

The Annual
CONDITION
OF EDUCATION
Report



1999



GRIMES STATE OFFICE BUILDING IN DES MOINES - HOME OF THE IOWA DEPARTMENT OF EDUCATION

A Report on

Prekindergarten, Elementary,
and Secondary Education

in Iowa

Iowa Department of Education

1999



Printed on Recycled Paper

The Annual Condition of Education Report

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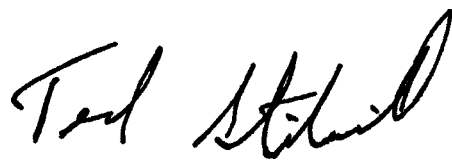
To the Citizens of Iowa...

We are pleased to present our 10th annual *Condition of Education Report*. In the past decade, the *Report* has become an increasingly significant resource for state policymakers and community leaders. Iowa's longstanding success in education depends upon community responsibility, to insure that our students achieve to their highest potential. The annual *Condition of Education Report* provides the critical data that allows us to understand the needs of our students and make the best decisions on behalf of all of Iowa's young people.

The *Condition of Education Report* includes important state-level information about education in Iowa, including data that highlights change over time. As we move into an era of greater accountability for student achievement, I urge local policymakers to analyze this state-level information in the context of local data.

This year we have again offered expanded information for consideration and analysis in such areas as student achievement, other states and the nation comparisons, and teacher compensation and experience. The needs of our students continue to change, and we must continue to stay in touch with those we serve, by analyzing the relative success and challenges facing different groups in our schools and colleges.

We encourage your suggestions, as always, for improvement in this important document.

A handwritten signature in black ink, reading "Ted Stilwill". The signature is written in a cursive, flowing style.

Ted Stilwill, Director
Iowa Department of Education

Acknowledgments...

The authors of the Annual *Condition of Education Report* wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. A special acknowledgment is extended to individuals outside the department who made important contributions in sharing their data and thoughts with us. They included: Dr. David Frisbie, Dr. Robert Forsyth, and Dr. Timothy Ansley, Iowa Testing Programs; and Dr. Robert Ziomek, American College Testing Program.

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Introduction to Background Demographics...

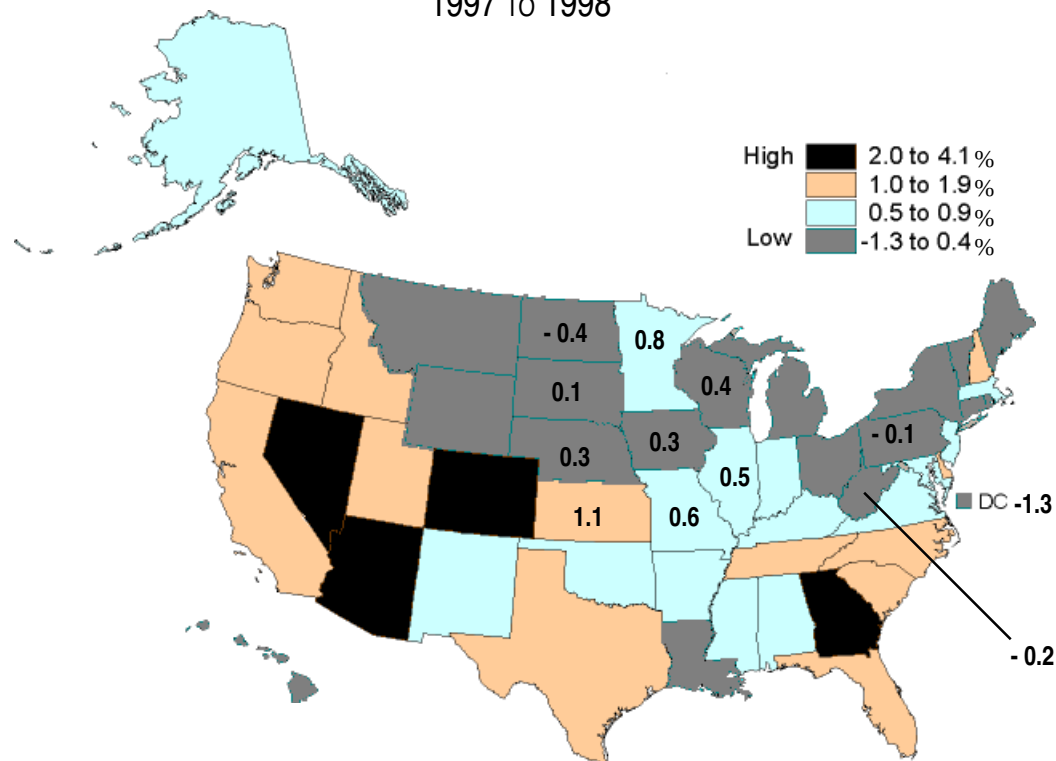
The Background Demographics section was added to the *Annual Condition of Education Report* beginning with the 1997 edition under the title of preface. The intent was to provide background information and to provide a context in terms of a demographic, economic, and social framework. The information within the background demographics relates to changes or trends over the past several years and, where possible, to project future trends.

Population and demographic characteristics describe population changes and trends, reflect population distributions for selected age groups, minority populations, vital statistics, immigration and education. Included in the economic characteristics are costs of doing business in Iowa, workforce statistics, and median household income. Social factors presented include poverty indicators, incidence of reported child abuse and neglect, out-of wedlock births, rankings of most livable states, estimates of the number of households on the Internet, juvenile arrest rates for violent crimes and homicide victimization rates, school-age children with parent(s) working, and adult literacy.

Population and Demographics...

U.S. Population Change

FIGURE 1B — U.S. BY STATE ESTIMATED POPULATION CHANGE
1997 TO 1998



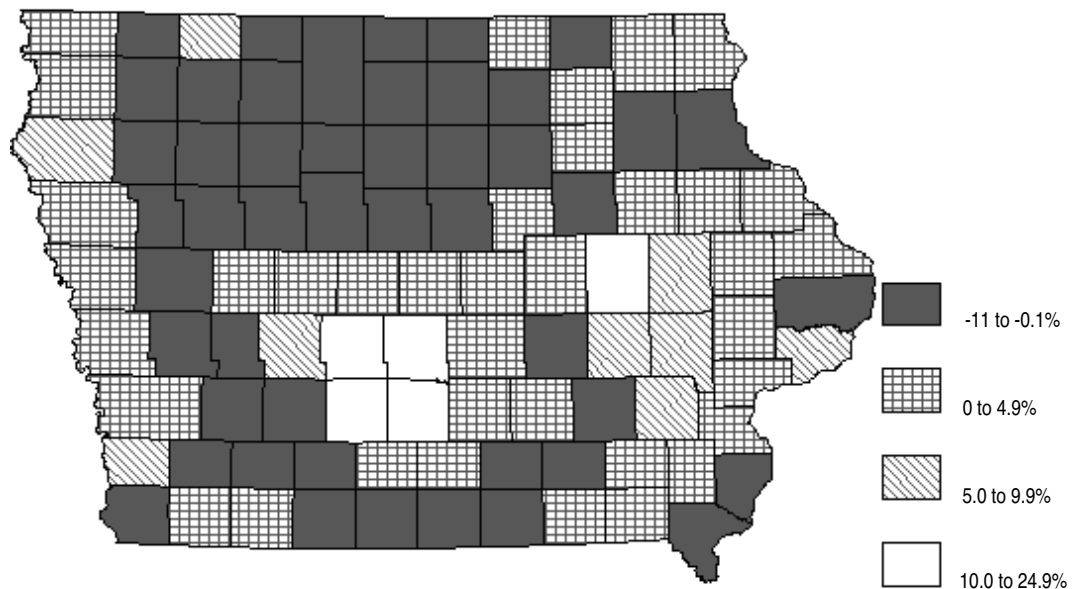
Source: U.S. Census Bureau, Population Estimates Program.
Notes: U.S. percent change for 1997-98 was estimated at 1.0%.
Midwest percent change for 1997-98 was estimated at 0.4%.

- The percent change in estimated U.S. population from 1997 to 1998 was 1.0 percent, or approximately equal to the estimated average annual change from 1990 to 1998.
- Only three states, North Dakota, West Virginia, and Pennsylvania, as well as the District of Columbia registered population losses from 1997 to 1998.
- Iowa experienced a 0.3 percent increase in estimated population from 1997 to 1998 and was one of 18 states to fall within the “low” category (–1.3 to 0.4 percent). This change was slightly lower than the midwest average.

Population and Demographics...

Population Change by Iowa Counties

FIGURE 2B — IOWA POPULATION CHANGE
1990-1998



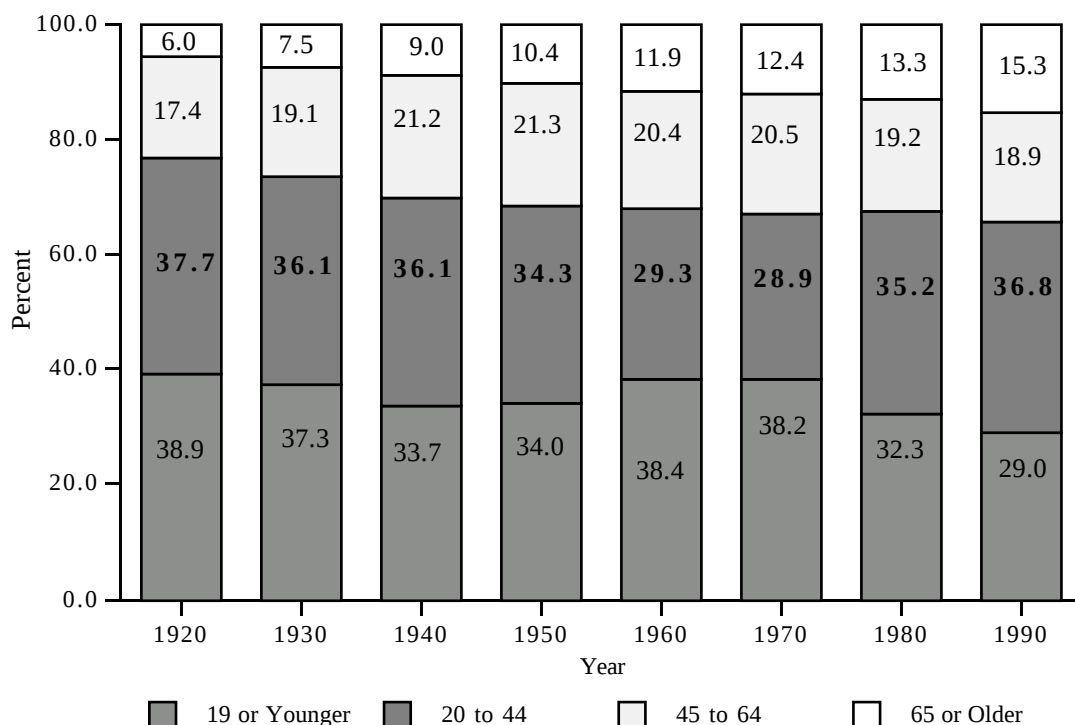
Source: U.S. Census Bureau, 1999.

- From 1990 to 1998 the Iowa estimated population increased by nearly 86,000 or 3.1 percent.
- Areas of Iowa population loss tended to be concentrated in the less urban areas of the state, while moderate to more pronounced population increases tended to occur in more urban areas.
- Iowa counties experiencing the greatest increase in population from 1990 to 1998 were Dallas (24.0 percent), Benton (13.3 percent), Warren (11.6 percent), Madison (11.1 percent), and Polk (10.0 percent).
- Losses in population from 1990 to 1998 were reported for 48 of the 99 counties in Iowa. Counties with the greatest population loss over the period in terms of percentages included Adams (-10.6 percent), Pocahontas (-7.9 percent), and Audubon (-6.4 percent).

Population and Demographics...

Iowa Population Age Group Trends

FIGURE 3B — IOWA POPULATION FOR SELECTED AGE GROUPS AS A PERCENT OF TOTAL POPULATION, 1920-1990



Source: U.S. Census Bureau, 1920-1990.

- The percent of Iowa population under 20 years of age decreased from 38.9 percent in 1920 to 29.0 percent in 1990, while the percent of the Iowa population age 65 and above increased from 6.0 percent to 15.3 percent over the same period of time. The increase for the 65 and above subgroup was incremental.
- Iowa's population age 20 to 44 decreased substantially during the 1960s and 1970s before returning to similar historical levels in the 1980s and 1990s.

Population and Demographics...

Iowa & Selected States Non-White and Hispanic Population Subgroups

TABLE 1B — ESTIMATED AND PROJECTED PERCENTAGE OF NON-WHITE AND HISPANIC POPULATIONS FOR IOWA AND SELECTED STATES
1990 AND 2010

Selected States	1990 Percent of Total Population		2010 Percent of Total Population		1990 to 2010 Change in Percentage Points	
	Non-White	Hispanic	Non-White	Hispanic	Non-White	Hispanic
Iowa	2.9%	1.2%	4.8%	2.4%	1.9	1.2
U.S.	16.4	9.0	19.5	13.8	3.1	4.8
California	18.6	25.8	23.9	37.8	5.3	12.0
D.C.	68.5	5.4	62.7	9.8	-5.8	4.4
Florida	15.2	12.2	18.7	19.1	3.5	6.9
Illinois	17.7	7.9	20.4	13.1	2.7	5.2
Kansas	8.1	3.8	10.5	6.7	2.4	2.9
Minnesota	5.2	1.2	9.4	2.6	4.2	1.4
Missouri	12.0	1.2	13.7	2.1	1.7	0.9
Nebraska	5.3	2.3	7.6	4.4	2.3	2.1
North Dakota	5.2	0.7	8.0	1.4	2.8	0.7
South Dakota	8.2	0.8	10.5	1.2	2.3	0.4
Wisconsin	7.0	1.9	10.8	3.1	3.8	1.2

Source: U.S. Census Bureau, 1990 Population Estimates, Series A Population Projection, PPL-47.

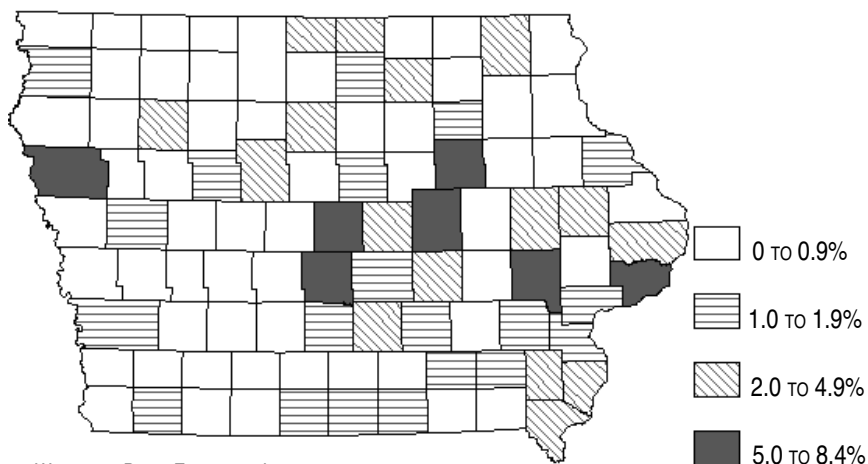
- For the U.S. the projected percentage of non-white and Hispanic populations for the year 2010 are 19.5 and 13.8 percent, respectively. These percentages represented projected increases from 1990 of 3.1 percentage points for non-whites and 4.8 percentage points for Hispanics.
- The Iowa non-white population is projected to be 4.8 percent of Iowa's population in 2010, up by 1.9 percentage points from 1990. The Iowa Hispanic population for 2010 is projected to be 2.4 percent or 1.2 percentage points above that estimated for the year 1990.
- Illinois is projected to have the highest non-white population percentage for 2010 (20.4 percent) of any state immediately surrounding Iowa. The percentage of Hispanic population for Illinois projected for 2010 is the highest for midwest states at 13.1.

Population and Demographics...

Iowa Estimated and Projected Non-White and Hispanic Population Change

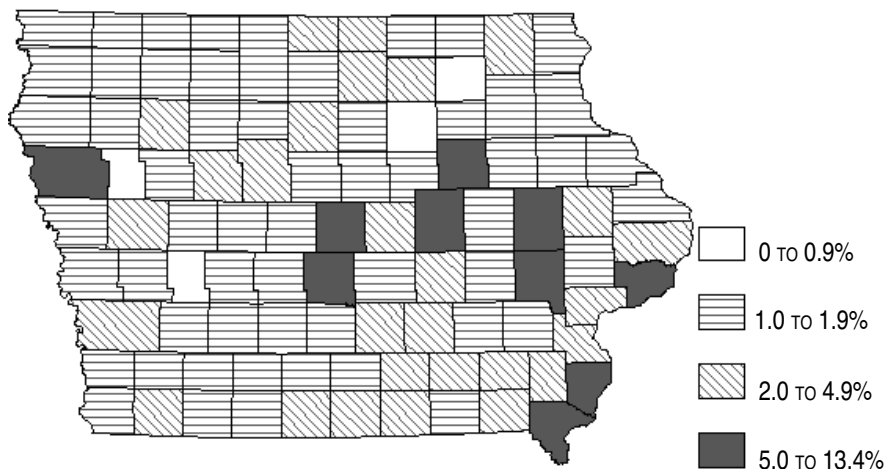
FIGURE 4BA — IOWA ESTIMATED AND PROJECTED
NON-WHITE POPULATION BY COUNTY
1990 AND 2010

1990 — NON-WHITE



SOURCE: WOODS AND POOLE ECONOMICS, INC., 1998.

2010 — NON-WHITE



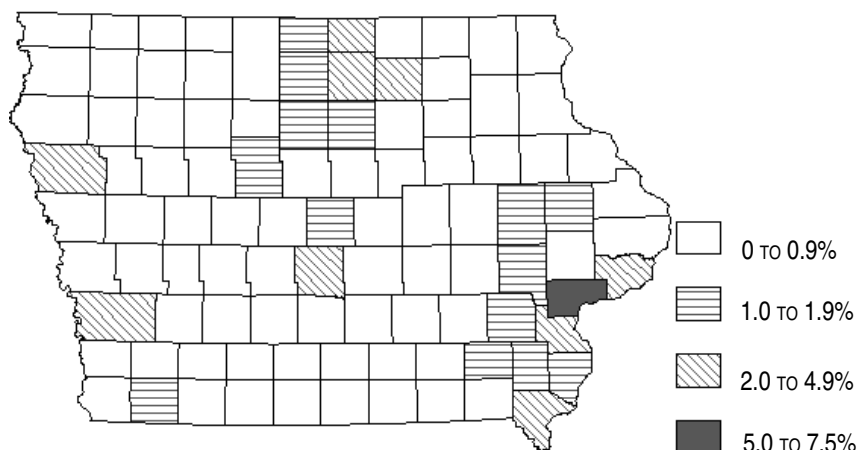
SOURCE: WOODS AND POOLE ECONOMICS, INC., 1998.

- In more than half of all Iowa counties (56 out of 99), less than one percent of the total population was non-white in 1990. Counties with non-white population ranging from five to 8.4 percent of the total 1990 population were; Black Hawk, Johnson, Polk, Story, Tama, Scott, and Woodbury.
- There were only four of Iowa's 99 counties projected to have a non-white population of less than one percent in the year 2010.

Population and Demographics...

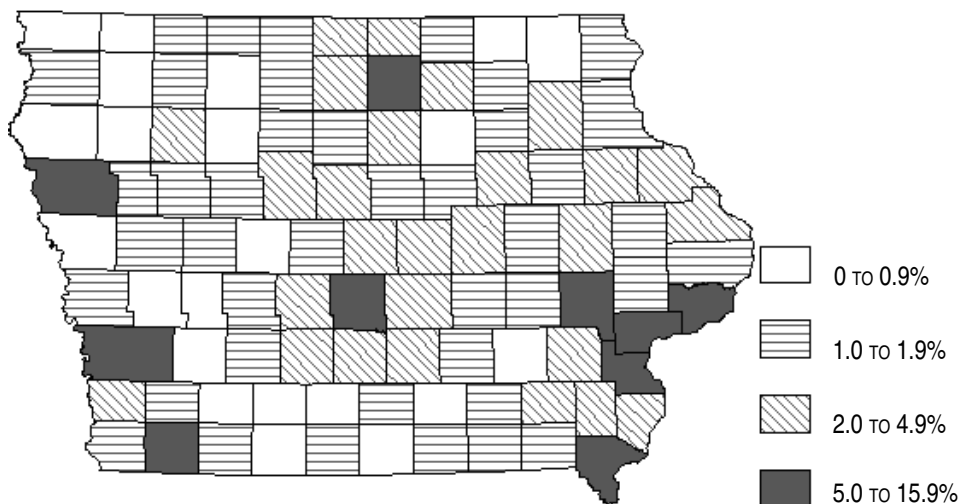
FIGURE 4BB — IOWA ESTIMATED AND PROJECTED
HISPANIC POPULATION BY COUNTY
1990 AND 2010

1990 — HISPANIC



SOURCE: WOODS AND POOLE ECONOMICS, INC., 1998.

2010 — HISPANIC

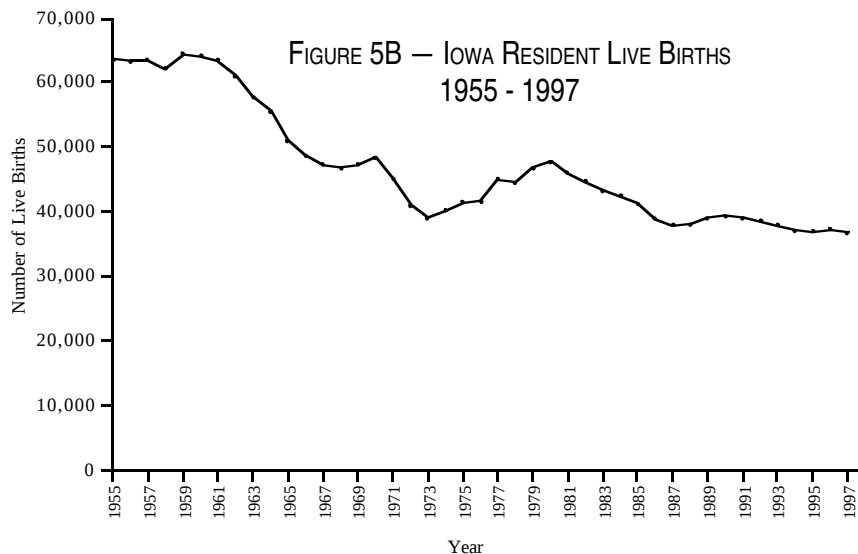


SOURCE: WOODS AND POOLE ECONOMICS, INC., 1998.

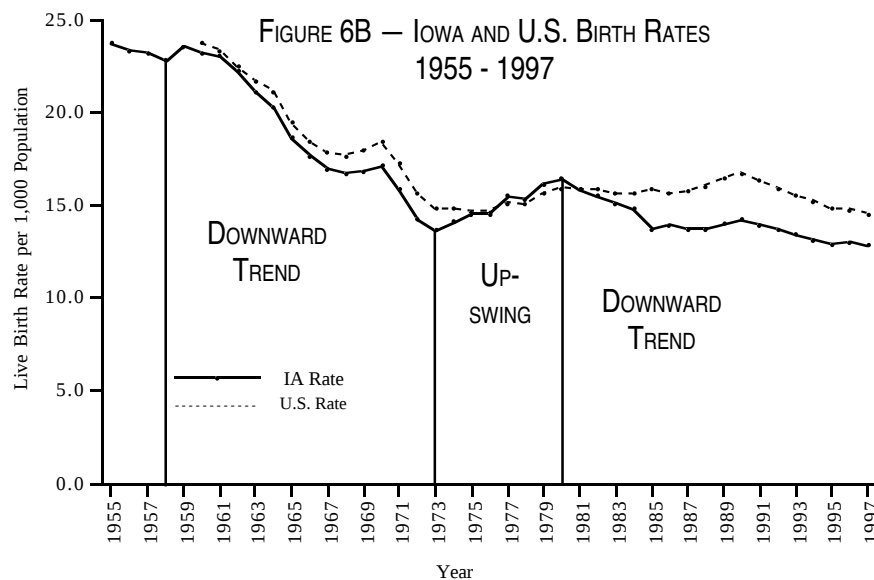
- There were 75 Iowa counties with less than one percent of the total population represented as Hispanic. Muscatine County, with a Hispanic population of 7.5 percent, was the only county to exceed five percent in 1990.
- The number of Iowa counties in 2010 projected to have a Hispanic population ranging from five to 15.9 percent is ten, compared to one in 1990.

Population and Demographics...

Iowa and the U.S. Births and Birth Rates



SOURCE: IOWA DEPARTMENT OF PUBLIC HEALTH, CENTER FOR HEALTH STATISTICS, RESIDENT LIVE BIRTHS, 1955-1997.



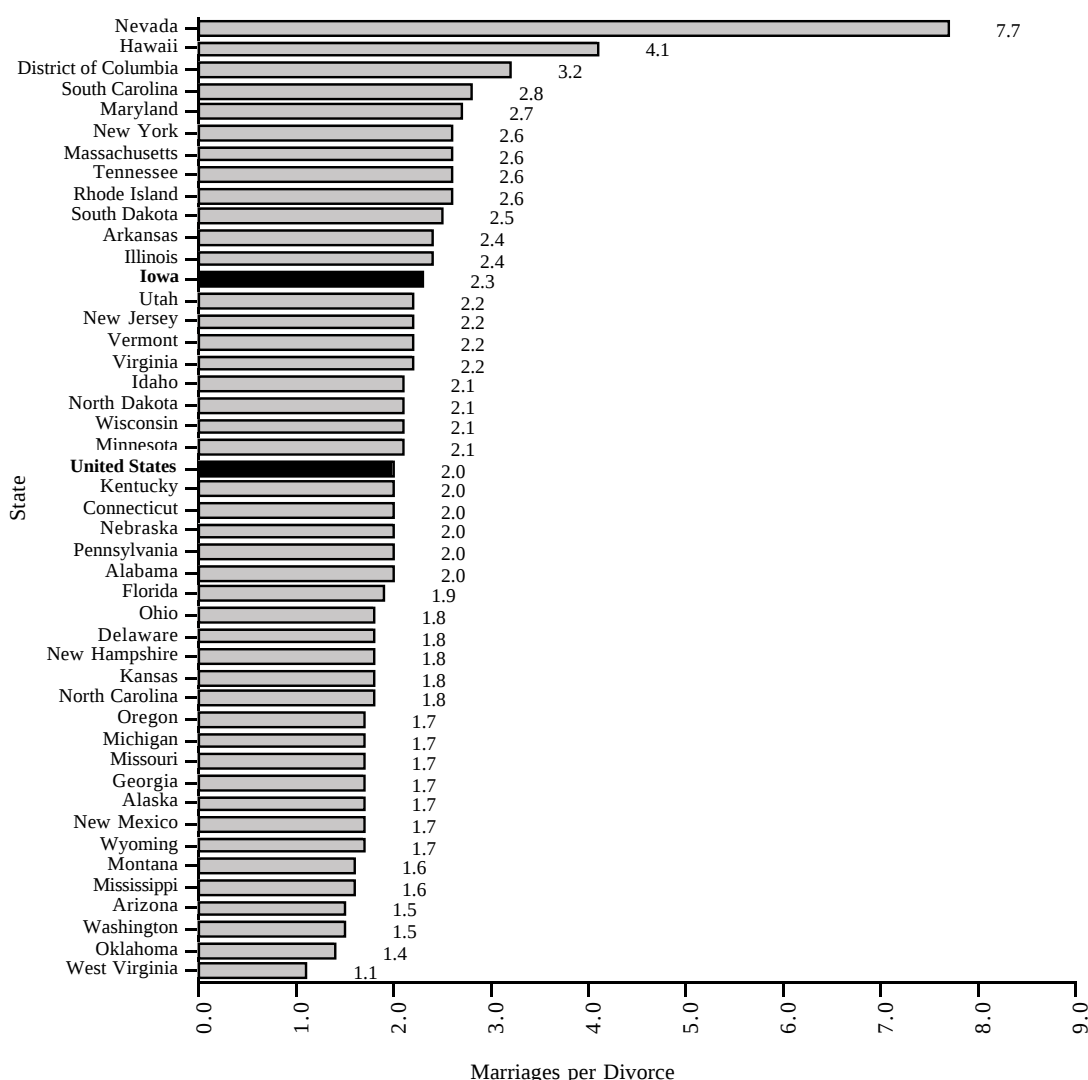
SOURCE: IOWA DEPARTMENT OF PUBLIC HEALTH, CENTER FOR HEALTH STATISTICS, BIRTH RATE PER 1,000 POPULATION, 1955-1997. NATIONAL CENTER FOR HEALTH STATISTICS.
NOTE: NATIONAL BIRTH RATES PRIOR TO 1960 WERE NOT AVAILABLE BECAUSE OF EXCLUSION OF ALASKA AND HAWAII.

- A comparison of Iowa resident live births and birth rates for 1955 to 1997 reflects three distinct trends; a downward trend after 1959 until 1973, an upswing from 1974 to 1980, and a downward trend from 1981 to 1997.
- The comparison of Iowa resident live births and birth rates, calculated on the basis of the number of live births per 1,000 population, suggests that these trends were unrelated to the population changes, increases or decreases over the same time period.
- Iowa resident live births have ranged in number from 63,624 in 1955 to 36,641 in 1997. The birth rates correspondingly have ranged from 23.7 to 12.8 births per 1,000 population in 1955 and 1997 respectively.
- Iowa resident live births per 1,000 population have consistently been lower than the U.S. resident live birth rates, except for the period of time from 1977 through 1980. Notably, the period of the largest differences in birth rates between the U.S. and Iowa began about 1987, with a difference of two per 1,000 and peaked in 1990 at a difference of 2.5 per 1,000.

Population and Demographics...

U.S. Marriages vs. Divorces

FIGURE 7B — MARRIAGES VS. DIVORCES FOR THE U.S. BY STATE
1997



SOURCE: U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES, NATIONAL CENTER FOR HEALTH STATISTICS, PROVISIONAL DATA, 1998.

NOTES: PROVISIONAL DATA MAY VARY FROM FINAL DATA DUE TO ELIMINATION OF SOME DUPLICATE RECORDS.

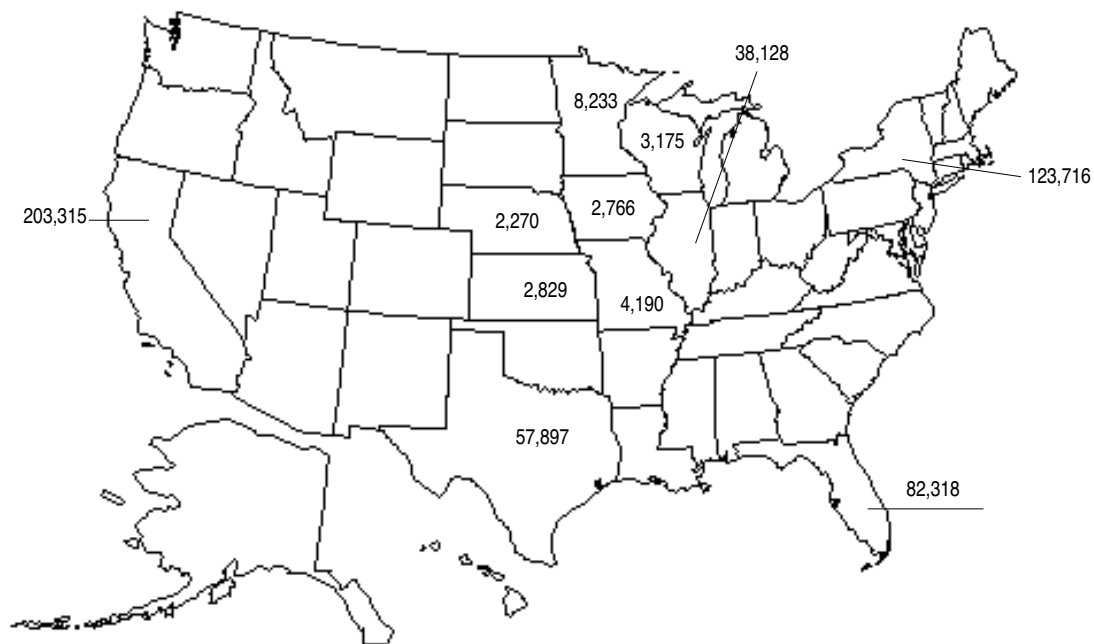
CALIFORNIA, COLORADO, INDIANA, LOUISIANA, MAINE, AND TEXAS WERE NOT REPORTED.

- In 1997 there were almost 2.4 million marriages and nearly 1.2 million divorces or dissolutions of marriages reported in the U.S. The ratio of U.S. marriages to divorces was 2.0 to 1.0.
- There were 22,120 marriages and 9,807 divorces in Iowa during 1997. Iowa ranked 13th out of the 45 reporting states and the District of Columbia in the marriage/divorce ratio. The Iowa rate of 2.3 marriages per divorce was above the national rate of 2.0.
- The Iowa Department of Public Health reported in *Vital Statistics of Iowa, 1997*, that the rate of divorces or dissolutions of marriage per 1,000 population for 1997 (3.4) was the lowest since 1974 (3.6). The 1997 Iowa rate of marriages per 1,000 population (7.7) was the lowest since 1966 (7.7).

Population and Demographics...

International Migration

FIGURE 8B — IMMIGRATION TO THE U.S. BY STATE OF INTENDED RESIDENCE
FISCAL YEAR 1997



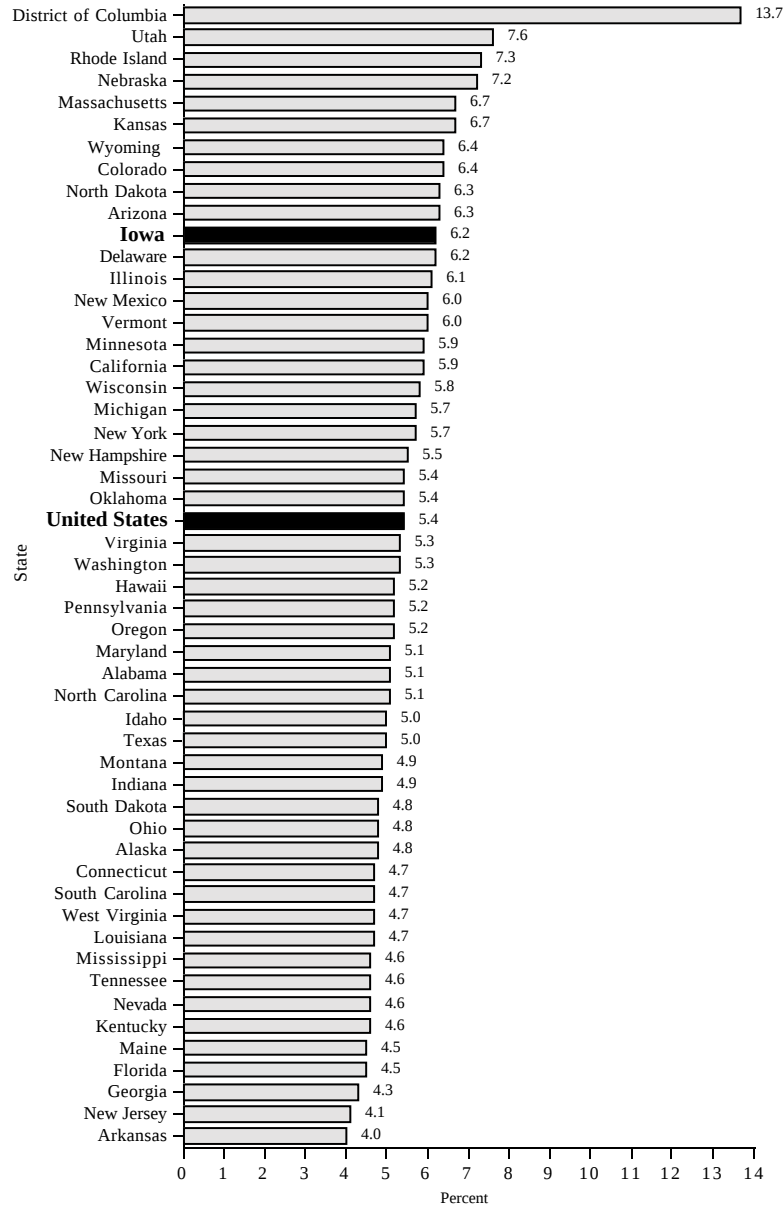
SOURCE: U.S. IMMIGRATION AND NATURALIZATION SERVICE, 1999.
NOTE: NO IMMIGRANTS FOR SOUTH DAKOTA WERE REPORTED FOR FISCAL YEAR 1997.

- There were 798,378 immigrants admitted for legal residence in the U.S. in fiscal year 1997. This number accounts for 0.3 percent of the 1997 U.S. population.
- In fiscal year 1997 there were 2,766 immigrants intending to reside in Iowa. Iowa ranked 33rd in the number of immigrants in fiscal year 1997.

Population and Demographics...

Higher Education Enrollment

FIGURE 9B — HIGHER EDUCATION ENROLLMENT AS A PERCENT OF TOTAL POPULATION, 1996



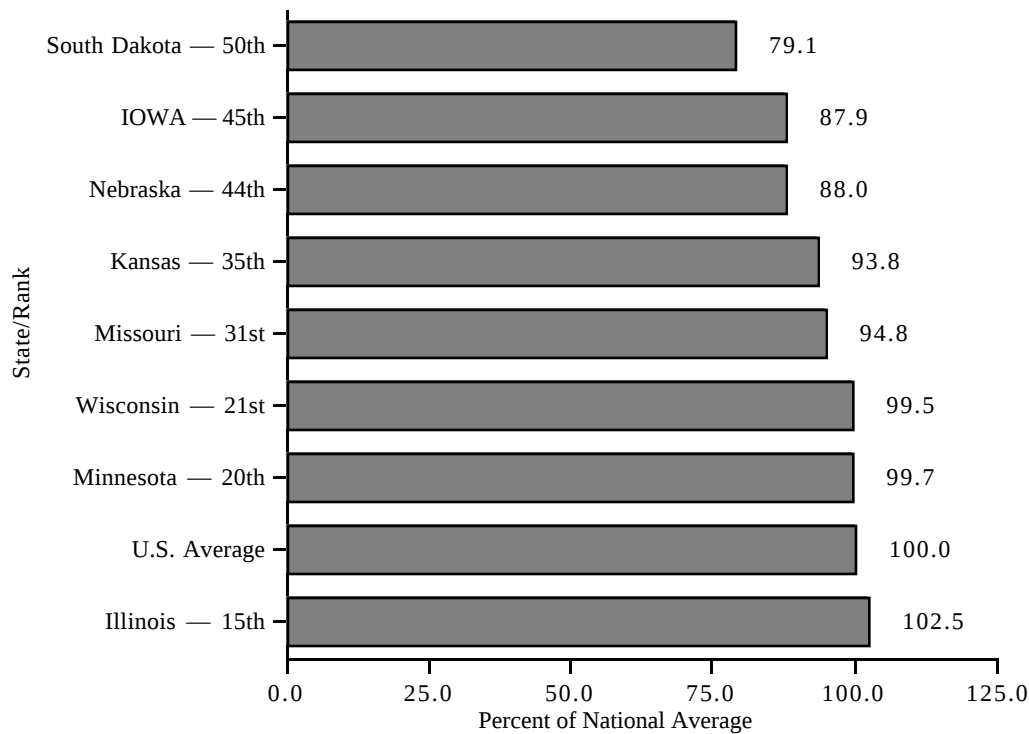
SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POST-SECONDARY EDUCATION DATA SYSTEM (IPEDS), "FALL ENROLLMENT" SURVEY; AND U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS, CURRENT POPULATION REPORTS, SERIES P-25, UNPUBLISHED DATA.

- An estimated 5.4 percent of the U.S. population was enrolled in higher education in 1996.
- Iowa ranked 11th out of all states and the District of Columbia with an estimated 6.2 percent of the state's population enrolled in higher education in 1996.
- Based on the percentage of the total population enrolled in higher education, the top six included the District of Columbia, Utah, Rhode Island, Nebraska, Massachusetts, and Kansas.

Economics...

Relative Cost of Doing Business

FIGURE 10B — RELATIVE COST OF DOING BUSINESS IN IOWA
AND SELECTED SURROUNDING STATES, 1998



SOURCE: REGIONAL FINANCIAL ASSOCIATES. [HTTP://WWW.RFA.COM/LEAD/CDBISTR](http://www.rfa.com/LEAD/CDBISTR). (1999, JUNE 4).

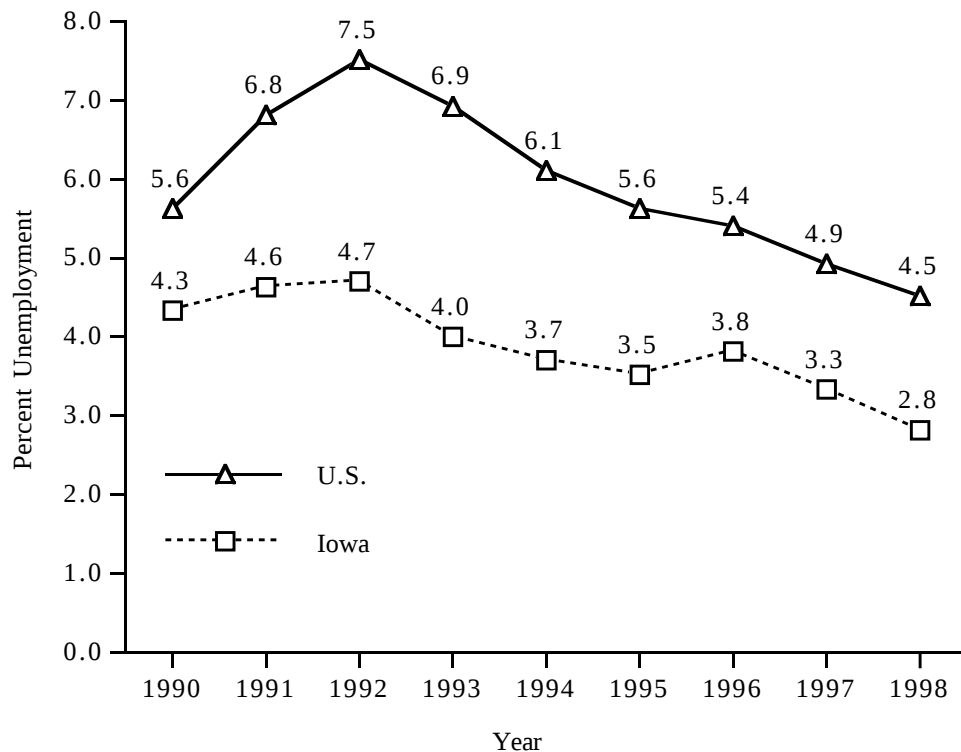
NOTE: RANKINGS INCLUDE ALL 50 STATES. THE RELATIVE COST OF BUSINESS INDEX, WHICH COMPARES BUSINESS COSTS IN EACH STATE TO THE NATIONAL AVERAGE, IS COMPOSED OF UNIT LABOR COSTS, EFFECTIVE TAX BURDENS AND ENERGY COSTS.

- With 50 as the highest ranking, Iowa ranked 45th in terms of the relative costs of doing business as measured by a cost of business index based on unit labor costs, effective tax burden, and energy costs.
- States with lower costs than Iowa included South Dakota, Wyoming, Oklahoma, Kentucky, and New Mexico.

Economics...

U.S. and Iowa Workforce Unemployment Trends

FIGURE 11B — IOWA VS. U.S.
UNEMPLOYMENT RATES
1990 - 1998



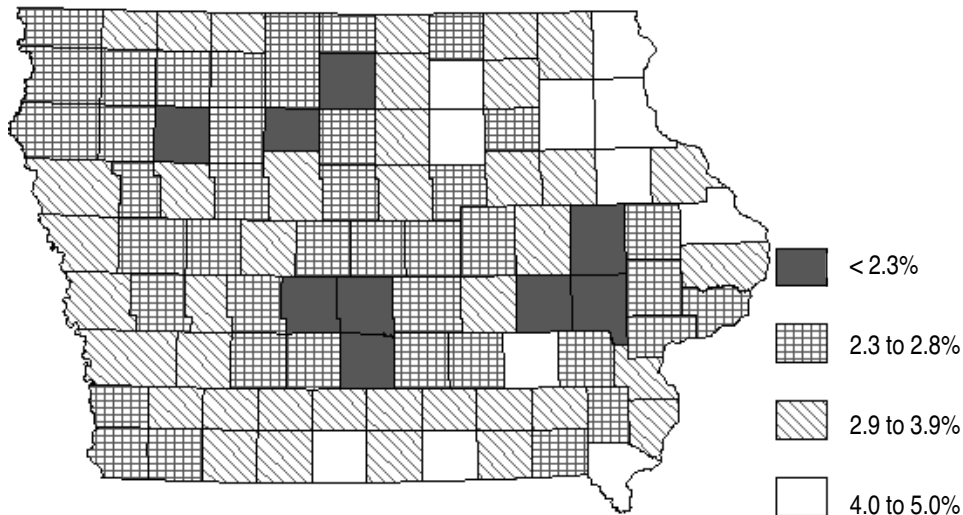
SOURCE: IOWA WORKFORCE DEVELOPMENT, LABOR MARKET INFORMATION BUREAU, AND U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, 1999.

- The Iowa unemployment rate has continued to fall for the second consecutive year since 1996 to 3.3 percent in 1997 and 2.8 percent in 1998. Iowa's unemployment rate has been in general decline for the period from 1992 to 1998, with the exception of 1996.
- Surrounding midwest states with lower unemployment rates for 1998 than Iowa included Nebraska (2.7 percent) and Minnesota (2.5 percent).

Economics...

Iowa Workforce Unemployment Rate

FIGURE 12B — IOWA UNEMPLOYMENT RATE BY COUNTY
1998



SOURCE: IOWA WORKFORCE DEVELOPMENT, 1998 ANNUAL AVERAGE, 1999.

- The unemployment rate for 1998 was below or equal to the state rate of 2.8 percent for 49 of 99 Iowa counties.
- Nine Iowa counties reflected unemployment rates less than 2.3 percent. The four counties with the lowest unemployment rates included Hancock (1.6 percent), Dallas (1.8 percent), and Linn and Warren (1.9 percent).

Economics...

Iowa Workforce Occupational Trends

TABLE 2B — NUMBER¹ OF WORKERS BY OCCUPATION
1970 TO 2020

Occupational Areas	Year						Percentage Change 1990-2020
	1970	1980	1990	2000	2010	2020	
Farm	171	162	131	116	105	95	-27.5
Agriculture Services & Supplies	11	10	20	26	28	30	50.0
Mining	4	3	3	3	4	4	33.3
Construction	64	74	71	98	112	125	76.1
Manufacturing	221	250	242	267	285	293	21.1
Transportation	62	69	69	79	84	88	27.5
Wholesale Trade	50	83	82	93	101	107	30.5
Retail Trade	218	255	280	334	376	423	51.1
Finance/Insurance	84	111	114	129	146	161	41.2
Services	219	305	402	520	612	716	78.1
Federal Government - Civilian	21	21	21	20	21	21	0.0
Federal Government - Military	16	12	17	13	13	13	-23.5
State & Local Government	153	197	213	229	236	244	14.6
Total Employment	1,295	1,544	1,648	1,912	2,114	2,321	40.8

SOURCE: WOODS AND POOLE ECONOMICS, INC., 1998.

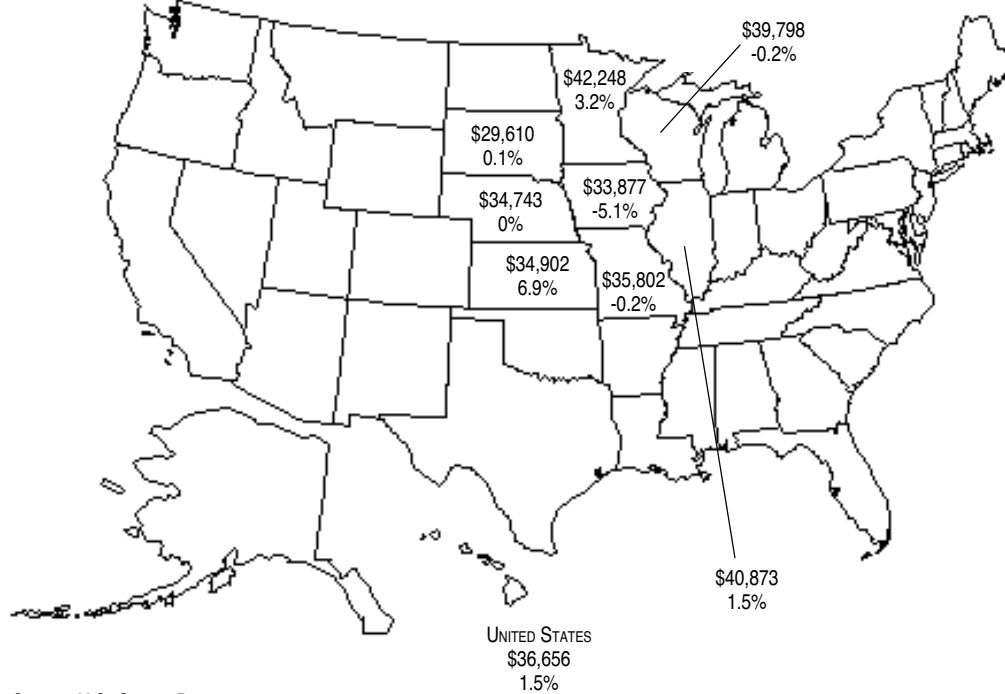
NOTE: ¹NUMBER OF WORKERS EMPLOYED BY OCCUPATIONAL AREA ARE REPRESENTED IN THOUSANDS.

- Total Iowa employment is projected to grow by 40.8 percent, from 1,648,000 in 1990 to 2,321,000 in the year 2020.
- Among the occupational areas expected to realize the largest percentage increases from 1990 to 2020 are services (78.1 percent), construction (76.1 percent), retail trade (51.1 percent), and agriculture services and supplies (50.0 percent).
- Farm employment is projected to decline from 131,000 in 1990 to 95,000 in 2020, a decline of about 27.5 percent. In addition, Federal government military personnel is expected to decline by nearly 24 percent.

Economics...

Wage Growth

FIGURE 13B— MEDIAN HOUSEHOLD INCOME AND INCOME CHANGE
FOR IOWA AND SELECTED STATES
1995-96 vs. 1996-97



SOURCE: U.S. CENSUS BUREAU, 1998.

- The two-year average median household income for Iowa for 1996 and 1997 was \$33,877 or about \$2,800 less than the \$36,656 reported for the nation.
- The two-year average Iowa median household income decreased by 5.1 percent from the previous two-year average for 1995 and 1996, while the U.S. average increased by 1.5 percent.
- All states surrounding Iowa exceeded Iowa's two-year average median household income for 1996-97, except for South Dakota.

Social...

Poverty

TABLE 3B — PERCENT OF IOWA PUBLIC SCHOOL STUDENTS ELIGIBLE FOR
FREE AND REDUCED PRICE MEALS
1993-94 AND 1998-99

Enrollment ¹ Category	1993-94 Percent ² of Free and Reduced Eligible Students	1998-99 Percent of Free and Reduced Eligible Students
<250	35.8	39.1
250-399	33.9	31.3
400-599	25.3	25.4
600-999	23.9	24.8
1,000-2,499	23.6	24.9
2,500-7,499	20.7	22.6
7,500+	29.7	35.4
State	25.4	27.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF FOOD AND NUTRITION, CLAIM FILES.

NOTES: ¹ENROLLMENT CATEGORIES ARE BASED ON CERTIFIED ENROLLMENTS.

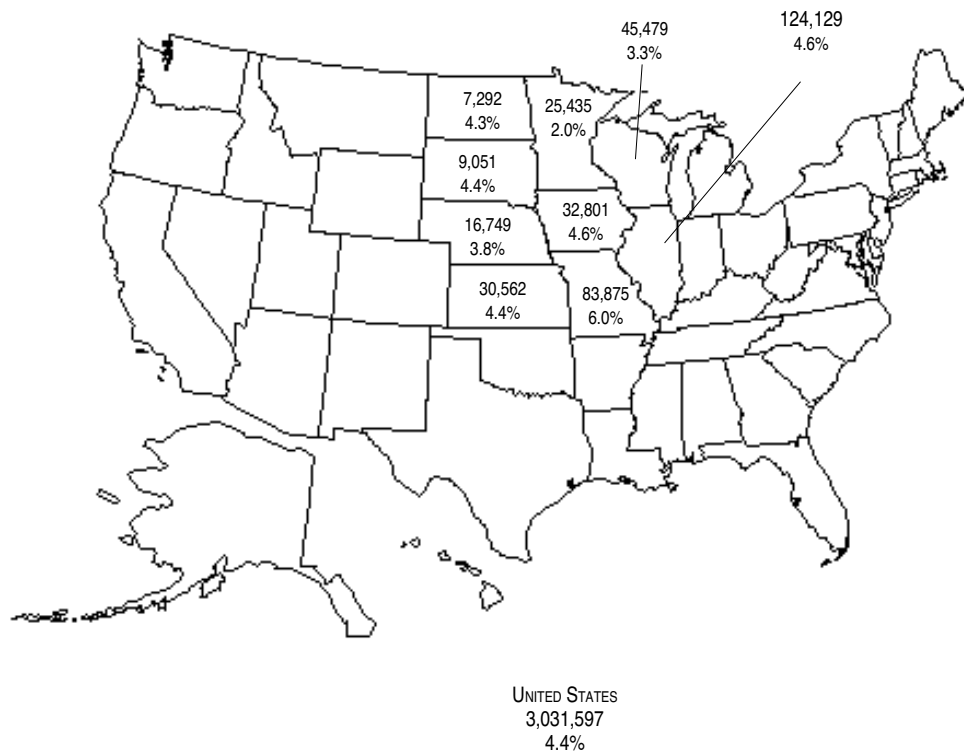
²PERCENTAGES ARE BASED ON DIVIDING FREE AND REDUCED ELIGIBLE STUDENTS BY THE BASIC EDUCATIONAL DATA SURVEY HEAD COUNT TAKEN ON THE THIRD FRIDAY IN SEPTEMBER OF EACH SCHOOL YEAR.

