

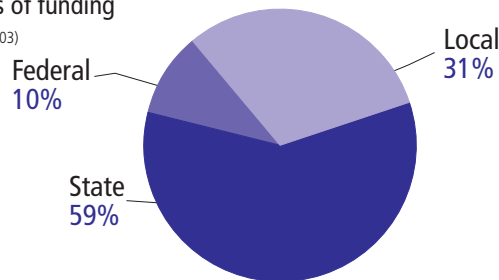
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	114	114
Number of public schools (CCD)		
Elementary	329	346
Middle	100	110
High	142	169
Combined	15	34
Other	13	5
Total	599	664
Number of charter schools (CCD)		
		17

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$692,371	\$924,975
Noninstructional	53,497	65,199
Support	348,782	521,688
Total	1,094,650	1,511,862
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$4,623	\$6,081

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$39,875,687

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	1,409	2,670
K-8	164,721	172,618
9-12	69,284	76,335
Total (K-12)	234,005	248,953
Race/ethnicity (CCD)		
American Indian/Alaskan Native	n/a	2%
Asian/Pacific Islander	n/a	1
Black, non-Hispanic	n/a	1
Hispanic	n/a	12
White, non-Hispanic	n/a	84

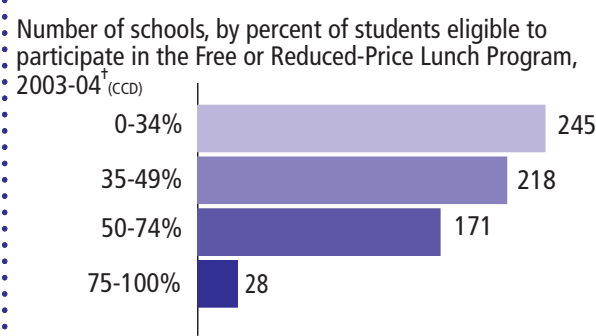
Students with disabilities (OSEP) 8% 10%

Students with limited English proficiency (NCELA) 3% 8%

Migrant students (OME) 5% 6%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
 - 28%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 93,321

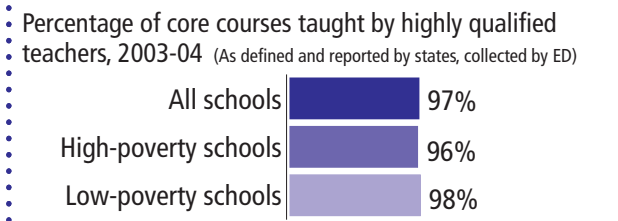


†2 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	5,721	6,315
Middle	2,661	2,998
High	3,327	4,032
Combined	165	460
Other	126	167
Total	12,000	13,972
Number of FTE non-teacher staff (CCD)		
Instructional aides	1,709	2,637
Instructional coordinators	185	268
Administrators	709	842
Other	5,373	7,337
Total	7,976	11,084

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	69%	57%
Mathematics	46	49
Science	77	75
Social studies	73	66



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	9%	6%
Avg. freshman graduation rate (NCES)	80	80
College-going rate (IPEDS/NCES)	48	45
NAEP state results (NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	—	33%
Basic level or above	—	69
Math, Grade 8	1996	2005
Proficient level or above	—	30%
Basic level or above	—	73

Statewide Accountability Information

See Appendix B for Idaho's definitions of proficient for Reading and mathematics for grades 4, 8, and 10.

See http://www.sde.state.id.us/naep/2004/naep2004trends_report.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: Idaho State Achievement Test

State student achievement levels: Basic, Proficient, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	66%	66%
	Mathematics	51	62
Grade 8	Reading	66	66
	Mathematics	51	51
Grade 10	Reading	66	66
	Mathematics	51	51

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	357 (89%)	504 (82%)	67 (58%)
Identified for improvement:			
Year 1	20 (6%)	43 (9%)	15 (22%)
Year 2	18 (5%)	46 (9%)	32 (48%)
Corrective action	0	0	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Language Arts ISAT or student growth.	Meet or progress toward standard set by board.	Met
High school indicator: Graduation rate	Meet or progress toward standard	Met

NCLB choice participation

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	20	*
Supplemental educational services:	0	0

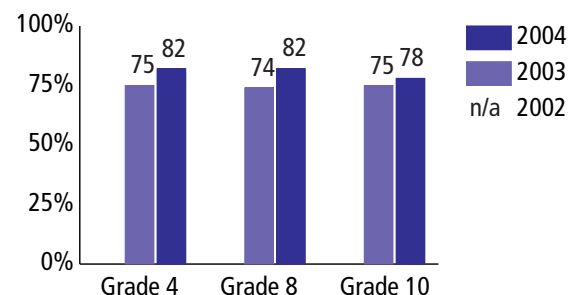
Student Achievement 2003-04

Idaho State Achievement Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	82%	82%	78%
Economically disadvantaged students	73	71	64
Migrant students	47	36	29
Students with disabilities	43	36	30
Students with limited English proficiency	53	47	33
Black, non-Hispanic	76	79	60
Hispanic students	63	58	46
White, non-Hispanic	86	86	82

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	84%	66%	71%
Economically disadvantaged students	76	52	57
Migrant students	60	21	34
Students with disabilities	55	21	26
Students with limited English proficiency	62	32	37
Black, non-Hispanic	69	57	54
Hispanic students	68	39	43
White, non-Hispanic	87	70	74

Student achievement trend: Mathematics percent proficient level or above

