

School and Teacher Demographics

Number of districts 377
(CCD, 1998-99)

Number of public schools in state (CCD, 1998-99)				
Elementary	Middle	High	Combined	Other
834	293	376	28	7

Student/teacher ratio (CCD, 1998-99)			
	Elementary	Middle	High
	15:1	14:1	14:1

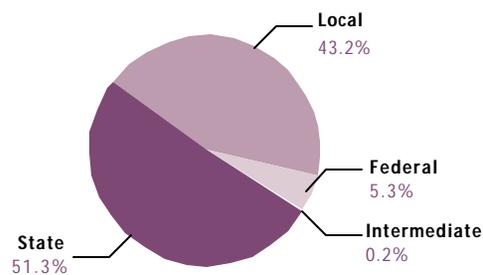
Number of FTE teachers in state (CCD, 1998-99)				
Elementary	Middle	High	Combined	Other
14,897	6,846	11,166	627	155

Public school enrollment (CCD) (By state definition)	1989-90		1998-99	
	K-8	338,422	326,051	
	9-12	140,064	155,834	
	PreK	3,417	3,294	

Sources of funding

District average

(CCD, 1996-97)



Student Demographics

Race/ethnicity	1989-90	1998-99
American Indian/Alaskan Natives	0.3%	0.5%
Asian/Pacific Islander	1.3	1.7
Black	2.7	3.6
Hispanic	1.1	2.8
White	94.5	91.4

(CCD, K-12)

Students with disabilities (OSEP, K-12)	1990-91	1998-99
	11.1%	12.6%

Limited English proficient (USED /NCBE, K-12)	1989-90	1996-97
	3,603	7,304

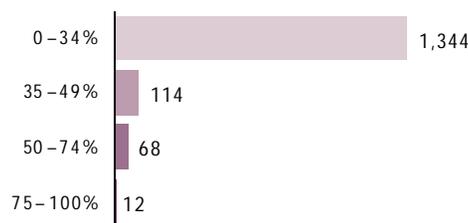
Migrant (OME, K-12)	1993-94	1998-99
	1,330	5,052

Highschool drop-out rate (CCD,event)	1993-94	1997-98
	3.4%	2.9%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1997-98
	64%	67%

All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1998-99)



Statewide Accountability Information

Statewide Goal for Schools on State Assessment
None, goals established locally.

Expected School Improvement on Assessment
None

Indicators for School Accountability
None

Title I Adequate Yearly Progress (AYP) Target for Schools

Districts set targets, same for Title I and all schools

Schools Meeting Title I AYP Goal
730 (83.1%)

Title I Schools

Title I enrollment	1998-99
K-8	49,680
9-12	88
PreK	n/a

(USED)

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	556	149
Asian/Pacific Islander	508	316
Black	3,853	1,019
Hispanic	2,411	1,187
White	16,878	29,633

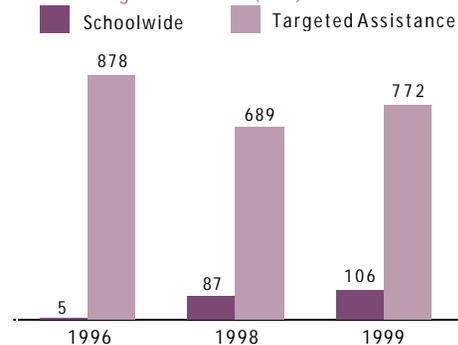
(USED, K-12)

Title I allocation \$54,102,575

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998-99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1997–1998 to 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading

	Low	Intermediate	High
All Students	31.4%	53.7%	14.9%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Low	Intermediate	High
All Students	28.5%	56.1%	15.4%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Grade 8

Reading

	Low	Intermediate	High
All Students	28.7%	56.6%	14.2%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Mathematics

	Low	Intermediate	High
All Students	25.0%	57.4%	17.8%
Title I Schoolwide			
Title I Targeted			
Percent of School in Poverty			
00–34			
75–100			
LEP Students			
Migrant students			

Assessment Information

Assessment Reported

Iowa Test of Basic Skills, Forms K and L
Scores reported are two-year average

Progress Toward Assessment Aligned with Standards

Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1997

Intermediate: Definitions are grade-specific and available in Appendix A.

Exclusion from Assessment

LEP and limited exclusion for Special Education Students

Other Assessments

Local school district decision

Grade 11

Reading

	Low	Intermediate	High
All Students	23.7%	57.4%	19.0%
Title I Schoolwide			
Title I Targeted			

Mathematics

	Low	Intermediate	High
All Students	18.6%	54.0%	27.4%
Title I Schoolwide			
Title I Targeted			

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	35%	n/a
Basic level and above	70%	n/a
Math, 2000:		
Proficient level and above	28%	n/a
Basic level and above	78%	n/a