- Over the period 1993-94 to 1998-99, the statewide percentage of Iowa public school students eligible for free and reduced price meals increased by 2.1 percentage points. More than twenty-seven out of every 100 Iowa public school students were eligible for free and reduced price meals in 1998-99.
- Substantial increases in the percentage of students eligible for free and reduced price meals were reflected for districts in both the largest and smallest enrollment categories, while only one enrollment category showed a decrease from 1993-94 to 1998-99.

Social...

Reports of Neglect and Abuse

FIGURE 14B — NUMBER AND PERCENTAGE OF REPORTED CHILD ABUSE AND NEGLECT FOR IOWA AND SELECTED SURROUNDING STATES 1996



SOURCE: NATIONAL CENTER FOR HEALTH STATISTICS, 1999.

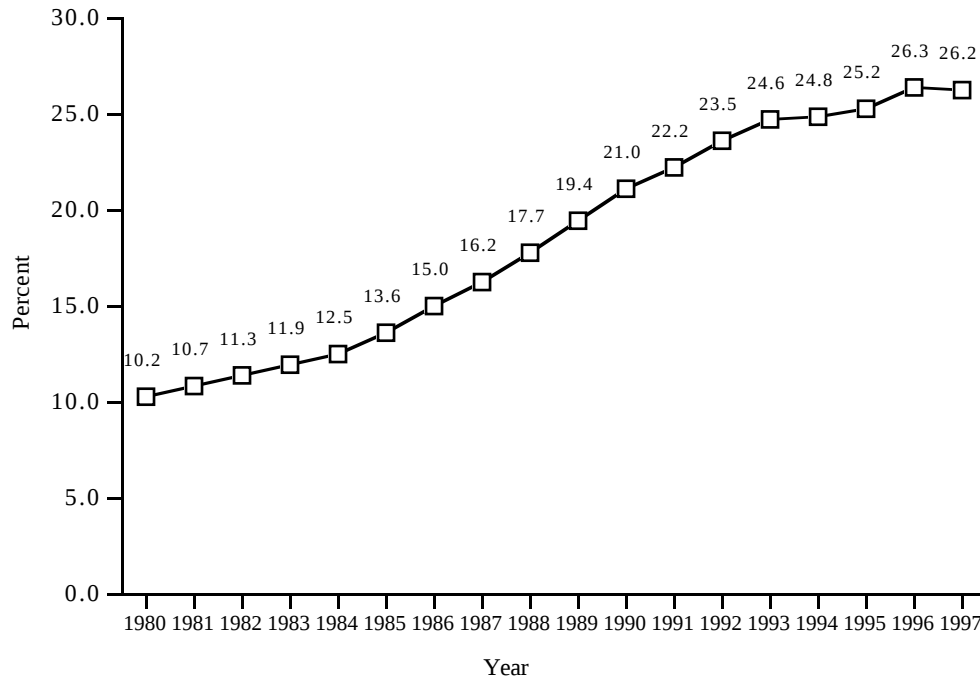
NOTE: ALL NUMBERS IN STATES REFLECT THE NUMBER OF CHILDREN NEGLECTED OR ABUSED, PERCENTAGES REFLECT THE POPULATION OF NEGLECTED AND ABUSED CHILDREN UNDER THE AGE OF 18.

- Nationwide reports of neglect and abuse of over three million children were investigated in 1996. This represented 4.4 percent of the U.S. population under the age of 18.
- Iowa exceeded the nation in the percent of the population under the age of 18, reported as neglected or abused in 1996, with 4.6 percent reported as neglected or abused.
- Of the states surrounding Iowa, only Missouri reported a higher percentage of population under the age of 18 as neglected or abused in 1996.

Social...

Out-of-Wedlock Births

FIGURE 15B — IOWA, OUT-OF-WEDLOCK BIRTHS
AS A PERCENT OF TOTAL RESIDENT LIVE BIRTHS
1980 - 1997



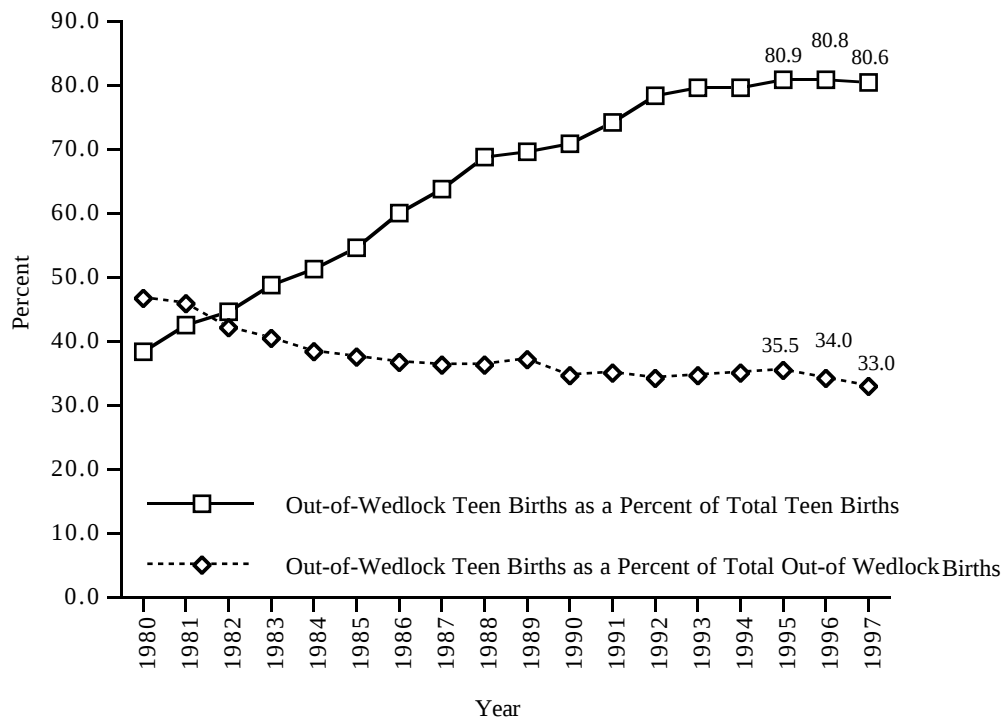
SOURCE: IOWA DEPARTMENT OF PUBLIC HEALTH, CENTER FOR HEALTH STATISTICS, RESIDENT LIVE BIRTHS, 1980-1997.

- There was a decline of one-tenth of a percentage point in the Iowa total resident live births that were out-of-wedlock from 1996 (26.3 percent) to 1997 (26.2 percent).
- 1997 marked the first year of recorded decline in Iowa out-of-wedlock births as a percent of total resident live births over the time period beginning in 1980.
- The percentage of out-of-wedlock births for 1997 was less for Iowa than for the U.S. (32.4 percent). Figures for other midwest states including Illinois (33.4 percent), Missouri (33.1 percent), South Dakota (31.1 percent), and Wisconsin (28.1 percent), exceeded the Iowa figure of 26.2 percent in 1997; while figures for Nebraska (25.8 percent), and Minnesota (25.0 percent), fell below the Iowa percentage (National Center for Health Statistics).

Social...

Teen Births

FIGURE 16B— IOWA, OUT-OF-WEDLOCK TEEN BIRTHS AS A PERCENT OF TOTAL OUT-OF-WEDLOCK BIRTHS AND TOTAL TEEN BIRTHS 1980 - 1997



SOURCE: IOWA DEPARTMENT OF PUBLIC HEALTH, CENTER FOR HEALTH STATISTICS, RESIDENT LIVE BIRTHS, 1980-1997.

- The number of out-of-wedlock births to teens, as a percent of total teen births for Iowa declined slightly by 0.2 of a percentage point from 1996 (80.8) to 1997 (80.6). This change marks the second consecutive year of decline over the period from 1980 to 1997.
- Iowa out-of-wedlock teen births as a percentage of total out-of-wedlock births in 1997 continued a two-year decline and represented a 17 year low.
- The number of out-of-wedlock teen births as a percentage of total out-of-wedlock births for Iowa (33.0) surpassed the percent for the U.S. (30.7) by more than two percentage points. The number of Iowa out-of-wedlock teen births as a percentage of total out-of-wedlock births was nearly five percentage points higher than U.S. figures in 1995 (National Center for Health Statistics).

Social...

Most Livable States

FIGURE 17B — MOST LIVABLE STATES BY RANKINGS, 1998



TABLE 4B — TEN MOST LIVABLE STATES, 1998

State	1998 Rank	1997 Rank
Minnesota	1	1
Nebraska	2	5
Iowa	3	8
Vermont	4	4
Wisconsin	5	3
South Dakota	6	10
Massachusetts	7	7
Colorado	8	14
North Dakota	9	15
Kansas	10	6

SOURCE: STATE RANKINGS 1998, MORGAN QUITRO PRESS, <WWW.MORGANQUITRO.COM/SR98M/RFULE.HTM>
NOTE: BASED ON AVERAGED RANKINGS OF THE FOLLOWING 43 CATEGORIES:

1. Percent Change in Number of Crimes, 2. Crime Rate, 3. State Prisoner Incarceration Rates, 4. Pupil-Teacher Ratio in Public Elementary and Secondary Schools, 5. Unemployment Rates, 6. Percent of Nonfarm Employees in Government, 7. Per Capita Energy Expenditures, 8. Hazardous Waste Sites on the National Priority List per 10,000 Square Miles, 9. State & Local Taxes as a Percent of Personal Income, 10. Per Capita State and Local Government Data Outstanding, 11. Percent of Population Not Covered by Health Insurance, 12. Births of Low Birthweight as a Percent of All Births, 13. Percent of Births to Teenage Mothers, 14. Infant Mortality Rate, 15. Death Rate by Suicide, 16. Median Value of a House, 17. Population per Square Mile, 18. Divorce Rate, 19. Poverty Rate, 20. State and Local Government Spending for Welfare Programs as a Percent of All Spending, 21. Percent of Households Receiving Food Stamps, 22. Deficient Bridges as a Percent of Total Bridges, 23. Highway Fatality Rate, 24. Fatalities in Alcohol-Related Crashes as a Percent of All Highway Fatalities, 25. Per Capita Gross State Product, 26. Percent Change in Per Capita Gross, State Product, 27. Per Capita Personal Income, 28. Growth in Per Capita Personal Income, 29. Median Household Income, 30. Public High School Graduation Rate, 31. Percent of Population Graduated from High School, 32. Expenditures for Education as a Percent of All State and Local Government Expenditures, 33. Percent of Population Graduated from College, 34. Books in Public Libraries Per Capita, 35. State Arts' Agencies Legislative Appropriations, 36. Annual Average Weekly Earnings of Workers on Manufacturing Payrolls, 37. Job Growth, 38. Normal Daily Mean Temperature, 39. Percentage of Days That Are Sunny, 40. Homeownership Rate, 41. Domestic Migration of Population, 42. Marriage Rate, 43. Percent of Eligible Population Reported Voting.

- Iowa ranked third in the most livable states in 1998, up from eighth in 1997.
- Other midwest states which were in the top ten most livable states in 1998 included Minnesota (1), Nebraska (2), Wisconsin (5), South Dakota (6), North Dakota (9), and Kansas (10).

Social...

Households on the Internet

TABLE 5B— NUMBER AND PERCENT OF HOUSEHOLDS ON THE INTERNET
FOR IOWA AND SELECTED AREA STATES, 1999

Area	Number of Estimated Households on Internet	Percent of All Households
Iowa	298,000	27
Illinois	1,392,000	32
Kansas	324,000	33
Minnesota	582,000	33
Michigan	1,037,000	29
Nebraska	177,000	28
South Dakota	66,000	24
Wisconsin	563,000	29
United States	32,588,090	33

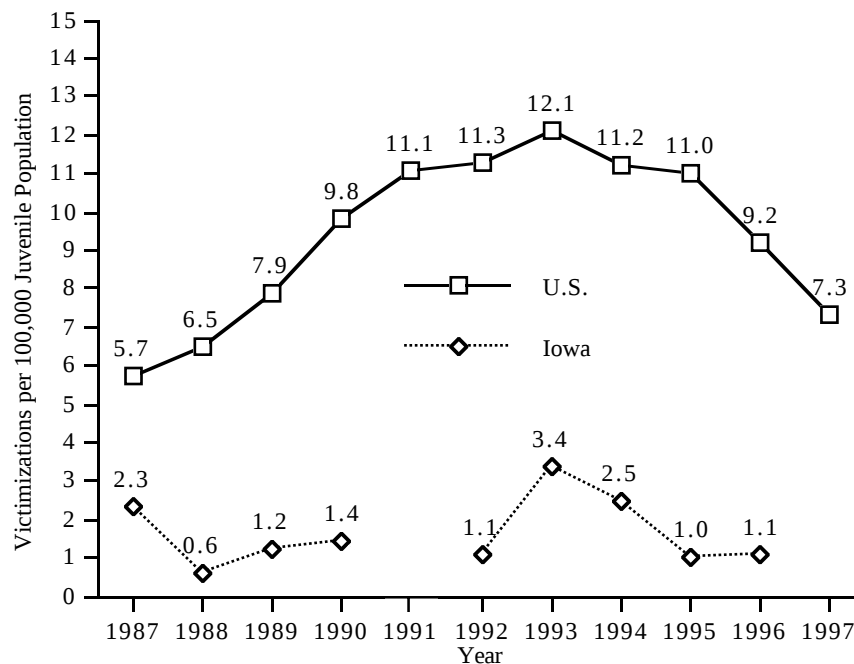
SOURCE: FORRESTER RESEARCH, INC., <[HTTP://WWW.FORRESTER.COM](http://www.forrester.com)> COPYRIGHT© 1999, FORRESTER RESEARCH, INC.

- Nearly 33 million or 33 percent of all U.S. households were using the Internet according to a 1999 survey conducted by Forrester Research, Incorporated.
- About 27 percent, or an estimated 298,000 Iowa households reported Internet use. Six of the seven comparison states surpassed Iowa in the percentage of households using the Internet.

Social...

Juvenile Homicide Victimization Rates

FIGURE 18B— IOWA VS. U.S.
JUVENILE HOMICIDE VICTIMIZATION RATES



SOURCE: U.S. DEPARTMENT OF JUSTICE, UNIFORM CRIME REPORT. FOX, JAMES ALLEN, PH.D., TRENDS IN JUVENILE VIOLENCE, NORTHWESTERN UNIVERSITY.

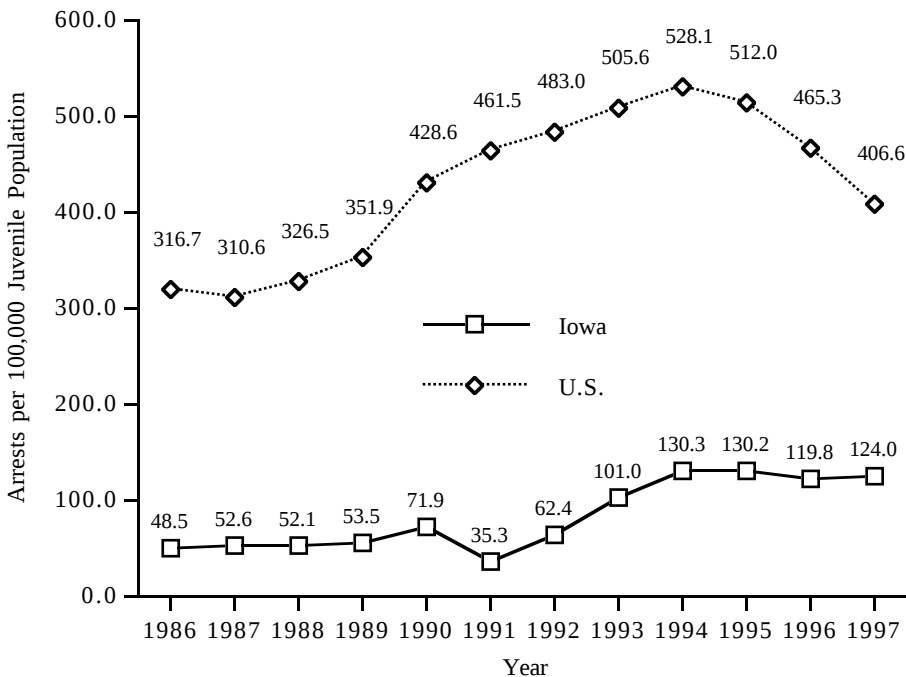
NOTES: JUVENILE VICTIMIZATION RATES ARE BASED UPON AGE 14-17 COHORT.
COMPARABLE IOWA DATA FOR THE YEARS 1991 AND 1997 WERE UNAVAILABLE.

- The national homicide rates for juvenile victims age 14-17 ranged from a low of 5.7 per 100,000 juvenile population in 1987 to a high of 12.1 per 100,000 juvenile population in 1993.
- Although the trend from 1987 to 1993 has been higher homicide rates for Iowa and for the nation, Iowa rates have been consistently lower than the nation. Since 1993, rates for both Iowa and the nation have generally declined.
- Juvenile homicide victimization rates for Minnesota (4.5 per 100,000), Wisconsin (5.4 per 100,000), South Dakota (3.1 per 100,000), Illinois (24.1 per 100,000), and Missouri (10.2 per 100,000) surpassed the Iowa rate of 1.1 per 100,000 juvenile population in 1996.

Social...

Juvenile Arrest Rates

FIGURE 19B— Iowa vs. U.S.
JUVENILE ARREST RATES, VIOLENT CRIMES



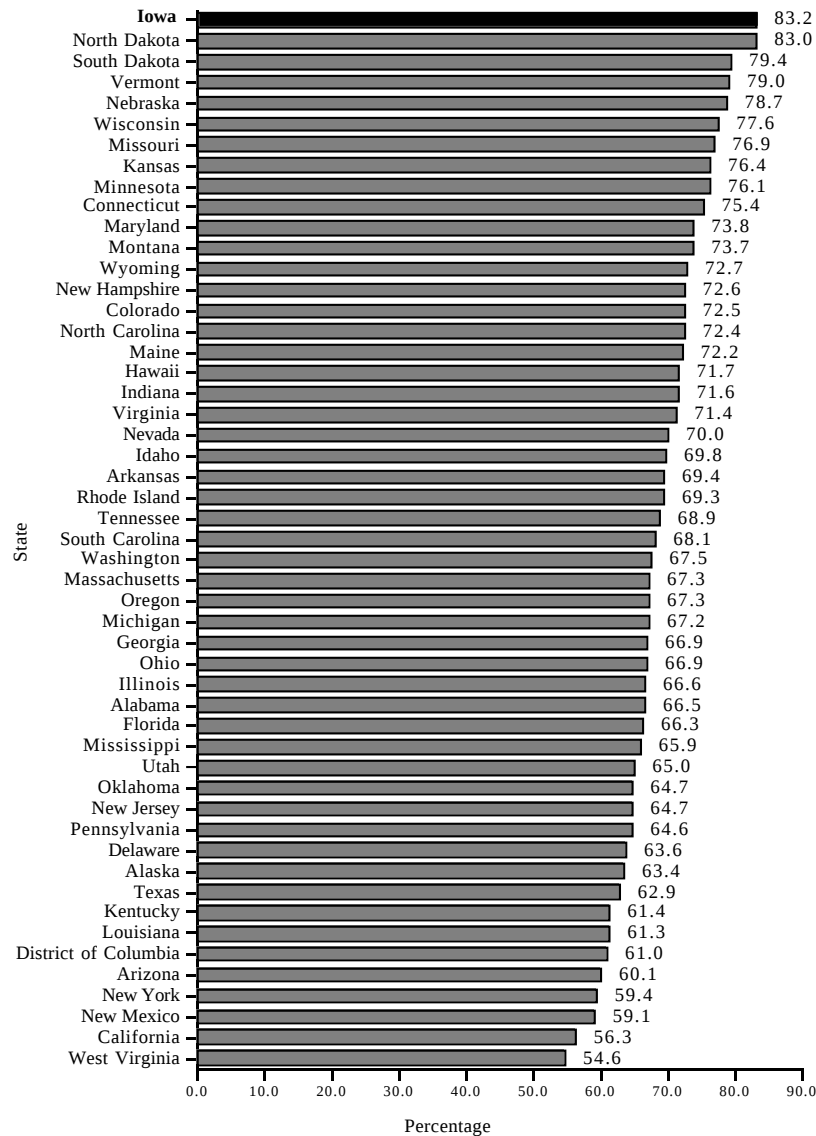
SOURCE: IOWA DEPARTMENT OF PUBLIC SAFETY, 1986-1997.

- Iowa's juvenile arrest rate for violent crimes such as murder, rape, robbery, and aggravated assault (non-misdemeanor) has been on the rise again since 1991.
- From 1986 to 1990 the Iowa juvenile arrest rate for violent crimes increased from 48.5 to 71.9 arrests per 100,000 population. After a one year decline in the arrest rate to 35.3 in 1991 rates have shown a general increase.
- The juvenile arrest rate for Iowa was substantially below the U.S. juvenile arrest rate across the time period from 1986 to 1997.

Social...

Working Parent(s)

FIGURE 20B— AVERAGE PERCENTAGES OF SCHOOL-AGE CHILDREN
WITH PARENT(S) WORKING
1996 TO 1998



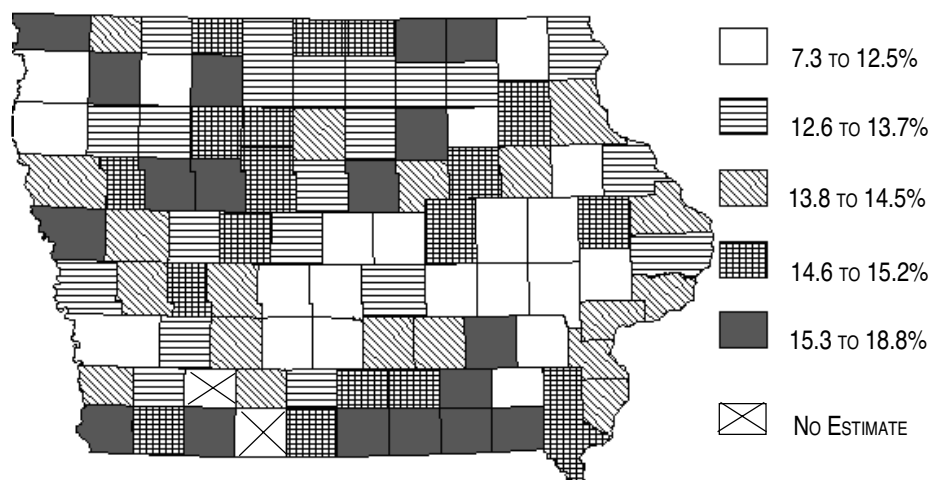
SOURCE: BUREAU OF LABOR STATISTICS, CURRENT POPULATION SURVEY, APRIL 1996 - MARCH 1998, SPECIAL TABULATION.
NOTE: PARENT(S) WORKING ARE DEFINED AS BOTH PARENTS WORKING OR SINGLE PARENT WORKING.

- In 1996-1998, Iowa ranked highest out of all 50 states in the average percentage of school-age children identified with parent(s) working (83.2 percent). Other midwest states ranked in the top ten included: North Dakota, South Dakota, Nebraska, Wisconsin, Missouri, Kansas, and Minnesota.
- Nationally, the average percentage of school-age children with working parent(s) was about 66 percent in 1996-1998.

Social...

Adult Population Literacy Level

FIGURE 21B— PERCENT OF IOWA ADULT POPULATION
AT LITERACY LEVEL 1 BY COUNTY



SOURCE: NATIONAL INSTITUTE FOR LITERACY, NATIONAL ADULT LITERACY SURVEY (NALS), 1993. THE STATE OF LITERACY IN AMERICA, 1998.
NOTE: DENOTES THE LOWEST OF THE FIVE LITERACY LEVELS DEFINED BY THE NALS STUDY. AT THIS LEVEL, ALL ADULTS DISPLAYED DIFFICULTY USING CERTAIN READING, WRITING, AND COMPUTATIONAL SKILLS CONSIDERED NECESSARY FOR FUNCTIONING IN EVERYDAY LIFE.

- The National Adult Literacy Study (NALS) reported a total of 13 percent of the Iowa adult population age 16 or older at the lowest level of literacy.
- There were 18 of Iowa's 99 counties with about 15 to 19 percent of the adult population at the lowest level of literacy.

Introduction

Iowa has a total of 375 public school districts and 210 approved nonpublic schools serving more than 545,000 students in 99 counties.

Since the 1985-86 school year the number of public school districts in Iowa has decreased by 14 percent through school district reorganization, while the number of approved nonpublic schools has decreased by nearly 12 percent.

In 1998-99 Iowa had a total of 1,555 public school attendance centers. About 55 percent of attendance centers were elementary sites and nearly one in four were high schools. The total number of public school attendance centers in 1998-99 was down about eight percent from 1,691 attendance centers in 1985-86. In the 1998-99 school year there were 352 public school districts operating high schools. There were 369 high schools in the state with nine school districts operating more than one high school.

The number of approved nonpublic schools in Iowa in 1998-99 was unchanged from the previous school year at 210. Nonpublic enrollments in 1985-86 accounted for 9.2 percent of combined public and nonpublic enrollments and 7.8 percent in 1998-99. More than 86 percent of approved nonpublic schools in 1998-99 operated as elementary schools and 25 operated as high schools, down from 28 in 1985-86. In 1998-99 only three nonpublic schools operated a program encompassing grades K-12 or grades PK-12.

During the 1998-99 school year, sixty school districts participated in whole-grade sharing arrangements with neighboring school districts. For example, two whole-grade sharing districts may have all students in grades five and six attend school in one district while all students in grades seven through twelve attend school in the other district.

Iowa also maintains 15 area education agencies that provide a broad range of services to schools within their boundaries. These services are grouped into three categories; educational services, media services, and special education services.

Iowa supports three state universities; the University of Northern Iowa, in Cedar Falls, Iowa State University, in Ames, and the University of Iowa, in Iowa City. Iowa also has 28 independent four-year colleges and universities and two independent two-year colleges. In addition, Iowa supports 15 community colleges.

Enrollment

From the peak K-12 enrollment in the 1969-70 school year, nearly 740,000 public and nonpublic school students combined, enrollments declined by nearly 194,000 pupils or just over 26 percent. The makeup of Iowa's student population has also changed considerably over the past 13 years, with significant increases in the number of limited English proficient students as well as substantial increases in minority students.

The enrollment chapter of the Condition of Education Report presents comparisons of current year information with the 1985-86 school year and with the most current previous school year. Included in this section are public and nonpublic enrollments, five-year enrollment projections, district and student distributions by enrollment category, racial/ethnic student distributions, trends in limited English proficient and weighted non-English speaking student enrollments, and trends in special education enrollments.

Enrollment Trends

Iowa public and nonpublic enrollments for the years 1985-86 through 1998-99 as well as projections for 1999-2000 through 2003-2004 are presented in Tables 1-4 and Figures 1 and 2. Since the 1985-86 school year, public school enrollment has increased by 17,202 students, an increase of just over 3.5 percent. The 1988-89 school year marked the low point in a twenty-year decline in enrollments. Public school enrollments then increased eight consecutive years to a recent high of 505,523 before registering declines over the past two years. Public school enrollments in 1998-99 declined by .51 percent from the previous school year.

Table 1

IOWA PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1985-86 TO 1998-99		
Year	Public	Nonpublic
1985-86	485,332	49,026
1986-87	481,205	48,520
1987-88	478,859	47,228
1988-89	476,771	47,373
1989-90	478,210	46,033
1990-91	483,399	45,562
1991-92	491,451	45,865
1992-93	495,342	45,229
1993-94	497,009	45,328
1994-95	500,592	44,752
1995-96	504,505	44,563
1996-97	505,523	44,302
1997-98	505,130	43,417
1998-99	502,534	42,758

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES AND CERTIFIED ENROLLMENT FILES.

Nonpublic school enrollments in 1998-99 were down nearly 13 percent or 6,268 students compared to 1985-86 figures. Nonpublic school enrollments have declined nearly every year since 1985-86. Nonpublic enrollment in 1998-99 registered a loss of an additional 659 students or a decrease of 1.52 percent over the previous school year (Table 1).

Figure 1

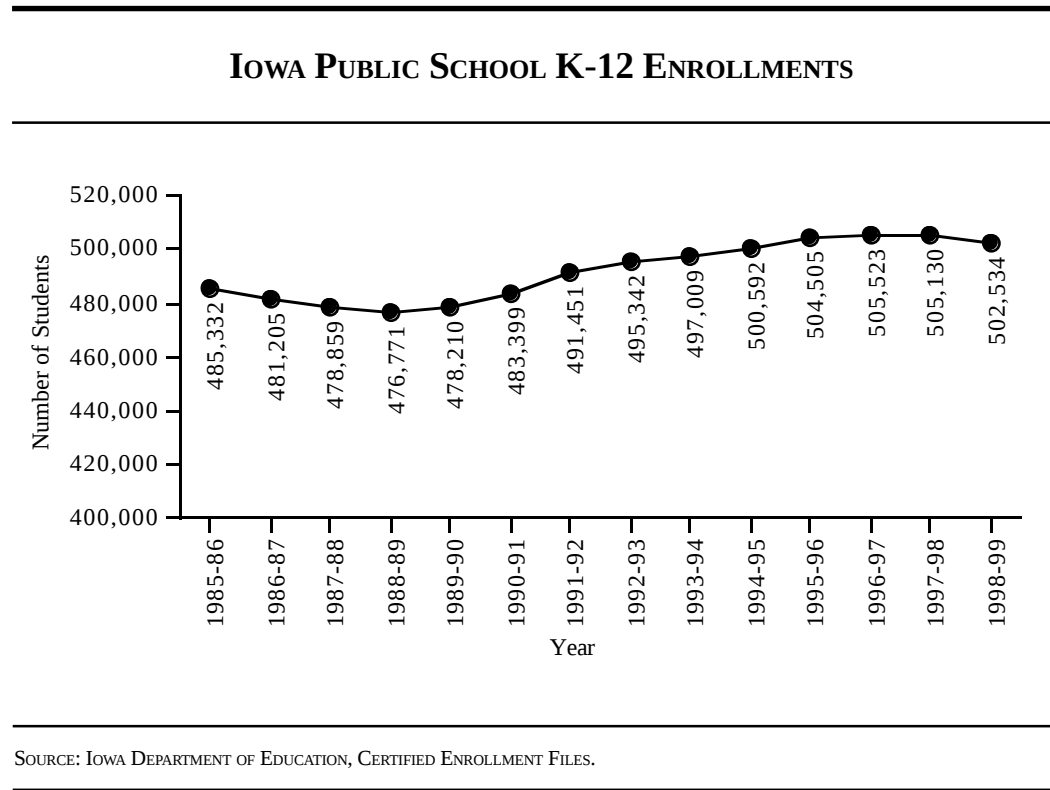
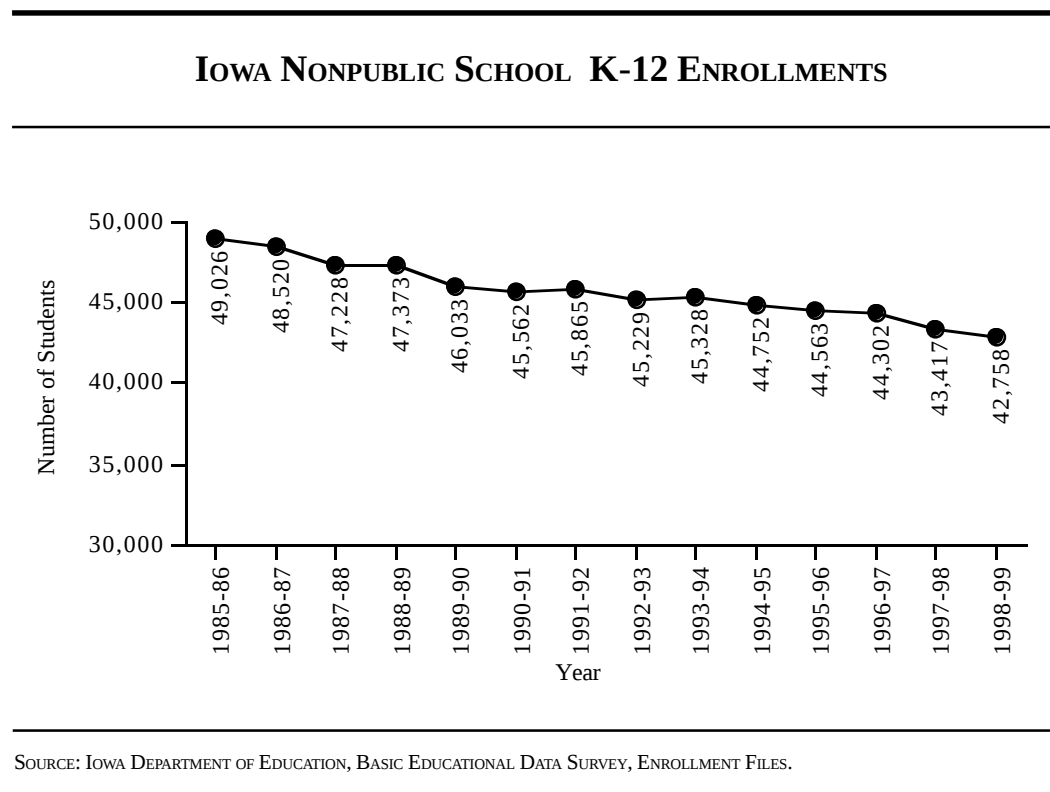


Figure 2



Grade level changes in public school enrollments for grades kindergarten through grade twelve are reflected in Table 2. A comparison of 1985-86 and 1998-99 enrollments reflects that only two grades experienced declines over the period, kindergarten and first grade. Kindergarten enrollments experienced a substantial decline of more than 12.5 percent, while first grade enrollment declined by 6.33 percent. Compared to the previous school year, 1998-99 enrollments decreased in grades K-2, 6-7, and in grades 9-10. Grades three, four and eight registered increases between about 2 and 2 ³/₄ percent.

Table 2

IOWA PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL 1985-86, 1997-98, AND 1998-99					
Grade Level	1985-86	1997-98	1998-99	1997-98 to 1998-99 % Change	1985-86 to 1998-99 % Change
K	40,925	36,486	35,772	-1.96%	-12.59%
1	38,110	35,982	35,699	-0.79	-6.33
2	35,387	36,314	35,866	-1.23	1.35
3	34,508	35,521	36,500	2.76	5.77
4	32,977	34,950	35,776	2.36	8.49
5	33,327	34,921	35,106	0.53	5.34
6	32,038	36,680	35,429	-3.41	10.58
7	32,653	38,136	37,529	-1.59	14.93
8	35,136	37,631	38,374	1.97	9.22
9	39,688	40,806	40,741	-0.16	2.65
10	39,337	39,679	39,652	-0.07	0.80
11	37,203	38,235	38,275	0.10	2.88
12	35,906	36,808	37,166	0.97	3.51
Other*	18,137	22,981	20,649	(NA)	(NA)
State	485,332	505,130	502,534	-0.51	3.54

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

NOTE: *OTHER REFERS PRIMARILY TO SPECIAL EDUCATION STUDENTS NOT ASSOCIATED WITH A GIVEN GRADE LEVEL. THIS IS NOT A COUNT OF THE NUMBER OF SPECIAL EDUCATION STUDENTS IN THE STATE.

Projected Enrollment

Five-year enrollment projections are made each year for individual public school districts as well as on a statewide basis. Five-year projections are made on a statewide basis for nonpublic schools. The projections are made using an average cohort survival methodology. Projected enrollments for kindergarten are made by comparing live births to enrollments (e.g. live births for 1993 are compared to kindergarten enrollments in the fall of 1998). A five-year average of the most current ratios is then applied.

Tables 3 and 4 reflect ten-year historical enrollments by grade level and a five-year projection of public and nonpublic enrollments. Enrollments for public schools are projected to decline over the next five-year period. Public school enrollments are projected to drop by 2,854 students for the 1999-2000 school year, falling below the

500,000 student level for the first time in the past five years. An examination of the relationship of public school kindergarten and twelfth grade enrollments reveals that kindergarten enrollments for 1997-98 were less than twelfth grade enrollments for the first time in a number of years. From 1989-90 through 1996-97 incoming kindergarten students exceeded outgoing twelfth graders by an average of nearly 4,000 students. In 1998-99 the number of incoming kindergarten students totaled nearly 1,400 fewer students than the number of outgoing twelfth graders. This recent trend in incoming kindergarten students parallels the decline in Iowa live births.

Table 3

**IOWA PUBLIC SCHOOL K-12 ACTUAL ENROLLMENTS FOR
1989-90 THROUGH 1998-99 AND PROJECTED ENROLLMENTS
FOR 1999-2000 THROUGH 2003-2004**

ENROLLMENT									
Year	K	1-3	4-5	6-8	9-11	12	Total	Other*	Grand Total
89-90	38,136	112,959	72,896	102,540	99,002	33,795	459,328	18,882	478,210
90-91	38,778	111,331	75,050	106,176	100,523	30,928	462,786	20,613	483,399
91-92	37,841	111,535	75,031	110,022	104,096	31,648	470,173	21,278	491,451
92-93	36,390	110,312	75,033	113,571	105,697	33,008	474,011	21,331	495,342
93-94	36,311	108,244	73,808	115,010	109,857	32,545	475,775	21,234	497,009
94-95	37,402	106,402	73,500	115,534	113,867	34,078	480,783	19,809	500,592
95-96	37,629	106,020	73,635	114,665	117,926	34,565	484,440	20,065	504,505
96-97	37,101	107,324	71,368	114,295	119,262	35,650	485,000	20,523	505,523
97-98	36,486	107,817	69,871	112,447	118,720	36,808	482,149	22,981	505,130
98-99	35,772	108,065	70,882	111,332	118,668	37,166	481,885	20,649	502,534
PROJECTED ENROLLMENT									
99-00	35,386	106,201	72,488	109,231	118,634	37,140	479,080	20,600	499,680
00-01	35,518	104,564	72,725	108,704	117,937	36,960	476,408	20,486	496,894
01-02	35,314	103,454	71,724	110,437	115,793	36,932	473,654	20,367	494,021
02-03	35,441	103,010	70,457	111,490	113,650	37,096	471,144	20,259	491,403
03-04	35,491	103,064	69,213	111,328	113,201	36,331	468,628	20,151	488,779

SOURCE: IOWA DEPARTMENT OF EDUCATION, PUBLIC SCHOOL ENROLLMENT PROJECTIONS.

NOTES: ALL ENROLLMENTS ARE AS OF THE THIRD FRIDAY IN SEPTEMBER. THE PUBLIC SCHOOL ENROLLMENT PROJECTIONS ARE BASED UPON TRENDS OBSERVED IN THE NUMBER OF STUDENTS MOVING FROM GRADE TO GRADE. THE TREND, CALCULATED AS AN AVERAGE COHORT SURVIVAL RATIO, WAS USED TO ESTIMATE ENROLLMENTS FOR FIRST THROUGH TWELFTH GRADE. KINDERGARTEN ENROLLMENTS WERE ESTIMATED FROM AN AVERAGE RATIO OF KINDERGARTEN ENROLLMENTS TO COHORTS BORN FIVE YEARS PRIOR.

*OTHER REFERS PRIMARILY TO SPECIAL EDUCATION STUDENTS NOT ASSOCIATED WITH A GIVEN GRADE LEVEL. THIS IS NOT A COUNT OF THE NUMBER OF SPECIAL EDUCATION STUDENTS IN THE STATE.

Table 4 reflects projected enrollments for nonpublic schools. Nonpublic enrollments are also expected to decrease again in 1999-2000 and further decreases are projected through the 2003-2004 school year.

Table 4

**IOWA NONPUBLIC SCHOOL K-12 ACTUAL ENROLLMENTS
FOR 1989-90 THROUGH 1998-99 AND PROJECTED ENROLLMENTS
FOR 1999-2000 THROUGH 2003-2004**

ENROLLMENT							
Year	K	1-3	4-5	6-8	9-11	12	Total
89-90	3,893	13,913	8,803	10,198	6,917	2,309	46,033
90-91	3,994	13,442	8,698	10,282	6,985	2,161	45,562
91-92	3,977	13,298	8,671	10,576	7,154	2,189	45,865
92-93	3,843	12,942	8,440	10,588	7,162	2,254	45,229
93-94	3,905	12,613	8,235	10,827	7,499	2,249	45,328
94-95	3,976	12,301	8,152	10,397	7,526	2,390	44,742
95-96	4,002	12,245	8,107	10,480	7,522	2,193	44,549
96-97	4,096	12,216	7,791	10,362	7,534	2,303	44,302
97-98	3,943	12,205	7,598	10,120	7,198	2,353	43,417
98-99	3,935	11,919	7,721	9,816	7,066	2,301	42,758

PROJECTED ENROLLMENT							
99-00	3,829	11,889	7,704	9,595	6,869	2,318	42,204
00-01	3,844	11,755	7,539	9,593	6,785	2,161	41,677
01-02	3,821	11,739	7,435	9,555	6,692	2,059	41,301
02-03	3,835	11,626	7,411	9,537	6,535	2,126	41,070
03-04	3,841	11,633	7,381	9,316	6,518	2,081	40,770

SOURCE: IOWA DEPARTMENT OF EDUCATION, NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS.

NOTES: ALL ENROLLMENTS ARE AS OF THE THIRD FRIDAY IN SEPTEMBER. THE NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS ARE BASED UPON TRENDS OBSERVED IN THE NUMBER OF STUDENTS MOVING FROM GRADE TO GRADE. THE TREND, CALCULATED AS AN AVERAGE COHORT SURVIVAL RATIO, WAS USED TO ESTIMATE ENROLLMENTS FOR FIRST THROUGH TWELFTH GRADE. KINDERGARTEN ENROLLMENTS WERE ESTIMATED FROM AN AVERAGE RATIO OF KINDERGARTEN ENROLLMENTS TO COHORTS BORN FIVE YEARS PRIOR.

Distribution of Public School Students and Districts

The distribution of public school districts and students has changed markedly across the period from 1985-86 to 1998-99 (Table 5). In 1985-86 districts with enrollments under 400 represented more than 32 percent of all school districts and accounted for just over 8 percent of all public school students. In 1998-99 only about 19 percent of school districts enrolled less than 400 students and represented for only about four percent of the total number of students enrolled in public schools. In 1998-99 as well as in 1985-86 approximately 70 percent of Iowa public school students were enrolled in districts with enrollments of 1,000 and above.

In 1998-99 the average Iowa school district enrollment was 1,341 compared to an average of about 1,100 in 1985-86. The median enrollment increased to just over 700 in 1998-99 from 560 in the 1985-86 school year.

Table 5

DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS AND STUDENTS BY ENROLLMENT CATEGORY 1985-86 vs. 1998-99

District Enrollment Category	1985-86				1998-99			
	Districts N	%	Students N	%	Districts N	%	Students N	%
<250	52	11.9%	10,124	2.1%	22	5.9%	4,154	0.83%
250-399	90	20.6	29,060	6.0	51	13.6	16,948	3.37
400-599	94	21.5	46,544	9.6	72	19.2	36,284	7.22
600-999	97	22.2	72,595	15.0	113	30.1	86,153	17.15
1,000-2,499	72	16.5	109,551	22.5	84	22.4	128,859	25.64
2,500-7,499	24	5.5	95,189	19.6	24	6.4	96,897	19.28
7,500+	8	1.8	122,269	25.2	9	2.4	133,239	26.51
State	437		485,332		375		502,534	

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILES.

Racial/Ethnic Distribution of Students

Minority student enrollments in Iowa public schools have nearly doubled since 1985-86, rising from 22,777 to 42,878 in 1998-99, an increase of 88.3 percent. On the other hand majority student enrollments have decreased by 1.6 percent over the same period.

As a percentage of total enrollments in the public schools, minority students now represent 8.6 percent of students compared to only 4.6 percent in 1985-86. The growth in Hispanic student population has been the most notable. Hispanic enrollment in 1998-99 more than tripled since the 1985-86 school year and increased by 9 percent over the previous school year (Table 6).

Table 6

**IOWA PUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP
1985-86, 1997-98, AND 1998-99**

Racial/ Ethnic Group	1985-86		1997-98		1998-99		%Change 1997-98 to 1998-99	%Change 1985-86 to 1998-99
	N	%	N	%	N	%		
American Indian	1,090	0.2%	2,447	0.5%	2,372	0.5%	-3.1%	117.6%
Hispanic	4,069	0.8	12,903	2.6	14,059	2.8	9.0	245.5
Asian	5,310	1.1	8,080	1.6	8,332	1.7	3.1	56.9
African American	12,308	2.5	17,821	3.5	18,115	3.6	1.6	47.2
White	462,555	95.4	459,803	91.8	455,336	91.4	-1.0	-1.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.
NOTE: INCLUDES PK-GRADE 12 AND UNGRADED SPECIAL EDUCATION STUDENTS.

Minority enrollment in approved nonpublic schools has paralleled the pattern in the public schools, growing from 2.5 percent of nonpublic enrollments in 1985-86 to 4.2 percent in 1998-99. Majority enrollments in approved nonpublic schools have decreased by 9.7 percent since 1985-86 (Table 7).

Fall 1996 racial ethnic enrollment data for the nation reflected that, on average, 29.6 percent of enrollments were minority students. Four states reported a lower percentage of minority students than Iowa's 5.4 percent minority population.

Table 7

**IOWA NONPUBLIC SCHOOL ENROLLMENTS BY RACIAL/ETHNIC GROUP
1985-86, 1997-98, AND 1998-99**

Racial/ Ethnic Group	1985-86		1997-98		1998-99		%Change 1997-98 to 1998-99	%Change 1985-86 to 1998-99
	N	%	N	%	N	%		
American Indian	42	0.1%	81	0.2%	92	0.2%	13.6%	119.0%
Hispanic	527	1.1	752	1.6	751	1.6	-0.1	42.5
Asian	344	0.7	499	1.1	537	1.2	7.6	56.1
African American	273	0.6	524	1.1	541	1.2	3.2	98.2
White	48,372	97.5	44,545	96.0	43,681	95.8	-1.9	-9.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.
NOTE: INCLUDES PK-GRADE 12 STUDENTS.

Table 8

ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE/ETHNICITY AND STATE: FALL 1986 AND FALL 1996

State or other area	Percent distribution, fall 1986		Percent distribution, fall 1996						Minority Enrollment % Change 1986 to 1996
	White ¹	Total Minority	White ¹	Total Minority	African American	Hispanic	Asian	American Indian	
United States²	70.4	29.6	64.2	35.8	16.9	14.0	3.8	1.1	+6.2
Alabama	62.0	38.0	61.5	38.5	36.4	0.7	0.6	0.7	+0.5
Alaska	65.7	34.3	63.1	36.9	4.7	2.9	4.5	24.8	+2.6
Arizona	62.2	37.8	56.6	43.4	4.3	30.1	1.8	7.2	+5.6
Arkansas	74.7	25.3	73.5	26.5	23.5	1.8	0.7	0.4	+1.2
California	53.7	46.3	39.5	60.5	8.7	39.7	11.2	0.9	+14.2
Colorado	78.7	21.3	72.0	28.0	5.5	18.8	2.6	1.1	+6.7
Connecticut	77.2	22.8	71.7	28.3	13.6	11.9	2.5	0.3	+5.5
Delaware	68.3	31.7	63.9	36.1	29.9	4.3	1.8	0.2	+4.4
District of Columbia	4.0	96.0	4.0	96.0	87.3	7.2	1.4	0.1	0.0
Florida	65.4	34.6	56.7	43.3	25.4	15.9	1.8	0.2	+8.7
Georgia	60.7	39.3	57.9	42.1	37.6	2.6	1.7	0.1	+2.8
Hawaii	23.5	76.5	25.0	75.0	3.3	4.9	66.4	0.4	-1.5
Idaho	92.6	7.4	88.0	12.0	0.7	8.9	1.2	1.3	+4.6
Illinois	69.8	30.2	62.8	37.2	21.2	12.8	3.1	0.1	+7.0
Indiana	88.7	11.3	85.4	14.6	11.2	2.4	0.8	0.2	+3.3
Iowa	94.6	5.4	92.2	7.8	3.4	2.4	1.6	0.5	+2.4
Kansas	85.6	14.4	81.9	18.1	8.6	6.5	1.9	1.1	+3.7
Kentucky	89.2	10.8	88.9	11.1	9.9	0.5	0.6	0.1	+0.3
Louisiana	56.5	43.5	50.6	49.4	46.4	1.2	1.3	0.6	+5.9
Maine	98.3	1.7	97.2	2.8	0.9	0.4	0.9	0.6	+1.1
Maryland	59.7	40.3	56.7	43.3	35.6	3.5	3.9	0.3	+3.0
Massachusetts	83.7	16.3	77.9	22.1	8.4	9.6	4.0	0.2	+5.8
Michigan	76.4	23.6	75.8	24.2	18.8	2.8	1.5	1.0	+0.6
Minnesota	93.9	6.1	86.5	13.5	5.2	2.2	4.1	1.9	+7.4
Mississippi	43.9	56.1	47.9	52.1	51.0	0.4	0.6	0.2	-4.0
Missouri	83.4	16.6	81.1	18.9	16.5	1.1	1.0	0.3	+2.3
Montana	92.7	7.3	87.2	12.8	0.6	1.5	0.8	9.9	+5.5
Nebraska	91.4	8.6	86.4	13.6	6.0	4.9	1.3	1.4	+5.0
Nevada	77.4	22.6	65.1	34.9	9.6	18.8	4.6	1.9	+12.3
New Hampshire	98.0	2.0	96.4	3.6	1.0	1.3	1.1	0.2	+1.6
New Jersey	69.1	30.9	—	—	—	—	—	—	—
New Mexico	43.1	56.9	38.8	61.2	2.4	47.7	1.0	10.2	+4.3
New York	68.4	31.6	56.3	43.7	20.3	17.6	5.2	0.5	+12.1
North Carolina	68.4	31.6	63.9	36.1	30.8	2.3	1.5	1.5	+4.5
North Dakota	92.4	7.6	89.1	10.9	0.9	1.1	0.7	8.1	+3.3
Ohio	83.1	16.9	82.0	18.0	15.4	1.4	1.0	0.1	+1.1
Oklahoma	79.0	21.0	68.8	31.2	10.5	4.3	1.3	15.1	+10.2
Oregon	89.8	10.2	84.6	15.4	2.6	7.4	3.4	2.0	+5.2
Pennsylvania	84.4	15.6	80.2	19.8	14.2	3.7	1.8	0.1	+4.2
Rhode Island	87.9	12.1	78.3	21.7	7.3	10.7	3.3	0.5	+9.6
South Carolina	54.6	45.4	56.0	44.0	42.2	0.8	0.8	0.2	-1.4
South Dakota	90.6	9.4	83.7	16.3	1.0	0.8	0.8	13.8	+6.9
Tennessee	76.5	23.5	74.6	25.4	23.4	0.9	1.0	0.1	+1.9
Texas	51.0	49.0	45.6	54.4	14.3	37.4	2.4	0.3	+5.4
Utah	93.7	6.3	89.5	10.5	0.7	6.0	2.4	1.5	+4.2
Vermont	98.4	1.6	97.3	2.7	0.8	0.4	1.0	0.6	+1.1
Virginia	72.6	27.4	67.7	32.3	25.5	3.3	3.4	0.2	+4.9
Washington	84.5	15.5	77.5	22.5	4.8	8.3	6.7	2.7	+7.0
West Virginia	95.9	4.1	95.2	4.8	4.0	0.5	0.3	0.1	+0.7
Wisconsin	86.6	13.4	82.6	17.4	9.6	3.5	2.9	1.3	+4.0
Wyoming	90.7	9.3	89.0	11.0	1.2	6.2	0.8	2.8	+1.7
Other Areas									
American Samoa	—	—	—	—	—	—	100.0	—	—
Guam	—	—	5.3	94.7	1.2	0.9	92.6	0.1	—
Northern Marianas	—	—	0.8	99.2	—	0.0	99.2	—	—
Puerto Rico	—	—	—	—	—	100.0	—	—	—
Virgin Islands	—	—	1.1	98.9	84.6	14.0	0.2	—	—

1 Excludes persons of Hispanic origin.

2 U.S. totals for 1996 includes estimate for New Jersey.

—Data not available.

Note: The 1986-87 data were derived from the 1986 Elementary and Secondary School Civil Rights sample survey of public school districts. Because of rounding,

SOURCE: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 1998.

Weighted Non-English Speaking Students and Limited English Proficient Students

Students whose primary language is a language other than English are classified as either weighted or unweighted non-English speaking students. Weighted non-English speaking students are eligible to generate additional money for school districts they attend to help defer added costs associated with their education. Limited English proficient students is a term used here to describe not only students who generate additional funds for their education, but any student whose primary language is not English and where proficiency is an issue. Limited English proficient enrollments include both public and nonpublic school students, while the weighted non-English student population includes only public school students.

