

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	113	114
Number of public schools (CCD)		
Elementary	329	350
Middle	100	106
High	142	172
Combined	15	28
Other	13	4
Total	599	660
Number of charter schools (CCD)		
		13

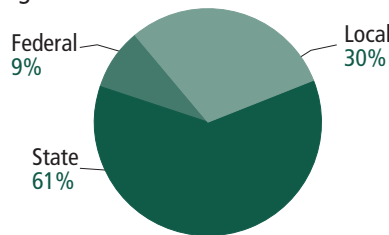
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$695,625	\$905,333
Noninstructional	53,749	63,933
Support	350,421	512,538
Total	1,099,794	1,481,804

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$4,645	\$6,011

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	Amount
	\$32,795,334

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	1,389	2,517
K-8	164,828	170,608
9-12	69,287	75,241
Total (K-12)	234,115	245,849

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	1
Black, non-Hispanic	1	1
Hispanic	7	11
White, non-Hispanic	90	86

Students with disabilities (OSEP)	1993-94	2002-03
	8%	10%

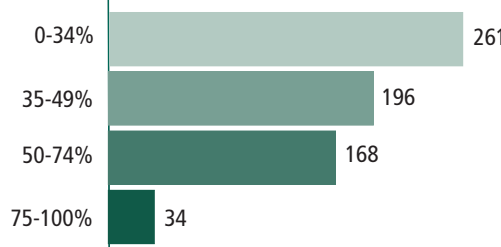
Students with limited English proficiency (NCELA)	1993-94	2002-03
	3%	8%

Migrant students (OME)	1993-94	2002-03
	5%	6%

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

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	Count
	90,447

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



[†]1 school did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	5,713	6,379
Middle	2,635	2,924
High	3,205	4,081
Combined	155	365
Other	300	147
Total	12,007	13,896

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	1,709	2,641
Instructional coordinators	185	274
Administrators	709	847
Other	5,373	7,239
Total	7,976	11,001

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

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

All schools	98%
High-poverty schools	98%
Low-poverty schools	Not available

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)	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	30%
Basic level or above	n/a	64
Math, Grade 8		
Proficient level or above	n/a	28%
Basic level or above	n/a	72

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 Idaho's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard0304.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Idaho Standards Achievement Test

State student achievement levels: Basic, Proficient, Advanced

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	66%	66%
	Mathematics	51	62
Grade 8	Reading	66	66
	Mathematics	51	51
High school	Reading	66	66
	Mathematics	51	51

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	—	—	—
Year 2	—	—	—
Corrective action	—	—	—
Restructuring	—	—	—
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	—	—	—

Other indicator, 2002-03	State target	State outcome
Elementary/middle 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	Number of Title I students	Percent of eligible students
Title I school choice:	0	—
Supplemental educational services:	0	—

*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

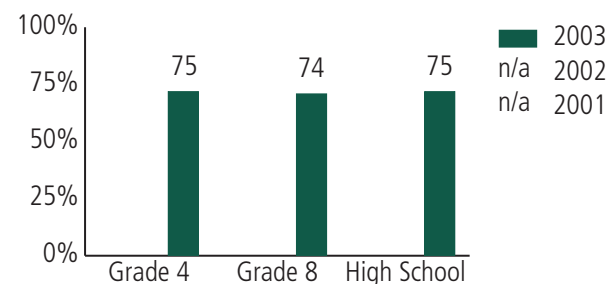
Student Achievement 2002-03

Idaho Standards Achievement Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	75%	74%	75%
Economically disadvantaged students	65	61	61
Migrant students	39	33	32
Students with disabilities	36	28	27
Students with limited English proficiency	39	36	29
Black, non-Hispanic students	75	65	63
Hispanic students	50	44	40
White, non-Hispanic students	79	78	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%	53%	71%
Economically disadvantaged students	68	36	57
Migrant students	51	17	38
Students with disabilities	45	12	22
Students with limited English proficiency	49	21	35
Black, non-Hispanic students	67	37	51
Hispanic students	58	25	43
White, non-Hispanic students	81	57	74

Student achievement trend: Mathematics percent proficient level or above

