools (CCD)		
		n/a

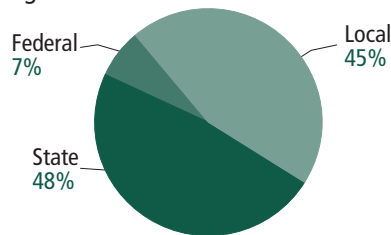
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$1,994,760	\$2,124,947
Noninstructional	145,189	259,195
Support	1,095,643	1,181,655
Total	3,235,591	3,565,797

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$6,491	\$7,338

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	2001-02
	\$62,955,699

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	5,430	5,949
K-8	333,743	315,773
9-12	142,601	152,147
Total (K-12)	476,344	467,920

Race/ethnicity (CCD)

	1993-94	2002-03
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	2%	2
Black, non-Hispanic	3	4
Hispanic	2	4
White, non-Hispanic	93	89

Students with disabilities (OSEP)	1993-94	2002-03
	11%	13%

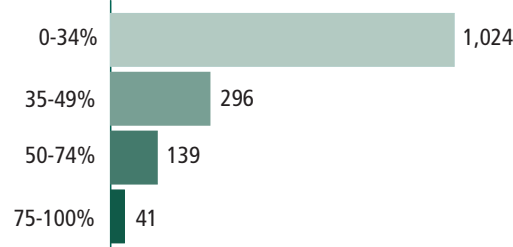
Students with limited English proficiency (NCELA)	1993-94	2002-03
	1%	3%

Migrant students (OME)	1993-94	2002-03
	*	2%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	20%	19%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	2002-03
	137,404

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	14,572	16,089
Middle	6,521	7,204
High	10,389	11,216
Combined	133	65
Other	n/a	n/a
Total	31,616	34,573

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	4,945	8,439
Instructional coordinators	372	477
Administrators	2,496	3,149
Other	20,848	20,788
Total	28,661	32,853

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	80%	70%
Mathematics	74	73
Science	86	89
Social studies	81	80

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	3%	3%
Avg. freshman graduation rate (NCES)	87	83
College-going rate (IPEDS/NCES)	64	65

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	35%	35%
Basic level or above	69	71
Math, Grade 8		
Proficient level or above	31%	33%
Basic level or above	78	76

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

Statewide Accountability Information

See Appendix B for Iowa's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.state.ia.us/educate/stateboard/doc/pocketcard03.pdf> for more details on the state-wide accountability system.

State assessment for NCLB accountability: Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED)

State student achievement levels: Low, Intermediate, High

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	65%	65%
	Mathematics	64	64
Grade 8	Reading	61	61
	Mathematics	63	63
High school	Reading	69	69
	Mathematics	69	69

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	718 (98%)	1,488 (99%)	371(100%)
Identified for improvement:			
Year 1	12 (2%)	12 (1%)	0
Year 2	0	0	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle indicator: Attendance	Meet or progress toward 95%	Met
High school indicator: Graduation rate	Meet or progress toward 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	60	*
Supplemental educational services:	75	*

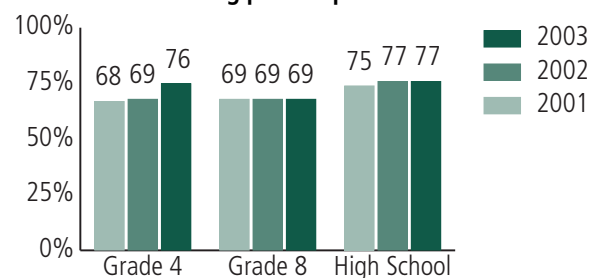
Student Achievement 2002-03

Iowa Tests of Basic Skills (grades 4, 8) and the Iowa Tests of Educational Development (high school), used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	76%	69%	77%
Economically disadvantaged students	61	50	61
Migrant students	44	30	26
Students with disabilities	29	23	28
Students with limited English proficiency	41	27	32
Black, non-Hispanic students	48	36	50
Hispanic students	53	43	54
White, non-Hispanic students	79	72	79

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	75%	72%	79%
Economically disadvantaged students	59	51	62
Migrant students	49	39	37
Students with disabilities	35	25	33
Students with limited English proficiency	45	34	40
Black, non-Hispanic students	43	33	44
Hispanic students	53	43	53
White, non-Hispanic students	78	74	81

Student achievement trend: Mathematics percent proficient level or above