Weighted Non-English Speaking Students

Table 9

DISTRIBUTION OF IOWA WEIGHTED NON-ENGLISH SPEAKING GRADES K-12 PUBLIC SCHOOL STUDENTS¹ BY ENROLLMENT CATEGORY 1993-94, 1997-98, AND 1998-99

Enrollment Category	1993-94		1997-98		1998-99		Percent Change in Non-English Enrollment	
	Basic Enrollment Total	Non- English Enrollment	Basic Enrollment Total	Non- English Enrollment	Basic Enrollment Total	Non- English Enrollment	1997-98 to 1998-99	1993-94 to 1998-99
<250	6,956	17	4,521	12	4,154	2	-83.3%	-88.2%
250-399	17,794	21	17,108	56	16,948	50	-10.7	138.1
400-599	47,617	72	35,757	101	36,284	87	-13.9	20.8
600-999	79,260	229	84,801	502	86,153	592	17.9	158.5
1,000-2,499	119,988	706	130,208	1,243	128,859	1,318	6.0	86.7
2,500-7,499	94,422	488	99,314	835	96,897	988	18.3	102.5
7,500+	130,970	2,252	133,421	3,167	133,239	3,650	15.3	62.1
State	497,007	3,785	505,130	5,916	502,534	6,687	13.0	76.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILES.

NOTE: ¹FIGURES REPRESENT A COUNT OF NON-ENGLISH SPEAKING STUDENTS ELIGIBLE FOR GENERATING ADDITIONAL FUNDS FOR THEIR EDUCATION.

Table 9 displays information on Iowa public school K-12 weighted non-English speaking students. Since 1993-94 weighted non-English speaking student enrollment has increased by nearly 77 percent overall. Over the period from 1993-94 to 1998-99 increases occurred for all but the smallest enrollment category. The largest percentage increases occurred in

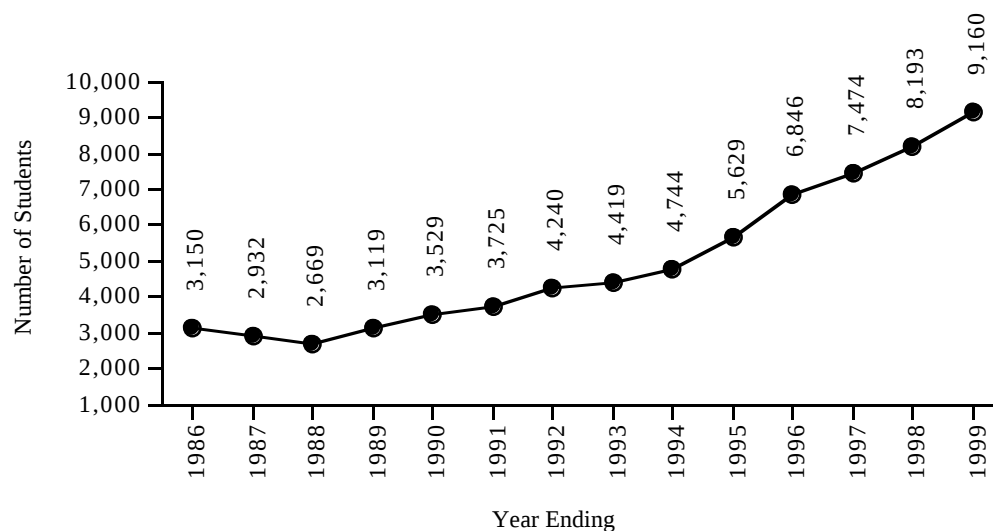
the 600-999 enrollment category. Statewide weighted non-English student enrollment increased 13 percent in 1998-99 over the previous school year. Compared to the previous school year, only districts with enrollments of 600 and above registered increases in weighted non-English speaking students in 1998-99.

Limited English Proficient (LEP) Students

Limited English proficient student enrollments in grades PK-12 are presented for the last 14 years in Figure 3. Since the 1987-88 school year increases have occurred on an annual basis, at an average of 14.2 percent. Five Iowa public school districts accounted for nearly 60 percent of all Iowa limited English proficient students reported in the 1998-99 school year. In two Iowa school districts, LEP enrollments as a percentage of total enrollments exceeded 25 percent.

Figure 3

TRENDS IN GRADES PK-12 ENROLLMENTS OF LIMITED ENGLISH PROFICIENT PUBLIC AND NONPUBLIC STUDENTS IN IOWA 1985-86 TO 1998-99



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, LIMITED ENGLISH PROFICIENT STUDENT FILE.
NOTE: INCLUDES PK-GRADE 12 LEP STUDENTS.

Table 10 reflects the most common primary languages of limited English proficient students in Iowa public and nonpublic schools. In 1985-86 as in 1998-99 Spanish was the most common primary language among limited English proficient students. The percentage of limited English proficient students whose primary languages were Vietnamese and Laotian decreased substantially from 1985-86 to 1998-99.

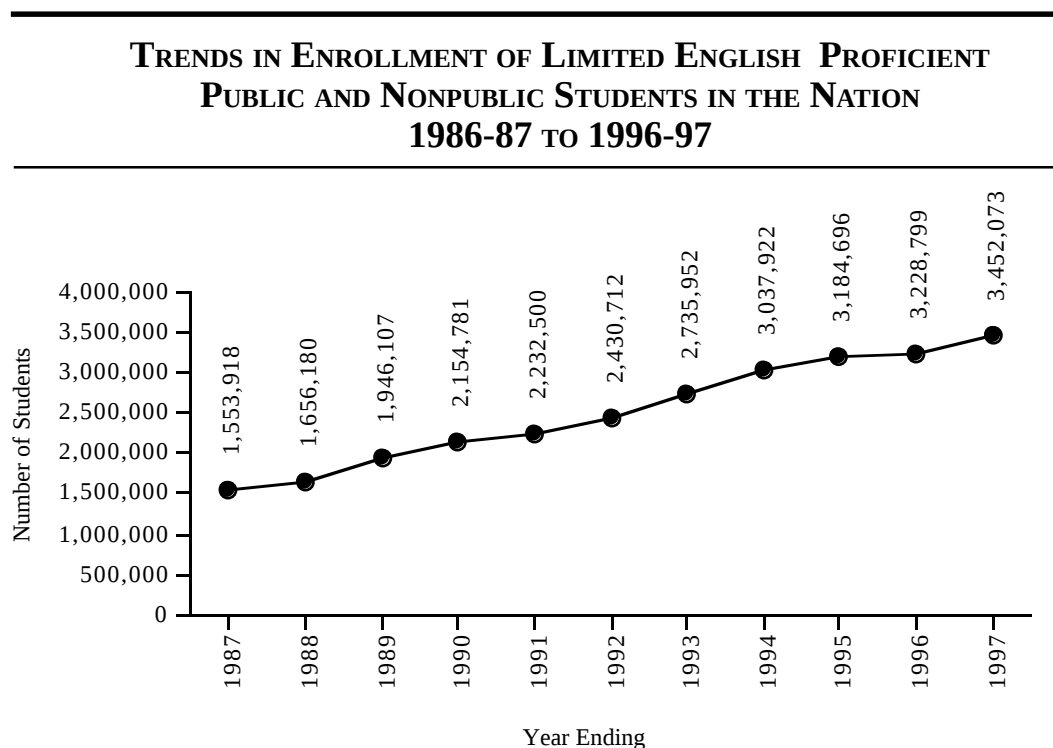
Table 10

MOST COMMON LEP PRIMARY LANGUAGES FOR IOWA PUBLIC AND NONPUBLIC SCHOOLS						
	1985-86		1997-98		1998-99	
			Number of LEP Students			
Spanish	807	(25.6%)	4,970	(60.7%)	5,460	(59.6%)
Vietnamese	439	(13.9%)	777	(9.5%)	815	(8.9%)
Laotian	548	(17.4%)	452	(5.5%)	488	(5.3%)
Bosnian	—	—	697	(8.5%)	660	(7.2%)
All Other	1,794	(43.1%)	1,297	(15.8%)	1,737	(19.0%)
Total LEP	3,150		8,193		9,160	

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, LIMITED ENGLISH PROFICIENT STUDENT FILE.

The trend in the increases of limited English students in Iowa public and nonpublic enrollment is also reflected in the trend nationwide (Figure 4).

Figure 4



SOURCE: DONLY, B., ET AL. (1995). *SUMMARY OF BILINGUAL EDUCATION STATE EDUCATIONAL AGENCY PROGRAM SURVEY OF STATES' LEP PERSONS AND AVAILABLE EDUCATIONAL SERVICES 1993-94*. PREPARED UNDER CONTRACT FOR THE U.S. DEPARTMENT OF EDUCATION BY DEVELOPMENT ASSOCIATES, INC., IN ARLINGTON, VA.

MACÍAS, R.F., ET AL. (1998). *SUMMARY REPORT OF THE SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS AND AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES, 1996-97*. WASHINGTON, D.C.: NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION.

SPECIAL ISSUES ANALYSIS CENTER. (1995). *SUMMARY REPORT OF THE SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS AND AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES, 1993-94*. WASHINGTON, D.C.: DEVELOPMENT ASSOCIATES.

Compared to other mid-west states Iowa's percentage of limited English proficient enrollment is less than all other states in the region except for Missouri (Table 11).

Table 11

K-12 TOTAL AND LIMITED ENGLISH PROFICIENT ENROLLMENTS BY STATE PUBLIC AND NONPUBLIC, 1996-97			
State	K-12 LEP Enrollment	K-12 Total Enrollment	Percent LEP Enrollment
Nation	3,452,073	46,375,422	7.4%
Iowa*	7,376	549,825	1.3%
Illinois	118,246	2,293,920	5.2
Kansas	13,409	498,255	2.7
Minnesota	28,237	921,678	3.1
Missouri	6,748	996,800	0.7
Nebraska	6,318	333,663	1.9
North Dakota	7,595	128,178	5.9
South Dakota	10,815	142,812	7.6
Wisconsin	23,270	1,029,399	2.3

SOURCE: MACÍAS, R.F., ET AL. (1998). *SUMMARY REPORT OF THE SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS AND AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES, 1996-97*. WASHINGTON, D.C.: NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION.

Open Enrollment

A total of 16,130 Iowa students exercised the open enrollment option in 1998-99. Iowa's open enrollment law allows students to attend school in a district other than the district in which they reside. Since the 1990-91 school year, the number of Iowa students electing to open enroll has increased more than 34 percent. The number of open enrolled students in 1998-99 increased by about 6 percent from the previous school year.

In 1998-99 districts in three enrollment categories experienced a net enrollment loss from open enrollment. A net enrollment loss was experienced by districts with enrollments under 400 and by districts with enrollments of 7,500 or more. More than 88 percent of all open enrolled students were accounted for by districts with enrollments of 400 and above (Table 12).

Table 12

NET OPEN ENROLLMENT CHANGE IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1990-91, 1996-97 TO 1998-99					
Enrollment Category	Net Enrollment Change			Open Enrollment Out	
	1990- 1991	1996- 1997	1997- 1998	1998- 1999	1998- 1999
<250	-236	-509	-441	-349	524
250-399	-264	-449	-325	-405	1,325
400-599	-50	380	354	253	1,753
600-999	66	-17	-40	209	3,567
1,000-2,499	370	1,121	1,165	1,014	3,588
2,500-7,499	45	515	534	554	2,589
7,500+	-67	-1,124	-1,334	-1,367	2,786

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILES.

Special Education Enrollments

Special education enrollments since 1985-86 have increased in each successive school year, rising from 41,892 students in 1985-86 to just over 61,000 in 1998-99, an increase of just under 46 percent for the period. In 1985-86 special education enrollment constituted 8.63 percent of the total certified enrollment in Iowa public schools and increased to 12.15 percent in 1998-99. Percentage increases in special education for the period 1985-86 through 1998-99 substantially exceeded annual percentage increases in certified enrollment (Table 13).

Table 13

SPECIAL EDUCATION ENROLLMENT IN IOWA PUBLIC SCHOOLS 1985-86 THROUGH 1998-99

Year	Certified Enrollment	Annual % Change in Cert. Enrollment	Special Education Enrollment	Annual % Change in Spec. Ed. Enrollment	Special Ed. Enrollment as a % of Cert. Enr.
1985-1986	485,332	—	41,892	—	8.63%
1986-1987	481,205	-0.85%	42,360	1.12%	8.80
1987-1988	478,859	-0.49	42,625	0.63	8.90
1988-1989	476,771	-0.44	43,290	1.56	9.08
1989-1990	478,210	0.30	44,585	2.99	9.32
1990-1991	483,396	1.08	46,593	4.50	9.64
1991-1992	491,451	1.67	48,201	3.45	9.81
1992-1993	495,342	0.79	49,848	3.42	10.06
1993-1994	497,009	0.34	51,022	2.36	10.27
1994-1995	500,592	0.72	53,151	4.17	10.62
1995-1996	504,505	0.78	55,514	4.45	11.00
1996-1997	505,523	0.20	57,845	4.20	11.44
1997-1998	505,130	-0.08	59,711	3.23	11.82
1998-1999	502,534	-0.51	61,079	2.29	12.15

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILES AND DECEMBER 1 SPECIAL EDUCATION FILES.

Staff

Characteristics of Iowa's 46,657 licensed staff are presented in this section. Also included is information on average salaries, instructional aides, and pupil-teacher ratios. Data are provided by enrollment categories as well as on a statewide level. Comparisons, where possible, are made with comparable regional and national data. Data from the most recent two years is compared to baseline data from the 1985-86 school year.

Characteristics of Teachers

The number of full-time teachers in 1998-99 was up slightly over the previous school year in both public and nonpublic schools. Compared to 1985-86 the number of full-time public school teachers was up by 5.9 percent, while the number of nonpublic full-time teachers increased 2.9 percent (Table 14). Table 14 also provides a comparison of public and nonpublic teachers by age, gender, minority percentage, degree status, and experience. Only slight changes occurred in each of the characteristics for both public and nonpublic teachers in 1998-99 compared to the previous school year.

Table 14

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1985-86, 1997-98, AND 1998-99						
Characteristics	85-86	Public 97-98	98-99	85-86	Nonpublic 97-98	98-99
Average Age	39.9	42.3	42.3	36.6	39.4	39.8
Percent Female	63.5	68.9	69.2	77.5	78.6	79.4
Percent Minority	1.2	1.6	1.7	0.5	1.0	0.9
Percent Advanced Degree	29.0	28.2	28.2	16.0	12.9	13.0
Average Total Experience	13.9	15.6	15.5	11.0	12.2	12.3
Average District Experience	10.6	12.1	12.0	5.7	8.1	8.3
Number of Full-Time Teachers	30,499	31,954	32,307	2,419	2,355	2,424

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES. (INCLUDES AEA TEACHERS).

Compared to 1985-86 the most substantial changes in public school teacher characteristics were the increases in the percentage of female teachers, which increased from 63.5 percent to 69.2 percent. A similar but less substantial increase in the percentage of female teachers occurred for nonpublic teachers. Other increases since 1985-86 were reflected for average age and experience. The percentage of minority public school teachers increased only slightly from 1985-86 baseline levels. The percentage of nonpublic teachers with advanced degrees in 1998-99 was down three percentage points from 1985-86 levels, while the percentage of public school teachers with advanced degrees remained relatively stable.

Minority Teacher Characteristics

Characteristics of Iowa's full-time public school minority teachers in 1998-99 are presented in Table 15. Minority teachers in Iowa public schools represented 1.7 percent of the total number of public school teachers. Minority teachers when compared to majority public school teachers, on average, were slightly younger, and had approximately four years less experience, which most likely accounted for slightly lower average salaries. In terms of advanced degrees, 29.4 percent of minority teachers held advanced degrees compared to 28.3 percent of majority teachers.

Table 15

CHARACTERISTICS OF IOWA FULL-TIME MINORITY PUBLIC SCHOOL TEACHERS — 1998-99		
Characteristics	White	Minority
Number	31,753	554
Percent	98.3	1.7
Average Age	42.4	40.0
Percent Female	69.5	66.1
Percent Advanced Degree	28.3	29.4
Average Total Experience	15.6	11.2
Average District Experience	12.1	8.2
Average Salaries	\$35,021	\$34,174

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

NOTE: FIGURES INCLUDE AREA EDUCATION AGENCY TEACHERS.

Teacher Salaries

Information on teacher salaries is provided to the Department of Education by schools and area education agencies through the annual Basic Educational Data Survey completed annually in the fall. Schools and area education agencies are asked to report the total contract salary amount for the school year. It should be noted that salary amounts may reflect payment for some non-teaching activities. Table 16 depicts average teacher salaries, advanced degree status and total experience of full-time public school teachers. On a statewide basis average salaries for full-time public school teachers in 1998-99 were up 2.7 percent from the previous school year and up over 61 percent from the 1985-86 figures. A comparison of 1998-99 average teacher salaries by enrollment category reflects that average salaries for all enrollment categories under 2,500 fell below the state average

A comparison of average teacher salaries in 1985-86 with 1998-99 average salaries reflects that salaries increased 61.4 percent on a statewide basis. Percentage increases over the period ranged from 56.9 percent in the enrollment category 2,500-7,499 to 61.6 percent in the 250-399 enrollment category. The range in average salaries for full-time public school teachers in 1998-99 across enrollment categories was \$12,344 compared to \$12,565 in 1997-98 and \$7,694 in 1985-86.

In 1998-99 average teacher salaries in the smallest enrollment category represented only 74 percent of average salaries in the largest enrollment category. By comparison, in 1985-86 teachers in the smallest enrollment category earned 68 percent as much as the average salary paid to teachers in the largest enrollment category. Variation

Table 16

AVERAGE SALARIES, ADVANCED DEGREE, AND TOTAL EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY						
Enrollment Category	1985-86	1997-98*	1998-99*	% Salary Change 1985-86 to 1998-99	% with Advanced Degree 1998-99	Average Years Total Experience 1998-99
<250	\$16,347	\$24,641	\$25,891	58.4%	7.8%	10.7
250-399	17,971	28,236	29,041	61.6	12.6	13.7
400-599	19,198	29,865	30,664	59.7	14.8	14.1
600-999	20,079	31,135	32,201	60.4	18.8	15.1
1,000-2,499	21,616	33,789	34,739	60.7	25.1	16.0
2,500-7,499	23,835	36,576	37,395	56.9	34.5	16.3
7,500+	24,041	37,206	38,235	59.0	40.9	15.7
State **	21,690	34,084	35,007	61.4	28.2	15.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: *DOES NOT INCLUDE PHASE III FUNDS.

**STATE TOTAL INCLUDES AEA TEACHERS.

in salary is greatly influenced by the factors of experience and degree status, and as reflected in Table 16 the percentage of teachers with advanced degrees increases for each successively larger enrollment category as, in general, does experience.

A comparison of public school classroom teacher salaries for Iowa and other mid-west states is reported in Table 17. The nine state comparison reflects that Iowa ranked fifth, behind Illinois, Wisconsin, Minnesota, and Kansas in 1998-99. On a nationwide basis Iowa ranked 34th in 1998-99. In 1997-98 four midwest states ranked higher than Iowa on a national basis, Illinois, Wisconsin, Minnesota, and Kansas. In 1997-98 Iowa average teacher salaries represented 86.3 percent of the national average and 86.6 percent in 1998-99.

Table 17

AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA AND MIDWEST STATES FOR 1997-98 AND 1998-99				
Nation and State	Salary	1997-98 National Rank	Salary	1998-99 National Rank
Nation**	\$39,502		\$40,437	
Iowa*	\$34,084	34	\$35,007	34
Illinois	43,690	11	45,569	9
Kansas	36,811	24	37,731	24
Minnesota**	39,103	17	39,975	19
Missouri	33,946	35	34,680	35
Nebraska	32,668	41	33,400**	40
North Dakota	28,230	50	28,976	50
South Dakota**	27,341	51	27,775	51
Wisconsin**	39,899	15	40,775	15

SOURCE: NATIONAL EDUCATION ASSOCIATION (NEA) ESTIMATES WORKING DATABASE AS OF 1/29/99.

NOTES: *DOES NOT INCLUDE PHASE III FUNDS. **DATA ESTIMATED BY NEA. RANKED IN DESCENDING ORDER.

Average salaries of Iowa full-time public school teachers are compared by experience and degree level in Tables 18 - 20. Comparisons are made on average salary for three experience categories, five or less years of experience, six to ten years of experience, and more than 10 years experience. These comparisons have been made to factor in experience as well as degree level when average salaries are compared across enrollment categories.

Comparisons for all experience categories reflect that average teacher salaries tended to increase with increases in enrollment categories for teachers with baccalaureate degrees as well as for teachers with advanced degrees. In 1985-86 and in 1998-99 average salaries for public school teachers, regardless of experience level or degree level, in general, were below the state average for enrollment categories below 2,500 students.

Table 18

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF FIVE YEARS OR LESS
1985-86 vs. 1998-99**

Enrollment Category	Baccalaureate Degree Level		Advanced Degree Level	
	1985-86	1998-99	1985-86	1998-99
<250	\$14,659	\$23,031	\$15,782	\$25,705
250-399	15,434	24,163	16,753	25,675
400-599	15,775	24,610	17,226	26,440
600-999	16,017	25,357	17,731	26,415
1,000-2,499	16,403	25,854	19,500	28,721
2,500-7,499	17,191	27,124	20,057	31,011
7,500+	17,156	27,336	21,143	33,373
State	16,211	26,076	19,545	30,782

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Table 19

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF SIX TO TEN YEARS
1985-86 vs. 1998-99**

Enrollment Category	Baccalaureate Degree Level		Advanced Degree Level	
	1985-86	1998-99	1985-86	1998-99
<250	\$16,218	\$25,306	\$16,704	\$23,000
250-399	17,423	27,328	18,537	28,257
400-599	18,419	28,466	19,704	30,046
600-999	18,874	29,447	20,026	31,739
1,000-2,499	19,543	30,777	21,360	33,439
2,500-7,499	20,570	32,433	23,174	36,488
7,500+	20,686	33,411	23,104	38,893
State	19,335	30,957	21,919	35,726

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Table 20

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF MORE THAN TEN YEARS
1985-86 vs. 1998-99**

Enrollment Category	Baccalaureate Degree Level		Advanced Degree Level	
	1985-86	1998-99	1985-86	1998-99
<250	\$17,821	\$28,342	\$18,985	\$30,692
250-399	19,324	31,621	21,260	33,569
400-599	20,559	33,310	22,583	36,483
600-999	21,381	34,536	23,632	37,867
1,000-2,499	22,495	36,752	25,440	41,016
2,500-7,499	23,804	38,359	28,044	45,175
7,500+	23,594	38,831	28,110	46,057
State	22,196	36,289	26,528	43,055

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Teacher Assignments

The average number of teaching assignments are calculated on the basis of the number of unique courses taught by teachers and not on the basis of the number of periods in a school day teachers are assigned to teach. For example a teacher assigned to teach algebra I, drivers education, and earth science, would have three assignments. The average number of teaching assignments for full-time public school teachers in Iowa high schools is reported in Table 21 by enrollment category. On a statewide basis the average number of assignments for teachers in grades 9-12 rose 16.6 percent from 1985-86 to 1998-99, and was up slightly in 1998-99 from the previous school year. On average, teachers in grades 9-12 in 1998-99 had 3.16 assignments. Differences in the average number of assignments for teachers in grades 9-12 were evident across enrollment categories for the three years shown in Table 21, with the average number of assignments decreasing with successive increases in enrollment.

Table 21

**AVERAGE NUMBER OF TEACHING ASSIGNMENTS FOR IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS IN GRADES 9-12 BY ENROLLMENT CATEGORY**

Enrollment Category	1985-86	1997-98	1998-99
<250	3.76	5.02	5.07
250-399	3.56	4.51	4.48
400-599	3.33	4.23	4.17
600-999	3.14	3.84	3.85
1,000-2,499	2.61	3.05	3.02
2,500-7,499	2.07	2.42	2.41
7,500+	1.98	1.91	2.21
State	2.71	3.11	3.16

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

The disparity in the average number of teaching assignments for teachers in grades 9-12 in the smallest and largest enrollment categories increased from 1985-86 to 1998-99, with teachers in the smallest enrollment category having an average of more than two times as many teaching assignments in 1998-99.

Characteristics of Principals

Selected characteristics of public school principals are presented in Table 22. The number of full-time Iowa public school principals has decreased by just over three percent since the 1985-86 school year paralleling the decrease in the number of school districts occurring through reorganization. The decrease in the number of nonpublic school principals also parallels the decrease in the number of approved nonpublic schools operating in Iowa.

Table 22

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS 1985-86, 1997-98, AND 1998-99						
Characteristics	1985-86	Public 1997-98	1998-99	Nonpublic 1985-86	1997-98	1998-99
Average Age	46.6	47.5	47.5	46.0	47.7	47.6
Percent Female	8.7	27.1	28.7	49.5	46.2	48.9
Percent Minority	1.6	3.3	3.9	0	0.8	1.5
Percent Advanced Degree	98.9	98.1	98.6	97.7	90.9	92.7
Average Total Experience	21.9	22.8	22.7	21.5	22.2	22.4
Average District Experience	13.2	11.3	11.5	6.0	7.0	7.2
Number of Principals	1,223	1,189	1,182	177	132	137

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

The characteristics of Iowa full-time public school principals which has changed the most over the period from 1985-86 to 1998-99 is the percentage of female principals employed. In 1985-86 just under 9 percent of public school principals were females compared to nearly 29 percent in 1998-99. In general, a roughly equal balance of male and female principals existed for each of the three years shown in Table 22 for nonpublic schools. Only slight changes were evident for the characteristics of age, experience, and the percentage of principals with advanced degrees. The percentage of minority principals since 1985-86 reflected increases in 1998-99 for both public and approved nonpublic schools. Figures in 1998-99 were also up slightly over the previous school year.

Principal Salaries

The average salary for full-time public school principals in Iowa was \$58,851, up 66.7 percent from 1985-86 compared to an increase over the same period of 61.4 percent for full-time public school teachers (Table 23). Average salaries for public school principals in 1998-99 represented an increase of 3.1 percent over the previous school year compared to an increase of 2.7 percent for teachers. Average salaries for full-time public school principals were 62.8 percent higher than average salaries of full-time public school teachers in 1985-86. In 1998-99 average salaries for principals in Iowa public schools were 68.1 percent higher than the average teacher salary.

Table 23

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-86, 1997-98, AND 1998-99				
Enrollment Category	Average Salary			% Change 1985-86 to 1998-99
	1985-86	1997-98	1998-99	
<250	\$26,399	\$40,564	\$42,282	60.2%
250-399	28,387	46,983	48,690	71.5
400-599	31,095	48,522	50,496	62.4
600-999	33,428	51,987	53,788	60.9
1,000-2,499	36,427	57,742	59,775	64.1
2,500-7,499	39,465	63,150	64,851	64.3
7,500+	39,584	65,460	67,003	69.3
State	35,313	57,060	58,851	66.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Average salaries for Iowa public school principals varied substantially across enrollment categories in 1998-99 with a range in average salary of \$24,721 compared to a range of only \$13,185 in 1985-86. Average salaries for public school principals, as with teachers, increased with successive increases in enrollment categories.

Characteristics of Superintendents

In 1998-99 major differences in the public school superintendent population compared to public school teachers and principals were evident with respect to gender and district experience (Table 24). Only 3.2 percent of public school superintendents in 1998-99 were females compared to 28.7 percent of principals and 69.2 percent of teachers. Average district experience for public school superintendents was only 6.4 years compared to 12 years for full-time public school teachers and 11.5 years for full-time public school principals. In terms of average age, superintendents in 1998-99 were about four years older than principals and about nine years older than teachers.

Table 24

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC
SCHOOL SUPERINTENDENTS —1985-86, 1997-98, AND 1998-99**

Characteristics	1985-86	1997-98	1998-99
Average Age	48.7	51.7	51.5
Percent Female	1.6	3.0	3.2
Percent Minority	0	1.2	1.2
Percent Specialists/Doctorate Degree	46.9	47.1	50.4
Average Total Experience	23.6	26.1	26.1
Average District Experience	8.8	6.7	6.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Superintendent Salaries

Salaries for public school superintendents are presented in Table 25. In 1998-99 the average full-time public school superintendent's salary was \$73,191. This was 24.4 percent higher than the average salary reported for principals and 109 percent higher than the average teacher salary. The average salary for full-time public school superintendents in 1998-99 increased by 4.1 percent over the previous school year compared to increases of 3.1 percent and 2.7 percent for public school principals and teachers respectively (Figure 5).

Table 25

**AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL
SUPERINTENDENTS BY ENROLLMENT CATEGORY
1985-86, 1997-98, AND 1998-99**

Enrollment Category	Average Salary			% Change 1985-86 to 1998-99
	1985-86	1997-98	1998-99	
<250	\$33,597	\$47,071	\$52,817	57.2%
250-399	34,060	59,486	62,016	82.1
400-599	39,213	62,739	65,118	66.1
600-999	41,482	67,546	70,248	69.3
1,000-2,499	47,288	76,819	79,810*	68.8
2,500-7,499	55,110	92,590	96,841	75.7
7,500+	62,235	108,721	114,013	83.2
State	40,710	70,337	73,191*	79.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTE: *ONE SUPERINTENDENT'S SALARY WAS EXCLUDED DUE TO A RETIREMENT/RETURN SITUATION.

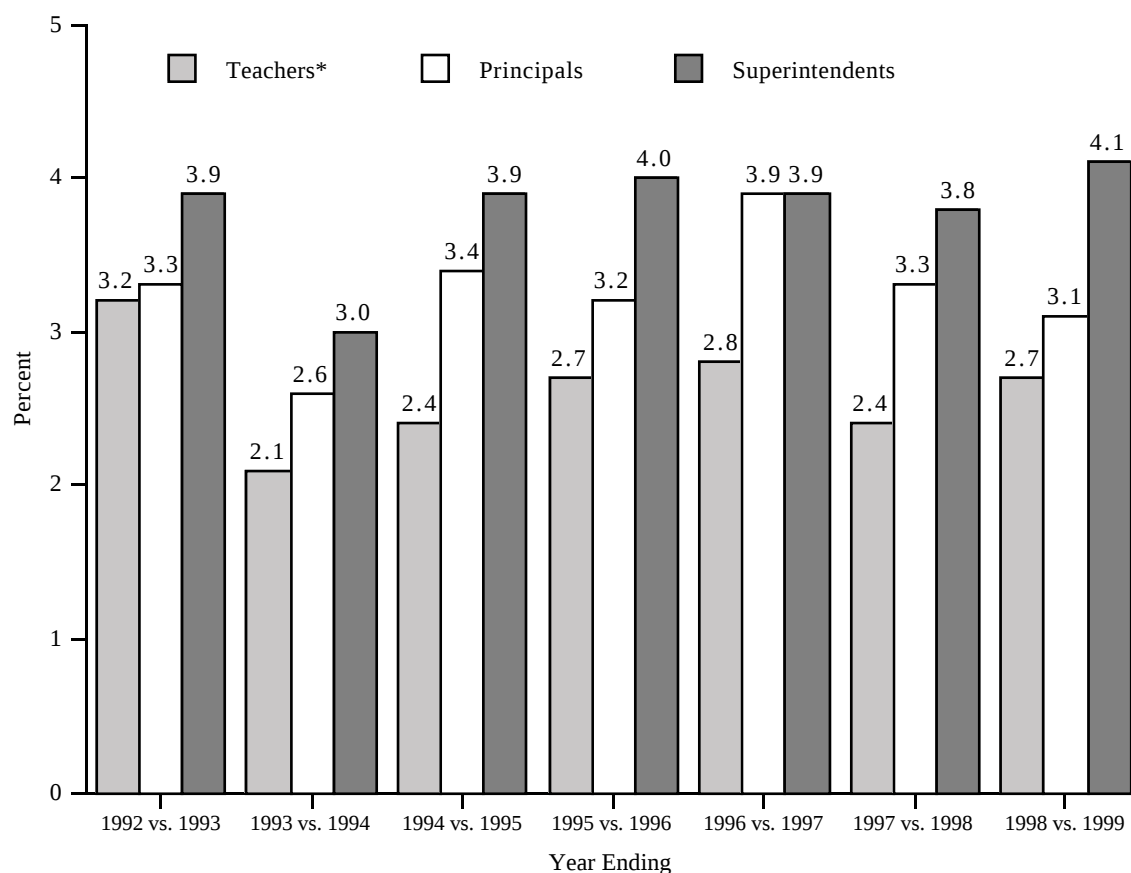
Compared to 1985-86 figures, average salaries for superintendents increased nearly 80 percent. In 1985-86 the range in average salaries for superintendents across enrollment categories was \$26,638 growing to \$61,196 in 1998-99 (Table 25). As was reported for public school principals and teachers, average salaries for superintendents increased with successive increases in enrollment categories.

Average salaries for superintendents in districts under 1,000 fell below the state average salary for superintendents in both 1997-98 and 1998-99. In 1985-86 average salaries for superintendents in districts under 600 fell below the state average.

Considerable differences are evident for the positions as well as across enrollment categories. Comparisons of annual salary increases for teachers, principals and superintendents are presented in Figure 5 for 1993 through 1999. Throughout the time period annual increases, with one exception, were the highest for superintendents, followed by principals and teachers (Figure 5). Considerable differences in average salaries were reflected in 1998-99 for teachers, principals, and superintendents as were differences across enrollment categories (Table 26).

Figure 5

YEARLY SALARY PERCENTAGE INCREASES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTE: *DOES NOT INCLUDE PHASE III FUNDS.

Table 26

**AVERAGE SALARY COMPARISON OF IOWA
FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS AND
SUPERINTENDENTS BY ENROLLMENT CATEGORY
1998-99**

Enrollment Category	Teachers*	Principals	Superintendents
<250	\$25,891	\$42,282	\$52,817
250-399	29,041	48,690	62,016
400-599	30,664	50,496	65,118
600-999	32,201	53,788	70,248
1,000-2,499	34,739	59,775	79,810
2,500-7,499	37,395	64,851	96,841
7,500+	38,235	67,003	114,013
State	35,007	58,851	73,191

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

NOTE: *DOES NOT INCLUDE PHASE III FUNDS.

Gender Comparisons for Teachers and Principals

Differences in age, minority status, degree level, experience, and average salary are reported by gender in Tables 27 and 28. Average salaries for both male teachers and principals were higher than females in 1998-99. Male teachers had more experience both in terms of longevity within a school district and in terms of total experience. In addition, a higher percentage of males held advanced degrees. Male principals also had more total years of experience and a greater average longevity within the district. A higher percentage of female principals held degrees beyond the baccalaureate than males.

Table 27

**GENDER COMPARISON OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS — 1998-99**

Characteristics	Female	Male
Average Age	42.3	42.5
Percent Minority	1.6	1.9
Percent Advanced Degree	26.3	32.8
Average Total Experience	14.8	17.1
Average District Experience	11.4	13.5
Average Salary*	\$34,198	\$36,844

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

NOTE: *DOES NOT INCLUDE PHASE III FUNDS. INCLUDES AEA TEACHERS.

Table 28

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS — 1998-99		
Characteristics	Female	Male
Average Age	46.8	47.8
Percent Minority	5.0	3.4
Percent Advanced Degree	99.4	98.3
Average Total Experience	20.8	23.5
Average District Experience	10.0	12.1
Average Salary	\$57,605	\$59,352

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Characteristics of Area Education Agency (AEA) Staff

Iowa supports 15 regional service agencies called area education agencies. These AEAs provide services to public and to nonpublic Iowa schools in the areas of media, special education, and educational services. More than 2,200 licensed AEA staff served Iowa schools in 1998-99.

Characteristics of AEA staff are reported in Table 29. Nearly three-quarters of AEA staff in 1998-99 were females, up slightly from the previous year. Compared to public school teachers AEA staff had more years of total experience on average and nearly 80 percent held advanced degrees compared to 28.2 percent for full-time public school teachers. AEA staff in 1998-99 were an average of 2.5 years older than public school teachers and an average of just over 2.5 years younger than public school principals. The average number of contract days of service for AEA staff was 198.4 days compared to about 190 days for public school teachers. Average salaries for area education staff increased 2.8 percent in 1998-99 over the previous school year compared to an increase of 2.7 percent for public school teachers and 3.1 percent for principals.

Table 29

CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF 1998-99 SCHOOL YEAR	
Characteristics	
Percent Female	73.7
Percent Minority	1.2
Percent staff with advanced degrees	78.3
Average years total experience	17.3
Average number of contract days	198.4
Average Age	44.8
Average Salary	\$42,105

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

The distribution of AEA staff in 1998-99 in terms of position titles is reflected in Figure 6 and in Table 30. The largest single segment of AEA staff were designated as consultant/instructor, 21.2 percent. The second largest segment represented teachers which accounted for 18.6 percent. Most of these teachers were involved in providing special education services. Psychologists, clinicians, and speech language pathologists comprised nearly 35 percent of all AEA personnel.

Figure 6

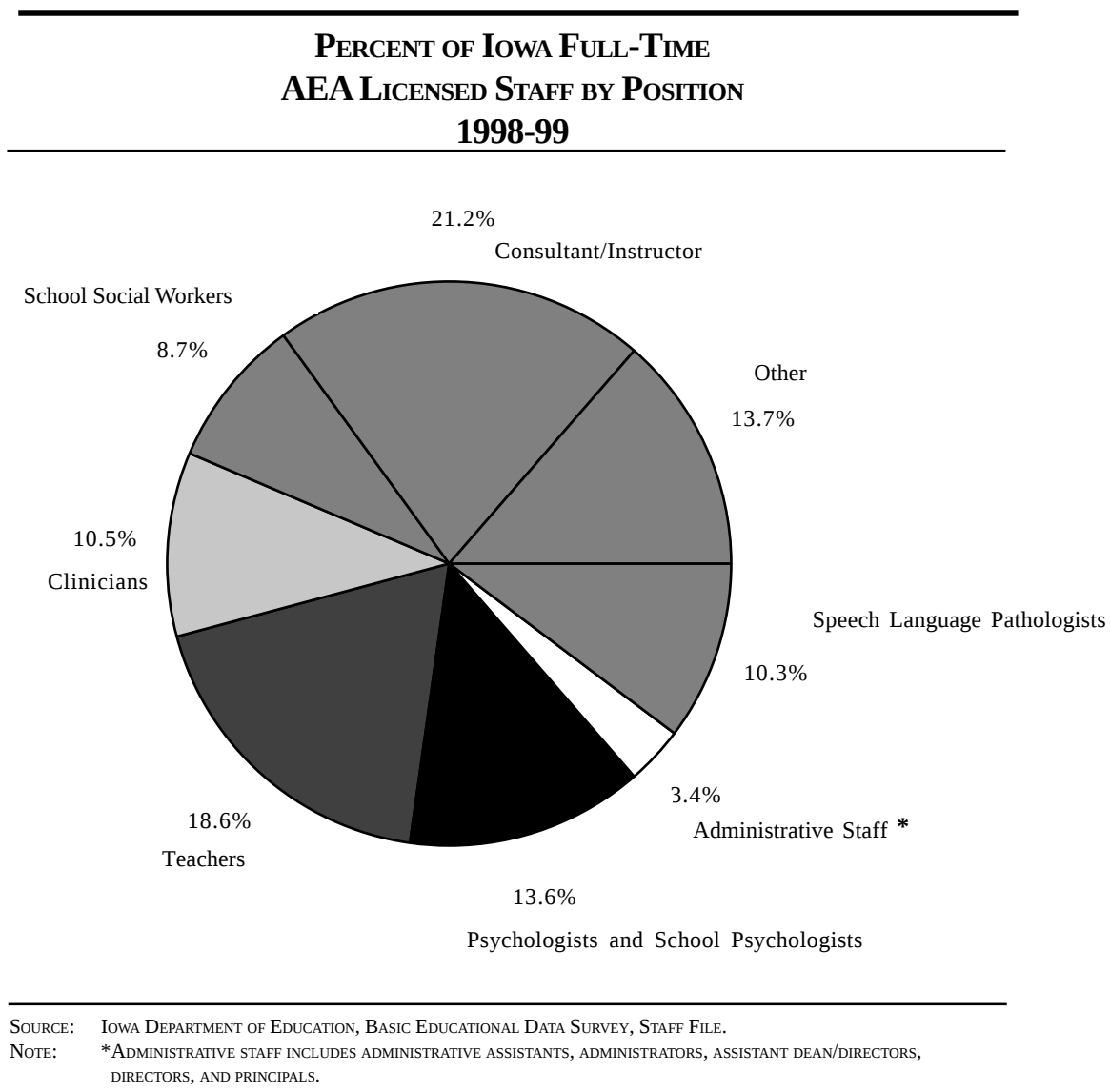


Table 30

NUMBER OF IOWA FULL-TIME AEA LICENSED STAFF BY POSITION, 1998-99		
Position	Number	Percent
Administrative Assistant	4	0.2 %
Administrator	16	0.7
Assistant Dean/Director	9	0.4
Clinician	232	10.5
Consultant	225	10.1
Coordinator	91	4.1
Department Head	17	0.8
Director	41	1.9
Educational Strategist	8	0.4
Home Intervention PK Teacher	62	2.8
Hospital/Home Teacher	3	0.1
Instructor/Consultant	247	11.1
Integration Teacher	34	1.5
Itinerant Teacher	72	3.3
Librarian	8	0.4
Manager	1	0.0
Pre School Teacher	20	0.9
Principal	5	0.2
Psychologist	58	2.6
Resource Teacher	60	2.7
School Audiologist Specialist/Consultant	33	1.5
School Social Worker	192	8.7
School Psychologist	243	11.0
Self-contained Special Education 2.2 Teacher	54	2.4
Self-contained Special Education 3.6 Teacher	86	3.9
Special Education Delivery System Personnel	228	10.3
Speech Language Pathologists	12	0.5
Specialist	20	0.9
Supervisor	54	2.4
Teacher	21	0.9
Therapist	61	2.8
Total	2,217	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Staff

For the 1998-99 school year the distribution of licensed school personnel and the number of students enrolled in districts served for each AEA is provided in Table 31. The largest percentage of school districts served as well as the highest enrollment, and the greatest number of licensed district staff were reported for AEA 11. Three AEAs, nine, ten, and eleven accounted for 45.7 percent of the total enrollment and 44.1 percent of licensed public school staff in 1998-99.

Table 31

**DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS, ENROLLMENT AND
TOTAL FULL-TIME LICENSED STAFF BY AEAs, 1998-99**

AEA	Districts		Enrollment		Licensed Staff	
	N	%	N	%	N	%
1	25	6.7%	33,879	6.7%	2,537	6.6%
2	24	6.4	21,719	4.3	1,767	4.6
3	19	5.1	12,721	2.5	1,008	2.6
4	14	3.7	11,045	2.2	882	2.3
5	31	8.2	25,385	5.1	2,133	5.5
6	16	4.3	17,363	3.5	1,339	3.5
7	22	5.9	31,504	6.3	2,502	6.5
9	22	5.9	51,357	10.2	3,965	10.2
10	33	8.8	63,339	12.6	4,566	11.8
11	56	14.9	114,808	22.9	8,542	22.1
12	24	6.4	31,233	6.2	2,418	6.2
13	31	8.2	33,329	6.6	2,614	6.7
14	21	5.6	12,194	2.4	1,029	2.7
15	24	6.4	24,044	4.8	1,943	5.0
16	13	3.5	18,614	3.7	1,419	3.7
State	375	100.0	502,534	100.0	38,664	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, AND CERTIFIED ENROLLMENT FILE.

Instructional Aides

In addition to the more than 32,000 full-time public school teachers employed in Iowa school districts, more than 7,200 full-time equivalent instructional aides also provide assistance in the public school classrooms. The number of instructional aides in Iowa public schools since 1985-86 has increased by more than 170 percent (Table 32). School districts in each enrollment category have experienced growth in the number of instructional aides since the 1985-86 school year with the greatest growth, in terms of percentage increases, realized by districts with enrollments of 600-999. In 1985-86 there was about one instructional aide for every 180 students compared to one aide for about every 70 students in 1998-99.

Table 32

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS, 1985-86 AND 1998-99

Enrollment Category	Number of Full-time Equivalent Aides		% Change in FTE Aides 1985-86 to 1998-99
	1985-86	1998-99	
<250	40.1	48.9	21.9%
250-399	124.2	336.5	170.9
400-599	167.5	402.6	140.4
600-999	249.1	1,021.5	310.1
1,000-2,499	605.9	1,792.8	195.9
2,500-7,499	625.7	1,632.8	161.0
7,500+	856.1	1,984.4	131.8
State	2,668.6	7,219.5	170.5

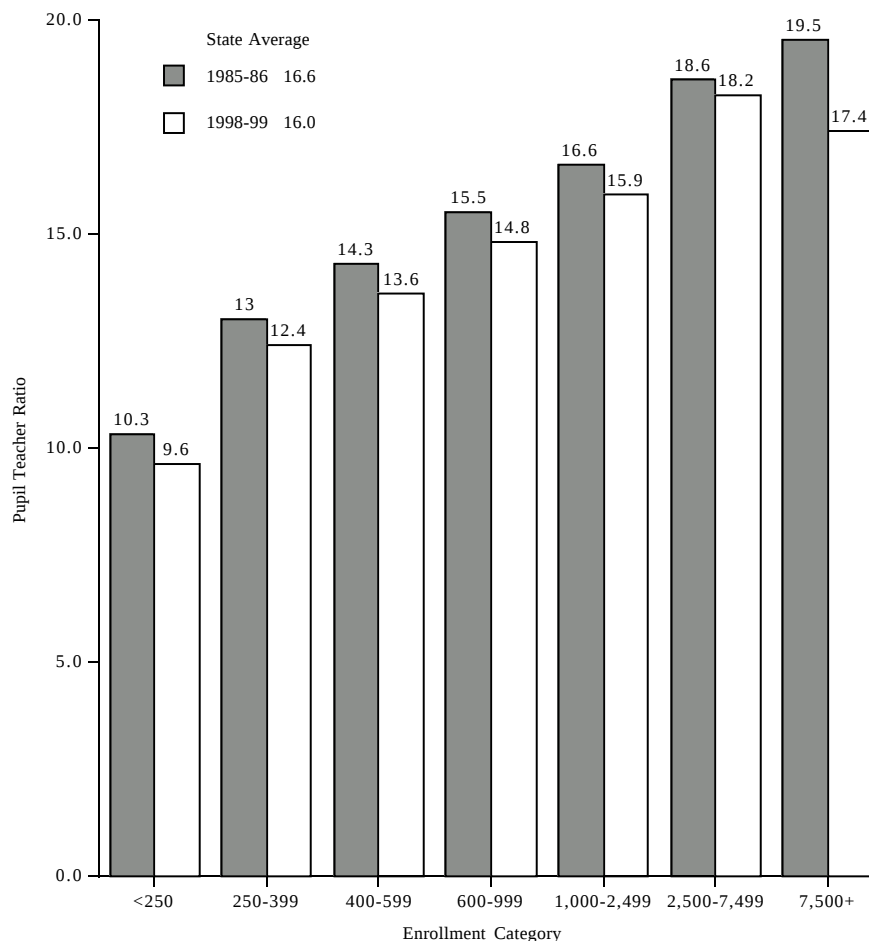
SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILES.

Pupil-Teacher Ratio

Pupil-teacher ratios are not indicative of actual class sizes in Iowa schools, but are sometimes used as a substitute measure to estimate class sizes. The pupil-teacher ratio in Iowa public schools is calculated by dividing the total number of K-12 students by the total number of K-12 teachers. Ungraded special education students are excluded from the calculation and only regular program teachers are included. In 1985-86 the average pupil-teacher ratio on a statewide basis was 16.6 to one (Figure 7). In 1998-99 the pupil-teacher ratio statewide was 16.0 to one, down from the 1997-98 figure of 16.4 to one.

Figure 7

K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS 1985-86 AND 1998-99



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

NOTE: PUPIL-TEACHER RATIOS DO NOT INCLUDE SPECIAL EDUCATION TEACHERS OR UNGRADED SPECIAL EDUCATION STUDENTS.

Pupil-teacher ratios in 1998-99 were lower than ratios in 1985-86 in all seven enrollment categories and pupil-teacher ratios, with one exception, increased with each successively larger enrollment category.

A comparison of pupil-teacher ratios in Iowa and surrounding mid-west states is presented in Table 33. The pupil-teacher ratios in Table 33 are provided by the National Center for Education Statistics and reflect students and teachers in pre-kindergarten through grade 12 and are measured in terms of average daily membership. Four other mid-west states reported pupil-teacher ratios lower than Iowa in 1997-98 and only two other mid-west states, Nebraska and North Dakota reported lower pupil-teacher ratios in 1998-99.

Table 33

PK-12 PUPIL-TEACHER RATIOS FOR IOWA AND MIDWEST STATES		
State	Average Daily Membership	
	1997-98	1998-99
Nation	16.8	16.6
Iowa	15.3	14.9
Iowa's Rank in Nation	15*	13*
Illinois	16.8	16.5
Kansas	14.9	14.9
Minnesota	16.4	16.3
Missouri	15.0	14.9
Nebraska	14.5	14.4
North Dakota	14.7	14.5
South Dakota	15.3	15.3
Wisconsin	15.4	15.4
SOURCE: U.S. DEPARTMENT OF EDUCATION, NCES, COMMON CORE OF DATA. NOTES: INCLUDES PUBLIC SCHOOL GRADES PREKINDERGARTEN THROUGH 12. *RANKED IN ASCENDING ORDER, IOWA TIED WITH TWO OTHER STATES.		

Program

The program portion of the *Condition of Education Report* presents information on school district organizational structures, curriculum offerings, foreign language enrollments, student enrollments in higher level mathematics and science, and graduation requirements for mathematics and science. Information is also presented on class size in grades kindergarten through grade four, enrollments in computer-related courses, technology hardware and software expenditures, school district involvement in electronic data interchange, the use of automated student information systems, as well as other aspects of technology in the schools including the availability of computers. In addition, information on early childhood education is also provided.

School District Organizational Structure

The patterns of school district organizational structures are reflected in Tables 34 and 35 for 1985-86 and 1998-99. Information regarding organizational structure is provided annually to the Iowa Department of Education by public school districts through the Basic Educational Data Survey (BEDS) and reflects how school districts are organized to deliver programs and services to Iowa public school students.

Table 34

ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS 1985-1986	
Structure (Grade Levels included)	Percent of Districts
K6-712	38.9
K5-68-912	18.6
K6-78-912	14.2
K4-58-912	10.8
K6-79-1012	7.8
K8-912	7.1
K5-612	0.5
K3-46-712	0.5
PK2-35-68-912	0.5
K7-812	0.5
K3-46-78-912	0.2
K4-56-79-1012	0.2
K3-48-912	0.2
	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE, 1985-86.

Table 35

**ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS
1998-1999**

Structure (Grade Levels included)	Percent of Districts
K5-68-912	30.0
K6-78-912	27.0
K4-58-912	12.1
PK5-68-912	9.6
PK6-78-912	9.6
PK4-58-912	3.5
K6-712	1.8
K4-56-78-912	1.1
PK6-712	1.1
K6-79-1012	1.1
K3-48-912	0.8
PK6-79-1012	0.5
PK2-36-78-912	0.3
K3-45-68-912	0.3
K3-46-78-912	0.3
PK3-47-812	0.3
K3-46-79-1012	0.3
PK3-46-78-912	0.3
	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE, 1998-99.

In 1985-86, nearly 39 percent of Iowa school districts were organized as K6-712 structures. An additional 43.6 percent of districts reflected organizational structures of K6-78-912, K5-68-912, and K4-58-912 (Table 34). In 1998-99, five organizational patterns encompassed more than 88.3 percent of organizational structures. These included K6-78-912, K5-68-912, K4-58-912, PK6-78-912, and PK5-68-912.

In the organizational structures reflected in Tables 34 and 35 it is noted that substantial changes have occurred in the patterns of school district structures since 1985-86. The first is the increase in the number of middle schools. Although there are a number of definitions for middle schools, a middle school is defined here as encompassing some combination of grades four through eight and as having at least three grade levels represented. In 1985-86, only 30.3 percent of districts operated middle schools compared to 57.5 percent in 1998-99. An additional change over the time period from 1985-86 to 1998-99 was the decline of the grade 10-12 high school that was primarily prevalent in larger school districts in the 1985-86 school year. In 1998-99, only 1.9 percent of public school districts reported organizational structures featuring 10-12 high schools, compared to 8.0 percent in 1985-86. The percentage of school districts reflecting pre-kindergarten in their organizational structures has also changed markedly from 1985-86 to 1998-99. In 1985-86, less than 1.0 percent of districts reported a structure encompassing pre-kindergarten, compared to 25.2 percent of districts in 1998-99.

Curriculum Unit Offerings

The average number of curriculum units offered and taught by Iowa public schools in the areas of English/language arts, mathematics, science, social studies, and foreign language are presented in Tables 36-37. Data are provided for the base year 1985-86, as well as for the 1998-99 school year. Average unit offerings in all curriculum areas presented, reflected substantial increases over average unit offerings in 1985-86.

In both 1985-86, and in 1998-99, the average number of units offered in English/language arts, mathematics, science, social studies, and foreign language increased with increases in enrollment categories.

Table 36

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT IN IOWA PUBLIC SCHOOL DISTRICTS — 1985-86

Subject Area	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
English/Language Arts	5.0	5.6	6.3	6.6	8.2	11.4	17.7	6.9
Mathematics	6.4	6.4	6.8	7.0	8.0	9.8	12.7	7.2
Science	4.6	4.8	5.2	5.7	6.2	8.1	9.6	5.6
Social Studies	4.2	4.4	4.7	4.8	5.6	6.5	8.8	4.9
Foreign Language	2.1	2.3	2.5	3.2	4.9	9.8	14.9	3.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Table 37

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT IN IOWA PUBLIC SCHOOL DISTRICTS — 1998-99

Subject Area	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
English/Language Arts	5.8	6.6	7.0	7.9	9.8	12.6	16.9	9.2
Mathematics	6.8	7.7	7.4	8.2	9.4	12.7	13.6	9.3
Science	5.2	6.0	5.9	6.8	7.4	11.0	11.4	7.5
Social Studies	5.1	5.5	5.7	6.2	6.9	9.9	10.9	7.1
Foreign Language	3.1	4.0	4.3	4.6	7.1	11.4	16.6	6.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.
NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Foreign Language Enrollments

Student enrollment in foreign language courses, as well as estimated percentages of 9-12 public school students taking foreign language courses, are reflected in Table 38.

