

Districts and schools

	1993-94	2003-04
Number of districts (CCD)	397	371
Number of public schools (CCD)		
Elementary	862	786
Middle	289	291
High	375	366
Combined	22	37
Other	5	11
Total	1,553	1,491

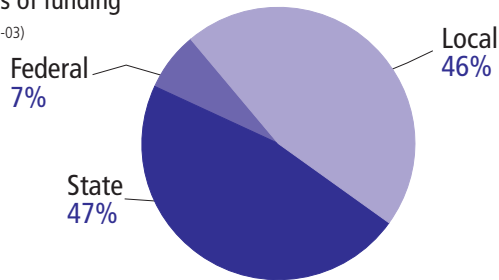
Number of charter schools (CCD) -

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$1,985,429	\$2,174,018
Noninstructional	144,510	267,011
Support	1,090,517	1,210,993
Total	3,220,456	3,652,022

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$6,460	\$7,574

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$62,955,699

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	5,030	6,907
K-8	333,743	318,124
9-12	142,601	152,565
Total (K-12)	476,344	470,689

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	2%	2
Black, non-Hispanic	3	5
Hispanic	2	5
White, non-Hispanic	93	88

Students with disabilities (OSEP) 11% 14%

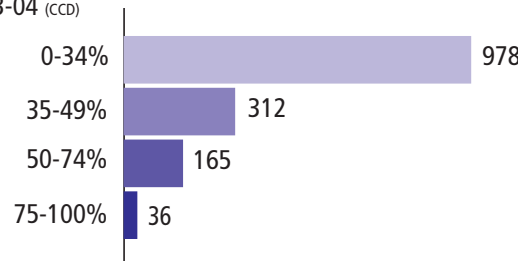
Students with limited English proficiency (NCELA) 1% 3%

Migrant students (OME) * 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, 2003-04 (CCD) 144,220

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



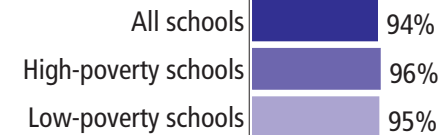
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	14,651	16,276
Middle	6,521	7,180
High	10,523	11,145
Combined	538	714
Other	114	253
Total	32,347	35,568

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	4,945	9,095
Instructional coordinators	372	472
Administrators	2,496	3,039
Other	20,848	20,740
Total	28,661	33,346

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, 2003-04 (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	2005
Reading, Grade 4		
Proficient level or above	35%	33%
Basic level or above	69	67
Math, Grade 8		
Proficient level or above	31%	34%
Basic level or above	78	76

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 statewide accountability system.

State assessment for NCLB accountability: Iowa Tests of Basic Skills 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 (2003-04)
Grade 4	Reading	65%	65%
	Mathematics	64	64
Grade 8	Reading	61	61
	Mathematics	63	63
High school	Reading	69	69
	Mathematics	69	69

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

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	700 (96%)	1,359 (92%)	350 (95%)
Identified for improvement:			
Year 1	8 (1%)	59 (4%)	9 (2%)
Year 2	2 (*)	7 (1%)	0
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	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 95%	Met
Middle school 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	2%
Supplemental educational services:	75	7%

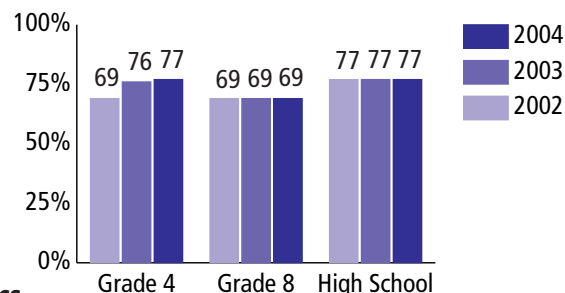
Student Achievement 2003-04

Iowa Tests of Basic Skills and the Iowa Tests of Educational Development, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	77%	69%	77%
Economically disadvantaged students	61	50	60
Migrant students	41	33	37
Students with disabilities	31	20	29
Students with limited English proficiency	42	26	34
Black, non-Hispanic	50	37	50
Hispanic students	52	42	51
White, non-Hispanic	80	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	77%	72%	79%
Economically disadvantaged students	62	52	62
Migrant students	50	40	44
Students with disabilities	39	24	32
Students with limited English proficiency	49	34	41
Black, non-Hispanic	46	34	44
Hispanic students	56	43	52
White, non-Hispanic	80	75	81

Student achievement trend: Mathematics percent proficient level or above

