

# Iowa

<http://www.state.ia.us/educate>

## School and Teacher Demographics

Per pupil expenditures  
(CCD, 1999-2000) \$6,564

Number of Districts  
(CCD, 2000-01) 375

Number of Charter Schools  
(CCD, 2000-01) -

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### Number of Public Schools (CCD)

	<b>1993-94</b>	<b>2000-01</b>
Elementary	861	817
Middle	289	297
High	357	366
Combined	21	41
Total	1,528	1,521

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### Number of FTE Teachers (CCD)

	<b>1993-94</b>	<b>2000-01</b>
Elementary	14,649	15,227
Middle	6,521	7,049
High	10,389	11,149
Combined	529	787
Total	32,088	34,212

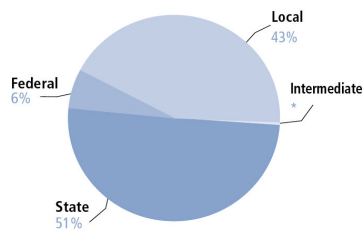
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### Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	<b>1994</b>	<b>2000</b>
English	80%	70%
Math	74	73
Science	86	89
Social Studies	81	80

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### Sources of Funding District Average (CCD, 1999-2000)



## Student Demographics

### Public school enrollment

(CCD)

	1993-94	2000-01
Pre-K	5,430	5,797
K-8	333,743	321,854
9-12	142,601	155,073
Total (K-12)	476,344	476,927

### Race/ethnicity

(CCD)

	1993-94	2000-01
American Indian/Alaskan Natives	*	1%
Asian/Pacific Islander	2%	2
Black	3	4
Hispanic	2	4
White	93	90
Other	-	-

### Students with disabilities

(OSEP)

1993-94	2000-01
11%	12%

### Students with limited

#### English proficiency

(ED/NCBE)

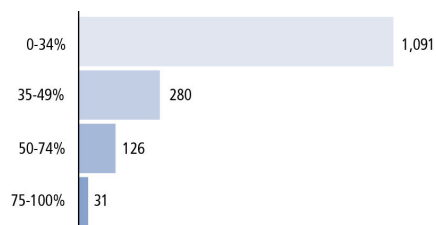
1993-94	2000-01
1%	2%

### Migratory students

(OME)

1993-94	2000-01
*	2%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program\* (CCD, 2000-01)



\*1 school did not report.

#### Key

\* = Less than 0.5 percent  
 — = Not applicable

n/a = Not available

# = Sample size too small to calculate

High Poverty Schools = 75-100% of students qualify for lunch subsidies

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## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

### Statewide Goal for Schools on State Assessment

Goals established locally.

### Expected School Improvement on Assessment

Districts set targets.

### Title I Adequate Yearly Progress (AYP) for Schools

Same for all schools.

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## Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	134 17%	663 83%	797 100%
Schools meeting AYP Goal	124 93%	647 98%	771 97%
Schools identified for Improvement	10 7%	16 2%	26 3%

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Title I Allocation \$56,613,561

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

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## NAEP State Results

	Grade 4	Grade 8
<b>Reading, 2002</b>		
Proficient level and above	35%	-
Basic level and above	69	-
<b>Math, 2000</b>		
Proficient level and above	28%	-
Basic level and above	78	-

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## Iowa

### Student Achievement 2000-01

Assessment:

Iowa Basic Skills Test.

State Definition of Proficient:

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 nonliteral language.

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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; makes inferences about the motives and feelings of characters; and applies what has been read to new situations; and sometimes can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral 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 identifies author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusion.

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.

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### Elementary School

#### Grade 4 Reading

Students in:	Partially Proficient	Proficient	Advanced
All schools	32%	54%	14%
Title I schools			
High poverty Schools			
Students with limited English proficiency			
Migratory students			
Students with Disabilities			

#### Grade 4 Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All schools	28%	56%	16%
Title I schools			
High poverty Schools			
Students with limited English proficiency			
Migratory students			
Students with Disabilities			

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**Middle School**
**Grade 8 Reading**

Students in:	Partially Proficient	Proficient	Advanced
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All schools	31%	56%	13%
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Title I schools  
High poverty Schools

Students with limited English proficiency  
Migratory students  
Students with Disabilities

**Grade 8 Mathematics**

Students in:	Partially Proficient	Proficient	Advanced
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All schools	26%	57%	17%
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Title I schools  
High poverty Schools

Students with limited English proficiency  
Migratory students  
Students with Disabilities

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**High School**
**Grade 11 Reading**

Students in:	Partially Proficient	Proficient	Advanced
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All schools	25%	57%	18%
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Title I schools  
High poverty Schools

Students with limited English proficiency  
Migratory students  
Students with Disabilities

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**Grade 11  
Mathematics**

Students in:	Partially Proficient	Proficient	Advanced
All schools	20%	53%	26%
Title I schools			
High poverty Schools			
Students with limited English proficiency			
Migratory students			
Students with Disabilities			

<b>High School Indicators</b>	<b>1993-94</b>	<b>2000-01</b>
High school dropout rate (CCD, event)	3%	3%
Postsecondary enrollment (NCES, High school grads enrolled in college)	64%	65%

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