Comparisons are made for the school years 1995-96 through 1998-99 as well as for the base year 1985-86. In the 1985-86 school year, just under an estimated 31 percent of students in grades 9-12 were enrolled in foreign language courses. By 1995-96 this figure had grown to an estimated 50 percent, increasing to 51 percent in 1996-97, and to 52.2 percent for both 1997-98 and 1998-99. More than 81,000 public school students in 1998-99 were enrolled in foreign language courses in Iowa high schools.

Since 1985-86, significant increases in the estimated percentage of students enrolled in foreign languages were evident for all enrollment categories.

Table 38

TOTAL IOWA PUBLIC SCHOOL ENROLLMENT IN ALL FOREIGN LANGUAGE COURSES BY ENROLLMENT CATEGORY — GRADES 9-12

Enrollment Category	1985-86		1995-96		1996-97		1997-98		1998-99	
	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled
<250	658	20.4%	268	38.2%	263	37.0%	272	39.7%	259	38.4%
250-399	1,667	18.2	2,093	43.0	2,031	41.7	2,016	39.6	2,222	41.4
400-599	2,769	18.9	5,947	40.9	5,792	41.0	5,820	43.3	5,545	42.4
600-999	5,079	21.8	11,641	45.6	12,512	47.1	12,289	46.8	12,438	47.5
1,000-2,499	10,536	30.2	20,378	50.8	21,733	53.2	22,330	52.5	22,757	54.3
2,500-7,499	13,018	42.7	16,845	57.6	16,751	56.0	16,571	55.3	16,447	54.4
7,500+	13,064	35.9	19,049	50.8	19,923	52.6	21,890	58.3	21,671	56.4
State	46,791	30.8	76,221	50.0	79,005	51.0	81,188	52.2	81,339	52.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.

NOTE: PERCENTS ARE ESTIMATED WITH AN ASSUMPTION THAT FOREIGN LANGUAGE COURSES ARE NORMALLY TAKEN IN GRADES 9-12.

Table 39 depicts enrollment in foreign language by specific foreign language course. As in previous years, enrollment in Spanish represented the largest portion of public school students taking foreign languages. More than 75 percent of all students taking foreign language were enrolled in Spanish. French and German language courses represented 14.8 percent and 7.6 percent of foreign language enrollments respectively. Enrollments in 1998-99 in Spanish, French, and German represented

slight increases over the previous school year. Enrollments in Spanish in 1998-99 represented an increase of 120 percent over 1985-86 figures. Enrollments in German reflected a 13 percent increase over 1985-86 enrollments. On the other hand, enrollments in French decreased 6.1 percent from 1985-86 levels.

Table 39

1998-99 FOREIGN LANGUAGE ENROLLMENT IN IOWA PUBLIC SCHOOLS GRADES 9-12			
Language	Number of Districts	Enrollment	Percent of Foreign Language Enrollments
Spanish	337	61,504	75.6%
French	106	12,055	14.8
German	72	6,173	7.6
Japanese	9	459	0.6
Russian	10	352	0.4
Latin	5	214	0.3
Chinese	2	35	<0.1
Italian	2	76	<0.1
All Others	—	471	0.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.

Higher Level Mathematics Enrollments

Calculus

Table 40 compares the number and estimated percentage of twelfth grade public school students enrolled in calculus for 1985-86 and for the years 1991-92 through 1998-99. The estimated percentage of students enrolled in calculus increased from 5.6 percent in 1985-86 to 16.6 percent in 1998-99. The greatest percentage increases in the number of students enrolled in calculus occurred from 1991-92 to 1992-93 and from 1995-96 to 1996-97. Calculus enrollments in 1998-99 increased by 3.4 percent over the previous school year.

Table 40

IOWA PUBLIC SCHOOL ENROLLMENT IN CALCULUS		
Year	Number of Students Enrolled	Estimated Percent of Students Enrolled
1985-86	2,004	5.6%
1991-92	2,471	7.8
1992-93	3,528	10.7
1993-94	3,864	11.9
1994-95	4,094	12.0
1995-96	4,183	12.1
1996-97	5,050	14.2
1997-98	5,980	16.2
1998-99	6,186	16.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.
NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT CALCULUS IS NORMALLY TAKEN IN GRADE 12.

Calculus enrollments for the seven enrollment categories are reported in Table 41. Figures in Table 41 reflect that the estimated percentage of twelfth graders in 1998-99, in general, increased with each successively larger enrollment category. On a statewide basis, 53.7 percent of students enrolled in calculus were males.

Table 41

**1998-99 IOWA PUBLIC SCHOOL ENROLLMENT IN CALCULUS
BY ENROLLMENT CATEGORY**

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts	4	27	59	84	74	24	9	281
Pupils Enrolled	9	155	548	807	1,708	1,229	1,730	6,186
Estimated Percent	6.0	11.7	17.1	12.4	16.9	17.2	19.8	16.6
Males	4	76	264	417	912	697	950	3,320
Females	5	79	284	390	796	532	780	2,866

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.

NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT CALCULUS IS NORMALLY TAKEN IN GRADE 12.

Trigonometry

The estimated percentage of eleventh grade students in Iowa public schools enrolled in trigonometry increased from 9.2 percent in 1985-86 to 14.8 percent in 1998-99 (Table 42). Figures reflecting year-over-year changes in the estimated percentage of public school students enrolled in trigonometry indicate that percentage changes have varied from year-to-year since 1992-93 reflecting both slight increases and decreases over the period.

Table 42

IOWA PUBLIC SCHOOL ENROLLMENT IN TRIGONOMETRY

Year	Number of Students	Estimated Percent of Students
1985-86	5,107	9.2%
1991-92	4,984	15.0
1992-93	4,663	14.2
1993-94	4,915	14.1
1994-95	5,046	14.3
1995-96	4,677	12.7
1996-97	5,161	13.5
1997-98	5,819	15.2
1998-99	5,656	14.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.

NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT TRIGONOMETRY IS NORMALLY TAKEN IN GRADE 11.

Trigonometry enrollments and the estimated percentage of students enrolled in trigonometry are depicted in Table 43 by enrollment category for 1998-99. No pattern in the estimated percentage of students enrolled in trigonometry was apparent across enrollment categories. The gender balance for students enrolled in trigonometry in 1998-99 was 47 percent male and 53 percent female in contrast to calculus enrollment where about 54 percent of students enrolled were male and 46 percent were female.

Table 43

1998-99 IOWA PUBLIC SCHOOL ENROLLMENT IN TRIGONOMETRY BY ENROLLMENT CATEGORY								
	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Pupils Enrolled	17	178	470	1,135	1,696	740	1,420	5,656
Estimated Percent	10.2	13.3	14.1	17.2	16.5	10.0	15.5	14.8
Males	5	92	213	548	820	324	650	2,652
Females	12	86	257	587	876	416	770	3,004

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.

NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT TRIGONOMETRY IS NORMALLY TAKEN IN GRADE 11.

Higher Level Science Enrollments

Chemistry

Enrollments of Iowa public school students in chemistry and the estimated percentage of students enrolled are shown in Table 44. Percentages are calculated based on the assumption that chemistry is generally taken in grade 11. The estimated percentage of students enrolled in chemistry was 48.2 percent in 1985-86 and has varied from 63.5 percent to 69 percent during the 1990s.

Table 44

IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY		
Year	Number of Students	Estimated Percent of Students
1985-86	17,945	48.2%
1991-92	21,180	63.5
1992-93	22,521	68.4
1993-94	22,860	65.6
1994-95	24,432	69.0
1995-96	24,234	65.7
1996-97	24,641	64.7
1997-98	25,536	66.8
1998-99	25,065	65.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.

NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT CHEMISTRY IS NORMALLY TAKEN IN GRADE 11.

Chemistry enrollments for 1998-99 are presented for enrollment categories in Table 45. Estimated percentages of eleventh grade public school students enrolled in chemistry ranged from 41.6 percent in districts with enrollments under 250 to 69.1 percent enrolled in chemistry in districts with enrollments of 600-999. In terms of the gender distribution, 53.6 percent of the total students enrolled in chemistry were females.

Table 45

**1998-99 IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY
BY ENROLLMENT CATEGORY**

	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	6	43	73	103	85	24	9	343
Pupils Enrolled	69	734	1,902	4,573	6,828	4,882	6,077	25,065
Estimated Percent	41.6	54.9	57.2	69.1	66.5	65.9	66.4	65.5
Males	33	324	842	2,155	3,144	2,302	2,840	11,640
Females	36	410	1,060	2,418	3,684	2,580	3,237	13,425

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.

NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT CHEMISTRY IS NORMALLY TAKEN IN GRADE 11.

Physics

The number of students enrolled in physics has grown by just over 24 percent since 1985-86, while the estimated percentage of twelfth graders enrolled in physics has increased from just over 24 percent in 1985-86 to 30.2 percent in 1998-99, however, the estimated percentages have decreased each year since 1994-95 (Table 46).

Table 46

IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS

Year	Number of Students	Estimated Percent of Students
1985-86	9,051	24.3%
1991-92	9,723	30.7
1992-93	10,714	32.5
1993-94	11,062	34.0
1994-95	11,505	33.8
1995-96	11,107	32.1
1996-97	11,363	31.9
1997-98	11,695	31.8
1998-99	11,232	30.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.

NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT PHYSICS IS NORMALLY TAKEN IN GRADE 12.

Table 47 displays public school enrollments in physics by enrollment category for 1998-99. An estimated 55.6 percent of twelfth graders enrolled in physics were males. This was in contrast to chemistry where the majority, 53.6 percent of students enrolled were females. The estimated percent of students enrolled in physics was the highest in districts with enrollments greater than 2,500.

Table 47

1998-99 IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY								
	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	6	42	70	101	84	24	9	336
Pupils Enrolled	29	364	768	1,876	2,603	2,612	2,980	11,232
Estimated Percent	19.2	27.6	24.0	28.9	25.7	36.5	34.1	30.2
Males	17	178	442	1,053	1,481	1,440	1,637	6,248
Females	12	186	326	823	1,122	1,172	1,343	4,984

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.
NOTE: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT PHYSICS IS NORMALLY TAKEN IN GRADE 12.

Graduation Requirements for Mathematics and Science

Table 48 displays the average number of mathematics and science units required for graduation from Iowa public high schools. In 1985-86, the average number of mathematics and science units required for graduation was 1.88 and 1.86 units respectively. In 1998-99, the average number of units required for graduation increased for both mathematics and science; climbing to 2.14 units for mathematics, and 2.06 units for science. The average number of mathematics and science units required for graduation was higher for districts with enrollments under 1,000 in both 1985-86 and in 1998-99. Average units required for graduation in both mathematics and science reflected increases across all enrollment categories from 1985-86 to 1998-99.

Table 48

AVERAGE NUMBER OF MATHEMATICS AND SCIENCE UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS — 1985-86 AND 1998-99				
Enrollment Category	Mathematics		Science	
	1985-86	1998-99	1985-86	1998-99
<250	2.00	2.16	1.98	2.05
250-399	2.01	2.30	1.99	2.27
400-599	1.89	2.16	1.84	2.05
600-999	1.91	2.14	1.88	2.05
1,000-2,499	1.77	2.08	1.74	2.04
2,500-7,499	1.49	1.93	1.52	1.85
7,500+	1.69	2.00	1.75	1.89
State	1.88	2.14	1.86	2.06

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILES.
NOTE: THE DATA SHOWN FOR A GIVEN SCHOOL YEAR REFLECT GRADUATION REQUIREMENTS FOR THE FOLLOWING SCHOOL YEAR.

Class Size

In December of 1998 the Iowa Department of Education conducted a survey to determine class size in kindergarten through grade four in Iowa public school districts. Information was collected on a building basis within each school district. A total of 864 individual schools, housing any combination of students in kindergarten through grade four, composed the population for the survey. The findings from the class size survey were based on returns from 363 or 96.8 percent of Iowa's 375 public school districts.

Information was collected on a classroom level from public school buildings housing students in grades K-4. Districts were directed to exclude special classrooms for students in special education, Title 1 or other "pull-out" situations. Average class size was calculated by dividing the number of students by the number of classrooms for each of the grade levels K-4.

The data used for class size calculations have the following limitations:

- Classrooms defined as multi-age or multi-grade classrooms were not considered in the calculation of average class size since the purpose was to calculate an average class size for each of the grades, kindergarten through four.
- In some instances, information provided could not be interpreted or could not be reported in the manner requested. This information was excluded.

Table 49 provides a summary of average class size in grades K-4 in Iowa public schools for the 1998-99 school year. Average class size was the lowest in kindergarten and the highest in grade four, although average class size varied by only 2.2 students comparing kindergarten to grade four.

Table 49

IOWA PUBLIC SCHOOL CLASS SIZE STATISTICS FOR GRADES K-4 — 1998-99 SCHOOL YEAR	
Grade	Average Class Size
Kindergarten	19.7
1	20.1
2	20.7
3	21.7
4	21.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, CLASS SIZE SURVEY FILE, 1999.

In Table 50 average class size for grades K-4 is presented by enrollment categories. Across enrollment categories, average class size for grades K-4 tended to reflect increases with successively larger enrollment categories. The highest average class size in grades K-4 was most often found in the enrollment category of 2,500 -7,499.

Table 50

AVERAGE CLASS SIZE IN IOWA PUBLIC SCHOOLS KINDERGARTEN THROUGH GRADE FOUR BY ENROLLMENT CATEGORY 1998-99 SCHOOL YEAR					
Enrollment Category	Grade Level				
	Kindergarten	First	Second	Third	Fourth
Average Class Size					
<250	12.4	12.8	12.8	14.2	13.1
250-399	17.6	18.4	17.7	19.5	20.2
400-599	17.5	16.9	18.0	19.4	19.4
600-999	18.2	19.0	19.6	20.3	20.7
1,000-2,499	19.8	20.3	21.3	21.9	22.3
2,500-7,499	21.5	21.6	22.0	23.0	22.9
7,500+	20.7	21.1	21.7	23.0	23.4
State	19.7	20.1	20.7	21.7	21.9
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, CLASS SIZE SURVEY FILE, 1999.					

Tables 51-52 display frequency distributions of class sizes for grades K-1. The kindergarten distribution of class sizes reported in Table 51 reflect that 21 percent of kindergarten classes had fewer than 17 students while 5.2 percent had class sizes over 25 students. Just over 85 percent of kindergarten classrooms reported class sizes of 15-25.

Table 51

DISTRIBUTION OF KINDERGARTEN CLASS SIZES IN IOWA PUBLIC SCHOOLS 1998-99 SCHOOL YEAR				
Class Size	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	1	0.1	1	0.1
7	1	0.1	2	0.1
8	2	0.1	4	0.2
9	10	0.6	14	0.8
10	9	0.5	23	1.3
11	11	0.6	34	2.0
12	21	1.2	55	3.2
13	43	2.5	98	5.8
14	59	3.5	157	9.2
15	70	4.1	227	13.3
16	130	7.6	357	21.0
17	123	7.2	480	28.2
18	159	9.3	639	37.5
19	137	8.0	776	45.5
20	195	11.4	971	57.0
21	147	8.6	1,118	65.6
22	154	9.0	1,272	74.6
23	144	8.5	1,416	83.1
24	109	6.4	1,525	89.5
25	91	5.3	1,616	94.8
26	50	2.9	1,666	97.8
27	14	0.8	1,680	98.6
28	7	0.4	1,687	99.0
29	7	0.4	1,694	99.4
30	6	0.4	1,700	99.8
31	1	0.1	1,701	99.8
32	2	0.1	1,703	99.9
35	1	0.1	1,704	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, CLASS SIZE SURVEY FILE, 1999.

For first grade 15.9 percent of classrooms reported class sizes under 17 students while only 5.4 percent reported classrooms with class sizes over 25 students. More than 89 percent of first grade classrooms reported class sizes ranging from 15-25 students (Table 52).

Table 52

DISTRIBUTION OF FIRST GRADE CLASS SIZES IN IOWA PUBLIC SCHOOLS 1998-99 SCHOOL YEAR				
Class Size	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	1	0.1	1	0.1
8	4	0.2	5	0.3
9	3	0.2	8	0.5
11	7	0.4	15	0.9
12	12	0.7	27	1.6
13	26	1.6	53	3.2
14	34	2.1	87	5.3
15	72	4.4	159	9.7
16	103	6.3	262	15.9
17	142	8.6	404	24.5
18	144	8.7	548	33.3
19	165	10.0	713	43.3
20	175	10.6	888	53.9
21	186	11.3	1,074	65.2
22	160	9.7	1,234	74.9
23	123	7.5	1,357	82.4
24	112	6.8	1,469	89.2
25	89	5.4	1,558	94.6
26	41	2.5	1,599	97.1
27	24	1.5	1,623	98.5
28	14	0.9	1,637	99.4
29	4	0.2	1,641	99.6
30	2	0.1	1,643	99.8
31	1	0.1	1,644	99.8
33	1	0.1	1,645	99.9
35	2	0.1	1,647	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, CLASS SIZE SURVEY FILE, 1999.

The distributions of class sizes; depicted in Tables 53-55, for grades two through four, reflect that the percentage of classrooms with fewer than 17 students decreases with successive increases in grade level. Class size for grades two through four reflected successive decreases in the percentage of class sizes under 17 students, with percentages for grades two through four of 11.7 percent, 8.6 percent, and 7.3 percent respectively.

Table 53

**DISTRIBUTION OF SECOND GRADE CLASS SIZES
IN IOWA PUBLIC SCHOOLS
1998-99 SCHOOL YEAR**

Class Size	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5	1	0.1	1	0.1
8	4	0.3	5	0.3
9	2	0.1	7	0.4
10	2	0.1	9	0.6
11	4	0.3	13	0.8
12	15	0.9	28	1.8
13	11	0.7	39	2.4
14	29	1.8	68	4.3
15	53	3.3	121	7.6
16	66	4.1	187	11.7
17	81	5.1	268	16.8
18	101	6.3	369	23.1
19	147	9.2	516	32.3
20	217	13.6	733	45.9
21	196	12.3	929	58.1
22	186	11.6	1,115	69.8
23	121	7.6	1,236	77.3
24	145	9.1	1,381	86.4
25	91	5.7	1,472	92.1
26	76	4.8	1,548	96.9
27	25	1.6	1,573	98.4
28	11	0.7	1,584	99.1
29	9	0.6	1,593	99.7
30	2	0.1	1,595	99.8
31	1	0.1	1,596	99.9
32	1	0.1	1,597	99.9
35	1	0.1	1,598	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, CLASS SIZE SURVEY FILE, 1999.

Table 54

**DISTRIBUTION OF THIRD GRADE CLASS SIZES
IN IOWA PUBLIC SCHOOLS
1998-99 SCHOOL YEAR**

Class Size	Frequency	Percent	Cumulative Frequency	Cumulative Percent
7	1	0.1	1	0.1
9	2	0.1	3	0.2
10	3	0.2	6	0.4
11	2	0.1	8	0.5
12	7	0.4	15	1.0
13	9	0.6	24	1.5
14	16	1.0	40	2.5
15	29	1.8	69	4.4
16	66	4.2	135	8.6
17	63	4.0	198	12.6
18	87	5.5	285	18.1
19	129	8.2	414	26.3
20	162	10.3	576	36.6
21	161	10.2	737	46.8
22	142	9.0	879	55.8
23	173	11.0	1,052	66.8
24	159	10.1	1,211	76.9
25	137	8.7	1,348	85.6
26	105	6.7	1,453	92.3
27	67	4.3	1,520	96.6
28	27	1.7	1,547	98.3
29	8	0.5	1,555	98.8
30	13	0.8	1,568	99.6
31	2	0.1	1,570	99.7
32	4	0.3	1,574	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, CLASS SIZE SURVEY FILE, 1999.

Table 55

**DISTRIBUTION OF FOURTH GRADE CLASS SIZES
IN IOWA PUBLIC SCHOOLS
1998-99 SCHOOL YEAR**

Class Size	Frequency	Percent	Cumulative Frequency	Cumulative Percent
7	2	0.1	2	0.1
8	2	0.1	4	0.3
9	2	0.1	6	0.4
10	2	0.1	8	0.5
11	2	0.1	10	0.7
12	1	0.1	11	0.7
13	9	0.6	20	1.3
14	22	1.5	42	2.8
15	24	1.6	66	4.4
16	44	2.9	110	7.3
17	63	4.2	173	11.4
18	75	4.9	248	16.4
19	106	7.0	354	23.4
20	141	9.3	495	32.7
21	154	10.2	649	42.8
22	176	11.6	825	54.4
23	169	11.1	994	65.6
24	139	9.2	1,133	74.7
25	123	8.1	1,256	82.8
26	115	7.6	1,371	90.4
27	81	5.3	1,452	95.8
28	42	2.8	1,494	98.5
29	11	0.7	1,505	99.3
30	8	0.5	1,513	99.8
31	2	0.1	1,515	99.9
32	1	0.1	1,516	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, CLASS SIZE SURVEY FILE, 1999.

Technology

The technology section reports information on computer-related course enrollments, compares expenditures for technology hardware and software, and provides information on the use of automated student information systems, and public school participation in electronic data interchange (EDI) through Project EASIER (electronic access system for Iowa education records). This section also provides information on computer-to-student ratios.

Computer-Related Course Enrollments

Enrollments for Iowa public school students, in grades 9-12, in computer-related courses, are presented for 1985-86 and for 1998-99. The estimated percentages of students enrolled in computer-related course are also reported. Percentages were calculated using the sum of grade 9-12 enrollments as the denominator. In 1985-86, just under 18,500 students were enrolled in computer-related courses. This represented an estimated 12.1 percent of the combined 9-12 public school enrollment (Table 56). More than 83 percent of districts in 1985-86 offered computer-related courses. The estimated percentage of high school students enrolled in computer-related courses in 1985-86 ranged from six percent in the largest enrollment category to 21.6 percent in the smallest enrollment category. Just over 56 percent of students enrolled in computer-related courses in 1985-86 were males.

Table 56

IOWA PUBLIC HIGH SCHOOL STUDENTS ENROLLED IN COMPUTER-RELATED COURSES 1985-86 SCHOOL YEAR

	Number of Districts	Number of Districts Offering Courses	Pupils Enrolled	Males Enrolled	Females Enrolled	Total 9-12 Enrollments	Estimated Percent
<250	52	41	697	372	325	3,223	21.6%
250-399	90	72	1,262	689	573	9,160	13.8
400-599	95	74	2,047	1,073	974	14,882	13.8
600-999	97	81	3,466	1,859	1,607	23,420	14.8
1,000-2,499	71	65	4,565	2,505	2,060	34,558	13.2
2,500-7,499	24	24	4,250	2,670	1,580	30,491	13.9
7,500+	8	7	2,178	1,248	930	36,400	6.0
State	437	364	18,465	10,416	8,049	152,134	12.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.

NOTE: PERCENTS ARE ESTIMATED WITH AN ASSUMPTION THAT COMPUTER-RELATED COURSES ARE TAKEN IN GRADES 9-12.

During the 1998-99 school year, public school grade 9-12 enrollment in computer-related courses increased to 35,847, a 94.1 percent increase over 1985-86 figures (Table 57). The gender balance remained relatively constant with just under 56 percent of enrollments represented by males. The estimated percentage of public high school students enrolled in computer-related courses was 23 percent statewide compared to 12.1 percent in 1985-86. Estimated percentages ranged from 14 percent in the largest districts to 34.6 percent of high school students in the smallest school districts. In general, the estimated percentage of students enrolled in computer-related courses decreased with increases in enrollment categories. In 1998-99, 92.3 percent of public school districts offered computer-related courses compared to just over 83 percent in 1985-86.

Table 57

**IOWA PUBLIC HIGH SCHOOL STUDENTS ENROLLED IN
COMPUTER-RELATED COURSES
1998-99 SCHOOL YEAR**

	Number of Districts	Number of Districts Offering Courses	Pupils Enrolled	Males Enrolled	Females Enrolled	Total 9-12 Enrollments	Estimated Percent
<250	28	9	233	112	121	674	34.6%
250-399	51	45	1,696	914	782	5,364	31.6
400-599	74	73	3,881	2,121	1,760	13,085	29.7
600-999	104	101	7,803	4,269	3,534	26,208	29.8
1,000-2,499	85	85	11,205	6,255	4,950	41,877	26.8
2,500-7,499	24	24	5,651	3,280	2,371	30,208	18.7
7,500+	9	9	5,378	3,018	2,360	38,418	14.0
State	375	346	35,847	19,969	15,878	155,834	23.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILES.
NOTE: PERCENTS ARE ESTIMATED WITH AN ASSUMPTION THAT COMPUTER-RELATED COURSES ARE TAKEN IN GRADES 9-12.

Expenditures for Computer Hardware and Software

Data on expenditures for hardware and software are provided from the Certified Annual Financial Report. Data are reported over a six-year period from 1992-93 through 1997-98 (Table 58). Software expenditures increased from about \$5.6 million in 1992-93 to about \$8.1 million in 1997-98, an increase of 44.7 percent. Per pupil expenditures for software over the period increased from \$11.27 to nearly \$16 in 1997-98, an increase of 41.9 percent. Hardware expenditures, on the other hand, increased to about \$41.4 million in 1997-98, an increase of 184 percent, while per pupil expenditures for hardware increased to nearly \$82 in 1997-98 from just over \$29 in 1992-93. Total expenditures for hardware and software combined increased nearly 146 percent from 1992-93 to 1997-98, to about \$49.5 million and resulted in per pupil expenditures of just under \$100 (Figure 8).

Table 58

**TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES FOR
COMPUTER SOFTWARE AND HARDWARE* IN IOWA PUBLIC SCHOOLS
SIX-YEAR COMPARISON**

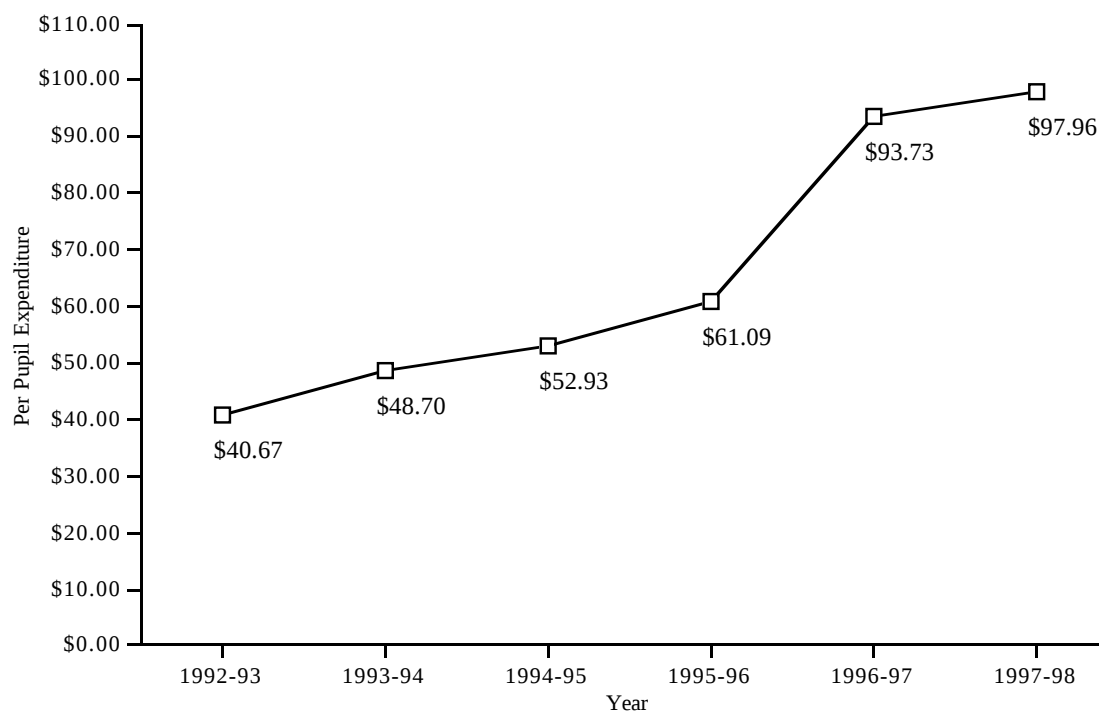
Year	No. of Districts	Total Enrollment	Software		Hardware		Software & Hardware Combined	
			Total Spent	Per Pupil Spent	Total Spent	Per Pupil Spent	Total Spent	Per Pupil Spent
1992-93	418	495,342	\$5,581,237	\$11.27	\$14,562,080	\$29.40	\$20,143,317	\$40.67
1993-94	397	497,009	\$3,957,878	\$7.96	\$20,244,041	\$40.73	\$24,201,919	\$48.70
1994-95	390	500,592	\$5,448,978	\$10.88	\$21,049,364	\$42.05	\$26,498,342	\$52.93
1995-96	384	504,505	\$5,303,893	\$10.51	\$25,513,948	\$50.57	\$30,817,841	\$61.09
1996-97	379	505,531	\$7,182,899	\$14.21	\$40,201,374	\$79.52	\$47,384,273	\$93.73
1997-98	377	505,130	\$8,078,414	\$15.99	\$41,405,937	\$81.97	\$49,484,351	\$97.96

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORTS. (PER PUPIL EXPENDITURES BASED ON CERTIFIED ENROLLMENT).

NOTE: *INCLUDES ADMINISTRATIVE, INSTRUCTIONAL, AND ALL OTHER SOFTWARE AND HARDWARE PURCHASED.

Figure 8

**PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE
IN IOWA PUBLIC SCHOOLS**



SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT AND CERTIFIED ENROLLMENT FILES.

NOTE: *INCLUDES ADMINISTRATIVE, INSTRUCTIONAL, AND ALL OTHER SOFTWARE AND HARDWARE PURCHASED.

Average expenditures for computer software and hardware are reported in Table 59 by enrollment category. No particular patterns were evident in per pupil expenditures across enrollment categories for the 1997-98 school year.

It is of interest to note that the minimum expenditures for both hardware and software in 1997-98 were zero. In fact, 25 school districts reported no expenditures for software in 1997-98, and 27 districts reported no expenditures for technology hardware. In the prior school year, 31 districts reported zero expenditures on software, and 32 reported no expenditures for technology hardware.

Table 59

**IOWA PUBLIC SCHOOL TOTAL AND AVERAGE PER PUPIL EXPENDITURES
FOR COMPUTER SOFTWARE AND HARDWARE 1997-98***

Enrollment Category	Number of Districts	Total Enrollment	Software				Hardware			
			Total Spent	Minimum	Maximum	Average Per Pupil	Total Spent	Minimum	Maximum	Average Per Pupil
<250	23	4,521	\$57,022	\$0	\$12,405	\$12.61	\$386,931	\$0	\$68,597	\$85.59
250-399	51	17,108	\$338,453	\$0	\$54,327	\$19.78	\$1,271,229	\$0	\$119,533	\$74.31
400-599	71	35,757	\$537,594	\$0	\$36,872	\$15.03	\$2,741,508	\$0	\$107,128	\$76.67
600-999	112	84,801	\$1,252,643	\$0	\$59,814	\$14.77	\$5,870,508	\$0	\$218,798	\$69.23
1,000-2,499	86	130,208	\$1,943,227	\$0	\$153,020	\$14.92	\$10,326,055	\$0	\$429,162	\$79.30
2,500-7,499	25	99,314	\$1,727,402	\$0	\$230,520	\$17.39	\$8,643,197	\$0	\$820,229	\$87.03
7,500+	9	133,421	\$2,222,073	\$101,816	\$418,688	\$16.65	\$12,166,509	\$0	\$3,051,071	\$91.19
State	377	505,130	\$8,078,414	\$0	\$418,688	\$15.99	\$41,405,937	\$0	\$3,051,071	\$81.97

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT, 1997-98. (PER PUPIL EXPENDITURES BASED ON CERTIFIED ENROLLMENT).

NOTE: *INCLUDES ADMINISTRATIVE, INSTRUCTIONAL, AND ALL OTHER SOFTWARE AND HARDWARE PURCHASED.

Availability of Computers

Table 60 reports information on the number of computers available for use by students in Iowa public schools. Comparisons are made by enrollment category for 1995-96 through 1998-99. Statewide, the ratio of pupils to computers has decreased substantially, dropping from 7.2 pupils per computer in 1995-96, to 4.6 pupils per computer in the 1998-99 school year. Substantial decreases in the pupil to computer ratio occurred for each of the seven enrollment categories across the four-year period. In general, the ratio of pupils to computers increased with each successively larger enrollment category. Overall, the number of computers more than doubled from 1995-96 to 1998-99. Year-over-year increases in the number of computers available for student use in Iowa public schools were 58.9 percent, 13.7 percent, and 11.7 percent for the last three school years respectively. The average annual increase over the past three school years was 28.1 percent.

Table 60

**NUMBER OF COMPUTERS IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1995-96 TO 1998-99**

1995-96	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
Number of Computers	829	2,778	6,043	11,258	13,989	10,010	9,371	54,278
Certified Enrollment	4,509	13,102	36,043	68,185	104,286	82,049	82,983	391,157*
Pupils per Computer	5.4	4.7	6.0	6.1	7.6	8.2	8.9	7.2
1996-97								
Total Number of Districts	24	46	76	116	83	25	9	379
Number of Districts Reporting	24	46	76	116	83	25	9	379
Number of Computers	1,155	3,813	7,904	18,206	21,910	16,910	17,054	86,239
Certified Enrollment	4,818	15,324	37,716	88,577	126,738	99,346	133,004	505,523
Pupils per Computer	4.2	4.0	4.8	4.9	5.8	5.9	7.8	5.9
1997-98								
Total Number of Districts	23	51	71	112	86	25	9	377
Number of Districts Reporting	23	51	71	112	85	25	9	376
Number of Computers	1,078	4,565	8,809	18,632	25,292	18,783	20,870	98,029
Certified Enrollment	4,521	17,108	35,757	84,801	130,208	99,314	133,421	505,130
Pupils per Computer	4.2	3.7	4.1	4.6	5.1	5.3	6.4	5.2
1998-99								
Total Number of Districts	22	51	72	113	84	24	9	375
Number of Districts Reporting	22	51	72	112	84	23	9	373
Number of Computers	1,208	4,743	9,640	20,468	28,505	20,301	24,662	109,527
Certified Enrollment	4,154	16,948	36,284	86,153	128,859	96,897	133,239	502,534
Pupils per Computer	3.4	3.6	3.8	4.2	4.5	4.8	5.4	4.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, TECHNOLOGY FILES, AND CERTIFIED ENROLLMENT FILES.

NOTES: IN 1995-96 ONLY 86.2 PERCENT OF THE TOTAL 384 SCHOOL DISTRICTS REPORTED.

THE NUMBER OF COMPUTERS IN 1997-98 WAS ESTIMATED BASED ON THE PREVIOUS YEAR FOR ONE SCHOOL DISTRICT.

IN 1998-99 ALL BUT TWO SCHOOL DISTRICTS REPORTED. FOR THESE DISTRICTS 1997-98 FIGURES WERE USED AS A BEST ESTIMATE FOR CURRENT YEAR FIGURES.

Table 61 reports the distribution of computers compared to the distribution of certified enrollments by enrollment category for the school years 1995-96 through 1998-99. In general, districts with enrollments under 1,000 had a higher proportion of computers compared to the proportion of enrollment. In 1998-99, districts with enrollments under 1,000 accounted for 28.5 percent of the total certified enrollment in Iowa public schools while accounting for 32.9 percent of the public school computers used by students.

Table 61

**DISTRIBUTION OF COMPUTERS AND CERTIFIED ENROLLMENTS
IN IOWA PUBLIC SCHOOL DISTRICTS
1995-96 TO 1998-99**

	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
1995-96								
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
Percent of Certified Enrollment	1.2	3.3	9.2	17.4	26.7	21.0	21.2	100
Percent of Computers	1.5	5.1	11.1	20.7	25.8	18.5	17.3	100
1996-97								
Total Number of Districts	24	46	76	116	83	25	9	379
Number of Districts Reporting	24	46	76	116	83	25	9	379
Percent of Certified Enrollment	1.0	3.0	7.5	17.5	25.1	19.6	26.3	100
Percent of Computers	1.3	4.4	9.2	21.1	25.4	18.8	19.8	100
1997-98								
Total Number of Districts	23	51	71	112	86	25	9	377
Number of Districts Reporting	23	51	71	112	85	25	9	376
Percent of Certified Enrollment	0.9	3.4	7.1	16.8	25.8	19.6	26.4	100
Percent of Computers	1.1	4.6	9.0	19.0	25.8	19.2	21.3	100
1998-99								
Total Number of Districts	22	51	72	113	84	24	9	375
Number of Districts Reporting	22	51	72	112	84	23	9	373
Percent of Certified Enrollment	0.8	3.4	7.2	17.2	25.6	19.3	26.5	100
Percent of Computers	1.1	4.3	8.8	18.7	26.1	18.5	22.5	100

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, TECHNOLOGY FILES, AND CERTIFIED ENROLLMENT FILES.

NOTES: IN 1995-96 ONLY 86.2 PERCENT OF THE TOTAL 384 SCHOOL DISTRICTS REPORTED.

THE NUMBER OF COMPUTERS IN 1997-98 WAS ESTIMATED BASED ON THE PREVIOUS YEAR FOR ONE SCHOOL DISTRICT.

IN 1998-99 ALL BUT TWO SCHOOL DISTRICTS REPORTED. FOR THESE DISTRICTS 1997-98 FIGURES WERE USED AS A BEST ESTIMATE FOR CURRENT YEAR FIGURES.

Electronic Data Interchange (EDI)

In 1995-96, Project EASIER (Electronic Access System for Iowa Education Records) was launched by the Iowa Department of Education. The mission of Project EASIER was to reduce data burden by utilizing information directly from school district student automated information systems and to encourage better decision making by

establishing and maintaining a cost effective method of accessing and transmitting accurate and timely education information among school districts, postsecondary institutions, and the Iowa Department of Education.

Project EASIER utilizes electronic data interchange (EDI). EDI is the transmission of data from computer to computer utilizing standardized formats. Information is transmitted between trading partners, including school districts, postsecondary institutions, and the Iowa Department of Education. Information is transmitted directly over the Internet as an e-mail attachment. All information is encrypted and only the intended trading partner can decrypt information received.

Project EASIER allows school districts to accomplish three major outcomes: 1) fulfill data requirements for seven Basic Educational Data Survey (BEDS) forms required by the Department of Education, 2) transmit electronic student transcripts to participating postsecondary institutions, and 3) electronically transmit individual student records to other school districts when students transfer from one school district to another.

Table 62 presents data on the number of school districts participating in Project EASIER over the time period from 1995-96 through 1998-99. In 1995-96, a total of six Iowa school districts were involved in Project EASIER on a pilot basis. This represented 1.6 percent of Iowa public school districts. By the end of the 1998-99 school year, 150 public school districts were participating in Project EASIER. This represented 40 percent of the state's 375 public school districts. Nearly 53 percent of Project EASIER participants had progressed to a readiness level where information necessary to satisfy Department of Education Basic Educational Data Survey forms related to student information were transmitted to the Department utilizing EDI.

Table 62

**PARTICIPATION OF IOWA PUBLIC SCHOOL DISTRICTS IN
ELECTRONIC DATA INTERCHANGE (EDI) THROUGH PROJECT EASIER
1995-96 TO 1998-99**

	1995-96	1996-97	1997-98	1998-99
Number of Districts	6	34	42	150*
Percent of Districts	1.6%	9.0%	11.1%	40.0%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING RESEARCH AND EVALUATION, PROJECT EASIER SITE RECORDS, 1998-99.

NOTE: *PARTICIPATING IOWA SCHOOL DISTRICTS AS OF JUNE 1, 1999. PARTICIPATION IN ELECTRONIC DATA INTERCHANGE EFFORTS INVOLVES A NUMBER OF READINESS STAGES AND NOT ALL DISTRICTS HAVE TRANSMITTED STUDENT RECORDS ELECTRONICALLY.

About a dozen Iowa school districts have sent test electronic student transcripts utilizing EDI to the four participating postsecondary institutions. Participating postsecondary institutions include the University of Northern Iowa, the University of Iowa, Iowa State University, and Kirkwood Community College.

Table 63 reflects the distribution of Project EASIER sites by area education agency. Project EASIER sites are represented in each AEA.

Table 63

**DISTRIBUTION OF IOWA PROJECT EASIER SITES BY
AREA EDUCATION AGENCY
1998-99**

AEAs	Number of Participating Sites	Percent of Sites	Total Number of Districts	Percent of Total Districts
1	9	6.0%	25	6.7%
2	8	5.3	24	6.4
3	6	4.0	19	5.1
4	8	5.3	14	3.7
5	19	12.7	31	8.2
6	8	5.3	16	4.3
7	12	8.0	22	5.9
9	5	3.3	22	5.9
10	7	4.7	33	8.8
11	23	15.3	56	14.9
12	6	4.0	24	6.4
13	14	9.4	31	8.2
14	14	9.4	21	5.6
15	9	6.0	24	6.4
16	2	1.3	13	3.5
State	150	100.0%	375	100.0%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, PROJECT EASIER SITE RECORDS, 1998-99.

Early Childhood Education

In 1985-86, only about 25 percent of all Iowa public school districts reported offering all-day, everyday, two-semester kindergarten programs. This percentage grew steadily in each subsequent year (Table 64). For the 1998-99 school year, 77.3 percent of all public school districts offered all-day, everyday, two-semester kindergarten programs. A comparison of kindergarten program types is presented in Table 65 by enrollment category for the 1998-99 school year. In general, about 80 percent or more of Iowa public school districts with enrollments under 1,000, offered all-day, everyday, two-semester kindergarten programs compared to enrollment categories of 1,000 and above, where percentages ranged from about 45 percent to about 70 percent.

Table 64

**NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING
ALL-DAY, EVERYDAY, TWO-SEMESTER
KINDERGARTEN PROGRAMS — 1985-86 TO 1998-99**

Year	Number of Districts	Percent of Districts
1985-1986	110	25.2%
1986-1987	120	27.5
1987-1988	134	30.7
1988-1989	151	34.9
1989-1990	163	37.8
1990-1991	180	41.9
1991-1992	199	46.8
1992-1993	219	52.4
1993-1994	228	57.4
1994-1995	242	62.1
1995-1996	257	66.9
1996-1997	258	68.1
1997-1998	279	74.0
1998-1999	290	77.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES AND EARLY CHILDHOOD FILES.

Table 65

IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE — 1998-99

Enrollment Category	Total Number of Districts	Kindergarten Program Type		
		All-Day, Everyday, Two-Semesters		All Others
		Number of Districts	Percent in Category	Number of Districts
<250	22	18	81.8%	4
250-399	51	45	88.2	6
400-599	72	58	80.6	14
600-999	113	95	84.1	18
1,000-2,499	84	59	70.2	25
2,500-7,499	24	11	45.8	13
7,500+	9	4	44.4	5
State	375	290	77.3	85

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, EARLY CHILDHOOD FILES.

Table 66 compares preschool program enrollments in public school districts for 1996-97 through 1998-99. Overall, the number of children served in preschool programs since 1996-97, increased by 46.1 percent. The largest percentage increases occurred for the enrollment categories with enrollments under 250 and the category 400-599.

Table 66

**IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS
BY ENROLLMENT CATEGORY
1996-97 TO 1998-99**

Enrollment Category	1996-97		1997-98		1998-99		Percent Change in Preschool Enrollment 1996-97 to 1998-99
	Preschool Enrollment	Percent of Total Preschool Enrollment	Preschool Enrollment	Percent of Total Preschool Enrollment	Preschool Enrollment	Percent of Total Preschool Enrollment	
<250	90	1.8%	203	3.0%	246	3.3%	173.3%
250-399	378	7.5	417	6.1	459	6.2	21.4
400-599	410	8.1	551	8.0	837	11.3	104.1
600-999	888	17.6	1,606	23.4	1,571	21.3	76.9
1,000-2,499	1,001	19.8	1,118	16.3	1,470	19.9	46.9
2,500-7,499	679	13.4	865	12.6	826	11.2	21.6
7,500+	1,612	31.9	2,100	30.6	1,980	26.8	22.8
State	5,058	100.0	6,860	100.0	7,389	100.0	46.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, EARLY CHILDHOOD FILE.

Student Performance

The student performance section of the *Condition of Education Report* is designed to report current information as well as student progress over time with respect to performance indicators which are made available through public school districts, as well as from other sources such as the Iowa Testing Programs, American College Testing, and Advanced Placement. Information is presented in summary form on a statewide basis and is also reported, where available, by subgroups such as gender and enrollment category. When possible, comparisons are made with figures for the nation and other midwest states.

Data presented in the student performance section of the 1999 *Condition of Education Report* includes: Iowa Tests of Basic Skills (ITBS), Iowa Tests of Educational Development (ITED), American College Testing Assessment (ACT), Scholastic Assessment Tests (SAT), Advanced Placement (AP), postsecondary education/training pursuits, grade 7-12 dropouts, and postsecondary enrollment options.

Iowa Testing Programs

Iowa is one of only a few states which does not have a mandated statewide testing program. However, nearly all Iowa public school districts voluntarily participate in the student achievement testing offered through the Iowa Testing Programs at the University of Iowa. Two test batteries are offered by the Iowa Testing Programs: the Iowa Tests of Basic Skills for grades 3-8, and the Iowa Tests of Educational Development for grades 9-12. Scores from the two test batteries provide Iowa educators with information to help improve student learning and instructional practices. Iowa Testing Programs provides student achievement reports to school districts at nominal fees. These reports provide diagnostic information as well as describe student achievement levels. The reports also provide information needed to monitor achievement over time for specific grade levels and attendance centers, as well as at the school district level. This section presents ITBS information for grades 3-8 and ITED information for grades 9-11.

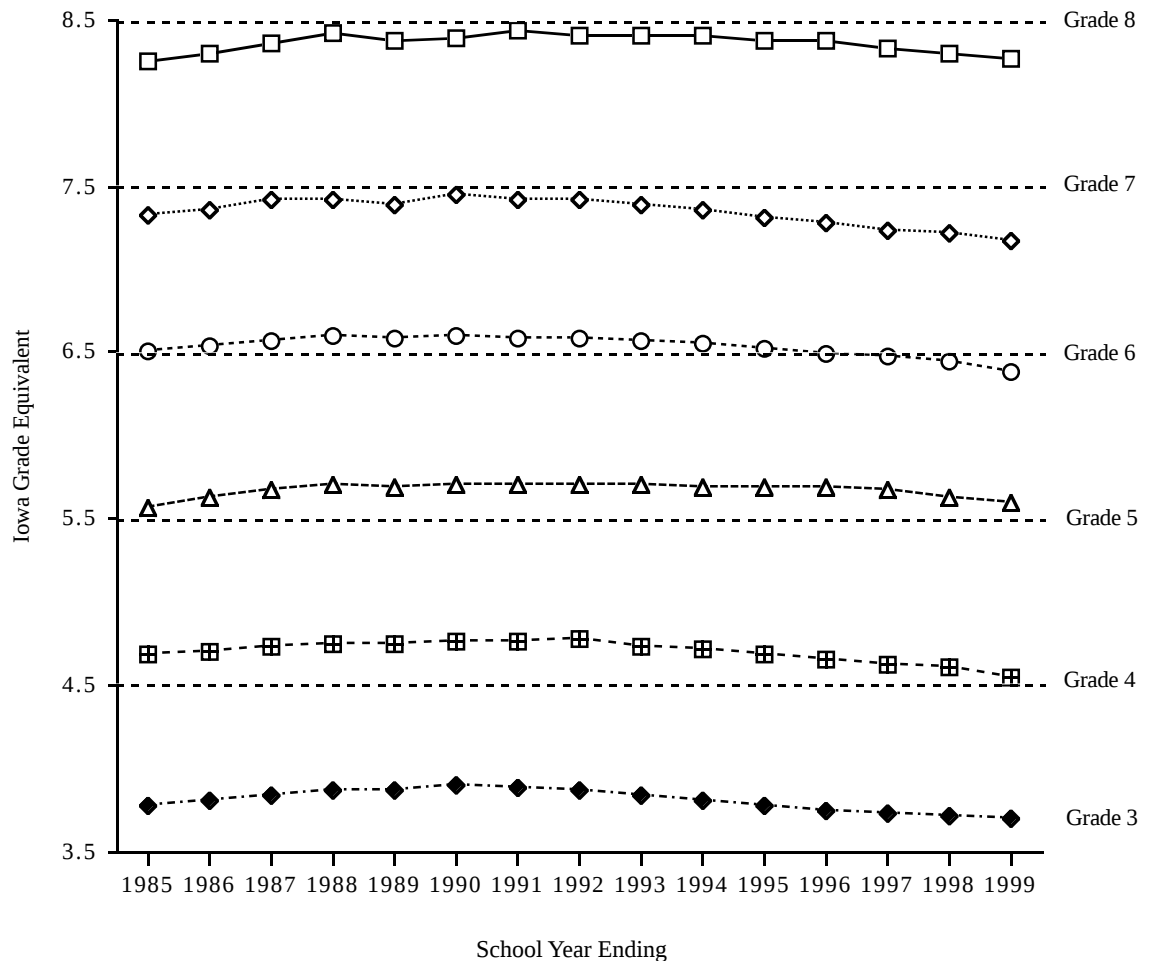
Iowa Tests of Basic Skills (ITBS) Performance

The ITBS battery contains 13 specific tests: Vocabulary, Reading Comprehension, Capitalization, Punctuation, Spelling, Language Usage and Expression, Mathematics Concepts and Estimation, Mathematics Problem Solving and Data Interpretation, Mathematics Computation, Social Studies, Science, Maps and Diagrams, and Reference Materials. An average of all scores in the test battery, a composite score, is also calculated.

Average composite ITBS scores for grades three through eight are reported in Figure 9. Scores are presented as Iowa grade equivalents for the years 1985 to 1999. Average Iowa grade equivalent scores describe students' performance, based on a given grade and the number of months in that grade. For example, a student with a grade equivalent score of 7.5 has scored like the typical student finishing five months of grade seven. ITBS composite scores for Iowa students in grades 3-8 have, in general, gradually declined since the early 1990s.

Figure 9

IOWA ITBS AVERAGE COMPOSITE SCORES FOR GRADES 3-8, 1985-1999
IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS

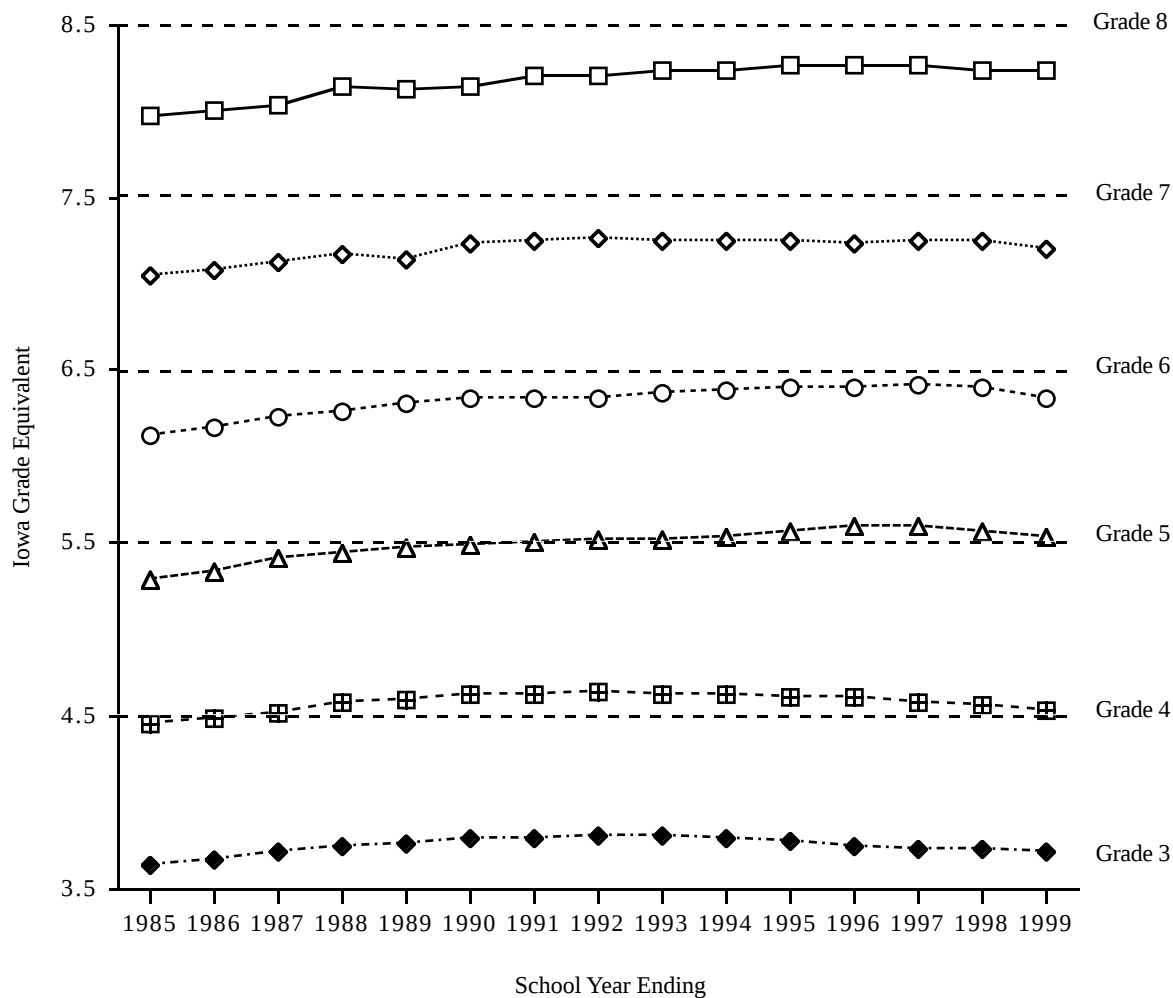


SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.
NOTE: BASELINE IS MIDYEAR OF 1965.

ITBS Iowa grade equivalent scores for the Mathematics Total score for students in grades 3-8 are presented in Figure 10 for the years 1985 through 1999 (the Mathematics Total score is an average of the Mathematics Concepts and Estimation and the Mathematics Problem Solving and Data Interpretation scores). Scores generally increased from 1985 through 1992-93, with the exception of scores for grades three and four, which showed a general decline over the last five years. Mathematics Total scores have shown relative stability from 1994 to the present.

Figure 10

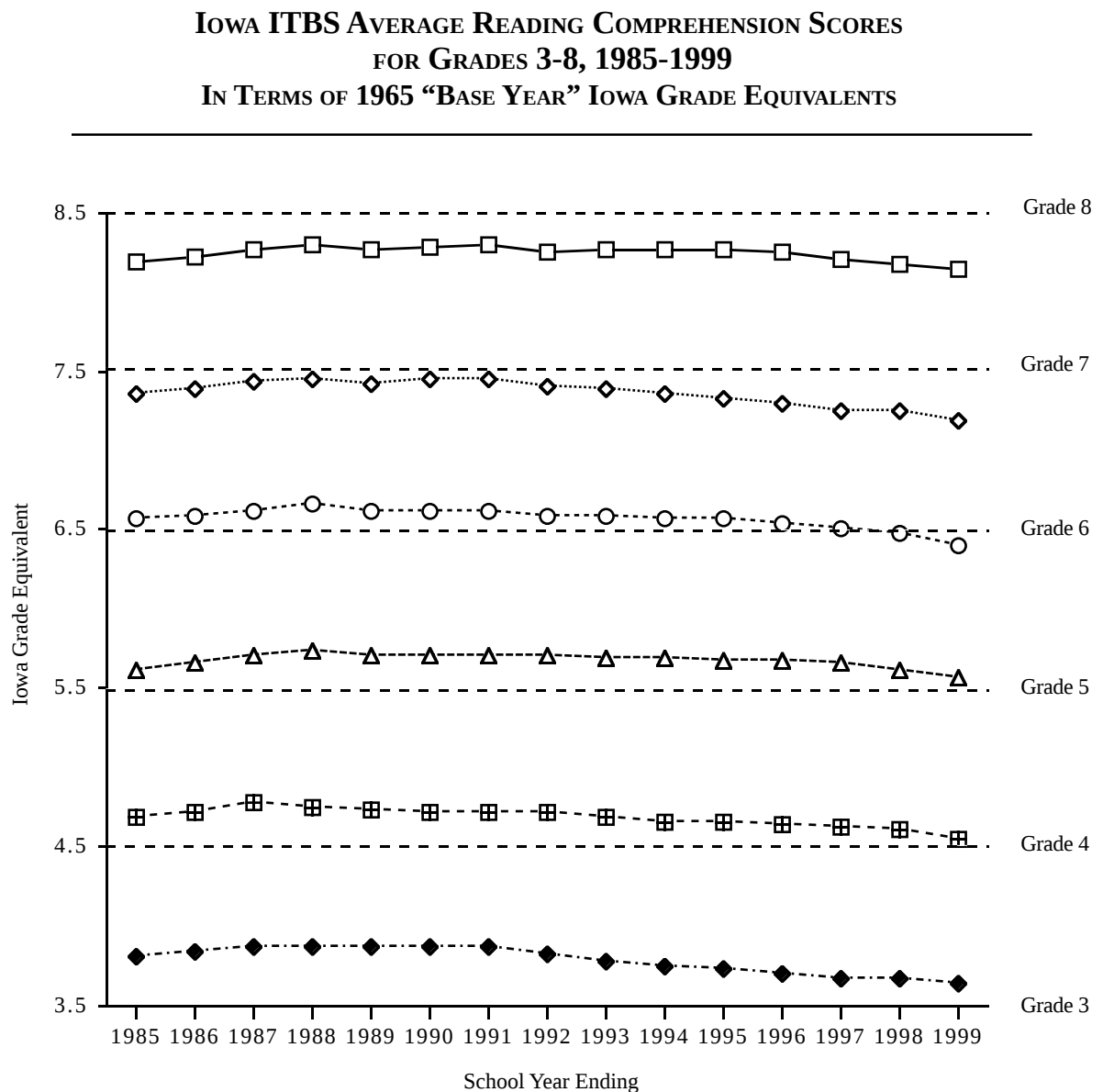
**IOWA ITBS AVERAGE MATHEMATICS TOTAL SCORES FOR
GRADES 3-8, 1985-1999
IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.
NOTE: BASELINE IS MIDYEAR OF 1965.

Iowa reading achievement as indicated by the ITBS Reading Comprehension score, showed a general decline over the last seven years for grades three through eight (Figure 11).

Figure 11



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.
NOTE: BASELINE IS MIDYEAR OF 1965.

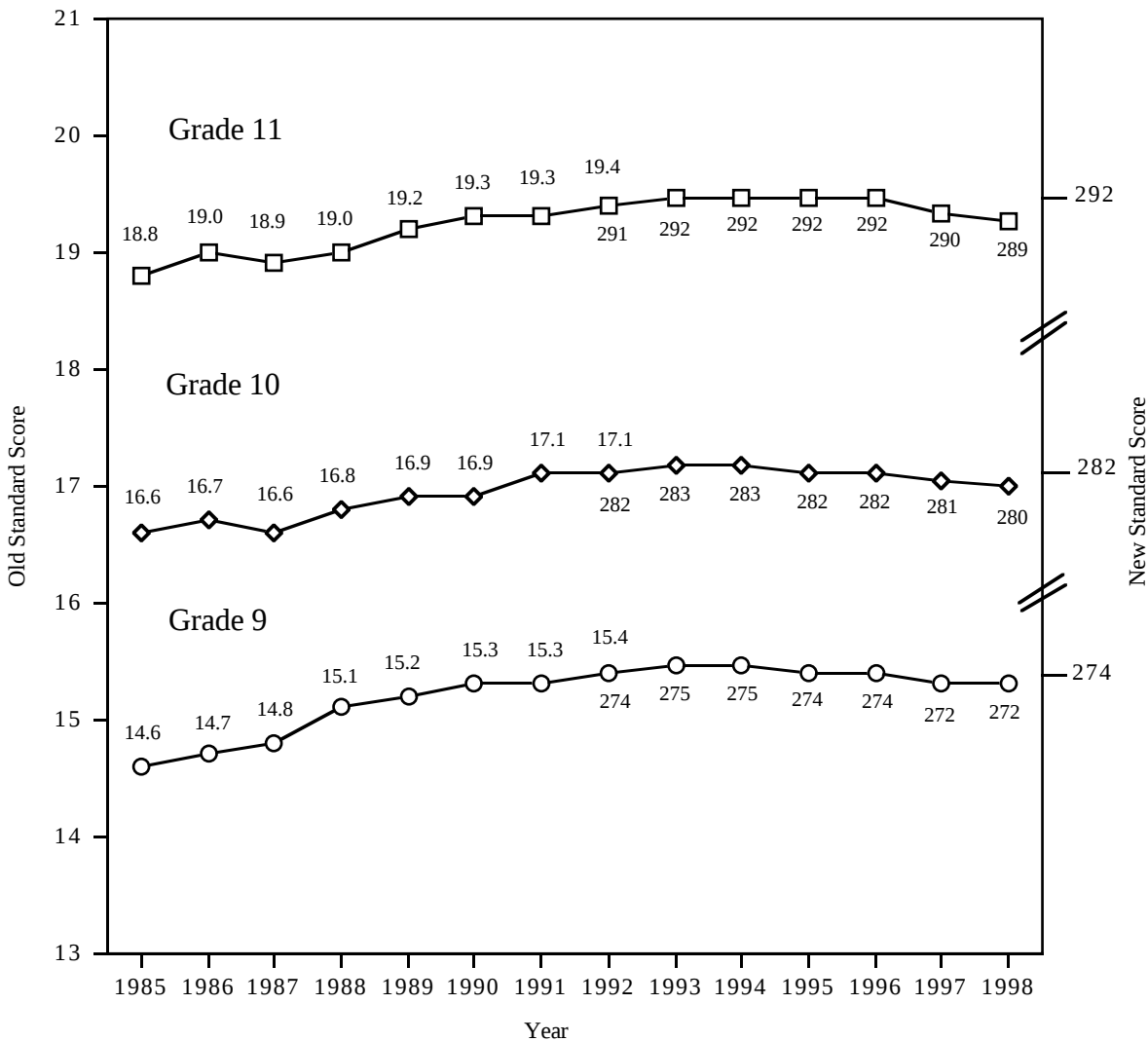
Iowa Tests of Educational Development (ITED) Performance

Seven specific tests are included in the ITED test battery: Vocabulary, Literary Materials, Expression, Quantitative Thinking, Social Studies, Science, and Sources of Information. The composite ITED score is an average of the seven individual ITED tests. A Content Area Reading score, which is based on excerpts from the Literary Materials, Science, and Social Studies tests, is also provided.

Iowa ITED average composite scores for the years 1985 through 1998 are reported for grades 9-11 in Figure 12. In general, scores for each of the three grade levels showed gradual increases from 1985 through 1994. ITED composite scores after 1994 showed a slight decrease in grades 9-11.

Figure 12

IOWA ITED AVERAGE COMPOSITE SCORES FOR GRADES 9-11
1985-1998

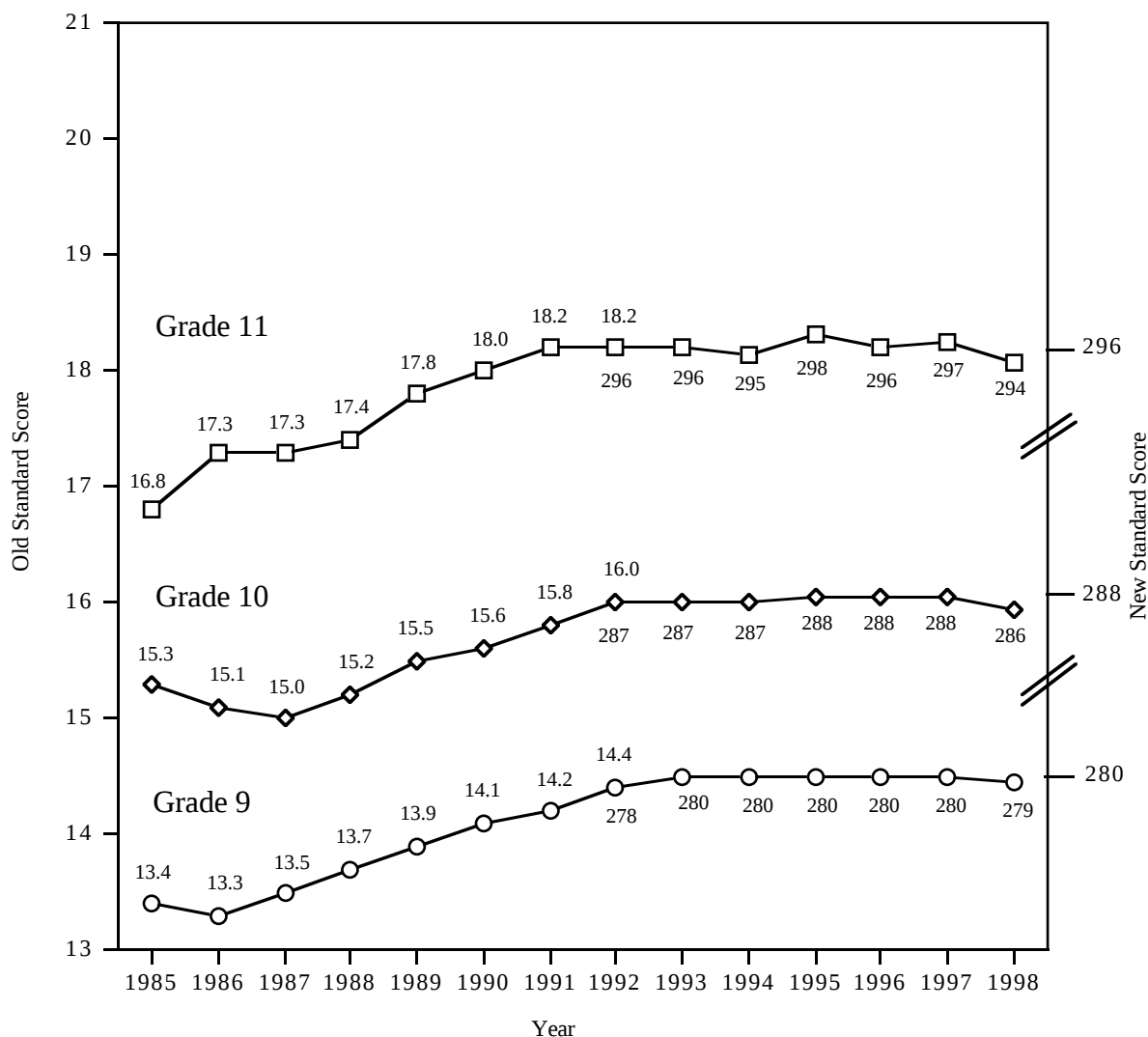


SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.
 NOTES: IN 1993 NEW SCALE SCORES WERE DEVELOPED FOR ITED, THEREFORE BOTH OLD AND NEW SCALES ARE SHOWN SO THAT A CONSISTENT TREND LINE CAN BE PROVIDED. SCORES PROVIDED ARE BASED ON FALL TESTING.

Iowa Average ITED scores for the Quantitative Thinking Test, presented in Figure 13 for grades 9-11, showed an upward trend from 1986 through 1992. Average ITED Quantitative Thinking scores remained relatively stable from 1993 to 1997 and showed a slight decline in 1998.

Figure 13

IOWA ITED AVERAGE QUANTITATIVE THINKING SCORES FOR GRADES 9-11 1985-1998



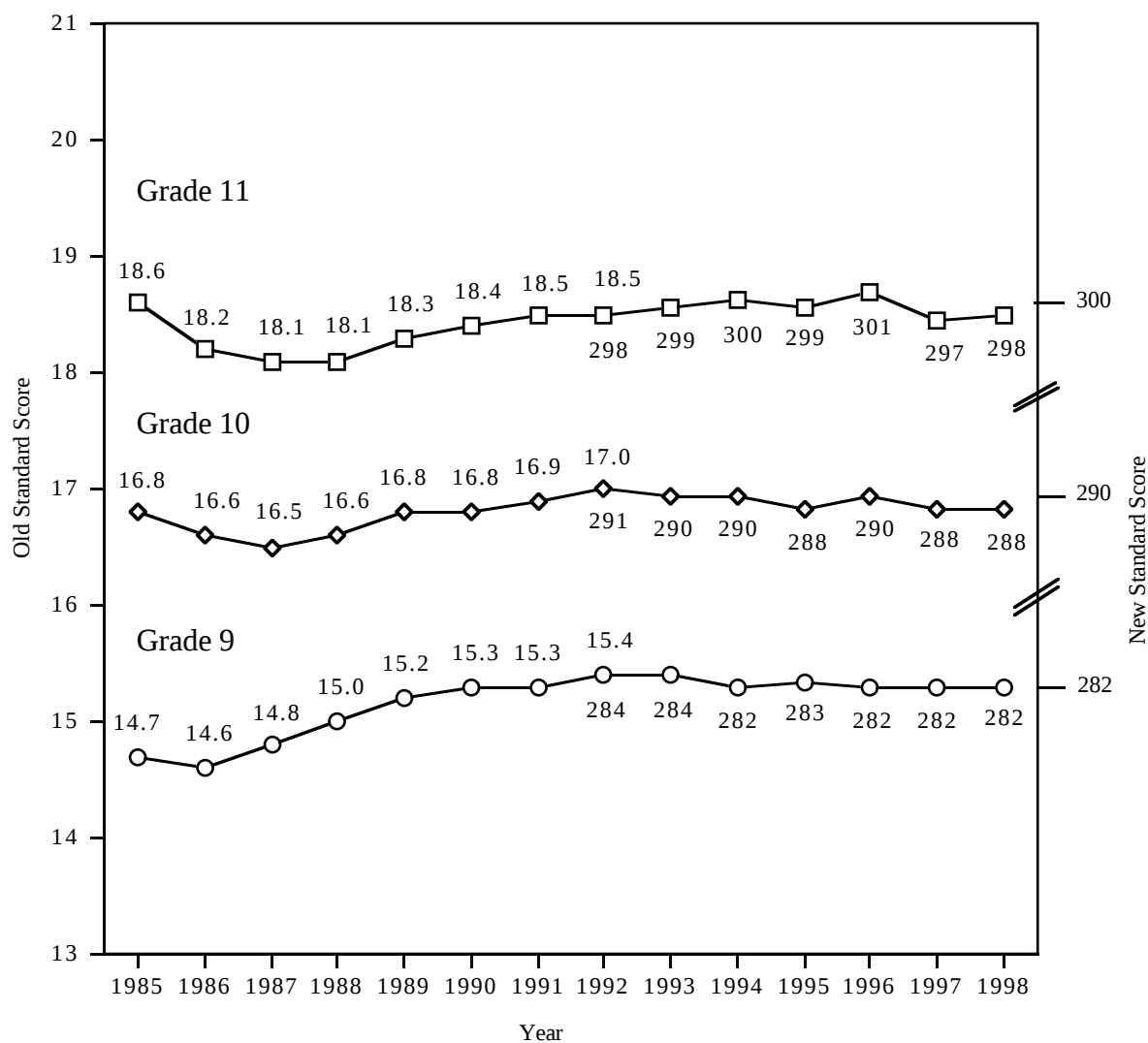
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: IN 1993 NEW SCALE SCORES WERE DEVELOPED FOR ITED, THEREFORE BOTH OLD AND NEW SCALES ARE SHOWN SO THAT A CONSISTENT TREND LINE CAN BE PROVIDED. SCORES PROVIDED ARE BASED ON FALL TESTING.

Average ITED Science scores for Iowa students in grades 9-11 are depicted in Figure 14. In general, average science scores for each of grades 9-11 increased from 1987 to 1992. These scores have remained relatively stable since 1992.

Figure 14

IOWA ITED AVERAGE SCIENCE SCORES FOR GRADES 9-11 1985-1998



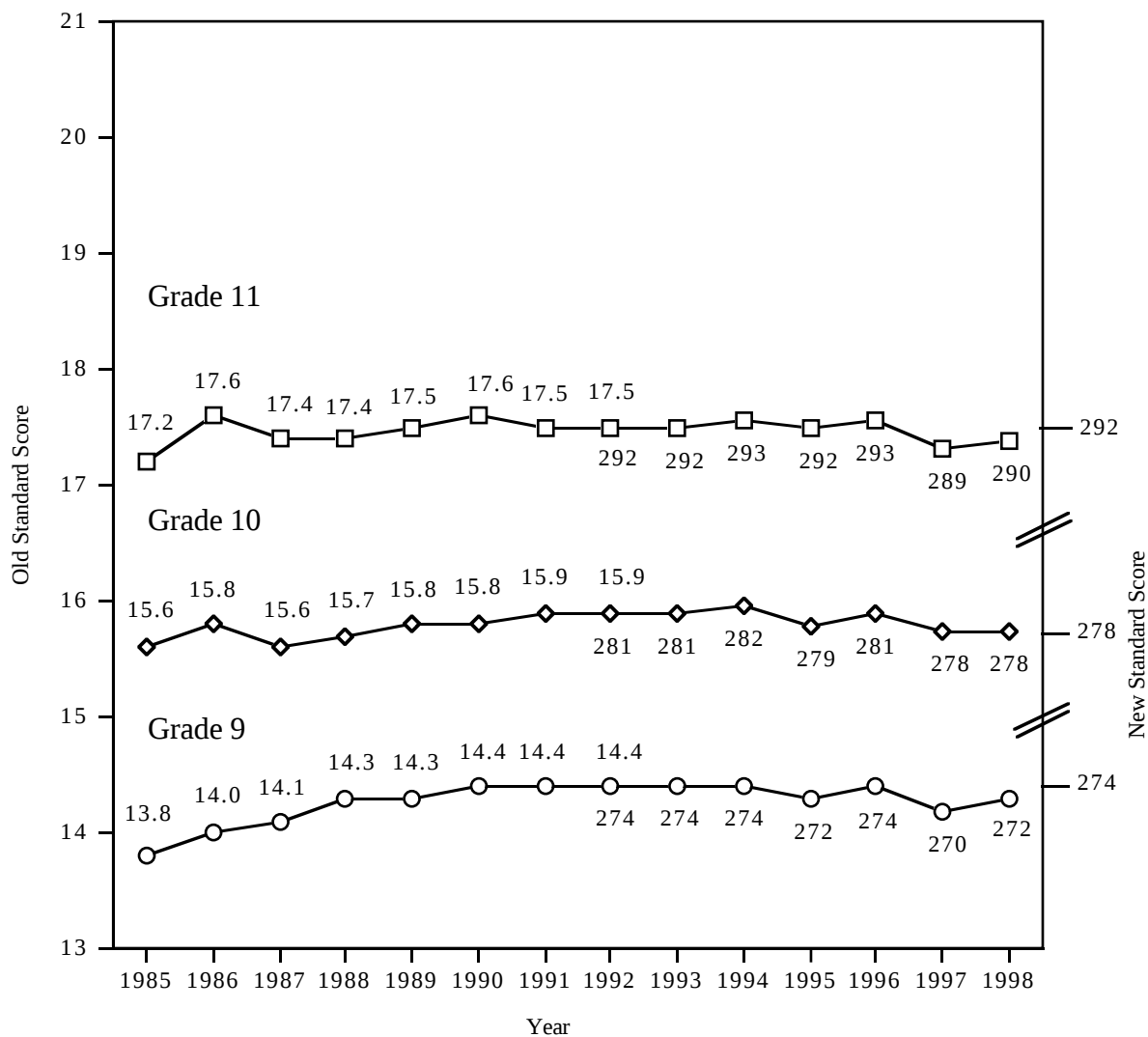
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: IN 1993 NEW SCALE SCORES WERE DEVELOPED FOR ITED, THEREFORE BOTH OLD AND NEW SCALES ARE SHOWN SO THAT A CONSISTENT TREND LINE CAN BE PROVIDED. SCORES PROVIDED ARE BASED ON FALL TESTING.

Average ITED Content Area Reading scores for Iowa students in grades 9-11 showed a general upward trend from 1985 through 1994. Since 1994, however, scores in each grade have fluctuated somewhat (Figure 15).

Figure 15

IOWA ITED AVERAGE CONTENT AREA READING SCORES FOR GRADES 9-11 1985-1998



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: IN 1993 NEW SCALE SCORES WERE DEVELOPED FOR ITED, THEREFORE BOTH OLD AND NEW SCALES ARE SHOWN SO THAT A CONSISTENT TREND LINE CAN BE PROVIDED. SCORES PROVIDED ARE BASED ON FALL TESTING.

ITBS and ITED Achievement Level Distributions

As a guide to the interpretation of the ITBS and ITED student achievement level distributions shown in Figures 16-27, the following descriptions, provided by Iowa Testing Program staff, have been included.

*“The biennium summaries of Iowa statewide achievement data describe student performance in reading and mathematics on the **Iowa Tests of Basic Skills (ITBS)** and the **Iowa Tests of Educational Development (ITED)**. The purpose of the summaries is to use scores from two successive school years to describe annual achievement changes.*

*Beginning in the 1996-97 school year, achievement levels were used to report system and building results for each school district in Iowa. These achievement levels are available to describe achievement trends in the **Condition of Education Report** as well. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broader range of student performance rather than simply to know how the average student in each grade scored. That is, with achievement levels, the performance of high achieving and low achieving groups of students can be tracked over time; the use of average scores alone only permits the tracking of the average student.*

Scores are combined for pairs of consecutive years for the biennium reporting for several reasons. The merging of test results from two years provides greater stability in the information than would be apparent if results from each year were used. Because not all schools test every year in each of the three grades used for reporting (4, 8, and 11), annual data is subject to fluctuations due to inconsistent annual testing patterns. Two-year averages help overcome that problem.

Several additional pieces of information about the achievement level summaries are needed for interpretative purposes. These are outlined below:

- 1. The approximate number of students per grade per year upon which the percentages for 1997-99 are based are: grade 4, 36,000; grade 8, 35,000; and grade 11, 30,000.*
- 2. Forms K and L of both test batteries were first used in Iowa in the 1993-94 school*

year. Therefore, that year was chosen to develop baseline data that schools might use for beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-95.

3. *The descriptions of the achievement levels — Low, Intermediate, and High — are needed in order to interpret scores based on these designations. The descriptors for these three levels are on the back side of the **Achievement Levels Report**, the report printed for each district and building in red ink on white paper, showing a bar graph and corresponding percentages of students scoring within each level.*
4. *Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, 'Low' in reading does not mean the same thing at grade 4 and grade 11.*
5. *Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, 'Low' in grade 4 reading does not mean the same thing as 'Low' in grade 4 mathematics.¹*

Descriptions for each of the three achievement levels accompany each figure displaying achievement level distributions.

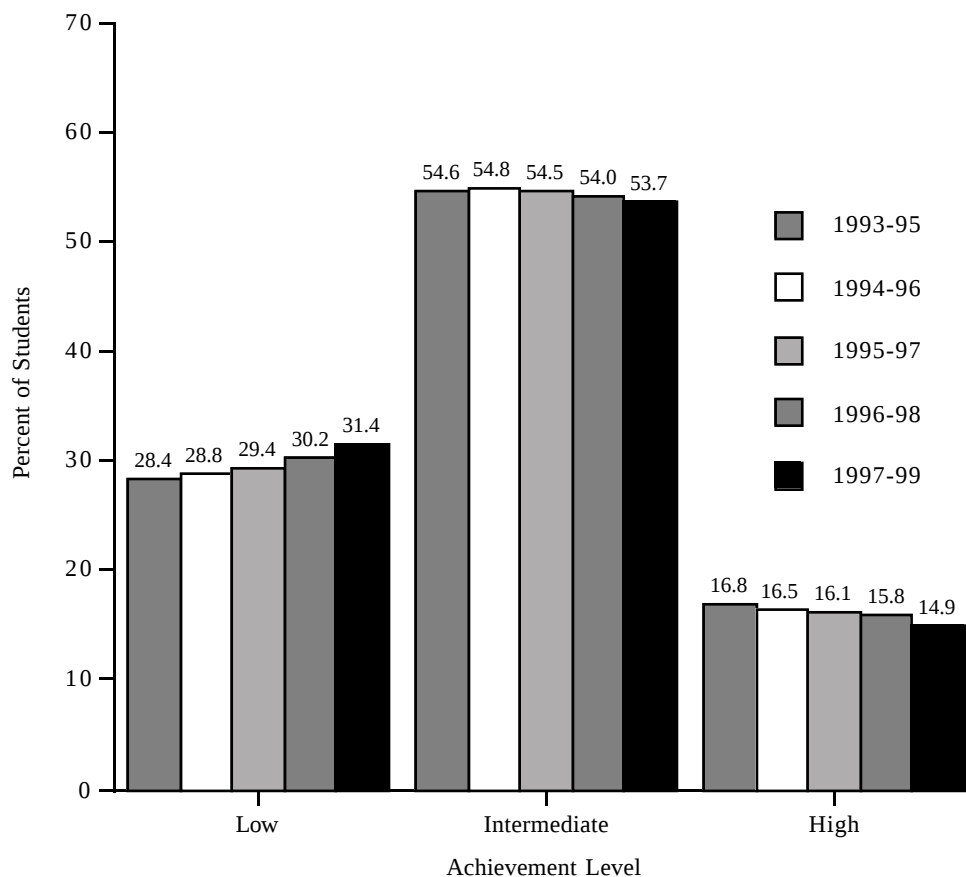
Achievement Levels for Reading Comprehension

The achievement level distributions of Iowa fourth grade students on the ITBS Reading Comprehension Test are presented in Figure 16 for the five biennium periods from 1993-95 through 1997-99. The achievement level distributions reflect a gradual increase in the percentage of students classified as Low performers and a gradual decline in the percentage of students classified as High performers across the five, two-year periods.

¹Iowa Testing Programs, August 1999.

Figure 16

ITBS READING COMPREHENSION - GRADE 4 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTE: THE DESCRIPTIONS BELOW INDICATE HOW THE TYPICAL GRADE 4 STUDENT AT EACH ACHIEVEMENT LEVEL PERFORMS WITH RESPECT TO THE ITBS READING COMPREHENSION TEST:

HIGH PERFORMANCE LEVEL

UNDERSTANDS FACTUAL INFORMATION; DRAWS CONCLUSIONS AND MAKES INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS; IDENTIFIES THE MAIN IDEA; EVALUATES THE STYLE AND STRUCTURE OF THE TEXT; AND INTERPRETS NONLITERAL LANGUAGE.

INTERMEDIATE PERFORMANCE LEVEL

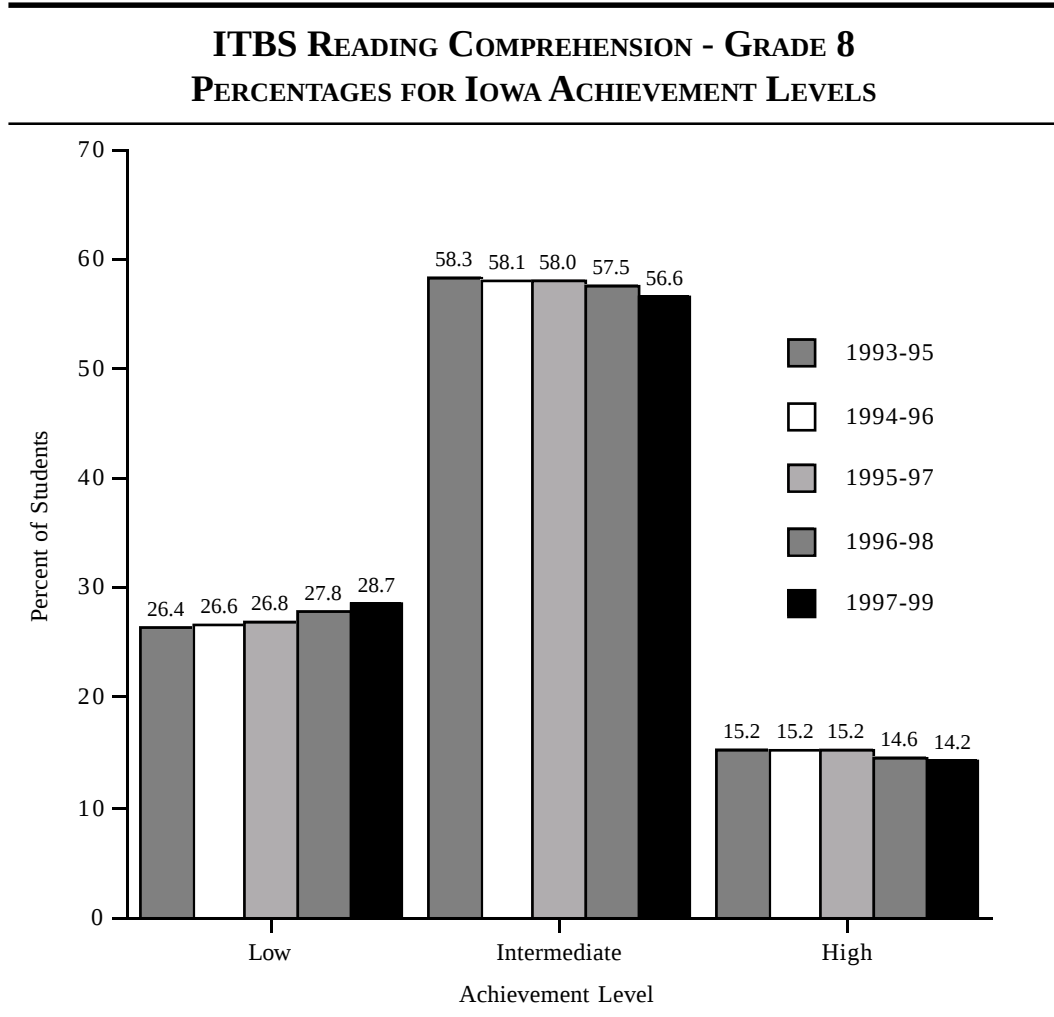
UNDERSTANDS SOME FACTUAL INFORMATION; SOMETIMES CAN DRAW CONCLUSIONS AND MAKE INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS; AND IS BEGINNING TO BE ABLE TO IDENTIFY THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEXT, AND INTERPRET NONLITERAL LANGUAGE.

LOW PERFORMANCE LEVEL

UNDERSTANDS LITTLE FACTUAL INFORMATION; SELDOM DRAWS CONCLUSIONS OR MAKES SIMPLE INFERENCES ABOUT CHARACTERS; RARELY GRASPS THE MAIN IDEA, EVALUATES THE STYLE AND STRUCTURE OF THE TEXT, OR INTERPRETS NONLITERAL LANGUAGE.

The achievement level distribution of Iowa eighth grade students on the ITBS Reading Comprehension Test is shown in Figure 17. The pattern of results is much like the one for grade four: there has been a gradual increase in the percentage of eighth grade students classified as Low achievers and a decrease in the percentage classified as High achievers over the two most recent biennium periods.

Figure 17



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTE: THE DESCRIPTIONS BELOW INDICATE HOW THE TYPICAL GRADE 8 STUDENT AT EACH ACHIEVEMENT LEVEL PERFORMS WITH RESPECT TO THE ITBS READING COMPREHENSION TEST:

HIGH PERFORMANCE LEVEL

UNDERSTANDS FACTUAL INFORMATION; DRAWS CONCLUSIONS AND MAKES INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS; MAKES APPLICATIONS TO NEW SITUATIONS; IDENTIFIES THE MAIN IDEA; EVALUATES THE STYLE AND STRUCTURE OF THE TEXT; AND INTERPRETS NONLITERAL LANGUAGE.

INTERMEDIATE PERFORMANCE LEVEL

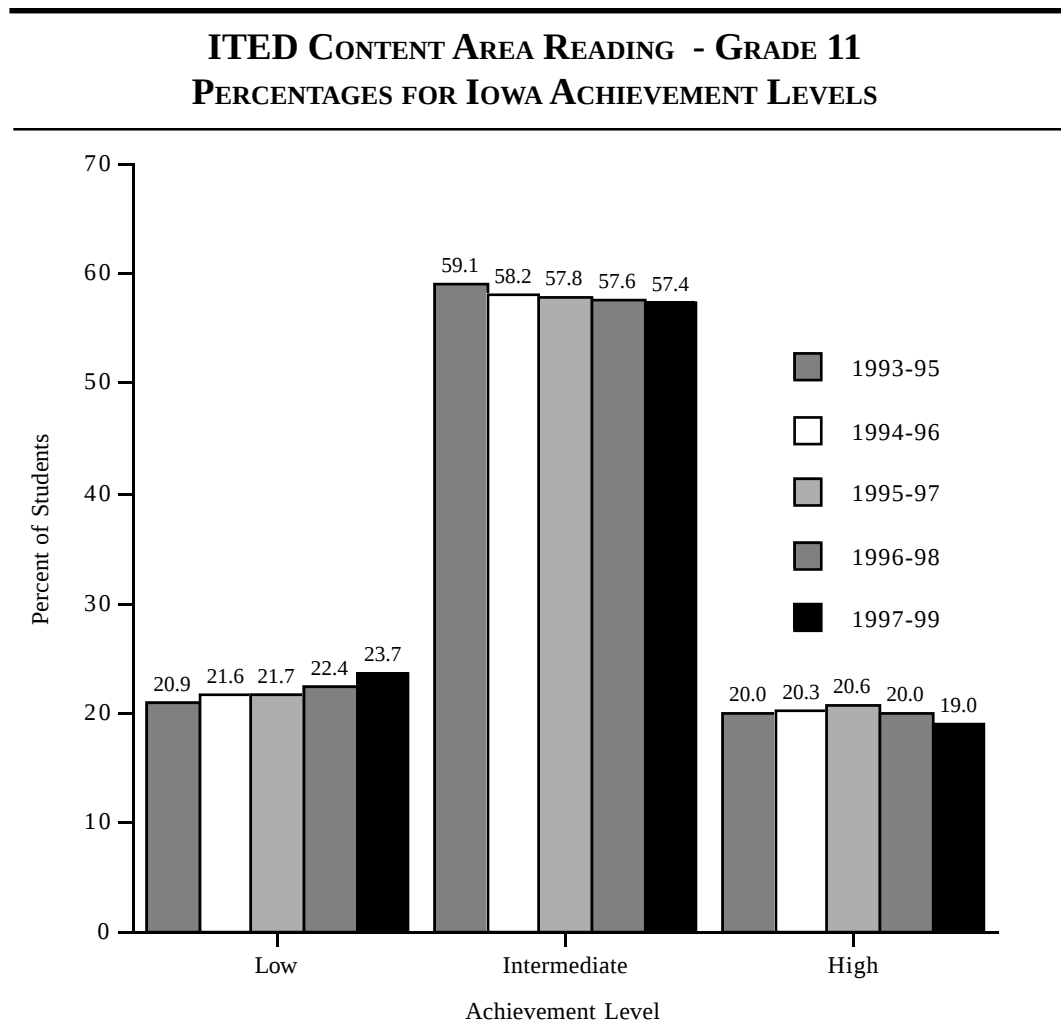
UNDERSTANDS SOME FACTUAL INFORMATION; SOMETIMES CAN DRAW CONCLUSIONS, MAKE INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS, AND APPLY WHAT HAS BEEN READ TO NEW SITUATIONS; AND SOMETIMES CAN IDENTIFY THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEXT, AND INTERPRET NONLITERAL LANGUAGE.

LOW PERFORMANCE LEVEL

UNDERSTANDS LITTLE FACTUAL INFORMATION; CAN SELDOM DRAW CONCLUSIONS OR MAKE SIMPLE INFERENCES ABOUT CHARACTERS; USUALLY CANNOT APPLY WHAT HAS BEEN READ TO NEW SITUATIONS; CAN RARELY GRASP THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEXT, AND INTERPRET NONLITERAL LANGUAGE.

Figure 18 shows that there has been a steady increase in the percentage of Iowa eleventh grade students at the Low achievement level in reading. In general, the percentage of students at the High achievement level remained relatively stable.

Figure 18



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTE: THE DESCRIPTIONS BELOW INDICATE HOW THE TYPICAL GRADE 11 STUDENT AT EACH ACHIEVEMENT LEVEL PERFORMS WITH RESPECT TO THE ITED TEST TASKS THAT DETERMINE THE CONTENT AREA READING SCORE:

HIGH PERFORMANCE LEVEL

UNDERSTANDS FACTUAL INFORMATION; INFERS THE TRAITS AND FEELINGS OF CHARACTERS; IDENTIFIES THE MAIN IDEA; IDENTIFIES AUTHOR VIEWPOINT AND STYLE; INTERPRETS NONLITERAL LANGUAGE; AND JUDGES THE VALIDITY OF CONCLUSIONS.

INTERMEDIATE PERFORMANCE LEVEL

UNDERSTANDS SOME FACTUAL INFORMATION; SOMETIMES CAN MAKE INFERENCES ABOUT CHARACTERS, IDENTIFY THE MAIN IDEA, AND IDENTIFY AUTHOR VIEWPOINT AND STYLE; OCCASIONALLY CAN INTERPRET NONLITERAL LANGUAGE AND JUDGE THE VALIDITY OF CONCLUSIONS.

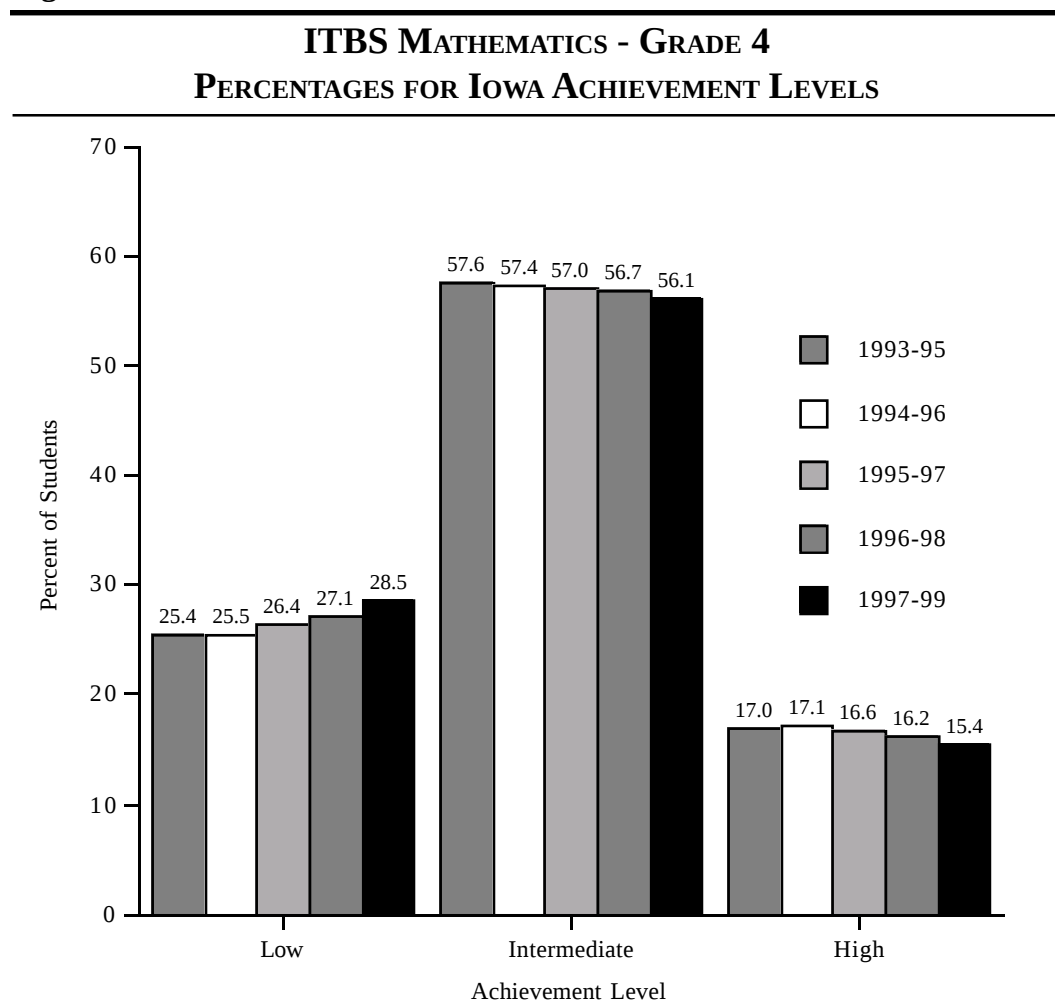
LOW PERFORMANCE LEVEL

UNDERSTANDS LITTLE FACTUAL INFORMATION; SELDOM MAKES SIMPLE INFERENCES; RARELY GRASPS THE MAIN IDEA; AND USUALLY CANNOT IDENTIFY AUTHOR VIEWPOINT AND STYLE, INTERPRET NONLITERAL LANGUAGE, OR JUDGE THE VALIDITY OF CONCLUSIONS.

Achievement Levels for Mathematics

Distributions of achievement levels for Iowa fourth, eighth, and eleventh grade students in mathematics are reported for the biennium periods 1993-95 through 1997-99 in Figures 19-21. For fourth grade students, increases in the percentage of students classified at Low achievement levels occurred across the five biennium periods, with a corresponding decrease in the percentage of students classified as High achievers. In grade eight these same trends appeared in the past three years. At grade 11, the percentage of both Low and High achievers are each fairly stable over the five biennium periods.

Figure 19



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTE: THE DESCRIPTIONS BELOW INDICATE HOW THE TYPICAL GRADE 4 STUDENT AT EACH ACHIEVEMENT LEVEL PERFORMS WITH RESPECT TO THE ITBS TEST TASKS THAT DETERMINE THE MATHEMATICS TOTAL SCORE:

HIGH PERFORMANCE LEVEL

UNDERSTANDS MATH CONCEPTS, SOLVES COMPLEX WORD PROBLEMS, USES VARIOUS ESTIMATION METHODS, AND IS LEARNING TO INTERPRET DATA FROM GRAPHS AND TABLES.

INTERMEDIATE PERFORMANCE LEVEL

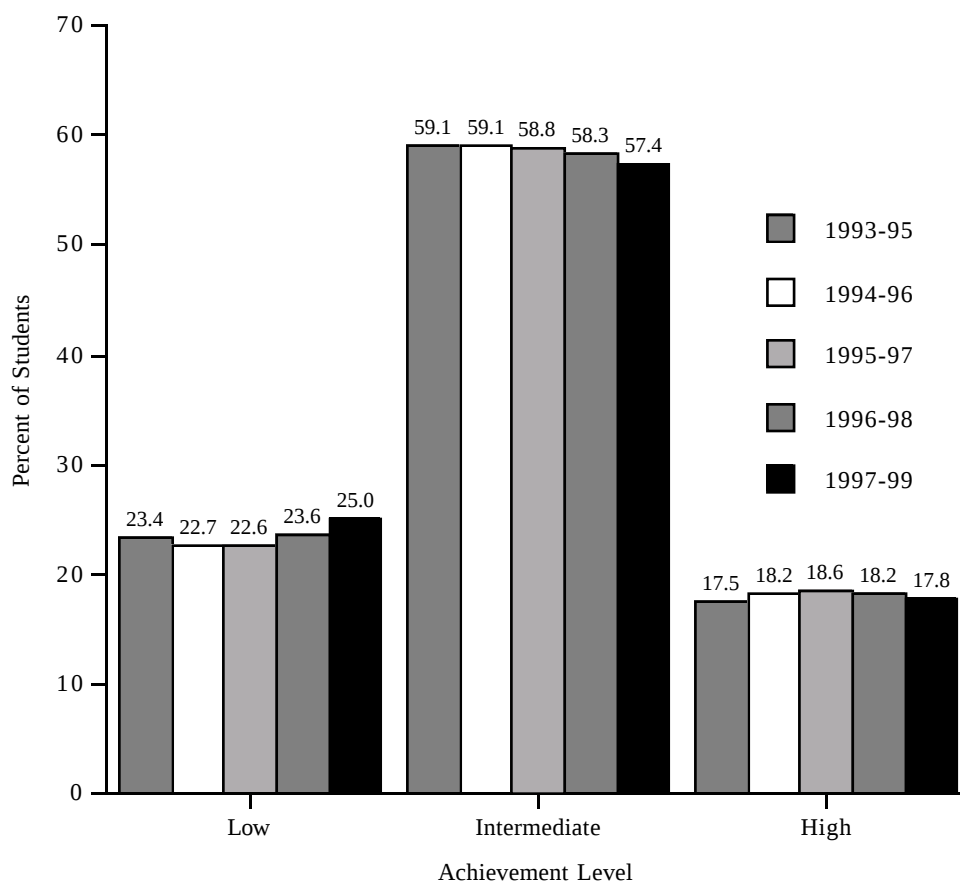
IS DEVELOPING AND UNDERSTANDING OF MOST MATH CONCEPTS, IS DEVELOPING THE ABILITY TO SOLVE SIMPLE AND COMPLEX WORD PROBLEMS AND TO USE ESTIMATION METHODS, AND IS BEGINNING TO DEVELOP THE ABILITY TO INTERPRET DATA FROM GRAPHICS AND TABLES.

LOW PERFORMANCE LEVEL

IS BEGINNING TO DEVELOP AN UNDERSTANDING OF MANY MATH CONCEPTS AND AN ABILITY TO SOLVE SIMPLE WORD PROBLEMS, IS GENERALLY UNABLE TO USE ESTIMATION METHODS, AND IS SELDOM ABLE TO INTERPRET DATA FROM GRAPHS AND TABLES.

Figure 20

ITBS MATHEMATICS - GRADE 8 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTE: THE DESCRIPTIONS BELOW INDICATE HOW THE TYPICAL GRADE 8 STUDENT AT EACH ACHIEVEMENT LEVEL PERFORMS WITH RESPECT TO THE ITBS TEST TASKS THAT DETERMINE THE MATHEMATICS TOTAL SCORE:

HIGH PERFORMANCE LEVEL

UNDERSTANDS MATH CONCEPTS AND IS DEVELOPING THE ABILITY TO SOLVE COMPLEX WORD PROBLEMS, USE A VARIETY OF ESTIMATION METHODS AND INTERPRET DATA FROM GRAPHS AND TABLES.

INTERMEDIATE PERFORMANCE LEVEL

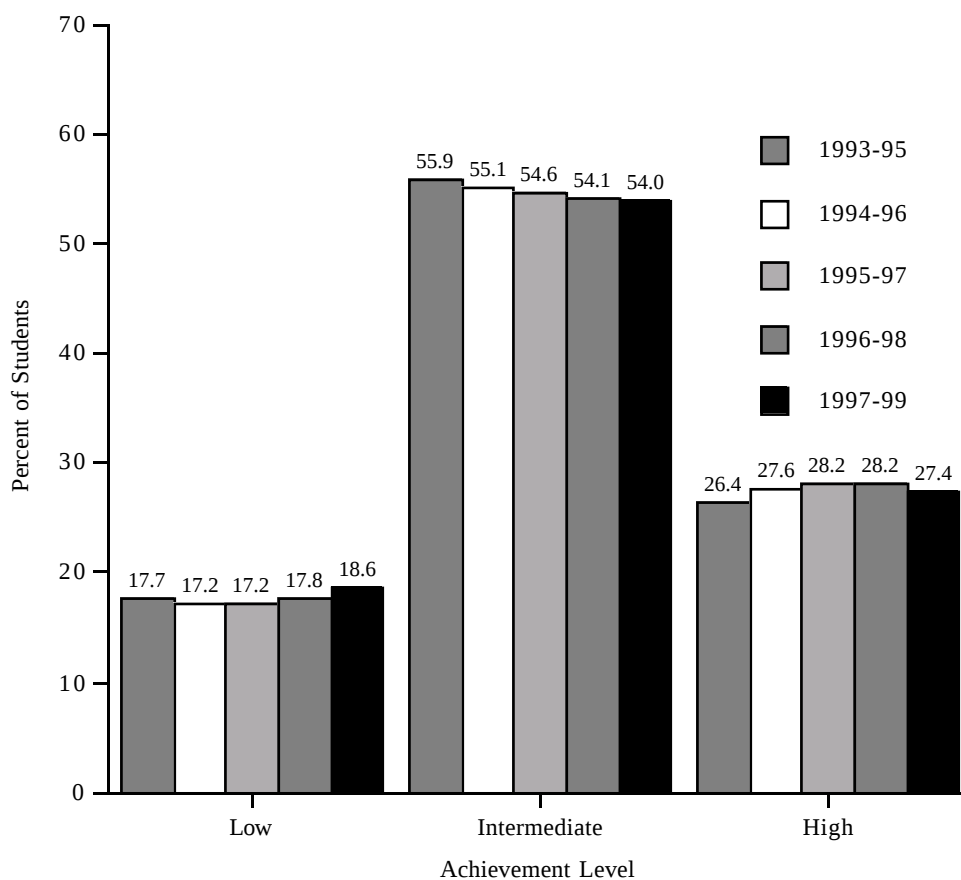
IS BEGINNING TO DEVELOP AN UNDERSTANDING OF MOST MATH CONCEPTS AND TO DEVELOP THE ABILITY TO SOLVE WORD PROBLEMS, USE A VARIETY OF ESTIMATION METHODS, AND INTERPRET DATA FROM GRAPHS AND TABLES.

LOW PERFORMANCE LEVEL

UNDERSTANDS LITTLE ABOUT MATH CONCEPTS, IS UNABLE TO SOLVE MOST SIMPLE WORD PROBLEMS OR USE ESTIMATION METHODS, AND IS SELDOM ABLE TO INTERPRET DATA FROM GRAPHS AND TABLES.

Figure 21

ITED MATHEMATICS - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTE: THE DESCRIPTIONS BELOW INDICATE HOW THE TYPICAL GRADE 11 STUDENT AT EACH LEVEL PERFORMS WITH RESPECT TO CONCEPTS AND PROBLEMS IN THE ITED QUANTITATIVE THINKING TEST:

HIGH PERFORMANCE LEVEL

UNDERSTANDS HOW TO APPLY MATH CONCEPTS AND PROCEDURES, MAKES INFERENCES WITH QUANTITATIVE INFORMATION, AND SOLVES A VARIETY OF NOVEL QUANTITATIVE REASONING PROBLEMS.

INTERMEDIATE PERFORMANCE LEVEL

IS BEGINNING TO DEVELOP THE ABILITY TO APPLY A VARIETY OF MATH CONCEPTS AND PROCEDURES, MAKE INFERENCES ABOUT QUANTITATIVE INFORMATION, AND SOLVE A VARIETY OF NOVEL QUANTITATIVE REASONING PROBLEMS.

LOW PERFORMANCE LEVEL

DEMONSTRATES LITTLE UNDERSTANDING ABOUT HOW TO APPLY MATH CONCEPTS AND PROCEDURES, GENERALLY CANNOT MAKE INFERENCES WITH QUANTITATIVE INFORMATION, AND CANNOT SOLVE MOST NOVEL QUANTITATIVE REASONING PROBLEMS.

ITBS and ITED Achievement Levels by Gender

ITBS and ITED reading and mathematics achievement level information for grades 4, 8, and 11 is reported in Figures 22-27 by gender for the biennium period 1997-99 the first year for which data are available statewide. Gender subgroups vary in size in a given year and each varies in size from year-to-year. The subgroup data cannot be averaged to obtain an overall value that matches the data for the combined group. Score distributions for reading achievement levels indicated that a higher percentage of males than females were classified as Low achievers and a higher percentage of females than males were classified as High achievers for each grade level reported.

Figure 22

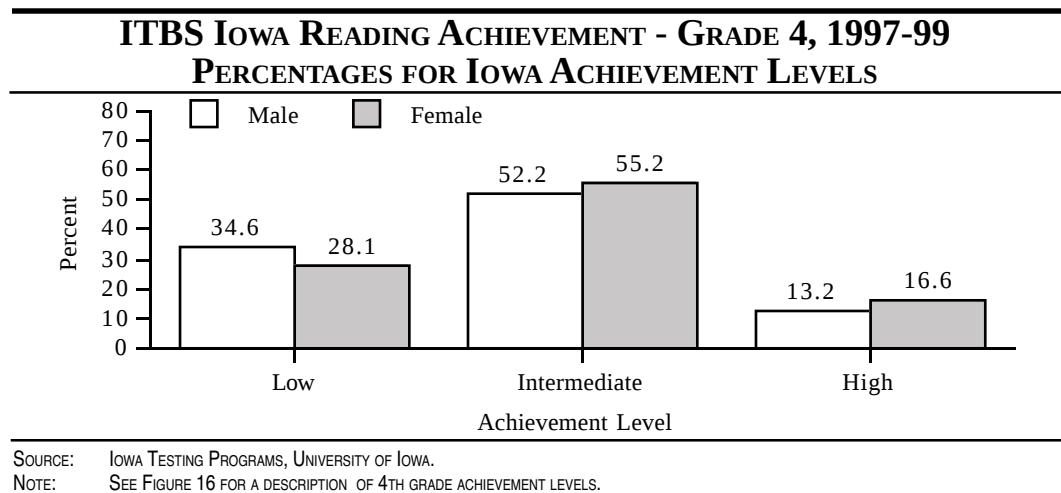


Figure 23

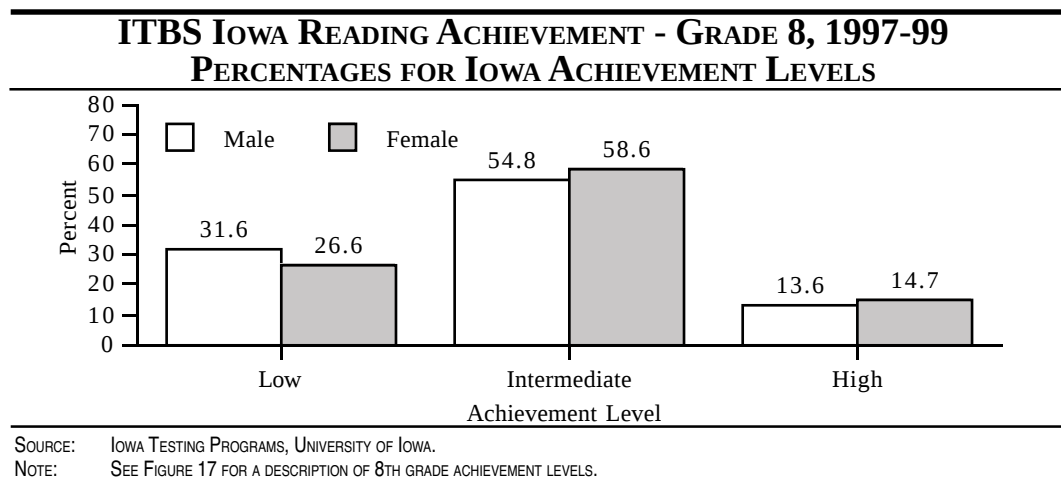
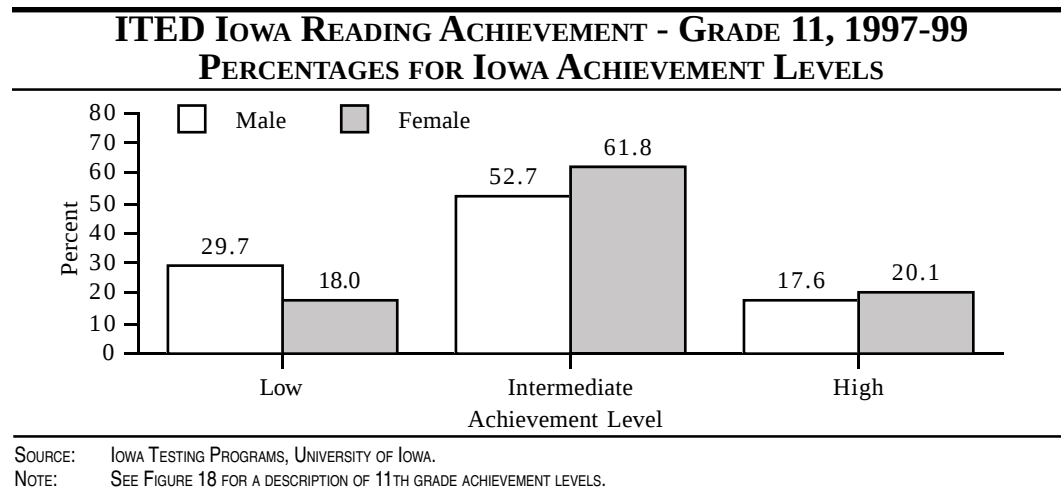


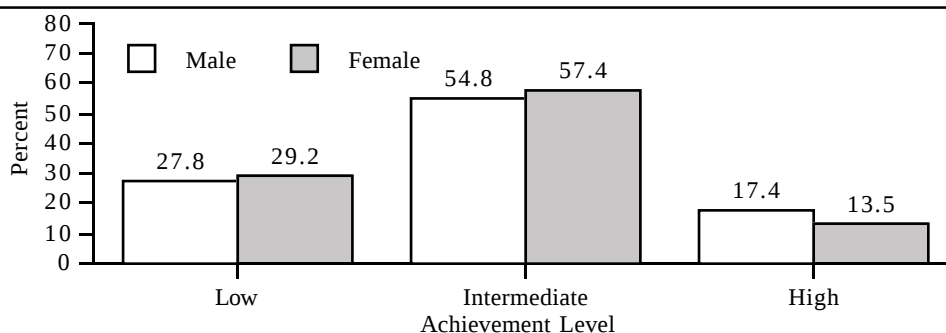
Figure 24



In mathematics, a higher percentage of males was reported at the High achievement level than females at all three grade levels, with the greatest difference in percentages for males and females occurring at grade 11. The distribution of students at the Low achievement level was mixed, with a higher percentage of Low scoring females at grade four, a higher percentage of Low scoring males at the eighth grade level, and nearly equal percentages of Low scoring males and females at the eleventh grade level.

Figure 25

ITBS Iowa Mathematics Achievement - Grade 4, 1997-99
Percentages for Iowa Achievement Levels

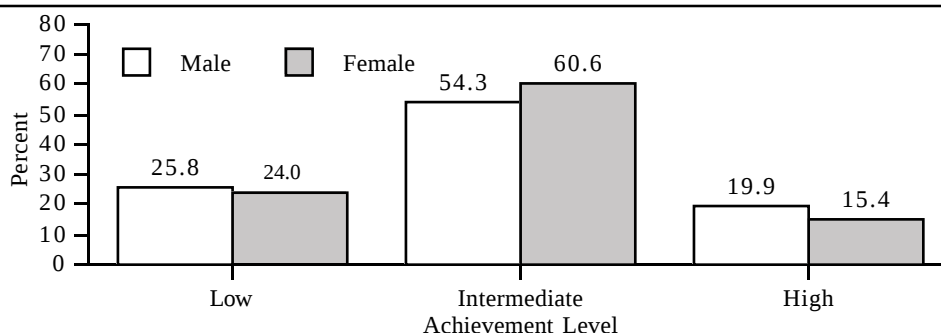


SOURCE: Iowa Testing Programs, University of Iowa

NOTE: SEE FIGURE 19 FOR A DESCRIPTION OF 4TH GRADE ACHIEVEMENT LEVELS.

Figure 26

ITBS Iowa Mathematics Achievement - Grade 8, 1997-99
Percentages for Iowa Achievement Levels

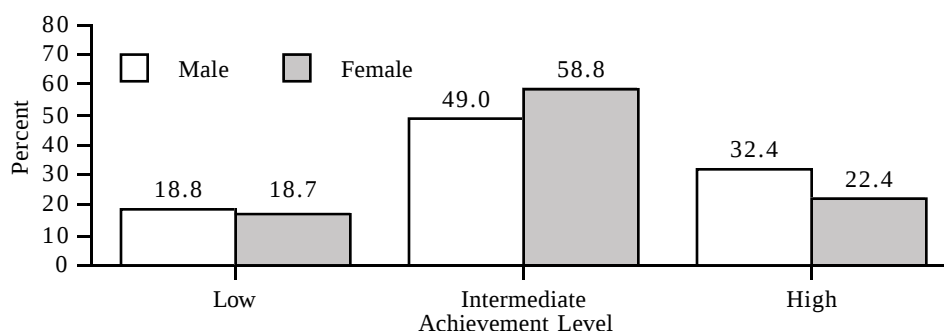


SOURCE: Iowa Testing Programs, University of Iowa

NOTE: SEE FIGURE 20 FOR A DESCRIPTION OF 8TH GRADE ACHIEVEMENT LEVELS.

Figure 27

ITED Iowa Mathematics Achievement - Grade 11, 1997-99
Percentages for Iowa Achievement Levels



SOURCE: Iowa Testing Programs, University of Iowa

NOTE: SEE FIGURE 21 FOR A DESCRIPTION OF 11TH GRADE ACHIEVEMENT LEVELS.

American College Testing (ACT) Assessments

The ACT assessment is a college entrance examination. The ACT provides assessments for English, mathematics, reading, and science reasoning. A composite score is also calculated. Scores on the ACT range from a low of zero to a high of 36. ACT reports scores according to high school program type. High school program types are classified by ACT as core and non-core programs. ACT considers high school programs comprised of four or more years of English and three or more years of natural science, mathematics, and social studies as core programs. Students completing high school programs not meeting the core program standard are considered to have completed non-core programs. In addition, ACT reports scores by gender and race/ethnicity. Since the number of ACT test takers for a given race/ethnicity category is not sufficient to be considered representative for Iowa, average ACT scores are not reported here by race/ethnicity.

The ACT is the principal college entrance examination taken by Iowa college-bound students. This is primarily due to the fact that the majority of Iowa students enroll in Iowa and other midwestern colleges and universities for which ACT scores are required for admission.

In 1999, 24,829 Iowa students took the ACT examination. This represented 66 percent of the graduating class. The percentages of Iowa graduates taking the ACT have increased steadily since 1985, rising from 57.8 percent to 66 percent in 1999 (Table

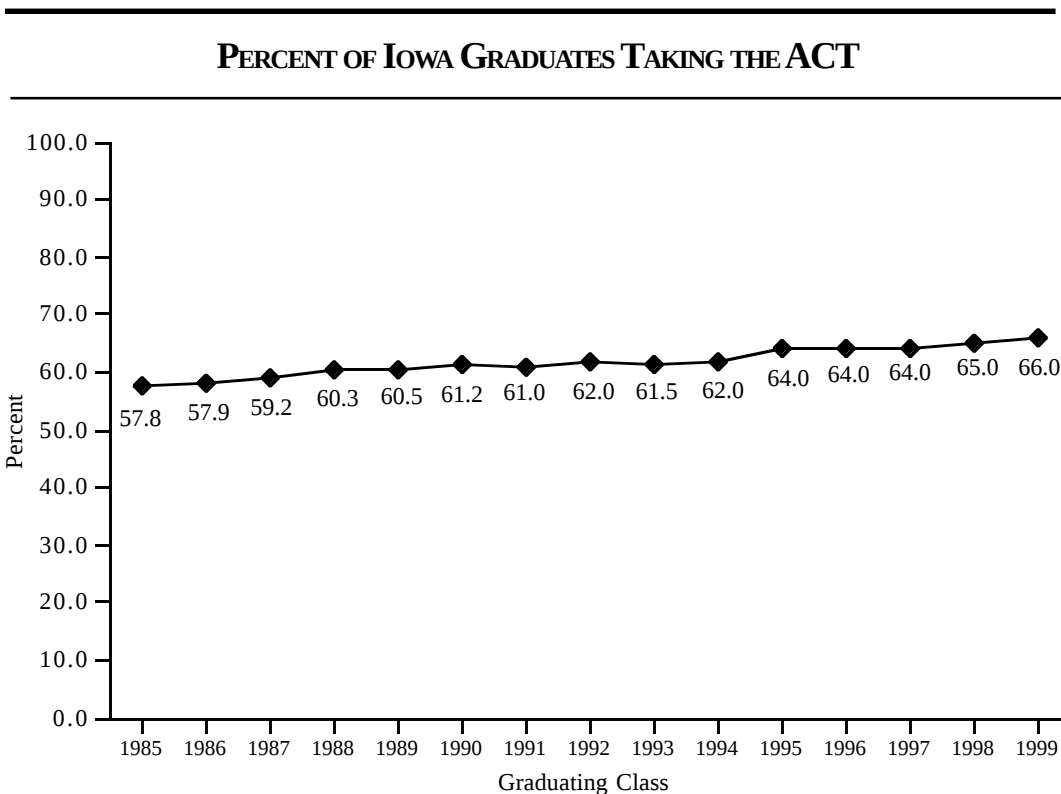
Table 67

PERCENT OF IOWA GRADUATES TAKING THE ACT

Year	Percent
1985	57.8
1986	57.9
1987	59.2
1988	60.3
1989	60.5
1990	61.2
1991	61.0
1992	62.0
1993	61.5
1994	62.0
1995	64.0
1996	64.0
1997	64.0
1998	65.0
1999	66.0

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Figure 28



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

National Ranking

Since 1990, Iowa students have ranked in the top three states in the nation in terms of ACT average composite scores for states whose primary college entrance examination is the ACT. From 1990 through 1994, Iowa ranked first or tied for first among these states. From 1995 through 1999, Iowa ranked third each year, except in 1997 where Iowa was tied for second (Table 68).

Table 68

**IOWA'S RANK IN THE NATION ON AVERAGE COMPOSITE ACT SCORES AMONG
STATES WHERE ACT IS THE PRIMARY COLLEGE ENTRANCE EXAMINATION**

Year	ACT Average Composite Score	Rank
1989	21.8	2
1990	21.8	1 tied with WI.
1991	21.7	1 tied with WI.
1992	21.6	1 tied with WI.
1993	21.8	1 tied with WI.
1994	21.9	1
1995	21.8	3
1996	21.9	3
1997	22.1	2 tied with MN.
1998	22.1	3
1999	22.0	3

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT RESULTS, SUMMARY REPORT FOR IOWA.

ACT Composite Score Comparisons of Iowa and Midwest States

Table 69 reports average ACT composite scores for Iowa and midwest states for 1997 through 1999. Of the three top ranking states, Wisconsin, Minnesota, and Iowa, only scores for Wisconsin showed no decrease in 1999 from the previous year.

Table 69

ACT AVERAGE COMPOSITE SCORES FOR IOWA, THE NATION AND MIDWEST STATES — 1997 AND 1999									
Nation & State	1997			1998			1999		
	ACT Composite	% of Graduates Tested	% Core Completers out of Total Tested	ACT Composite	% of Graduates Tested	% Core Completers out of Total Tested	ACT Composite	% of Graduates Tested	% Core Completers out of Total Tested
Nation	21.0	36%	59%	21.0	37%	61%	21.0	36%	60%
Iowa	22.1	64	66	22.1	65	68	22.0	66	66
Illinois	21.2	69	49	21.4	69	52	21.4	67	51
Kansas	21.7	74	52	21.7	74	55	21.5	75	54
Minnesota	22.1	60	71	22.2	63	71	22.1	64	69
Missouri	21.5	64	58	21.5	66	61	21.6	67	61
Nebraska	21.7	73	63	21.8	71	67	21.7	73	67
North Dakota	21.4	78	64	21.4	78	64	21.4	79	63
South Dakota	21.3	68	65	21.4	70	65	21.2	70	63
Wisconsin	22.3	64	62	22.3	66	62	22.3	67	61

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT 1997, 1998, AND 1999 ASSESSMENT RESULTS.

ACT Composite Score Comparisons for Iowa and the Nation

Data for the nation, presented in this section, are based on a national sample of 36 percent for the 1999 graduating class. Iowa figures are based on a participation rate of 66 percent for the graduating class of 1999.

Average ACT composite scores for Iowa, and for the nation, were relatively steady from 1989 to 1991. From 1992 through 1999, scores for both Iowa and the nation reflected a steady to slight upward trend, dropping by only one-tenth of a point from the previous year in 1995 and in 1999 for Iowa students (Table 70 and Figure 29). Average ACT scores for Iowa students remained well above their national counterparts across the period from 1989 through 1999.

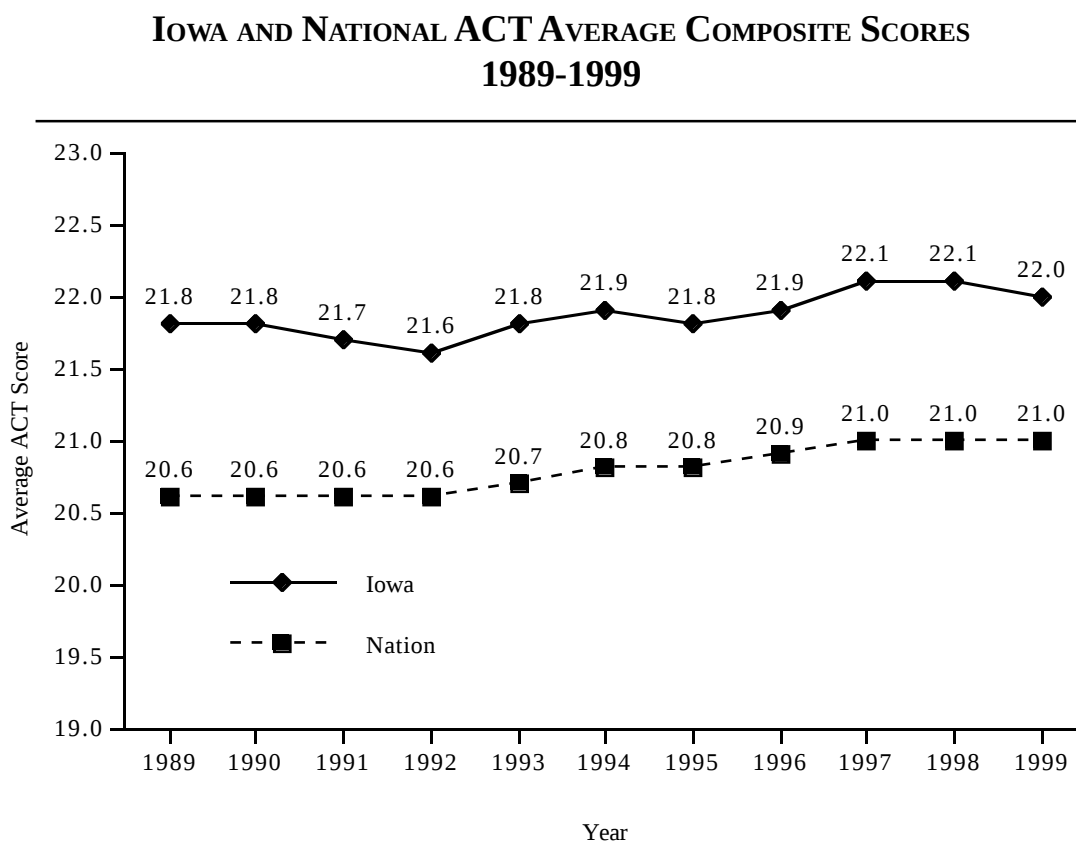
Table 70

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES				
Year	Iowa Composite ACT Score	Percent Iowa Student Participation*	Nation Composite ACT Score	Percent Nation Student Participation
1989	21.8	60.5%	20.6	—%
1990	21.8	61.2	20.6	—
1991	21.7	61.0	20.6	—
1992	21.6	62.0	20.6	—
1993	21.8	61.5**	20.7	—
1994	21.9	62.0	20.8	—
1995	21.8	64.0	20.8	37.0
1996	21.9	64.0	20.9	35.0
1997	22.1	64.0	21.0	35.0
1998	22.1	65.0	21.0	35.0
1999	22.0	66.0	21.0	36.0

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT (1989-99) RESULTS, SUMMARY REPORT IOWA.

NOTES: *FROM 1989-1992, AND 1994-1999 ACT NEWS RELEASES.

**1993 ESTIMATED PERCENTAGE IS BASED ON IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

Figure 29

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

ACT Score Comparisons for Mathematics, English, Reading, and Science Reasoning

ACT average sub-test scores for Iowa and the nation are depicted in Table 71 and in Figures 30-33. Average scores for Iowa students exceeded scores for the nation in all sub-test areas across the period from 1991 through 1999.

Table 71

AVERAGE ACT SCORES FOR IOWA GRADUATES AND THE NATION 1991 - 1999

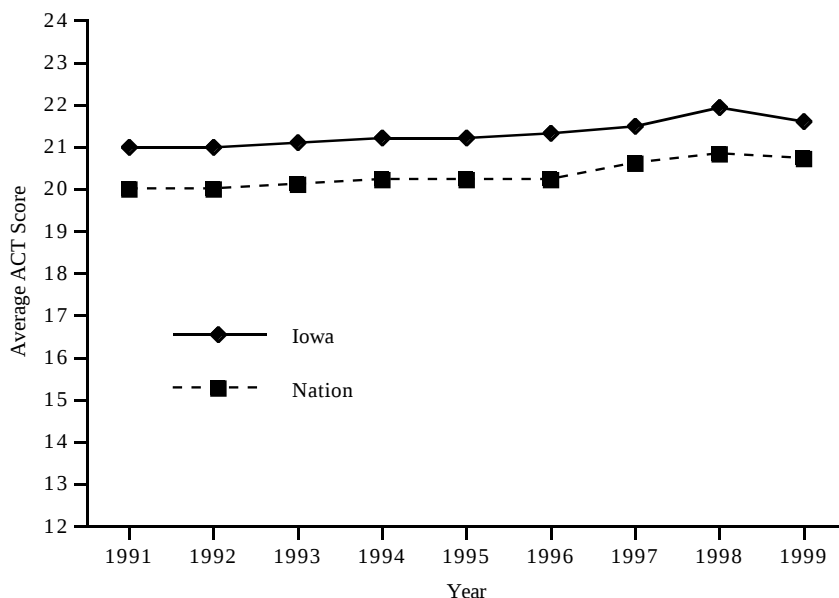
	Iowa				Nation			
	Mathematics	English	Reading	Science Reasoning	Mathematics	English	Reading	Science Reasoning
1991	21.0	21.3	22.2	21.9	20.0	20.3	21.2	20.7
1992	21.0	21.2	21.9	21.9	20.0	20.2	21.1	20.7
1993	21.1	21.3	22.2	22.0	20.1	20.3	21.2	20.8
1994	21.2	21.4	22.2	22.3	20.2	20.3	21.2	20.9
1995	21.2	21.3	22.1	22.1	20.2	20.2	21.3	21.0
1996	21.3	21.4	22.2	22.3	20.2	20.3	21.3	21.1
1997	21.5	21.4	22.4	22.4	20.6	20.3	21.3	21.1
1998	21.9	21.5	22.3	22.4	20.8	20.4	21.4	21.1
1999	21.6	21.5	22.2	22.1	20.7	20.5	21.4	21.0

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Iowa mathematics scores showed a steady upward trend from 1991 through 1998, with a substantial decrease occurring in 1999 from the high in 1998. Iowa English scores were slightly higher in 1999 compared to 1991, with relatively stable scores across the period. Iowa average ACT reading scores have been relatively stable across the period from 1991 to 1999, but have decreased slightly over the last two years. Average science reasoning scores for Iowa students were slightly higher in 1999 than in 1991, but were down somewhat from the highs in 1997 and 1998.

Figure 30

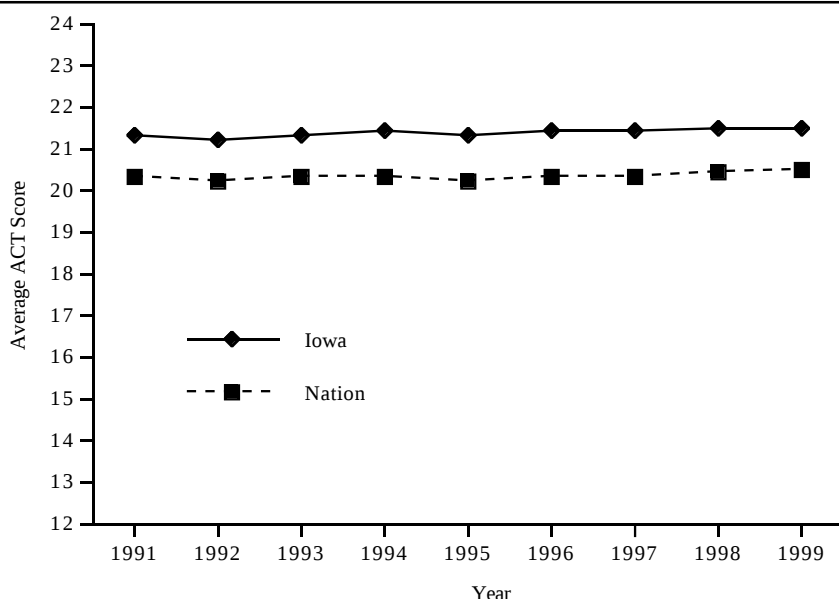
**AVERAGE ACT MATHEMATICS SCORES
IOWA VS. NATION — 1991-1999**



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

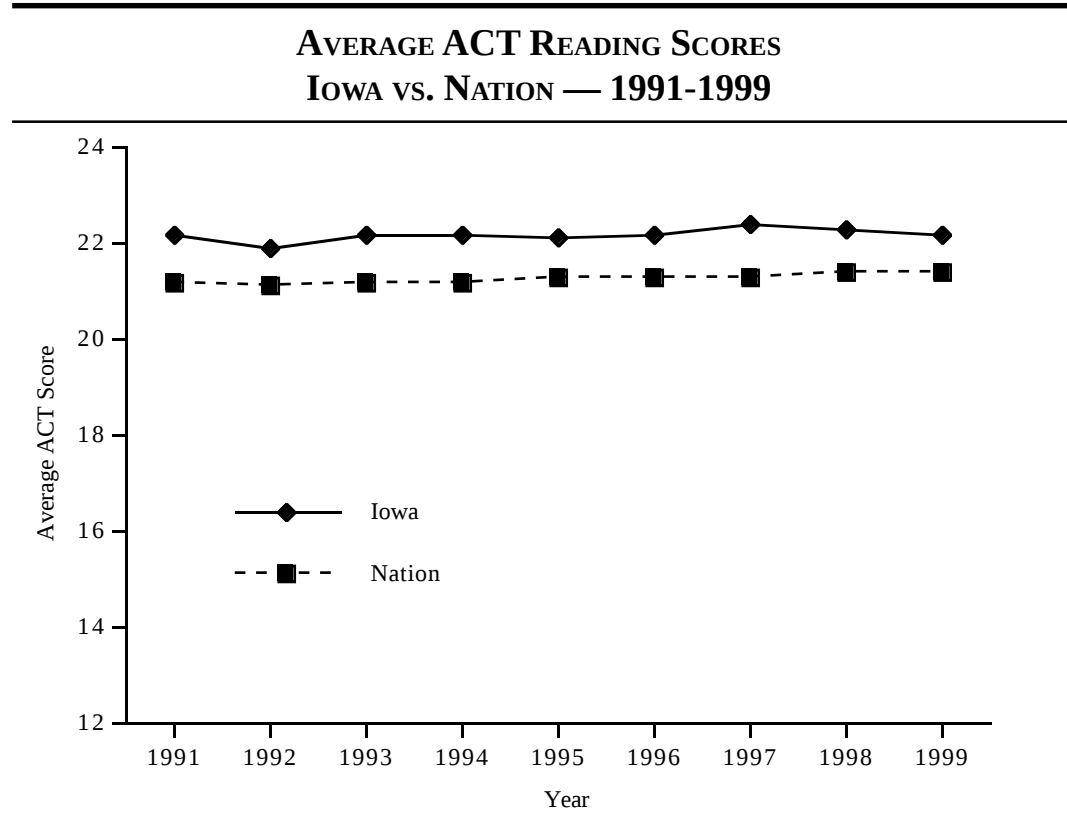
Figure 31

**AVERAGE ACT ENGLISH SCORES
IOWA VS. NATION — 1991-1999**



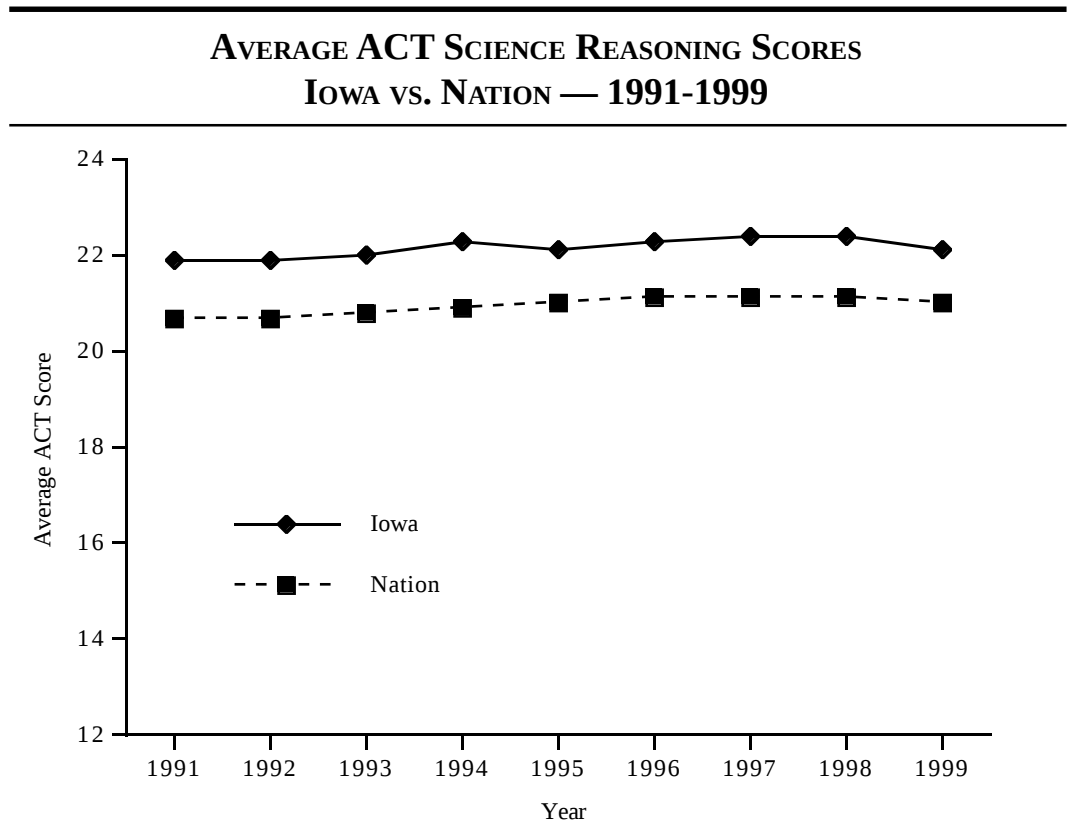
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Figure 32



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Figure 33



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

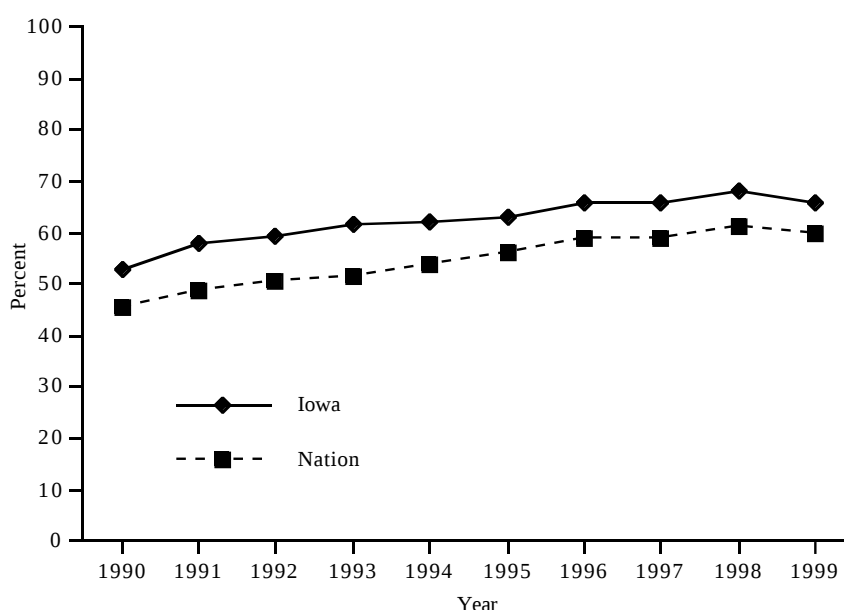
ACT Scores for Core and Non-core Students

ACT scores are reported separately for students completing two types of high school programs, core and non-core programs. A core program is defined by ACT as a typical college preparatory program which includes four or more years of English, and three or more years of mathematics, social studies, and natural science.

The percent of Iowa students completing core programs has risen substantially since 1990 (Figure 34 and Table 72). The percentage of Iowa ACT participants taking the core program increased by 12.9 percentage points since 1990, while core participation by Iowa's national counterparts increased by 14.7 percentage points.

Figure 34

PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1990-1999



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Table 72

PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1990-1999

Year	Iowa	Nation
1990	53.1	45.3
1991	58.0	48.6
1992	59.4	50.4
1993	61.6	51.7
1994	62.2	53.7
1995	63.1	56.0
1996	65.8	59.0
1997	66.0	59.0
1998	68.0	61.0
1999	66.0	60.0

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

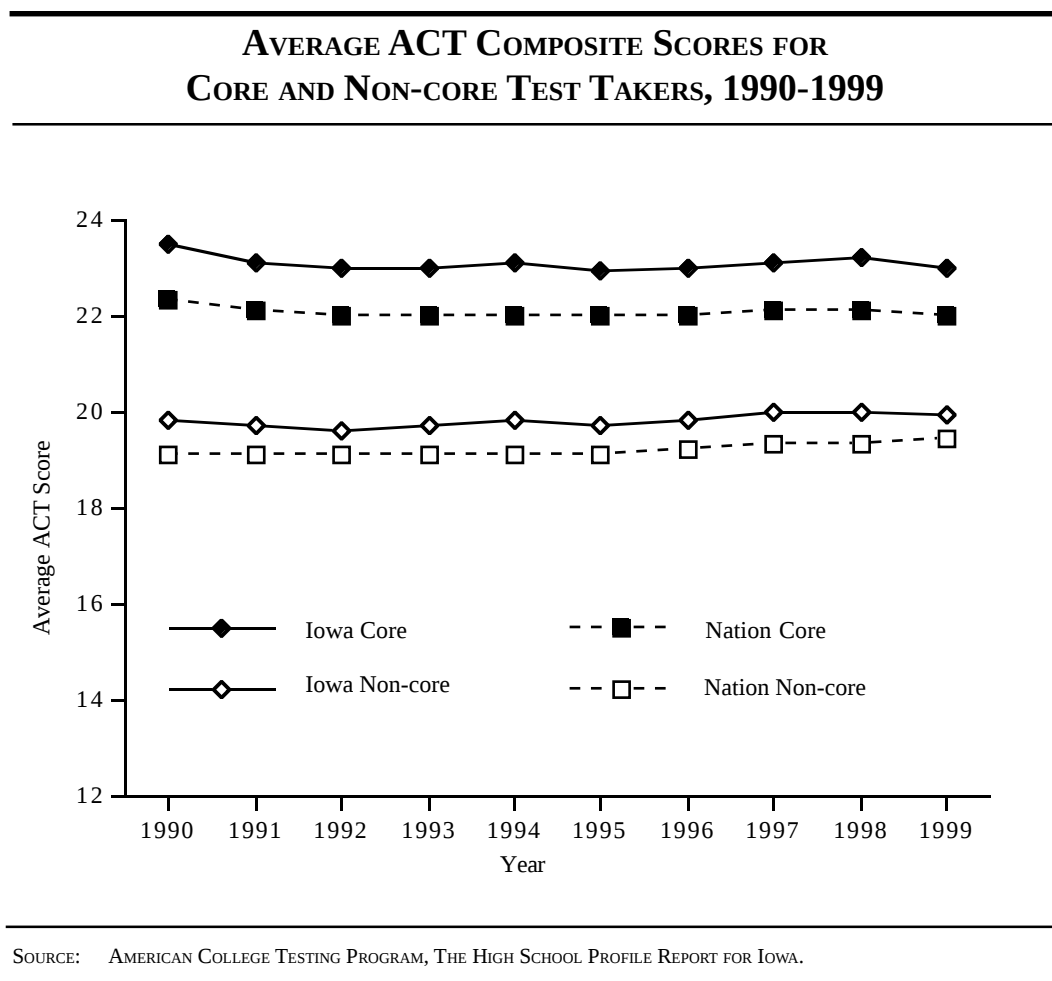
As a group, students who completed core programs scored substantially higher than students in non-core high school programs, in terms of ACT average composite scores (Table 73 and Figure 35).

Table 73

AVERAGE ACT COMPOSITE SCORES FOR CORE AND NON-CORE TEST TAKERS, 1990-1999				
Year	Iowa		Nation	
	Core	Non-core	Core	Non-core
1990	23.5	19.8	22.3	19.1
1991	23.1	19.7	22.1	19.1
1992	23.0	19.6	22.0	19.1
1993	23.0	19.7	22.0	19.1
1994	23.1	19.8	22.0	19.1
1995	22.9	19.7	22.0	19.1
1996	23.0	19.8	22.0	19.2
1997	23.1	20.0	22.1	19.3
1998	23.2	20.0	22.1	19.3
1999	23.0	19.9	22.0	19.4

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

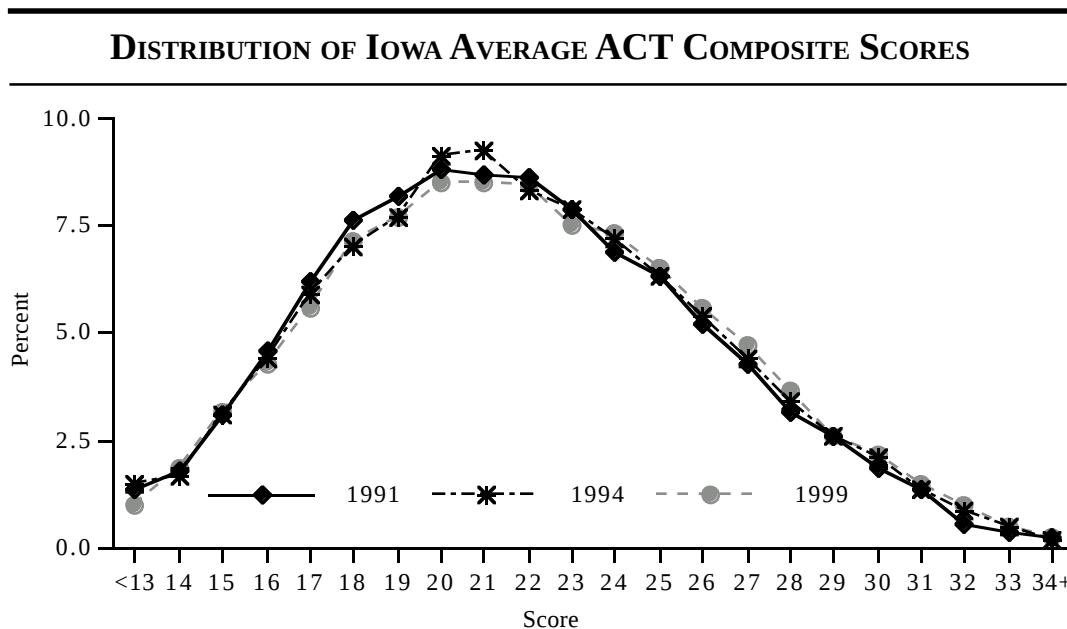
Figure 35



ACT Score Distributions

Iowa ACT composite score distributions for the years 1991, 1994, and 1999 indicate markedly similar patterns (Figure 36). The percentage of Iowa students with scores of 25 and above has shown incremental increases from 1991 to 1994, and from 1994 to 1999, with percentages of 26.2, 27.2, and 28.6 respectively. The percentage of Iowa students with scores of 30 and above has also shown increases over the three comparison periods, increasing from 4.6 percent in 1991, to 5.1 percent and 5.5 percent in 1994 and 1999 respectively (Table 74).

Figure 36



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Table 74

IOWA ACT COMPOSITE SCORE DISTRIBUTIONS 1991, 1994, AND 1999

Score	1991		Year 1994		1999	
	Percent At	Percent at and Above	Percent At	Percent at and Above	Percent At	Percent at and Above
<13	1.4	100.0	1.5	100.0	1.0	100.0
14	1.8	98.6	1.7	98.5	1.9	99.0
15	3.1	96.8	3.1	97.0	3.2	97.1
16	4.6	93.7	4.4	93.9	4.3	93.5
17	6.2	89.1	5.9	89.5	5.6	89.2
18	7.6	82.9	7.0	83.6	7.1	83.6
19	8.2	75.3	7.7	76.6	7.7	76.5
20	8.8	67.1	9.1	68.9	8.5	68.8
21	8.7	58.3	9.2	59.8	8.5	60.3
22	8.6	49.6	8.3	50.6	8.4	51.8
23	7.9	41.0	7.9	42.3	7.5	43.4
24	6.9	33.1	7.2	34.4	7.3	35.9
25	6.3	26.2	6.3	27.2	6.5	28.6
26	5.2	19.9	5.4	20.9	5.6	22.1
27	4.3	14.7	4.4	15.5	4.7	16.5
28	3.2	10.4	3.4	11.1	3.7	11.8
29	2.6	7.2	2.6	7.7	2.6	8.1
30	1.9	4.6	2.1	5.1	2.2	5.5
31	1.4	2.7	1.4	3.0	1.5	3.3
32	0.6	1.3	0.9	1.6	1.0	1.8
33	0.4	0.7	0.5	0.7	0.5	0.8
34+	0.3	0.3	0.2	0.2	0.3	0.3

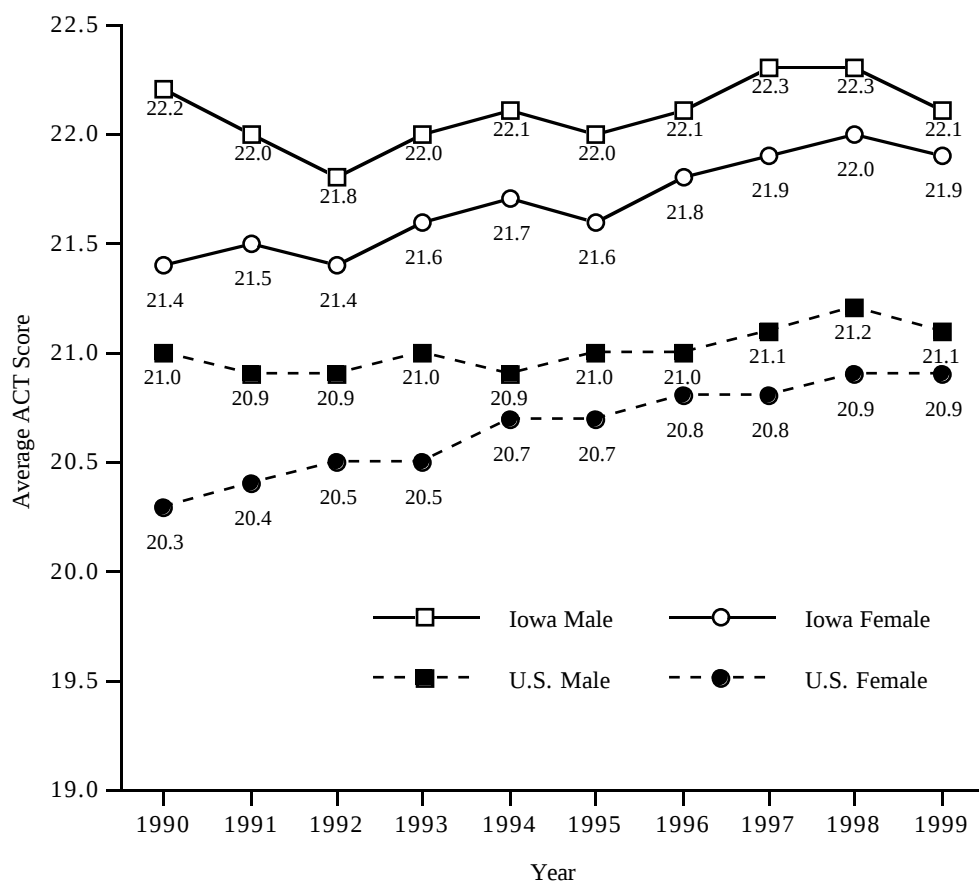
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

ACT Scores by Gender

Average ACT composite scores for Iowa and for the nation are compared in Figure 37 and in Table 75. Across the period from 1990 to 1999 scores for males were higher than for females for both Iowa and the nation. Scores for females, for both Iowa and the nation, climbed steadily over the period from 1990 to 1999, resulting in a substantial decrease in gender differences reported in 1990. Differences between Iowa and national scores for both males and females have remained fairly constant from 1992 to 1998.

Figure 37

ACT AVERAGE COMPOSITE SCORES BY GENDER 1990 - 1999



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Table 75

IOWA AVERAGE ACT SCORES BY GENDER												
Gender	Number of Test-takers		Average ACT Scores									
			English		Math		Reading		Science Reasoning		Composite	
	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999
Male	10,712	11,222	20.9	20.9	22.7	22.4	22.1	21.9	23.1	22.7	22.3	22.1
Female	13,521	13,539	21.9	21.9	21.3	21.0	22.5	22.4	21.8	21.6	22.0	21.9
Other*		68										

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.
NOTE: *ACT TEST-TAKERS NOT REPORTING GENDER.

Table 75 reflects average ACT scores for English, mathematics, reading, and science reasoning for 1998 and 1999. In 1999 as in 1998, more females took the ACT than males, 54.5 percent compared to 45.2 percent of males. Also, as in the previous year, 1999 average ACT scores were higher for males in mathematics and science reasoning, and higher for females in English and reading. The greatest difference in average scores between Iowa males and females occurred in mathematics in both 1998 and in 1999.

Average ACT Scores by Planned Educational Majors

ACT participants self-report their intended college majors when they take the ACT tests. ACT reports average scores by planned college major on an annual basis. Average ACT scores for Iowa and the nation are presented by planned major for the years 1990 to 1999 (Table 76).

The highest average ACT scores for Iowa students were reported in the planned majors of mathematics, letters (letters consist of preparation in the following areas; classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics) engineering, and sciences, respectively. Letters, mathematics, cross-disciplinary studies, foreign languages, and science were the highest reported average scores for the nation.

Students with planned majors in education and teacher education ranked 17th and 16th respectively, for Iowa; and 16.5 for the nation in 1999 (Table 77).

Table 76

ACT COMPOSITE SCORES BY PLANNED EDUCATIONAL MAJORS 1990-1999

Planned Major		Average ACT Composite Score										1999 Number of Students
		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	
Agriculture & Agriculture Technologies	Iowa	20.3	20.0	19.8	20.1	20.2	20.3	20.4	20.4	20.6	20.3	903
	Nation	19.5	19.0	19.0	19.2	19.2	19.2	19.4	19.5	19.4	19.3	20,138
Agriculture & Environmental Design	Iowa	21.2	21.9	21.2	21.2	21.5	21.7	21.7	22.0	21.8	21.8	563
	Nation	20.5	20.5	20.4	20.4	20.4	20.5	20.7	20.8	20.9	20.8	21,644
Business & Management	Iowa	21.5	21.4	21.2	21.4	21.4	21.2	21.5	21.6	21.6	21.5	2,830
	Nation	20.2	20.2	20.1	20.2	20.2	20.3	20.4	20.5	20.6	20.6	105,414
Business & Office	Iowa	18.2	18.9	18.6	19.1	19.1	18.8	18.8	19.1	19.6	19.4	240
	Nation	17.4	17.7	17.5	17.6	17.7	17.7	18.0	18.0	18.2	18.3	7,908
Marketing & Distribution	Iowa	19.1	18.7	19.1	19.2	19.7	19.3	19.4	19.8	20.2	20.5	136
	Nation	19.0	18.7	18.6	18.6	18.7	18.8	19.0	19.2	19.4	19.6	6,173
Communications & Comm. Tech.	Iowa	21.9	21.7	21.8	21.6	21.9	21.9	22.1	22.3	22.4	22.3	911
	Nation	20.8	20.9	20.9	20.9	20.9	21.0	21.2	21.2	21.4	21.5	38,398
Community & Personal Service	Iowa	19.3	19.3	19.2	19.5	19.5	19.4	19.5	19.7	20.0	19.9	773
	Nation	18.3	18.3	18.3	18.5	18.5	18.6	18.6	18.7	18.9	18.8	28,372
Computer and Information Science	Iowa	22.3	22.1	22.0	22.1	22.6	22.5	22.8	22.9	23.1	23.0	903
	Nation	20.1	20.0	20.0	20.3	20.5	20.8	20.9	21.1	21.4	21.4	37,162
Cross-Disciplinary Studies	Iowa	22.3	22.7	22.7	21.9	24.0	23.6	23.7	22.3	23.4	23.7	20
	Nation	21.7	23.3	23.3	23.0	23.3	23.1	23.2	23.5	23.0	23.8	833
Education	Iowa	21.0	21.0	20.7	20.9	21.1	20.8	20.8	21.0	21.2	20.9	1,526
	Nation	20.0	20.0	20.0	20.1	20.1	20.1	20.1	20.2	20.3	20.3	54,482
Teacher Education	Iowa	20.7	21.3	21.0	21.1	21.1	21.0	21.3	21.3	21.6	21.2	902
	Nation	19.7	20.0	20.0	20.1	20.1	20.1	20.2	20.3	20.4	20.3	34,582
Engineering	Iowa	24.9	24.4	24.4	24.8	24.7	24.7	24.6	24.8	24.7	24.1	1,389
	Nation	23.0	22.9	22.9	23.0	22.9	22.8	22.7	22.9	22.8	22.6	65,776
Engineering-Related Technologies	Iowa	21.5	21.6	21.3	21.9	22.1	21.9	21.8	22.6	22.5	22.3	368
	Nation	20.1	20.5	20.5	20.5	20.5	20.5	20.6	20.9	21.1	21.1	16,264
Foreign Language	Iowa	23.5	24.1	23.8	24.1	24.0	23.6	24.2	23.0	24.0	24.0	88
	Nation	22.8	23.0	22.9	23.0	23.0	23.0	23.1	23.1	23.4	23.5	3,595
Health Science & Allied Health Fields	Iowa	22.1	22.1	21.9	22.0	22.1	22.1	22.3	22.3	22.4	22.2	3,789
	Nation	20.6	20.6	20.5	20.6	20.7	20.7	20.9	20.9	21.0	20.9	180,349
Home Economics	Iowa	18.6	19.0	18.7	19.1	19.1	19.2	19.6	19.6	19.7	19.4	208
	Nation	18.1	18.2	18.2	18.2	18.3	18.4	18.7	18.9	18.8	18.9	7,388
Letters	Iowa	24.7	25.1	24.3	25.6	24.7	24.7	25.1	25.1	25.1	24.8	174
	Nation	24.5	24.4	24.5	24.5	24.3	24.5	24.6	24.8	24.7	24.6	7,196
Mathematics	Iowa	26.0	25.1	25.2	24.8	25.7	25.1	25.2	25.8	25.7	25.6	116
	Nation	24.1	24.0	23.9	24.0	24.1	24.1	24.2	24.3	24.4	24.3	3,969
Philosophy, Religion & Theology	Iowa	21.4	23.1	21.9	21.7	22.1	23.3	23.0	23.6	23.4	23.3	169
	Nation	21.4	21.7	21.7	21.8	21.9	22.2	22.3	22.4	22.4	22.4	6,723
Sciences	Iowa	24.5	23.9	24.6	24.2	24.3	24.2	23.9	24.2	24.3	24.1	1,109
	Nation	23.4	23.3	23.3	23.3	23.3	23.3	23.4	23.5	23.5	23.3	48,297
Social Sciences	Iowa	22.9	22.6	22.7	22.7	22.6	22.7	22.8	22.9	23.1	23.0	1,796
	Nation	21.6	21.5	21.5	21.5	21.6	21.6	21.7	21.8	22.0	21.9	81,121
Trade & Industrial	Iowa	19.7	19.5	20.2	19.9	19.2	19.4	19.3	19.8	19.8	19.3	341
	Nation	18.4	18.7	18.7	18.6	18.5	18.5	18.5	18.7	18.8	18.8	11,340
Visual & Performing Arts	Iowa	21.3	22.2	21.5	21.8	22.0	22.1	22.1	22.3	22.5	22.1	1,334
	Nation	20.5	20.7	20.7	20.9	21.0	21.0	21.2	21.3	21.3	21.3	55,330

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Table 77

**1999 AVERAGE ACT COMPOSITE SCORES BY
PLANNED EDUCATIONAL MAJORS, RANK BY IOWA SCORES**

Planned Major	Iowa Score	Iowa Rank	National Score	National Rank
Mathematics	25.6	1	24.3	2
Letters	24.8	2	24.6	1
Engineering	24.1	3.5	22.6	6
Sciences	24.1	3.5	23.3	5
Foreign Language	24.0	5	23.5	4
Cross-Disciplinary Studies	23.7	6	23.8	3
Philosophy, Religion, & Theology	23.3	7	22.4	7
Computer & Information Science	23.0	8.5	21.4	10
Social Sciences	23.0	8.5	21.9	8
Communication and Communication Tech.	22.3	10.5	21.5	9
Engineering-Related Technologies	22.3	10.5	21.1	12
Health Science & Allied Health Fields	22.2	12	20.9	13
Visual & Performing Arts	22.1	13	21.3	11
Architecture & Environmental Design	21.8	14	20.8	14
Business & Management	21.5	15	20.6	15
Teacher Education	21.2	16	20.3	16.5
Education	20.9	17	20.3	16.5
Marketing & Distribution	20.5	18	19.6	18
Agriculture & Agriculture Technologies	20.3	19	19.3	19
Community & Personal Services	19.9	20	18.8	21.5
Business & Office	19.4	21.5	18.3	23
Home Economics	19.4	21.5	18.9	20
Trade & Industrial	19.3	23	18.8	21.5

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Average ACT Scores by Enrollment Category

Average ACT scores for each of the four ACT tests, English, mathematics, reading, and science reasoning, as well as composite scores for 1999 reflected increases with successive increases in enrollment categories (Table 78). ACT scores for the largest enrollment category were lower than scores for the 2,500-7,499 category across all tests. Compared to ACT average scores for 1998, scores generally were lower across all enrollment categories for all tests, including composite scores in 1999.

Table 78

IOWA AVERAGE ACT SCORES BY ENROLLMENT CATEGORY 1998 AND 1999

Enrollment Category	Number of Students		Average ACT Scores									
			English		Math		Reading		Science Reasoning		Composite	
	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999	1998	1999
<250	82	78	19.7	18.7	20.5	19.0	20.9	19.2	21.6	20.3	20.8	19.4
250-300	737	737	20.6	20.4	20.9	20.4	21.5	21.0	21.5	21.3	21.3	20.9
400-599	1,601	1,677	20.9	21.1	21.2	21.0	21.8	21.6	22.1	21.8	21.6	21.5
600-999	4,052	4,127	21.2	21.1	21.6	21.3	22.0	21.8	22.3	22.0	21.9	21.7
1,000-2,499	5,930	5,849	21.3	21.5	21.9	21.6	22.2	22.2	22.4	22.2	22.1	22.0
2,500-7,499	3,968	4,136	22.0	22.0	22.8	22.4	22.9	22.8	22.9	22.6	22.8	22.6
7,500+	4,183	4,338	21.7	21.8	22.3	22.1	22.7	22.7	22.5	22.2	22.4	22.3
Other*	3,680	3,887										
State	24,233	24,829	21.5	21.5	21.9	21.6	22.3	22.2	22.4	22.1	22.1	22.0

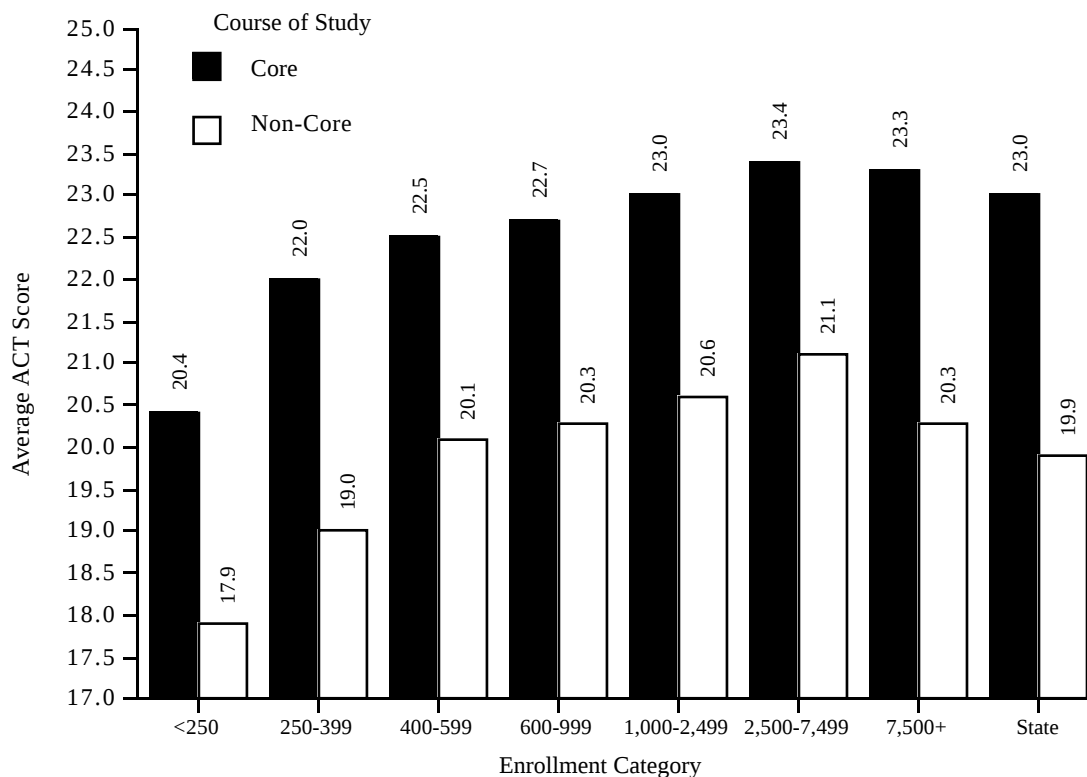
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION
CERTIFIED ENROLLMENT FILE.

NOTE*: "OTHER" INCLUDES STUDENTS NOT REPORTING DISTRICT ATTENDED, AND ALSO INCLUDES NONPUBLIC STUDENTS.

Average ACT composite scores for students completing core and non-core programs are reported by enrollment category in Figure 38 and Table 79. As with previous years, 1999 average ACT scores for Iowa students were substantially higher for students completing core high school programs than for students completing non-core programs in each of the seven enrollment categories. As in 1998, 1999 average scores for core completers and non-core completers generally increased with successive increases in enrollment categories through the 2,500-7,499 enrollment category.

Figure 38

1999 AVERAGE ACT COMPOSITE SCORES FOR IOWA PUBLIC HIGH SCHOOL GRADUATES BY ENROLLMENT CATEGORY AND COURSE OF STUDY



SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION CERTIFIED ENROLLMENT FILE.

Table 79

AVERAGE ACT COMPOSITE SCORES FOR IOWA PUBLIC HIGH SCHOOL GRADUATES BY ENROLLMENT CATEGORY AND COURSE OF STUDY

Enrollment Category	Course of Study			
	Core	Non-core		
	1998	1999	1998	1999
<250	22.4	20.4	18.2	17.9
250-399	22.3	22.0	19.2	19.0
400-599	22.3	22.5	20.0	20.1
600-999	22.6	22.7	20.0	20.3
1,000-2,499	22.9	23.0	20.4	20.6
2,500-7,499	23.4	23.4	20.6	21.1
7,500+	23.1	23.3	20.1	20.3
State	23.2	23.0	20.0	19.9

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT MAGNETIC TAPE; IOWA DEPARTMENT OF EDUCATION CERTIFIED ENROLLMENT FILE.

Iowa Student ACT Scores Compared to Self-Reported High School Performance

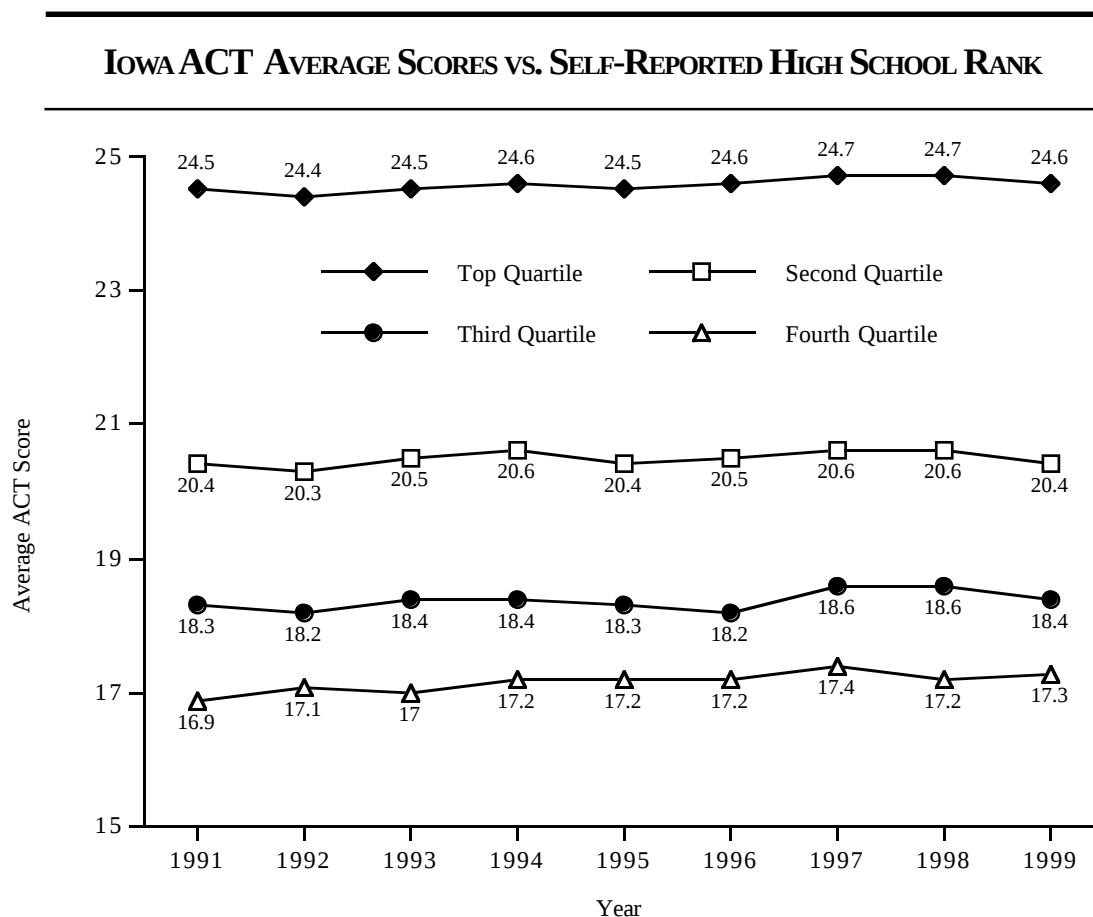
Average ACT scores for Iowa graduates are reported in Table 80 and in Figure 39 by two separate self-reported measures of high school performance. Iowa student scores are reported by grade point average (GPA) and by high school rank, as denoted by quartiles. As has historically been the case, students reporting the highest GPAs had the highest average ACT scores. Scores for each successively higher GPA category reflected increases for each of the four ACT tests and for composite scores.

Table 80

1999 IOWA AVERAGE ACT SCORES VS. SELF-REPORTED HIGH SCHOOL GRADE POINT AVERAGE (GPA)							
GPA	Number*	Percent	Average ACT Scores				
			English	Math	Reading	Science Reasoning	Composite
3.5+	9,607	41.5%	24.7	24.8	25.3	24.6	25.0
3.0 - 3.49	6,559	28.3	20.8	20.8	21.5	21.6	21.3
2.5 - 2.99	4,309	18.6	18.8	19.0	19.5	20.0	19.4
2.0 - 2.49	2,156	9.3	17.3	17.8	18.0	18.8	18.1
<2.0	528	2.3	16.1	16.8	17.0	17.9	17.1

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.
NOTE*: NUMBER OF NONREPORTED STUDENTS WAS 1,670.

Figure 39



Patterns for average ACT composite scores, when grouped by self-reported class rank, by quartile, reflected markedly similar results over time.

Advanced Placement

The College Board administers the Advanced Placement Program (AP). The AP program provides high school students an opportunity to earn college credit for designated high school courses. AP examinations are scored on a five-point scale. AP scores are as follows: a score of one (1) carries no recommendation for college credit, two (2) is interpreted as possibly qualified, three (3) indicates qualified, four (4) indicates well qualified, and five (5) indicates a student is extremely well qualified.

Participation of high school students in AP increased from nearly 324,000 students in 1990 to more than 618,000 students nationwide in 1998, an increase of about 90 percent. In terms of the number of AP exams taken across the nation, more than 480,000 exams were taken by high school students in 1990, compared to nearly 992,000 exams in 1998 (Table 81).

Table 81

AVERAGE ADVANCED PLACEMENT EXAMINATION SCORES FOR ALL CANDIDATES — 1993 TO 1998													
	1993		1994		1995		1996		1997		1998		
	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score	
Iowa	2,788	3.13	3,037	3.27	3,627	3.11	4,112	3.14	4,647	3.11	4,874	3.13	
Nation	623,933	3.00	684,449	3.06	767,881	2.96	824,329	2.99	899,463	3.02	991,952	3.02	

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.

The number of exams taken by Iowa AP candidates increased from 1,797 in 1990, to 4,874 in 1998. Table 82 presents information on the number of Iowa AP candidates and the number of AP exams taken since 1988. The average yearly increases in the number of Iowa AP candidates and exams taken were 12.7 percent and 16.9 percent respectively. Since 1988, the number of Iowa AP candidates has increased by about 228 percent while the number of AP exams taken by Iowa candidates increased more than 360 percent.

Table 82

NUMBER OF AP EXAMINATIONS TAKEN BY IOWA STUDENTS, 1989-1998				
Year	Number of Candidates	% Increase in Candidates from Prior Year	Number of Exams	Percent Increase in Exams from Prior Year
1989	1,221	—	1,536	—
1990	1,375	12.6	1,797	17.0
1991	1,475	7.3	2,023	12.6
1992	1,649	15.2	2,289	13.1
1993	2,030	19.5	2,788	21.8
1994	2,279	17.2	3,037	8.9
1995	2,601	9.3	3,627	19.4
1996	2,929	12.6	4,112	13.4
1997	3,313	13.1	4,647	13.0
1998	3,470	4.7	4,874	4.9

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA SUMMARY REPORTS.

The percentage of Iowa schools participating in Advanced Placement has shown incremental increases each year since 1991, increasing from 18 percent in 1991 to more than 36 percent in 1998. Figures for the nation indicate that 53.8 percent of schools participated in AP in 1998 (Table 83). Iowa ranked 40th of the 50 states and the District of Columbia in the percentage of schools participating in the Advanced Placement Program in 1998.

Table 83

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT

Rank Based on 1998 Data	State	Year							
		1998	1997	1996	1995	1994	1993	1992	1991
1	New Jersey	83.7	85.0	85	83	80	78	77	75
2.5	Connecticut	82.3	82.1	84	80	78	78	77	77
2.5	Massachusetts	82.3	80.4	80	78	78	75	74	73
4.5	New York	74.6	73.7	72	71	69	68	66	65
4.5	Rhode Island	74.6	72.6	74	73	68	63	66	59
6	Maryland	74.1	72.5	71	69	72	69	68	68
7	Hawaii	73.3	69.9	68	65	65	72	68	65
8	District of Columbia	73.2	82.5	100	100	78	81	76	97
9	Utah	71.6	73.0	70	70	74	68	69	63
10	South Carolina	70.0	70.6	70	70	67	66	65	65
11	California	69.7	68.9	69	66	65	64	63	60
12.5	Vermont	69.5	74.7	66	66	61	65	61	56
12.5	Virginia	69.5	69.4	70	68	69	69	67	66
14	New Hampshire	69.0	71.2	68	69	62	60	58	53
15	North Carolina	63.3	63.9	64	64	67	67	60	57
16	Pennsylvania	60.6	60.9	60	56	53	52	51	48
17	Wisconsin	60.1	56.9	56	52	52	47	46	36
18	Kentucky	60.0	62.5	62	58	60	59	58	53
19	Ohio	59.7	58.5	58	56	53	54	53	51
20	Georgia	58.5	57.8	59	59	61	60	53	49
21	Florida	57.5	56.8	57	55	55	55	52	52
22	Maine	57.4	58.5	58	54	56	53	50	45
23	Texas	56.9	56.3	51	45	38	35	32	29
24	Indiana	56.2	56.4	55	55	57	53	49	45
25	West Virginia	55.3	57.5	63	64	60	59	59	55
26	Washington	54.7	52.8	53	48	47	48	50	48
27	Michigan	54.1	53.1	52	50	51	51	48	47
28	Arizona	53.9	46.6	57	51	55	55	54	52
	United States	53.8	52.9	52	50	49	48	46	44
29	Illinois	51.8	52.2	50	49	47	45	44	42
30	Tennessee	50.6	50.2	50	47	45	45	43	44
31	Oregon	48.5	42.5	44	45	44	45	44	40
32	Colorado	47.8	47.9	50	50	47	47	44	43
33	Delaware	47.4	46.8	46	42	62	62	58	58
34	New Mexico	43.9	39.0	42	40	39	34	31	28
35	Minnesota	43.1	43.1	44	42	35	34	30	30
36	Idaho	42.7	42.8	39	41	37	40	35	37
37	Nevada	40.2	52.2	56	53	52	52	48	44
38	Mississippi	38.2	36.4	38	33	34	30	31	31
39	Alabama	36.9	41.9	44	45	45	46	46	45
40	Iowa	36.3	31.9	29	30	27	25	22	18
41	Montana	32.3	35.0	31	31	28	27	26	22
42	Arkansas	30.5	30.2	27	22	23	21	20	19
43	Wyoming	29.1	30.4	30	30	34	34	33	31
44	Missouri	27.1	24.9	26	26	24	20	19	20
45	Oklahoma	24.8	18.0	16	17	17	15	15	16
46	Kansas	24.1	22.8	24	25	22	20	20	18
47	Louisiana	23.8	23.9	24	25	24	24	23	21
48	Nebraska	22.7	21.7	19	22	20	21	20	18
49	South Dakota	19.0	15.9	14	19	9	9	7	12
50	Alaska	12.8	11.7	12	12	13	12	10	10
51	North Dakota	7.6	7.4	7	5	5	5	5	4

 SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS, 1991-1998.

Table 84 reflects AP participation in terms of the number of AP exams per 1,000 eleventh and twelfth grade students. In 1998, Iowa ranked 46th of the 50 states and the District of Columbia with 54 AP examinations per 1,000 eleventh and twelfth grade students. The average for the nation in 1998 was 150 per 1,000. The number of Iowa AP exams per 1,000, 11th and 12th graders has doubled since 1991.

Table 84

NUMBER OF ADVANCED PLACEMENT EXAMS PER 1,000 11TH & 12TH GRADERS									
Rank Based on 1998 Data	State	1998	1997	1996	1995	1994	1993	1992	1991
1	District of Columbia	359	331	277	249	251	221	220	283
2	New York	256	237	218	195	192	180	170	157
3	Virginia	249	241	227	221	209	184	170	161
4	Utah	231	232	221	229	239	215	211	193
5	California	221	206	195	178	167	157	147	139
6	Connecticut	218	188	171	152	144	138	134	123
7	Maryland	216	201	188	177	164	157	145	135
8	Florida	215	183	197	190	189	171	181	156
9	Massachusetts	213	202	180	162	153	145	134	121
10	New Jersey	210	206	195	163	155	143	136	121
11	South Carolina	191	184	178	171	165	152	141	130
12	North Carolina	190	178	167	170	145	119	95	81
13	Delaware	176	168	155	136	132	135	120	103
14	Hawaii	157	142	129	140	136	127	129	118
	United States	150	139	130	122	116	106	98	89
15	Alaska	150	108	101	91	97	103	98	94
16	Texas	149	136	115	103	82	69	57	52
17	Colorado	147	131	124	119	122	121	123	115
18.5	Illinois	144	136	130	122	115	106	101	90
18.5	Georgia	144	122	110	144	154	125	85	77
20	New Hampshire	138	127	122	111	95	91	83	74
21	Rhode Island	131	122	118	104	98	90	89	86
22	Vermont	123	107	94	87	102	94	84	82
23.5	Maine	118	125	104	96	84	80	71	63
23.5	Nevada	118	100	103	101	97	87	80	80
25	Wisconsin	117	106	96	85	74	64	48	39
26	Pennsylvania	116	110	102	91	90	86	79	72
27	Michigan	112	107	105	91	84	82	76	70
28	Arizona	107	102	98	92	105	94	85	66
29	Minnesota	105	80	75	77	51	46	40	35
30	Tennessee	104	97	94	88	89	80	74	70
31	Ohio	103	96	88	83	72	68	63	55
32	Kentucky	98	94	86	79	78	74	69	59
33	Indiana	91	89	97	92	84	68	59	50
34	Alabama	84	94	88	88	81	73	70	62
35	New Mexico	83	80	76	74	78	74	80	72
36	Washington	82	74	63	57	60	58	57	54
37	Oregon	75	70	58	60	65	65	65	61
38	Montana	72	64	63	52	51	44	44	41
39	Oklahoma	71	56	49	45	51	48	42	37
40	South Dakota	68	48	37	35	23	24	18	18
41	Idaho	67	60	46	50	56	52	47	44
42	West Virginia	66	72	68	68	62	58	55	48
43	Arkansas	62	54	42	41	37	32	29	29
44	Mississippi	58	58	54	48	45	39	38	36
45	Missouri	56	51	48	47	47	44	38	34
46	Iowa	54	53	48	44	39	37	31	27
47	Kansas	51	48	47	41	40	38	35	36
48	Nebraska	50	49	44	48	46	47	41	39
49	Louisiana	42	39	38	36	39	37	34	34
50	North Dakota	38	28	32	24	21	19	19	19
51	Wyoming	31	30	34	45	48	42	42	33

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS, 1991-1998.

Iowa AP exam score distributions are presented in Table 85 and Figure 40. The data reflect that the percentage of Iowa students with AP scores from one through five remained relatively constant across the period from 1990 to 1998. The majority of Iowa exam scores, generally around 70 percent, were three (3) (qualified) or above for each year shown. The percentage of exams rated as one (1) and two (2) (no recommendation and possibly qualified) in general, ranged from about 30 percent to 25 percent for the nine year period.

Table 85

**ADVANCED PLACEMENT EXAM SCORE DISTRIBUTION FOR
IOWA STUDENTS - 1990-1998**

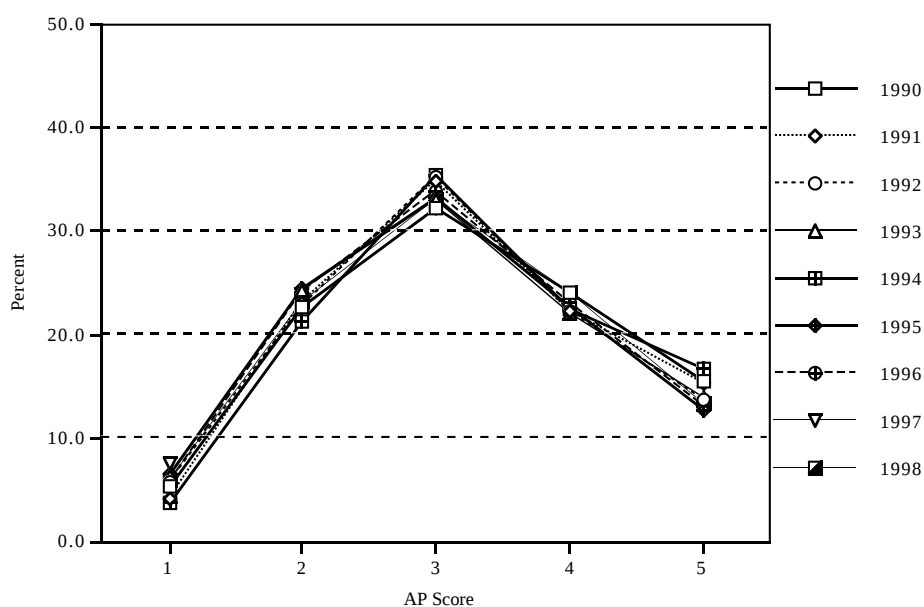
Year	AP Score Distributions				
	1	2	3	4	5
1990	5.4%	22.7%	32.2%	24.1%	15.6%
1991	4.3	23.1	34.9	22.4	15.3
1992	5.9	22.7	35.3	22.3	13.8
1993	6.5	24.4	33.0	22.2	13.9
1994	3.8	21.4	35.5	22.6	16.7
1995	6.6	24.6	33.2	22.8	12.8
1996	5.8	24.1	33.9	23.1	13.2
1997	7.6	23.4	32.3	23.8	12.9
1998	6.1	23.1	33.1	24.1	13.4

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.

NOTE: AP SCORE OF 1 = CARRIES NO RECOMMENDATION, 2 = POSSIBLY QUALIFIED, 3 = QUALIFIED, 4 = WELL QUALIFIED
5 = EXTREMELY WELL QUALIFIED.

Figure 40

**ADVANCED PLACEMENT EXAM SCORE DISTRIBUTION
1990-1998**



SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.

NOTE: AP SCORE OF 1 = CARRIES NO RECOMMENDATION, 2 = POSSIBLY QUALIFIED, 3 = QUALIFIED, 4 = WELL QUALIFIED
5 = EXTREMELY WELL QUALIFIED.

The distribution of AP exam scores for males and females is shown in Tables 86 and 87 and in Figures 41 and 42. In general, the distributions of exam scores for all years are similar in nature for males and females, although a higher percentage of exams taken by males were scored four (4) and five (5) well qualified and extremely well qualified) than for females and a higher percentage of females received exam scores of two (2) and three (3) (possibly qualified and qualified) than males.

In particular, the percentage of males with AP scores of five (5) (extremely well qualified) was, in general, about five percentage points higher than for females for all years shown.

Table 86

ADVANCED PLACEMENT SCORE DISTRIBUTION OF IOWA MALES					
Year	AP Score Distributions				
	1	2	3	4	5
1990	5.5%	19.2%	31.0%	24.6%	19.7%
1991	4.6	19.5	34.6	23.3	18.0
1992	6.1	20.8	32.9	24.0	16.2
1993	6.6	24.5	29.8	23.7	15.4
1994	3.4	19.4	33.7	25.0	18.5
1995	6.6	22.4	30.8	24.1	16.1
1996	5.3	22.3	32.0	24.5	15.9
1997	7.5	21.5	31.4	24.4	15.2
1998	6.1	21.7	31.7	24.8	15.7

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.
 NOTE: AP SCORE OF 1 = CARRIES NO RECOMMENDATION, 2 = POSSIBLY QUALIFIED, 3 = QUALIFIED, 4 = WELL QUALIFIED
 5 = EXTREMELY WELL QUALIFIED.

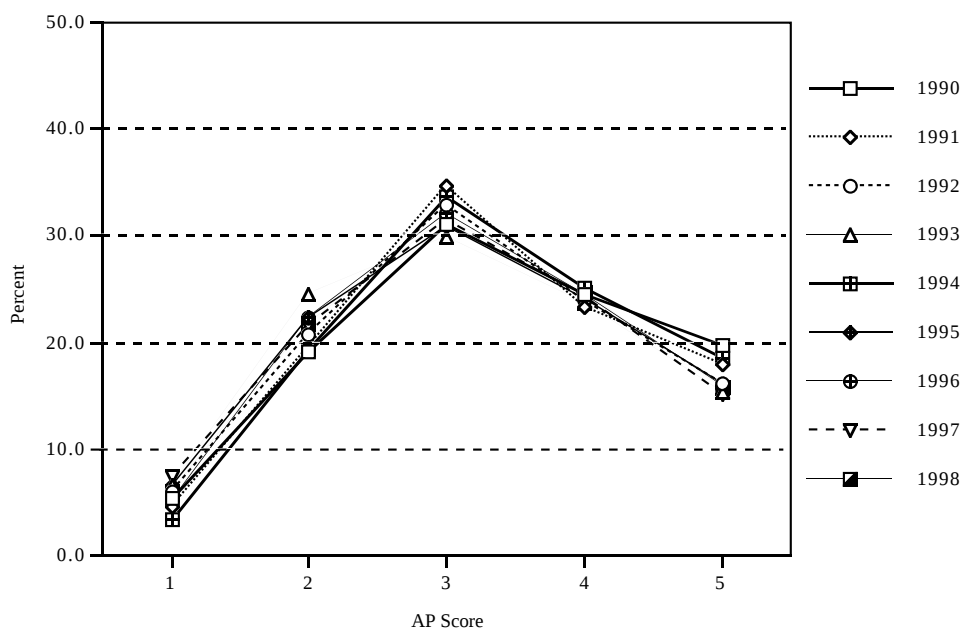
Table 87

ADVANCED PLACEMENT SCORE DISTRIBUTION OF IOWA FEMALES					
Year	AP Score Distributions				
	1	2	3	4	5
1990	5.5%	26.9%	33.6%	23.5%	10.7%
1991	3.9	27.1	35.2	21.4	12.4
1992	5.5	24.8	38.1	20.4	11.2
1993	6.3	24.4	35.9	20.8	12.6
1994	4.2	23.3	37.3	20.2	15.0
1995	6.6	26.6	35.5	21.6	9.7
1996	6.3	25.8	35.7	21.6	10.6
1997	7.8	25.5	33.1	23.1	10.5
1998	6.3	25.7	35.5	22.1	10.4

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.
 NOTE: AP SCORE OF 1 = CARRIES NO RECOMMENDATION, 2 = POSSIBLY QUALIFIED, 3 = QUALIFIED, 4 = WELL QUALIFIED
 5 = EXTREMELY WELL QUALIFIED.

Figure 41

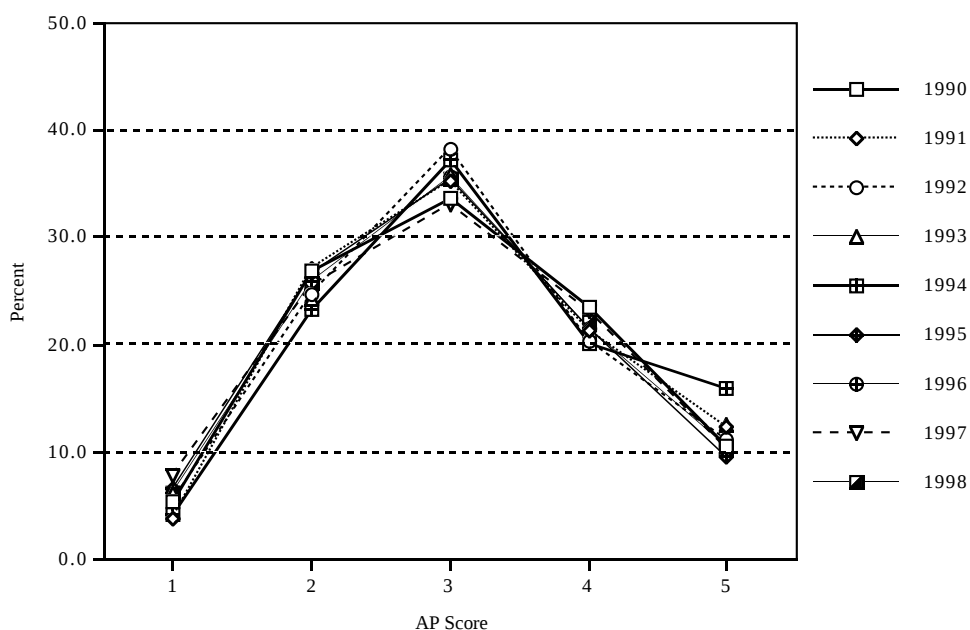
ADVANCED PLACEMENT SCORE DISTRIBUTION OF IOWA MALES



SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.
 NOTE: AP SCORE OF 1 = CARRIES NO RECOMMENDATION, 2 = POSSIBLY QUALIFIED, 3 = QUALIFIED, 4 = WELL QUALIFIED
 5 = EXTREMELY WELL QUALIFIED.

Figure 42

ADVANCED PLACEMENT SCORE DISTRIBUTION OF IOWA FEMALES

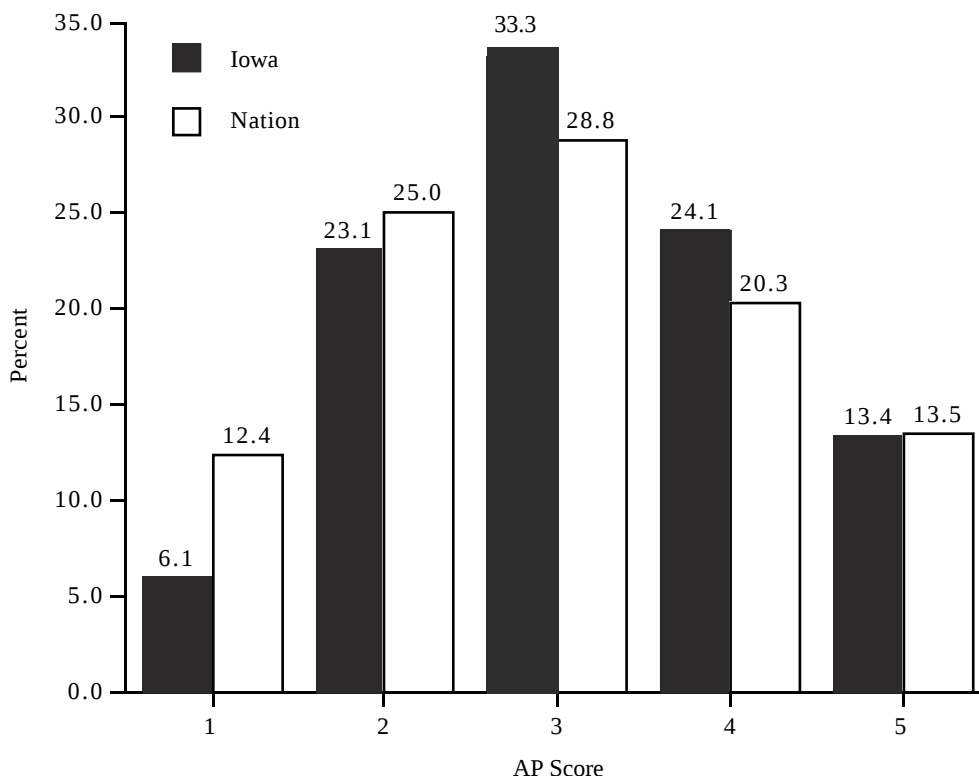


SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.
 NOTE: AP SCORE OF 1 = CARRIES NO RECOMMENDATION, 2 = POSSIBLY QUALIFIED, 3 = QUALIFIED, 4 = WELL QUALIFIED
 5 = EXTREMELY WELL QUALIFIED.

Figure 43 compares AP exam scores for Iowa and the nation for 1998. Compared to the nation, the percentage of Iowa exams scored as one (1) and two (2) (no recommendation and possibly qualified) were less than the percentage for the nation. Iowa also had a higher percentage of AP exams with scores of three (3) and four (4) qualified and well qualified) than the nation and a slightly lower percentage than the nation of AP exams scored as five (5) (extremely well qualified).

Figure 43

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA AND THE NATION - 1998



SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS.

NOTE: AP SCORE OF 1 = CARRIES NO RECOMMENDATION, 2 = POSSIBLY QUALIFIED, 3 = QUALIFIED, 4 = WELL QUALIFIED
5 = EXTREMELY WELL QUALIFIED.

Scholastic Assessment Test (SAT)

The Scholastic Assessment Test (SAT), published by The College Board, is a college entrance examination. Only about five percent of Iowa high school graduates take the SAT, primarily since the majority of Iowa graduates attend colleges and universities that do not require SAT scores for admission. The SAT scores presented in this section are provided from the SAT Reasoning Test. The SAT Reasoning Test provides both a verbal score and a mathematics score. Score values on each of the two test parts range from a low of 200 to a high of 800.

In 1999, 1.2 million students nationwide took the SAT. A total of 1,873 Iowa graduates participated in the SAT. These figures represented 43 percent of the nation's graduates and five percent of Iowa graduates.

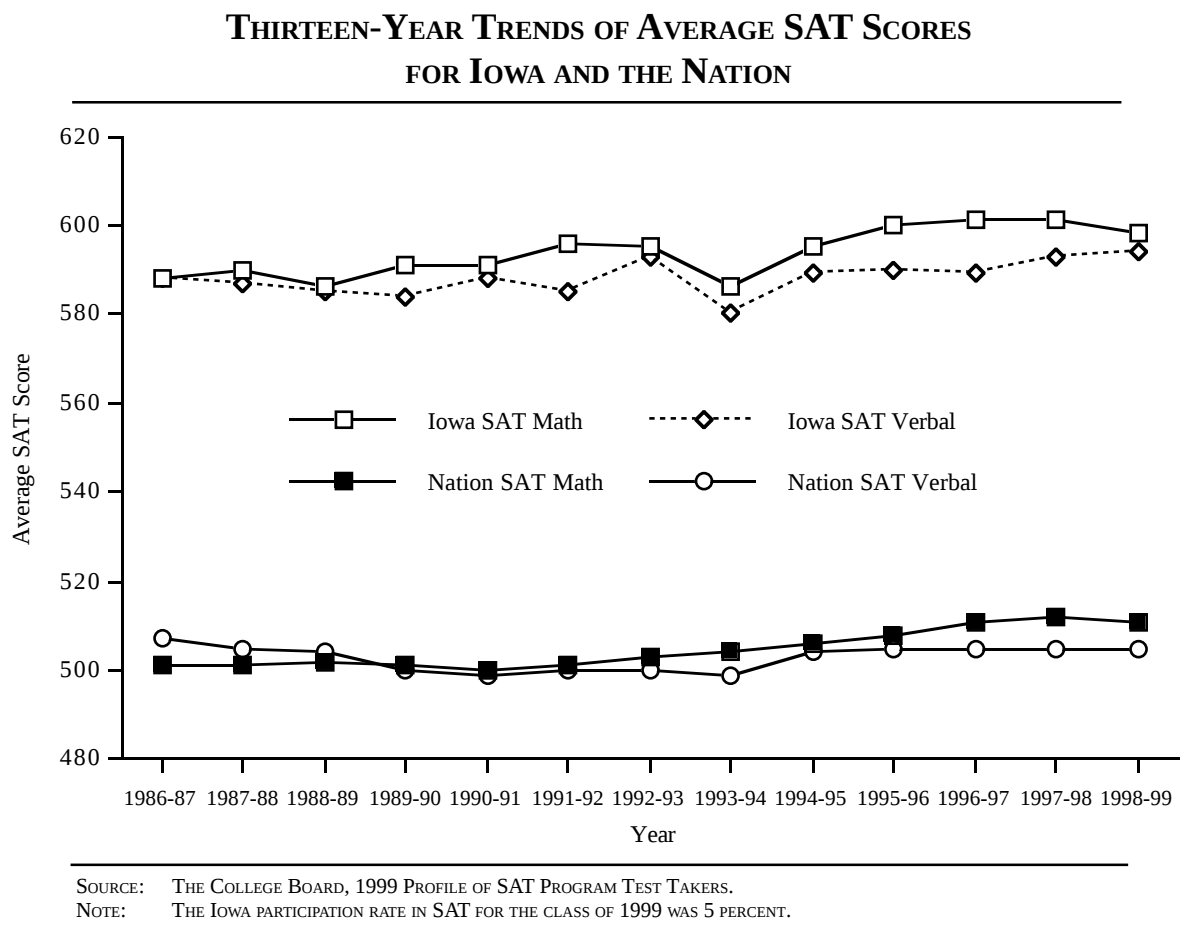
A comparison of average Iowa SAT scores and scores for the nation is presented in Table 88 and Figure 44. Iowa verbal and mathematics scores were substantially above average scores for the nation from 1986-87 through 1998-99. SAT average verbal scores for 1998-99 were at an all time high of 594 while average mathematics scores were down slightly from the all time high of 601 in 1996-97 and 1997-98 for Iowa.

Table 88

THIRTEEN-YEAR TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1987-1999				
Year	SAT Verbal		SAT Math	
	Iowa	Nation	Iowa	Nation
1986-87	588	507	588	501
1987-88	587	505	590	501
1988-89	585	504	586	502
1989-90	584	500	591	501
1990-91	588	499	591	500
1991-92	585	500	596	501
1992-93	593	500	595	503
1993-94	580	499	586	504
1994-95	589	504	595	506
1995-96	590	505	600	508
1996-97	589	505	601	511
1997-98	593	505	601	512
1998-99	594	505	598	511

SOURCE: THE COLLEGE BOARD, 1999 PROFILE OF SAT PROGRAM TEST TAKERS.
NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 1999 WAS 5 PERCENT.

Figure 44



Average SAT scores for Iowa and midwest states are reported in Table 89 for 1989 and for 1996 through 1999. In all years except 1996 and 1999 average SAT verbal and mathematics scores for Iowa students ranked first in the nation. In 1996, Iowa ranked second behind North Dakota on verbal scores and was tied with Minnesota for second on the mathematics test behind North Dakota in 1999.

Table 89

AVERAGE SAT SCORES FOR IOWA, THE NATION AND MIDWEST STATES 1989, 1996-1999											
Nation and State	1989		1996		1997		1998		1999		% of Graduates Taking SAT in 1999
	V	M	V	M	V	M	V	M	V	M	
Iowa	585	585	590	600	589	601	593	601	594	598	5 %
Nation	504	502	505	508	505	511	505	512	505	511	43
Illinois	537	539	564	575	562	578	564	581	569	585	12
Kansas	569	561	579	571	578	575	582	585	578	576	9
Minnesota	550	550	582	593	582	592	585	598	586	598	9
Missouri	546	538	570	569	567	568	570	573	572	572	8
Nebraska	562	560	567	568	562	564	565	571	568	571	8
North Dakota	574	581	596	599	588	595	590	599	594	605	5
South Dakota	573	560	574	566	574	570	584	581	585	588	4
Wisconsin	553	554	577	586	579	590	581	594	584	595	7
Iowa Rank in Nation	1	1	2	1	1	1	1	1	1	2*	

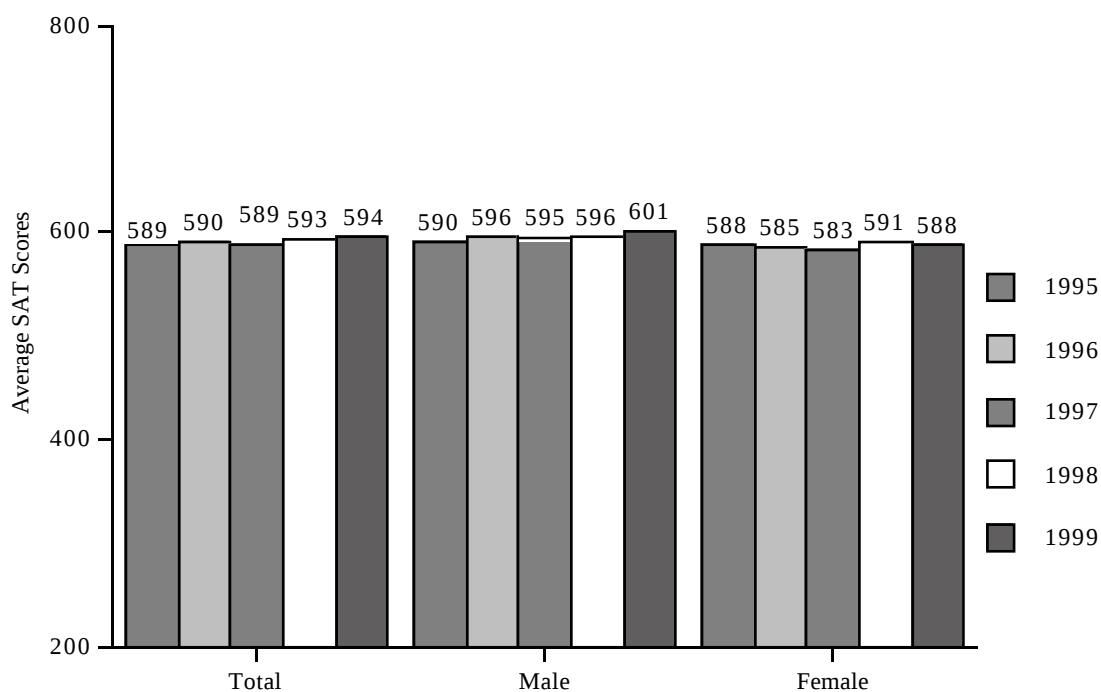
SOURCE: THE COLLEGE BOARD, 1999 PROFILE OF SAT PROGRAM TEST-TAKERS.

NOTE: *INDICATES A TIE.

Average SAT verbal and mathematics scores for Iowa graduates are shown by gender in Figures 45 and 46 for 1995 through 1999. Males scored higher on both the verbal and mathematics tests than females in all years presented, with the most pronounced differences occurring on the mathematics test. Both verbal and mathematics average scores for males showed a general increase for the years reported while average scores for females were generally stable.

Figure 45

IOWA AVERAGE SAT VERBAL SCORES BY GENDER

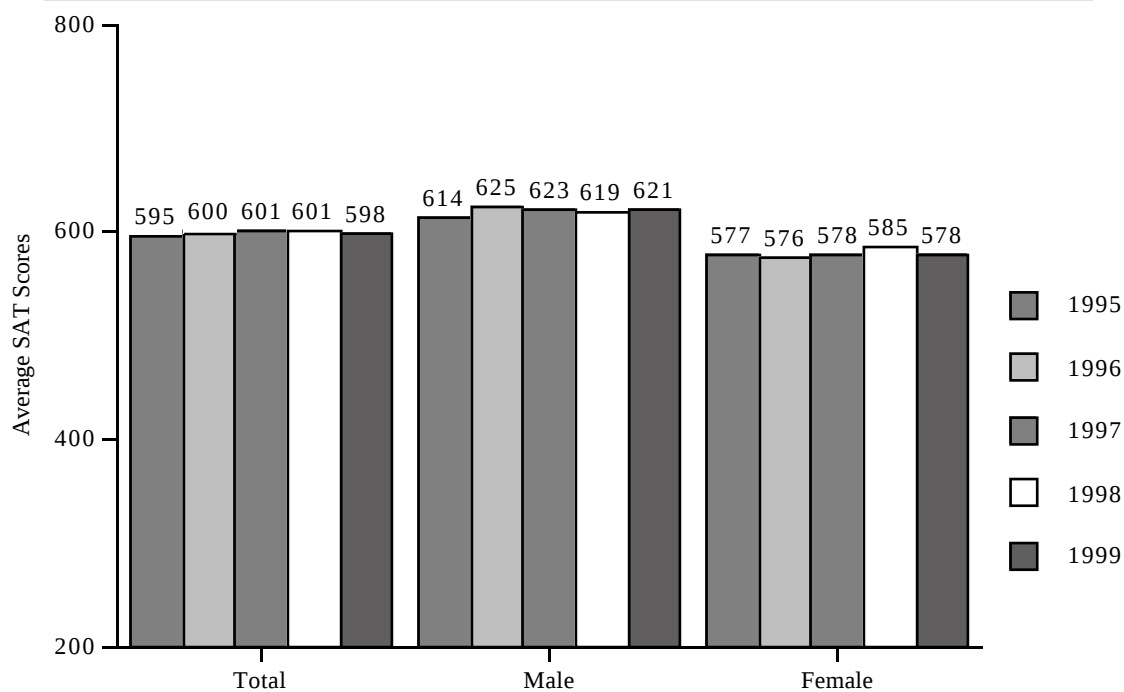


SOURCE: THE COLLEGE BOARD, 1999 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 1999 WAS 5 PERCENT.

Figure 46

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER



SOURCE: THE COLLEGE BOARD, 1999 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 1999 WAS 5 PERCENT.

Postsecondary Enrollment Options

Chapter 261C of the Iowa Code, Postsecondary Enrollment Options Act, makes provisions for Iowa high school students to earn college credit for courses taken while students are enrolled in high school. Students eligible to take postsecondary enrollment option courses are defined by the Iowa Code as “a ninth or tenth grade pupil who is identified according to the district’s gifted and talented criteria and procedures as a gifted and talented child, or an eleventh or twelfth grade pupil.” School districts with students who participate in postsecondary enrollment options courses at postsecondary institutions are required to pay a tuition reimbursement amount to the postsecondary institution equal to the lesser of “actual and customary costs of tuition, textbooks, materials, and fees directly related to the course taken by the eligible student” or the sum of \$250.

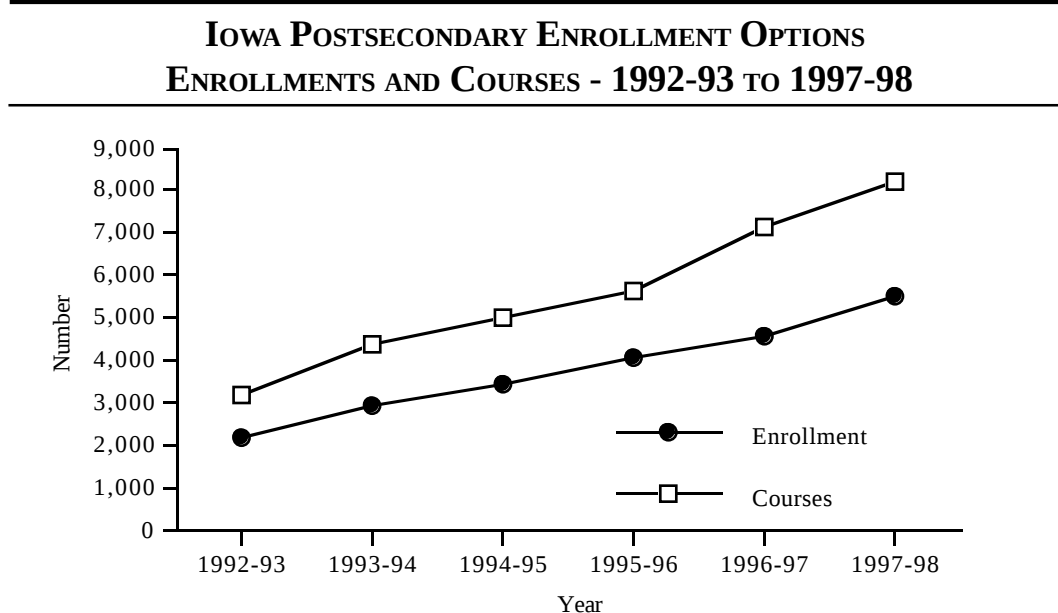
Enrollments in postsecondary enrollment options courses have increased by 149 percent since 1992-93 with more than 5,500 students participating during the 1997-98 school year (Table 90 and Figure 47). The number of courses taken as postsecondary enrollment options grew to more than 8,200 in 1997-98, increasing 155 percent since 1992-93.

Table 90

IOWA POSTSECONDARY ENROLLMENT OPTIONS ENROLLMENTS AND COURSES - 1992-93 TO 1997-98		
Year	Enrollment	Courses
1992-93	2,219	3,229
1993-94	2,978	4,421
1994-95	3,465	5,016
1995-96	4,098	5,645
1996-97	4,577	7,125
1997-98	5,524	8,226

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILES.

Figure 47



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILES.

Tables 91 and 92 also present a comparison of postsecondary enrollments and the number of courses taken in 1992-93 and 1997-98 according to institution. In 1992-93, 70 percent of juniors and seniors participated in postsecondary enrollment options courses through community colleges compared to 14 percent in private four-year colleges and 6.8 percent in regents institutions. By comparison the percentage of students enrolled in postsecondary enrollment options courses in 1997-98 was 79.7 percent at community colleges, 10.9 percent in private four-year colleges, and about eight percent in regents institutions.

Table 91

1992-1993 IOWA POSTSECONDARY ENROLLMENT OPTIONS ACT									
ENROLLMENT BY TYPE OF INSTITUTION AND TYPE OF COURSE									
INSTITUTION	ENROLLMENTS			NUMBER OF COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	28	120	148	63	38	56	88	4	5
COMMUNITY COLLEGE	311	1,416	1,727	243	217	738	901	210	247
PRIVATE 4 YR. COLLEGE	39	267	306	54	30	135	163	19	7
PRIVATE 2 YR. COLLEGE		6	6	8			2		1
TOTALS ¹	378	1,809	2,187	368	285	929	1,154	233	260

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILE, 1992-93.
 NOTE: ¹EXCLUDED FROM TOTAL ENROLLMENTS ARE 32 FRESHMEN AND SOPHOMORES.

Table 92

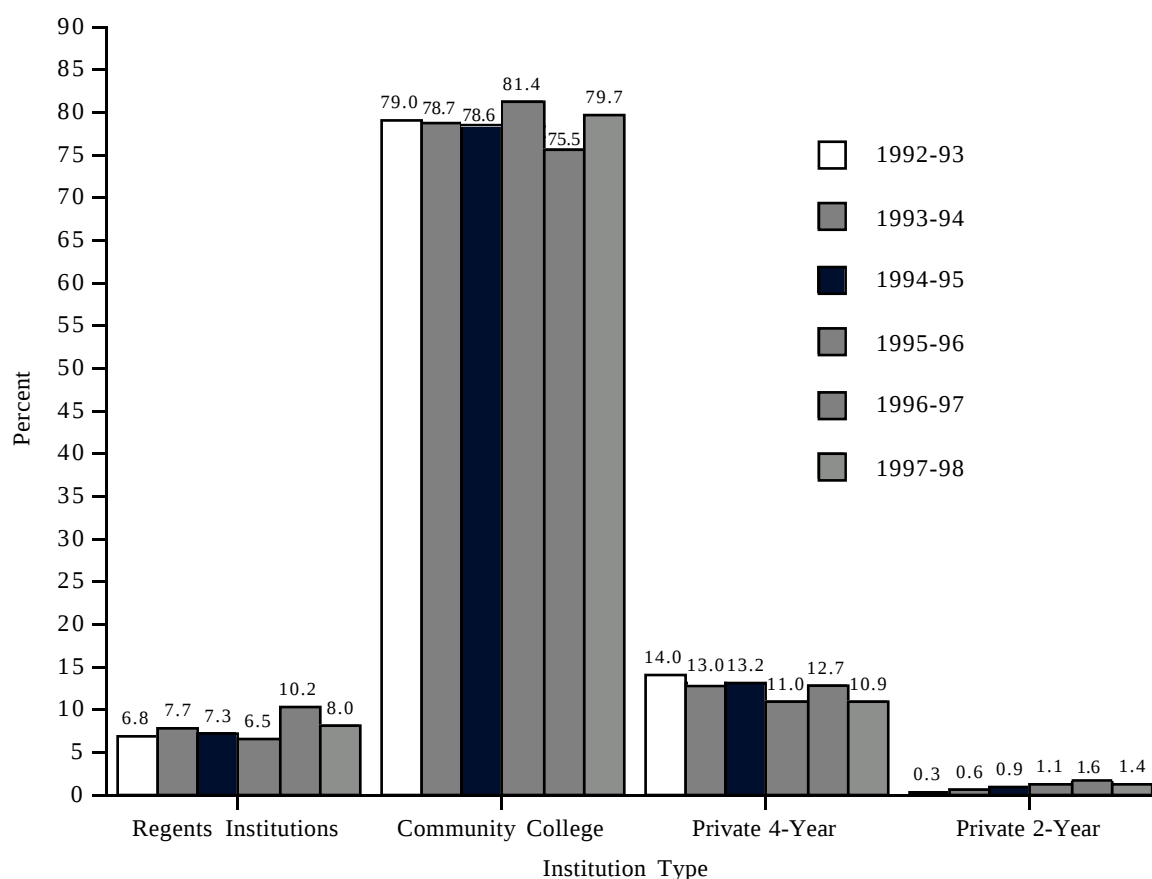
1997-98 IOWA POSTSECONDARY ENROLLMENT OPTIONS ACT									
ENROLLMENT BY TYPE OF INSTITUTION AND TYPE OF COURSE									
INSTITUTION	ENROLLMENTS			NUMBER OF COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	72	358	430	81	153	166	198	21	10
COMMUNITY COLLEGE	940	3,358	4,298	673	520	2,004	2,097	746	605
PRIVATE 4 YR. COLLEGE	84	506	590	118	91	333	228	37	6
PRIVATE 2 YR. COLLEGE	8	66	74	36	18	24	42	13	6
TOTALS ¹	1,104	4,288	5,392	908	782	2,527	2,565	817	627

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILE.
 NOTE: ¹EXCLUDED FROM TOTAL ENROLLMENTS ARE 132 FRESHMEN AND SOPHOMORES.

Figure 48 provides a six-year comparison of postsecondary enrollments by institution type. Over the period from 1992-93 to 1997-98 the preponderance of students electing to take postsecondary enrollment options courses participated through community colleges. Postsecondary enrollment options enrollments in community colleges from 1992-93 to 1997-98 have ranged from a high of 81.4 percent in 1995-96 to a low of 75.5 percent in 1996-97.

Figure 48

**PERCENTAGE DISTRIBUTION OF IOWA POSTSECONDARY ENROLLMENT
OPTIONS ENROLLMENTS - 1992-93 TO 1997-98**



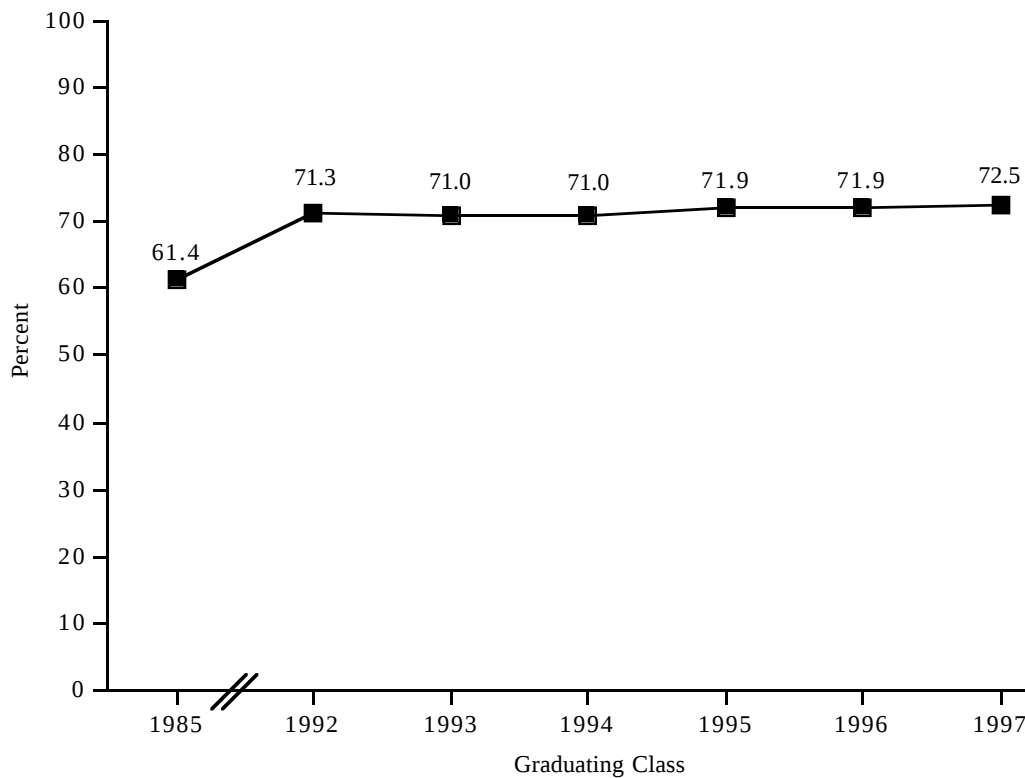
SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILES.

Pursuit of Postsecondary Education/Training

The percentage of Iowa public school students pursuing or intending to pursue education or training beyond the high school level is presented in Figure 49. Data are presented for the graduating class of 1985 and for the classes of 1992 through 1997. Since 1985, the percentage of high school graduates pursuing or intending to pursue some type of postsecondary education or training has increased more than 11 percentage points.

Figure 49

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES PURSUING POSTSECONDARY EDUCATION/TRAINING, GRADUATING CLASSES OF 1985 AND 1992-1997

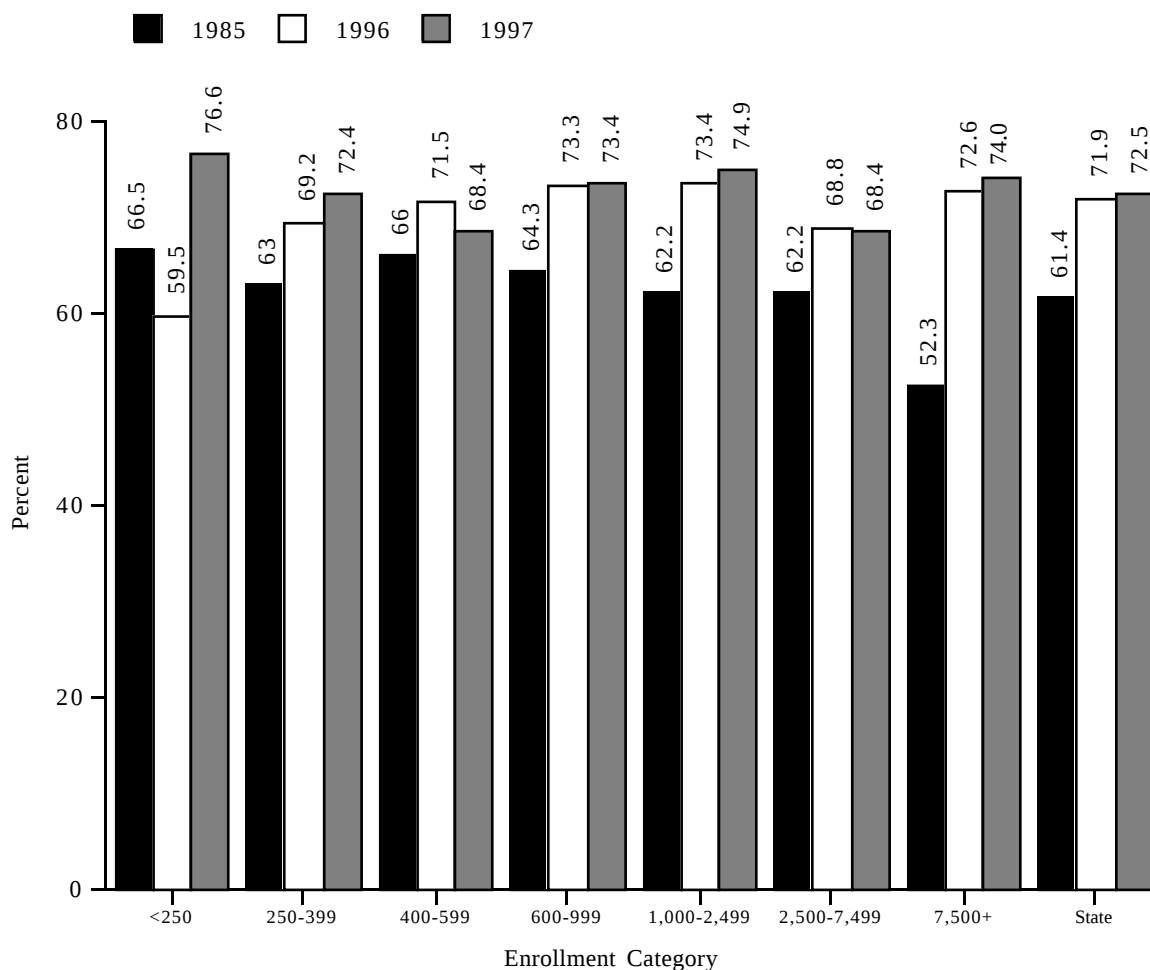


SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY FILES.

Figure 50 reflects postsecondary education/training pursuits by enrollment category. Data are reported for 1985 and for 1996 and 1997 graduating classes. For the graduating class of 1997 the range among enrollment categories was only 7.6 percentage points. In general, the percentage of graduates pursuing or intending to pursue postsecondary education/training increased across the period from 1985 to 1997 for all enrollment categories.

Figure 50

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES PURSUING OR
INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING,
GRADUATING CLASSES OF 1985, 1996, AND 1997
BY ENROLLMENT CATEGORY



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, GRADUATE FOLLOW-UP FILES.

Table 93 compares the number and percentage of high school graduates who were reported to be attending or intended to pursue postsecondary education/training by institution type. Data are presented for 1985 and for 1996 and 1997. The predominant changes since 1985 occurred for community colleges and technical/trade schools. The percentage of graduates pursuing or intending to pursue postsecondary education at Iowa community colleges increased from 18.2 percent in 1985, to 29.4 percent in 1997, while the percentage of public school graduates pursuing postsecondary education/training at technical/trade schools dropped from 6.1 percent in 1985 to only 3.3 percent in 1997.

Table 93

**IOWA PUBLIC SCHOOL GRADUATES PURSUING OR INTENDING TO PURSUE
POSTSECONDARY EDUCATION TRAINING AFTER GRADUATION
BY POSTSECONDARY INSTITUTION**

Postsecondary Institution	Number of Students			Percent of Total Graduates		
	1985	1996	1997	1985	1996	1997
Private 4-Year College	4,236	4,203	4,256	12.3	13.3	13.1
Public 4-Year College	8,061	7,971	8,170	23.3	25.3	25.1
Community College	6,295	8,905	9,541	18.2	28.3	29.4
Private 2-Year College	488	381	427	1.4	1.2	1.3
Technical/Trade School	2,113	1,088	1,067	6.1	3.5	3.3
Apprentice Training	39	104	109	0.1	0.3	0.3
Total	21,232	22,648	23,570	61.4	71.9	72.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY FILES.

Table 94 and Figure 51 compare graduate postsecondary pursuits by four-year and two-year institutions from 1985 through 1997. Percentages for four-year institutions have remained relatively constant across the time period, reaching a peak of 39.2 percent in 1994. On the other hand, percentages of graduates pursuing or intending to pursue postsecondary education or training at two-year colleges has generally shown a steady increase since 1985, reaching a high of 30.7 percent in 1997. This represented a gain of more than 11 percentage points across the 13-year period.

Table 94

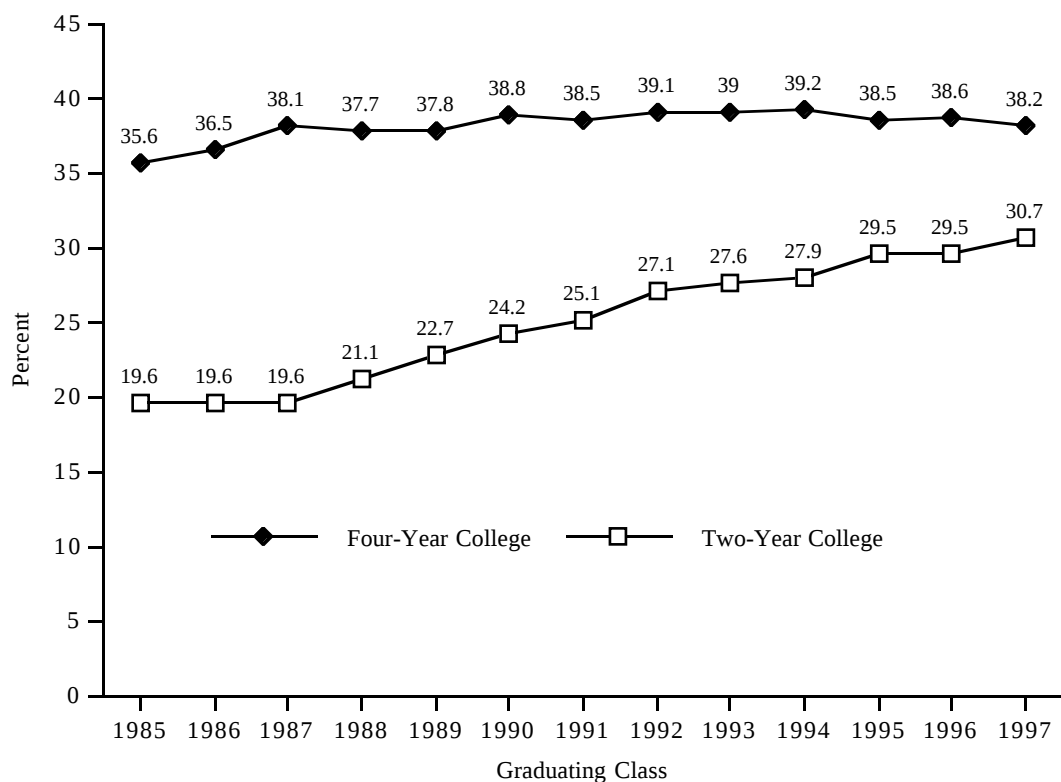
**PERCENT OF IOWA PUBLIC SCHOOL GRADUATES PURSUING OR INTENDING TO
PURSUE POSTSECONDARY EDUCATION AT FOUR-YEAR AND TWO-YEAR COLLEGES**

Postsecondary Institution		Graduating Class												
		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
4-Year College	Total	12,297	12,264	13,065	13,004	12,587	11,958	11,129	11,445	11,509	11,610	11,957	12,174	12,426
	Percent	35.6%	36.5%	38.1%	37.7%	37.8%	38.8%	38.5%	39.1%	39.0%	39.2%	38.5%	38.6%	38.2%
2-Year College	Total	6,783	6,583	6,737	7,274	7,564	7,463	7,258	7,946	8,162	8,269	9,156	9,286	9,968
	Percent	19.6%	19.6%	19.6%	21.1%	22.7%	24.2%	25.1%	27.1%	27.6%	27.9%	29.5%	29.5%	30.7%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY FILES.

Figure 51

**PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES PURSUING
OR INTENDING TO PURSUE FOUR-YEAR AND TWO YEAR COLLEGES**

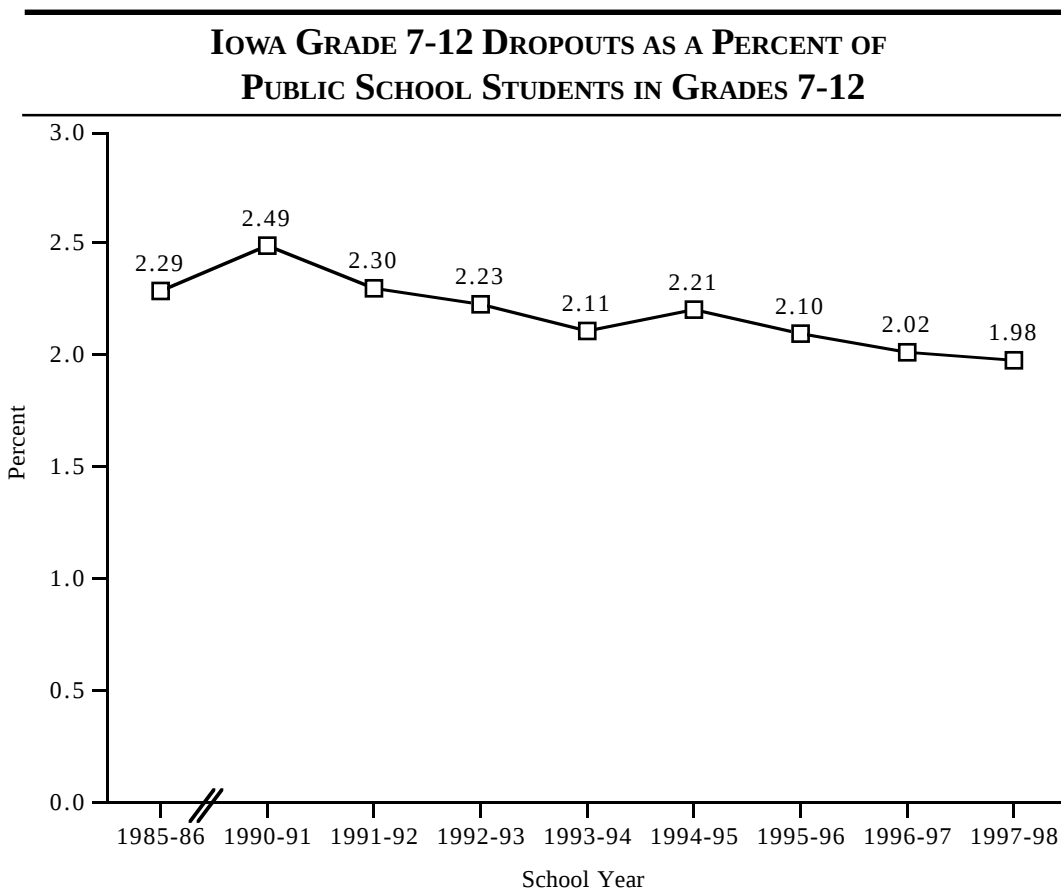


SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY FILES.

Dropouts

Students in grades seven through twelve who fail to graduate or fail to complete a school district or a state approved education program and are not enrolled in an education program provided by a school district are considered to be dropouts. Dropout information is collected annually as a part of the Basic Educational Data Survey. Information is collected by grade level, gender, and by racial/ethnic status. The dropout rate is calculated by dividing the combined number of dropouts in grades seven through twelve by the sum of seven through twelve enrollments. The percentage of 7-12 dropouts in Iowa public schools is depicted in Figure 52 for the years 1985-86 and for 1990-91 through 1997-98. The percentage of 7-12 students who were classified as dropouts has shown a general decline since 1990-91, decreasing from 2.49 percent to 1.98 percent in 1997-98.

Figure 52



SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Table 95 presents the most current Iowa dropout data available for Iowa public schools. A total of 4,581 public school students in grades seven through twelve were reported as dropouts in 1997-98. The highest percentage of Iowa dropouts, 31.2 percent, was reported for grade 11. This continues to follow the historical trend. Grades 12 and 10 accounted for 29.9 percent and 23.6 percent of all dropouts respectively, while 14.3 percent of reported dropouts were from grade nine. A total of one percent of all dropouts in 1997-98 was from grades seven and eight combined.

Table 95 also reflects dropouts by enrollment category. Nearly 61 percent of all public school dropouts in 1997-98 were from districts with enrollments of 2,500 and above. By comparison, these districts accounted for only 43.6 percent of all 7-12 enrollments. While more than 29 percent of total 7-12 enrollments were represented by school districts under 1,000 enrollment, only about 16 percent of all dropouts were reported by districts with enrollments under 1,000.

Table 95

TOTAL IOWA PUBLIC SCHOOL DROPOUTS BY ENROLLMENT CATEGORY 1997-98										
Enrollment Category	Grade Level						Total Dropouts	% of Total Dropouts	% of Enroll 7-12	Drop- Out Percent
	7	8	9	10	11	12				
<250	0	0	2	8	4	6	20	0.4	0.6	1.42
250-399	1	0	6	15	29	27	78	1.7	3.4	1.00
400-599	1	2	17	44	70	87	221	4.8	8.4	1.13
600-999	2	3	41	83	149	133	411	9.0	16.7	1.06
1,000-2,499	6	4	127	252	346	326	1,061	23.2	27.3	1.68
2,500-7,499	0	0	117	250	295	312	974	21.3	19.4	2.18
7,500+	9	18	347	429	536	477	1,816	39.6	24.2	3.24
State	19	27	657	1,081	1,429	1,368	4,581	100%	100%	1.98%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Dropouts for Iowa public schools are presented by gender for the 1993-94 through the 1997-98 school year in Table 96. In 1997-98, as in past years, males accounted for the largest percentage of dropouts in grades seven through twelve. Males represented 57.1 percent of total dropouts. A comparison of the years 1993-94 through 1997-98 reflects that the dropout percentage for males has generally been about one-half percentage point higher than for females. Percentages for both males and females have, in general, shown declines across the period from 1993-94 to 1997-98.

Table 96

TOTAL IOWA PUBLIC SCHOOL DROPOUTS BY GENDER 1993-94 — 1997-98					
	1993-94	1994-95	1995-96	1996-97	1997-98
Female Dropout Percent	1.83%	1.87%	1.81%	1.75%	1.73%
Male Dropout Percent	2.39%	2.54%	2.38%	2.27%	2.22%
Female Dropouts as a Percent of Total Dropouts	42.6%	41.7%	42.2%	42.6%	42.94%
Female Enrollment as a Percent of Total Enrollment	49.3%	49.2%	49.0%	49.1%	49.05%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Table 97 presents 1997-98 dropout data by race/ethnicity groups as well as the proportion of grade 7-12 students by ethnic group. The data reflect that the 7-12 minority dropout rates for all but Asians exceeded the overall dropout rate of 1.98 percent. The percentage of dropouts for all minorities combined in 1997-98, was 16.7 percent compared to the 6.9 percent of the 7-12 enrollments that they represented. All minority groups except Asians accounted for a higher percentage of the total dropouts than the percentage of 7-12 enrollments they represented.

Table 97

**1997-98 IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS
BY RACE/ETHNICITY**

Race/ Ethnicity Group	Dropout Rate as a %	Total Dropouts	% of Total Dropouts	Grade 7-12 Enrollment	% of 7-12 Enrollment
White	1.8	3,815	83.3%	215,389	93.1%
All Minority	4.8	766	16.7	15,906	6.9
American Indian	5.8	54	1.1	928	0.4
Asian	1.7	64	1.4	3,715	1.6
Hispanic	6.5	310	6.8	4,802	2.1
African American	5.2	338	7.4	6,461	2.8
State	1.98	4,581	100.0	231,295	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATAS SURVEY, DROPOUT FILE.

Table 98 presents trend information on dropouts by race/ethnicity for the years 1993-94 through 1997-98. Over the period, the percentage of dropouts for three minority groups, African Americans, Hispanics, and American Indians was higher than the proportion of 7-12 enrollments represented by the three minority groups. The percentage of total 7-12 dropouts represented by Hispanic students has shown incremental increases from 1993-94 through 1997-98.

Table 98

**PERCENT OF IOWA PUBLIC SCHOOL DROPOUTS BY RACIAL/ETHNIC GROUP
1993-94 TO 1997-98**

Racial/Ethnic Group	% of 7-12 Total Dropouts				
	1993-94	1994-95	1995-96	1996-97	1997-98
White	85.5%	87.8%	83.6%	84.8%	83.3%
African American	8.0	5.6	9.0	7.6	7.4
Hispanic	3.8	4.3	4.6	5.4	6.7
Asian	1.7	1.3	1.6	1.3	1.4
American Indian	1.0	1.0	1.2	0.9	1.2

Racial/Ethnic Group	% of 7-12 Enrollment				
	1993-94	1994-95	1995-96	1996-97	1997-98
White	94.2%	94.0%	93.7%	93.4%	93.1%
African American	2.6	2.7	2.7	2.8	2.8
Hispanic	1.5	1.5	1.7	1.9	2.1
Asian	1.4	1.5	1.5	1.6	1.6
American Indian	0.3	0.3	0.4	0.3	0.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Data provided through the National Center for Education Statistics (NCES) are presented in Table 99 on the percentage of grade 9-12 dropouts for Iowa and for other states and territories providing information to NCES. Iowa ranked third, fourth, and fifth, respectively for the years 1993-94, 1994-95, and 1995-96. Compared to other midwest states, only North Dakota ranked higher than Iowa.

Table 99

**PUBLIC HIGH SCHOOL DROPOUTS
1993-94 TO 1995-96**

State	1993-94		1994-95		1995-96	
	Percent of 9-12 Dropouts	Rank	Percent of 9-12 Dropouts	Rank	Percent of 9-12 Dropouts	Rank
Puerto Rico	-	-	-	-	1.5	1
North Dakota	2.7	1	2.5	1	2.5	2
South Carolina	-	-	-	-	2.9	3
Maine	3.1	2	3.4	3	3.1	4
Iowa	3.2	3	3.5	4	3.1	5
Massachusetts	3.7	4	3.6	6	3.3	6
Indiana	-	-	4.6	15	3.5	7
New York	4.0	7	4.1	9	3.7	8
West Virginia	-	-	4.2	10	3.8	9
California	5.3	16	4.4	11	3.9	10
Pennsylvania	3.8	6	4.1	8	4.0	11
Arkansas	5.3	17	4.9	17	4.1	12
Utah	-	-	3.6	7	4.4	13
Nebraska	4.6	8	4.5	12	4.5	14
Delaware	4.6	9	4.6	13	4.5	15
Rhode Island	4.9	11	4.6	14	4.6	16
Hawaii	5.1	14	4.9	16	4.7	18
Kansas	5.0	13	5.1	19	4.7	17
Connecticut	4.9	12	5.0	18	4.8	19
Minnesota	5.1	15	5.2	20	5.3	20
Ohio	-	-	5.3	21	5.4	21
Alabama	5.8	18	6.2	22	5.6	22
Montana	-	-	-	-	5.6	23
Wyoming	-	-	6.7	24	5.7	24
Mississippi	6.1	19	6.4	23	6.2	25
Missouri	7.1	20	7.1	25	6.6	26
Oregon	7.3	21	7.1	26	7.0	27
Georgia	8.7	23	9.0	28	8.5	28
Nevada	9.8	25	10.3	29	9.6	29
Louisiana	4.7	10	3.5	5	11.6*	30
Texas	3.7	5	2.7	2	-	-
New Mexico	8.1	22	8.5	27	-	-
Dist. of Columbia	9.6	24	10.6	30	-	-

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, DROPOUT RATES IN THE UNITED STATES: 1997.

NOTES: DATA ON ALL STATES WERE NOT AVAILABLE.

*EFFECTIVE WITH 1995-96 SCHOOL YEAR, LOUISIANA CHANGED ITS DROPOUT DATA COLLECTION FROM SCHOOL-LEVEL AGGREGATE COUNTS REPORTED TO DISTRICTS TO AN INDIVIDUAL, STUDENT-RECORD SYSTEM. THE INCREASE IN THE DROPOUT RATE IS DUE IN PART TO THE INCREASED ABILITY TO TRACK STUDENTS.

In summary, Iowa public school dropout rates have been declining since 1990-91. The highest dropout rates occurred for grade 11. Males had higher dropout rates than females. Minority students, with the exception of Asians, had substantially higher dropout rates than majority students. In addition, districts with enrollments over 1,000 accounted for more than 84 percent of all 7-12 dropouts and 71.1 percent of total 7-12 enrollments. Iowa's 9-12 dropout rate ranked third, fourth, and fifth in the nation in 1993-94, 1994-95, and 1995-96, respectively.

Finance

The finance chapter of the *Annual Condition of Education Report* is intended to provide current status and baseline information on Iowa public school district finance. The most current year for which expenditure information on Iowa school districts is available is the 1997-98 school year. Financial information is provided by local school districts through the *Certified Annual Financial Report*. Additional information included was provided from the *Iowa Department of Management Program and Budget Summary*, Iowa Department of Management School Budget Master File, Aid and Levy Worksheets, and from the Iowa Legislative Fiscal Bureau.

Information reported in this chapter includes expenditures by function category, object category, revenues, expenditures per pupil, state aid, property taxes, income surtaxes, and elementary and secondary education budgets.

Function Category Expenditures

Function category expenditures include instruction, student support services, staff support services, administrative services, operations and maintenance, student transportation, central support services, food services subsidy, and community service and education. Function category expenditures are presented in Table 100 as a percentage of total general fund expenditures for the two most current school years and for the base year 1985-86.

Table 100

**FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF
TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
1985-86, 1996-97, AND 1997-98**

Function Category	Year		
	1985-86	1996-97	1997-98
Instruction	65.3%	68.3%	68.6%
Student Support Services	2.9	3.8	3.8
Staff Support Services	3.2	4.0	3.9
Administrative Services	10.2	9.5	9.7
Operations and Maintenance	12.2	9.3	9.1
Student Transportation	5.2	4.0	3.8
Central Support Services	0.6	0.8	0.8
Food Services Subsidy	0.2	0.1	0.1
Community Service and Education	0.2	0.2	0.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORTS.

The percentage of general fund expenditures allocated for instruction, student support services, staff support services, and central support services reflected increases from 1985-86 to 1997-98. The greatest increase occurred for instruction, which reflected an increase of 3.3 percentage points. The percentage of general fund expenditures for instruction in 1997-98 also reflected increases over the previous school year. Function categories experiencing decreases, as a proportion of the general fund, from 1985-86 to 1997-98 included administrative services, student transportation, and food services subsidy. Operations and maintenance expenditures declined 3.1 percentage points over the period.

Function category expenditures as a percent of total general fund expenditures by enrollment category for 1997-98 are presented in Table 101. Student support services, staff support services, and operations and maintenance, as a percentage of general fund expenditures, tended to increase with increases in enrollment, while administrative services tended to decrease with increases in enrollment.

Table 101

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1997-98								
Function Category	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	70.6%	68.8%	68.4%	68.1%	68.7%	69.2%	68.3%	68.6%
Student Support Services	1.6	2.5	2.5	3.1	3.7	3.9	4.8	3.8
Staff Support Services	2.7	2.9	3.2	3.4	4.1	4.9	3.9	3.9
Administrative Services	12.1	12.4	11.6	10.9	10.0	9.0	8.4	9.7
Operations and Maintenance	7.6	8.1	8.8	8.7	8.8	9.1	9.9	9.1
Student Transportation	4.9	4.9	4.9	5.4	4.3	3.2	2.5	3.8
Central Support Services	0.2	0.1	0.2	0.2	0.2	0.6	1.9	0.8
Food Services Subsidy	0.2	0.2	0.1	0.1	0.1	0.0	0.0	0.1
Community Service and Ed.	0.1	0.1	0.3	0.1	0.1	0.1	0.3	0.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Object Category Expenditures

Expenditures for object categories, which include salaries, benefits, purchased services, supplies, property, and other objects are reported in Table 102 as a percentage of total general fund expenditures. Comparisons are made for the base year, 1985-86, and for the two most current school years for which data are available. Salaries encompass the largest portion of general fund expenditures and have decreased from 68.1 percent of general fund expenditures in 1985-86, to 64.8 percent in 1997-98, up slightly from 1996-97 levels. Employee benefits rose from 12.9 percent of general fund expenditures in 1985-86, to 15.5 percent in 1997-98. Expenditures for supplies also increased across the period from 1985-86 to 1997-98.

Table 102

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-86, 1996-97, AND 1997-98			
Object Category	Year		
	1985-86 Percent	1996-97 Percent	1997-98 Percent
Salaries	68.1%	64.6%	64.8%
Benefits	12.9	15.4	15.5
Purchased Services	9.9	9.9	9.8
Supplies	5.7	6.5	6.5
Property	2.6	3.3	3.0
Other Objects	0.8	0.3	0.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORTS.

Object category expenditures, as a percent of general fund expenditures, are reported by enrollment category for the 1997-98 school year in Table 103. Expenditures for salaries and benefits, as a percentage of total general fund expenditures, generally increased with increases in enrollment, while purchased services decreased with increases in enrollments. Differences across enrollment categories in purchased services were primarily a function of whole-grade sharing for smaller school districts. No particular pattern across enrollment categories was evident for the portion of general fund expenditures allocated for property and other objects.

Table 103

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1997-98								
Object Category	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Salaries	49.3%	58.8%	62.4%	62.9%	65.4%	66.0%	66.6%	64.8%
Benefits	11.8	13.6	14.0	14.5	15.0	15.6	17.4	15.5
Purchased Services	29.4	16.8	12.6	11.0	8.9	8.6	8.4	9.8
Supplies	6.4	7.5	7.4	7.6	7.0	6.0	5.2	6.5
Property	2.6	3.0	3.2	3.7	3.4	3.0	2.1	3.0
Other Objects	0.5	0.3	0.4	0.3	0.3	0.8	0.3	0.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Revenues

Table 104 reports revenues by source in Iowa public school districts for 1985-86 and for 1996-97 and 1997-98. The two primary sources of revenue for Iowa school districts were local taxes and state foundation aid for all years reported.

Figures reflected a shift in the percentage of revenue derived from local taxes and state foundation aid since 1985-86. In 1985-86, a nearly equal proportion of revenue for schools was derived from local taxes and from state foundation aid, 47.3 percent and 46 percent respectively (Table 104 and Figure 53). In 1997-98, the proportion of revenues derived from local taxes decreased 14.7 percentage points to 32.6 percent, while revenue from state aid increased from 46 percent to 53.1 percent, an increase of 7.1 percentage points. Revenue from local taxes and state foundation aid accounted for nearly 86 percent of all school district revenues in 1997-98.

Interagency revenues more than doubled from 1985-86 to 1997-98, while revenues from federal sources increased slightly from 2.4 percent to 2.7 percent over the period.

Table 104

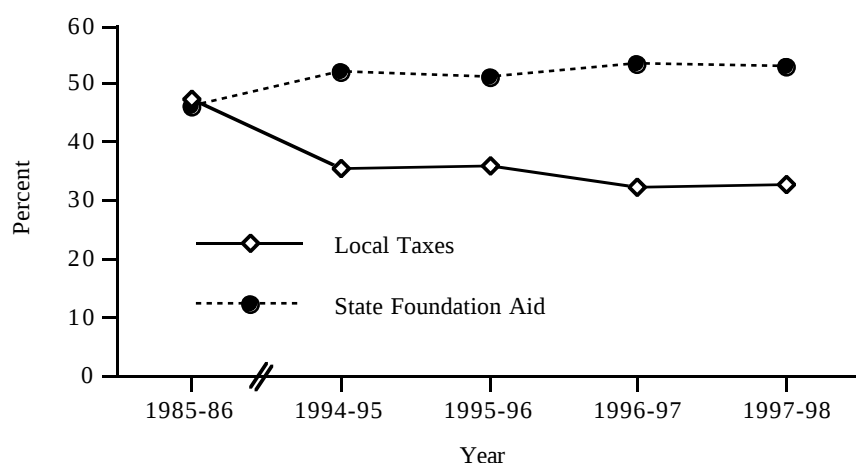
**REVENUES BY SOURCE AS A PERCENT OF TOTAL
GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS
1985-86, 1996-97, AND 1997-98**

Source of Revenue	Year		
	1985-86	1996-97	1997-98
Local Taxes	47.3%	32.4%	32.6%
Interagency	1.4	3.5	3.6
Other Local Sources	1.8	2.2	2.4
Intermediate Sources	0.1	0.3	0.2
State Foundation Aid	46.0	53.3	53.1
Other State Sources	0.7	5.3	5.1
Federal Sources	2.4	2.6	2.7
Other Financing Sources	0.3	0.4	0.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORTS.

Figure 53

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL
TAXES AND STATE FOUNDATION AID IN IOWA PUBLIC SCHOOLS
1985-86 AND 1994-95 TO 1997-98**



SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORTS.

Revenues by source for 1997-98, are reflected in Table 105 and Figure 54 by enrollment category. State foundation aid, as a percent of general fund revenues, in general, increased with increases in enrollment. Districts with enrollments under 400 derived a higher percentage of revenues from local taxes than districts with enrollments of 400 and above.

Table 105

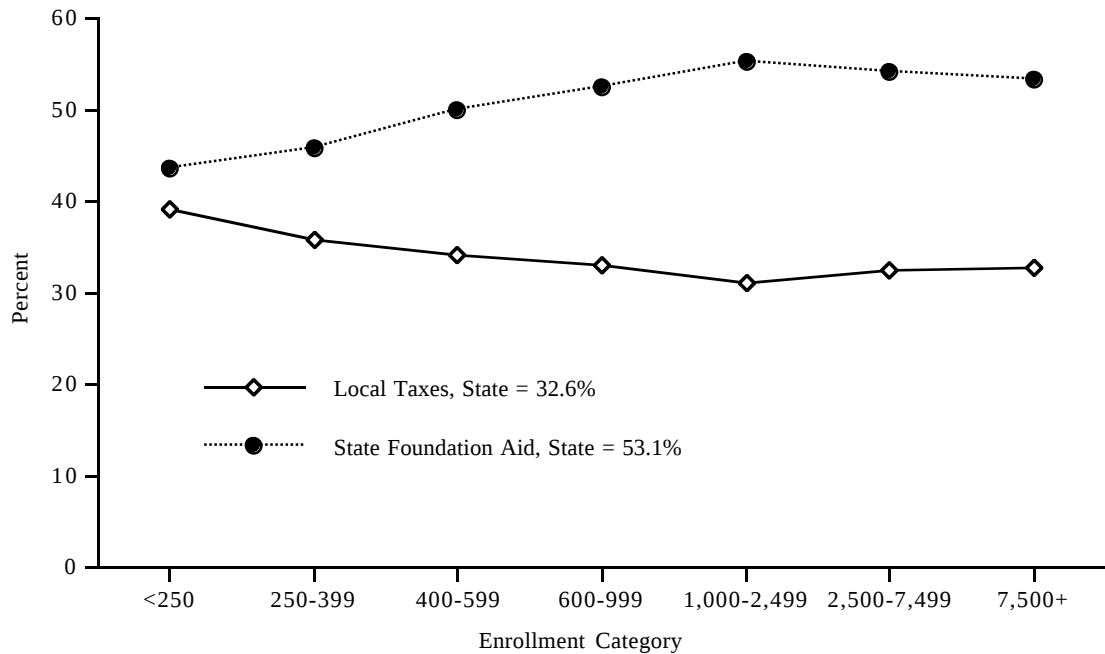
**REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND
REVENUES IN IOWA PUBLIC SCHOOLS - 1997-98**

Source of Revenue	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Local Taxes	39.1%	35.7%	33.9%	33.0%	31.1%	32.5%	32.7%	32.6%
Interagency	4.8	7.2	5.7	4.6	3.9	3.4	1.6	3.6
Other Local Sources	1.9	2.6	2.4	2.1	2.1	2.9	2.6	2.4
Intermediate Sources	0.0	0.1	0.0	0.1	0.1	0.0	0.8	0.2
State Foundation Aid	43.5	45.8	49.9	52.4	55.2	54.1	53.1	53.1
Other State Sources	7.7	5.6	5.3	5.0	5.0	4.6	5.3	5.1
Federal Sources	2.7	2.8	2.3	2.4	2.4	2.2	3.6	2.7
Other Financing Sources	0.3	0.2	0.5	0.4	0.2	0.3	0.3	0.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Figure 54

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND STATE FOUNDATION AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY - 1997-98



SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ANNUAL FINANCIAL REPORT.

Expenditures Per Pupil

Per pupil expenditures for Iowa public school districts include the following components; instruction, student support services, administration, operations and maintenance, student transportation, and central support. Per pupil expenditure calculations exclude community services, adult education, nonpublic education, co-curricular activities, financial support for food services programs, area education agency flow-through, interfund transfers, facility acquisition, and debt services.

Also removed from expenditures were interagency revenues from other school districts and area education agencies for services sold. Per pupil expenditure calculations use budget enrollment figures from the Department of Education's *Certified Enrollment Report*.

Average expenditures per pupil in Iowa school districts in 1997-98 were \$5,119 compared to \$2,916 in 1985-86, an increase from the base year of 75.5 percent (Table 106). Average expenditures in 1997-98 increased by about four percent over the previous school year. The highest average per pupil expenditures in 1985-86, 1996-97, and in 1997-98 were reported by districts with enrollments under 250.

Table 106

**AVERAGE GENERAL FUND PER PUPIL EXPENDITURES
FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY
1985-86, 1996-97, AND 1997-98**

Enrollment Category	Year		
	1985-86	1996-97	1997-98
<250	\$3,368	\$5,567	\$5,726
250-399	3,000	5,179	5,339
400-599	2,917	4,867	5,025
600-999	2,869	4,833	4,985
1,000-2,499	2,819	4,721	4,881
2,500-7,499	2,899	4,827	5,055
7,500+	2,987	5,210	5,461
State Average	2,916	4,923	5,119

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT AND CERTIFIED ANNUAL FINANCIAL REPORTS.

A comparison of per pupil expenditures for Iowa and contiguous states is provided in Table 107 and Figure 55. The figures are from the National Education Association's (NEA) publication, *Estimates of School Statistics*. Definitions of expenditures vary from those used to calculate per pupil expenditures in Table 106, therefore, figures are not the same. However, all states report the information to NEA according to the same definitions and thus figures are comparable across states.

In 1985-86, Iowa ranked 25th overall, with a per pupil expenditure of \$3,357, just under \$125 less than the national average. Wisconsin, Minnesota, and Kansas ranked ahead of Iowa in 1985-86. In 1997-98, per pupil expenditures for Iowa ranked 34th, falling \$677 below the national average. This represented an increase of 61.5 percent in Iowa per pupil expenditures from 1985-86 to 1997-98, compared to an increase in per pupil expenditures for the nation of 75.2 percent. In 1997-98, of the states contiguous to Iowa, only South Dakota and Missouri ranked lower than Iowa in per pupil expenditures.

Table 107

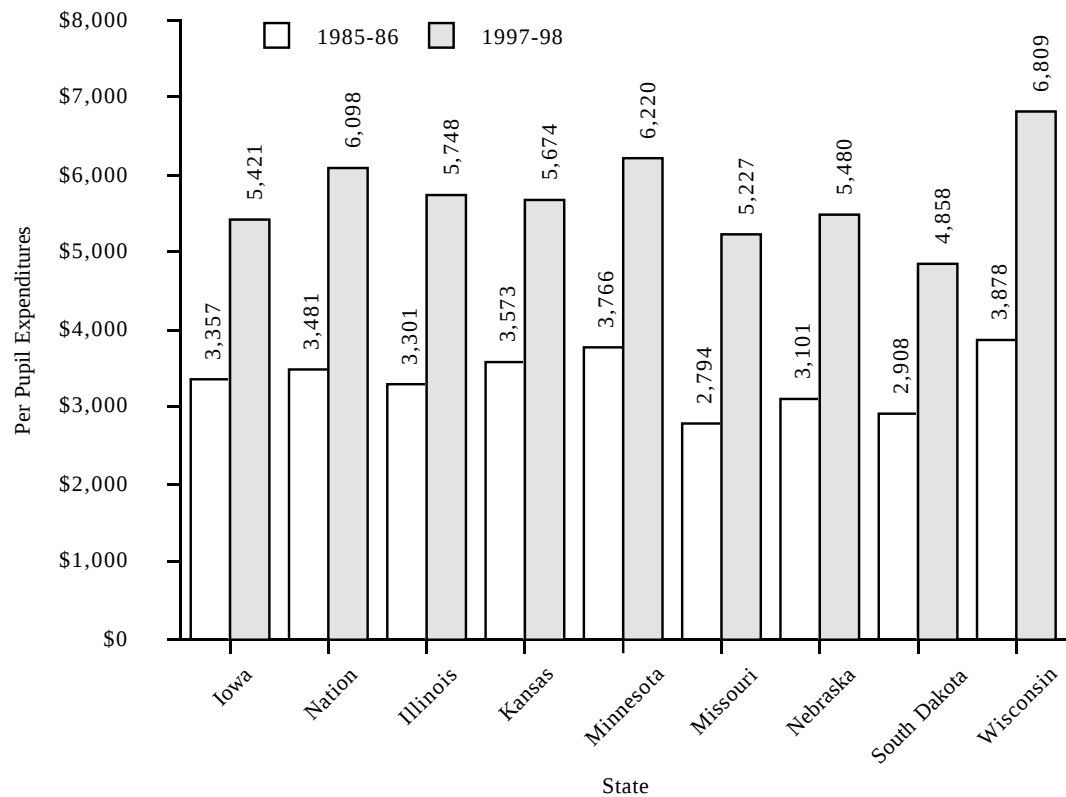
**PER PUPIL EXPENDITURES 1985-86 AND 1997-98
IN TERMS OF FALL ENROLLMENT**

State/Nation	Year 1985-86	Rank	Year 1997-98	Rank
Iowa	\$3,357	25	\$5,421	34
Nation	\$3,481	—	\$6,098	—
Illinois	\$3,301	26	\$5,748	26
Kansas	\$3,573	19	\$5,674	28
Minnesota	\$3,766	15	\$6,220	16
Missouri	\$2,794	38	\$5,227	39
Nebraska	\$3,101	32	\$5,480	32
South Dakota	\$2,908	36	\$4,858	45
Wisconsin	\$3,878	12	\$6,809	14

SOURCE: ESTIMATES OF SCHOOL STATISTICS, NATIONAL EDUCATION ASSOCIATION, 1986-87 AND 1997-98.
NOTE: 1997-98 FIGURES ARE ESTIMATED BY NEA.

Figure 55

**PER PUPIL EXPENDITURES IN TERMS OF FALL ENROLLMENT
1985-86 AND 1997-98**



SOURCE: ESTIMATES OF SCHOOL STATISTICS, NATIONAL EDUCATION ASSOCIATION, 1986-87 AND 1997-98.
NOTE: 1997-98 FIGURES ARE ESTIMATED BY NEA.

State Aid

The total state aid paid to school districts and area education agencies in 1999-2000 was \$1,840.3 billion (Table 108). Included in the total state aid is the State Foundation Aid, Instructional Support Aid, Educational Excellence (Phases I, II, and III), Technology/School Improvement and Class Size Reduction/School Improvement Aid. The \$10 million Class Size Reduction/Early Intervention funding was new in 1999-2000. Approximately 38.4 percent of the state's total general fund appropriations was allocated to school districts in 1999-2000. Increased property tax relief was provided in 1996-97 and in 1999-2000 by increasing the foundation level. The increase in the percent of total appropriations spent on education is primarily due to the increase in the foundation level of the state aid formula. In 1996-97 the foundation level was increased from 83 percent to 87.5 percent. In 1999-2000 the foundation aid percent for special education instruction was increased from 79 percent to 87.5 percent.

Table 108

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS)			
Year	State Aid to Districts	General Fund Appropriations	Percent Spent on Education
1999-00	\$1,840.3	\$4,786.6	38.4%
1998-99	1,739.7	4,522.0	38.5
1997-98	1,686.0	4,359.9	38.7
1996-97	1,615.8	4,122.2	39.2
1995-96	1,425.5	3,842.0	37.1
1994-95	1,360.5	3,615.6	37.6
1993-94	1,324.8	3,471.7	38.2
1992-93	1,273.1	3,394.3	37.5
1991-92	1,185.4	3,178.8	37.3
1990-91	1,147.7	3,130.9	36.7
1989-90	1,047.8	2,853.4	36.7
1988-89	964.1	2,667.5	36.1
1987-88	905.7	2,422.3	37.4
1986-87	761.1	2,190.2	34.8
1985-86	712.3	2,207.0	32.3
1984-85	708.5	2,088.6	33.9
1983-84	660.3	1,976.6	33.4
1982-83	642.3	1,870.9	34.3
1981-82	621.0	1,762.6	35.2

SOURCE: LEGISLATIVE FISCAL BUREAU, SESSION FISCAL REPORT.

Property Taxes

The total property taxes needed to fund the combined district cost in 1999-2000 were \$859.3 million. A portion of those taxes were offset through the application of tax credits; such as, machinery and equipment, homestead, military, agriculture land, and family farms. The actual property taxes paid were estimated to be \$741.0 million. Property taxes under the school foundation formula declined between 1998-99 and 1999-2000 (Table 109).

Table 109

IOWA PROPERTY TAX REVENUES GENERATED FOR THE SCHOOL FOUNDATION FORMULA (IN MILLIONS)

Year	Property Taxes	Property Taxes Less Credits
1999-00	\$859.3	\$741.0
1998-99	866.9	751.9
1997-98	821.3	704.8
1996-97	798.2	701.8
1995-96	853.4	757.0
1994-95	822.0	725.6
1993-94	793.5	696.7
1992-93	781.1	684.3
1991-92	757.0	670.4
1990-91	741.0	651.2
1989-90	718.3	632.5
1988-89	705.4	619.6
1987-88	721.0	601.9
1986-87	751.7	636.4
1985-86	724.3	612.5
1984-85	700.4	597.5
1983-84	680.2	563.2
1982-83	664.0	543.6
1981-82	635.6	518.9

SOURCE: DEPARTMENT OF MANAGEMENT, PROGRAM AND BUDGET SUMMARY.

Income Surtaxes

Income surtaxes as a revenue source continue to increase. In 1990-2000, income surtaxes will total \$38.2 million which is a 12.7 percent increase over the prior year. Income surtaxes may be used to support the voted portion of the physical plant and equipment levy, asbestos, instructional support and educational improvement levies. The increase in growth is due to increased use in the physical plant and equipment levy and the instructional support levy. Since 1995-96, revenue from income surtaxes has increased from \$20.4 million to \$38.2 million in 1999-2000 (Table 110).

Table 110

IOWA INCOME SURTAXES		
Year	Income Surtax in Millions	Percent Increase
1999-00	\$38.2	12.7%
1998-99	33.9	8.3
1997-98	31.3	26.7
1996-97	24.7	21.1
1995-96	20.4	8.5
1994-95	18.8	9.9
1993-94	17.1	5.6
1992-93	16.2	30.6
1991-92	12.4	122.5
1990-91	5.5	77.4
1989-90	3.1	6.9
1988-89	2.9	52.6
1987-88	1.9	NA

SOURCE: ANNUAL AID AND LEVY WORKSHEETS.

Total Elementary and Secondary Education Budgets

For the 1999-2000 school year, Iowa public school districts budgeted more than \$3,300 billion (Table 111). Regular Program cost, the basic funding for school districts comprised 63.3 percent of the budget for Iowa elementary and secondary schools. Since 1985-86, the Regular Program cost portion of the budget increased 65.4 percent compared to an increase of 185.2 percent for special education instructional programs.

The Education Excellence Program and Technology/School Improvement are the primary components of Miscellaneous State Categorical funds. Title I comprises the major source of revenue. Figures provided for miscellaneous revenue represent estimates from local school districts.

Table 111

**IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL
1985-86, 1998-99, AND 1999-00**

Source of Funds	1985-86		1998-99		1999-00	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	\$1,263,768,116	75.2%	\$2,040,050,957	64.4%	\$2,089,815,926	63.3%
Guarantee Amount	3,161,077	0.2	3,179,155	0.1	6,228,766	0.2
Supplementary Weights	426,616	0.0	22,775,083	0.7	22,725,083	0.7
Special Education	90,438,951	5.4	238,209,885	7.5	257,942,586	7.8
AEA Media	10,865,134	0.7	18,164,970	0.6	18,608,679	0.6
AEA Ed Services	11,986,320	0.7	20,042,454	0.6	20,534,743	0.6
AEA Special Education	60,292,283	3.6	100,332,319	3.2	103,382,454	3.1
Tag SBRC	5,008,416	0.3	15,491,204	0.5	—	—
Dropout SBRC	1,702,264	0.1	32,740,722	1.0	35,459,111	1.1
Other SBRC	14,203,445	0.8	1,890,444	0.1	324,391	0.0
Instructional Support & Enrichment	4,092,470	0.2	97,951,116	3.1	103,303,156	3.1
Educational Improvement			348,439	0.0	357,422	0.0
Enrollment Audit Adjustment			(251,866)	(0.0)	(270,801)	(0.0)
Management	23,199,501	1.4	35,654,798	1.1	43,942,003	1.3
Physical Plant & Equipment			63,951,743	2.0	69,999,568	2.1
67.5 Cent Schoolhouse			6,677,811	0.2	5,951,225	0.2
Playground and Library			1,472,385	0.0	1,513,500	0.0
Debt Service	85,639,275	5.1	98,120,257	3.1	100,381,619	3.1
Miscellaneous*						
Estimated Misc. State Categorical	0	0.0	133,413,350	4.2	143,921,263	4.4
Estimated Misc. Federal	38,100,000	2.3	72,687,432	2.3	99,000,000	3.0
Other Misc.	66,800,000	4.0	167,290,777	5.3	177,375,840	5.4
Total	\$1,679,683,868	100.0	\$3,170,193,435	100.0	\$3,300,497,534	100.0

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, SCHOOL BUDGET MASTER FILE.

NOTES: FOR FY 86, THE ALLOCATION OF DOLLARS TO AEA MEDIA AND AEA Ed SERVICES HAS BEEN ESTIMATED.
FOR FY 86, PPEL, 67.5 CENT, PLAYGROUND, LIBRARY AND DEBT SERVICE LEVIES HAVE BEEN REPORTED AS
ONE TOTAL FIGURE.

*MISCELLANEOUS INCOME IS AN ESTIMATED AMOUNT.