

The Annual
CONDITION
OF EDUCATION
Report



2001



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

2001



Printed on Recycled Paper

The Annual Condition of Education Report

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The Annual Condition of Education Report

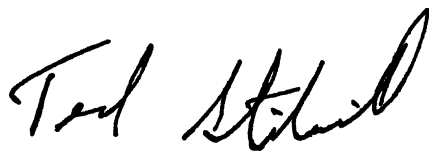
To the Citizens of Iowa...

Our 12th Annual *Condition of Education Report* provides a wide range of data to help all Iowans better understand the state's educational system. In addition to demographics and statistics, the report offers a detailed look at student performance indicators and trends in student achievement.

The trend information in each *Condition of Education Report* is especially valuable to policymakers, community leaders, and educators who make important decisions about our schools. In recent years, for instance, we noted a slight but gradual decline in the reading skills of our young elementary students. The third and fourth graders are reading on grade level, but their competency levels had been declining. Recognizing that trend led us to boost not only our early intervention literacy programs, but also our professional development support for teachers. We believe those efforts will pay off in the very near future. In fact, after eight consecutive years of decline in third and fourth grade reading comprehension scores, the scores for 2001 in both grades showed slight increases. Our hope is that this is the beginning of an upturn in reading comprehension scores for Iowa students.

Please note the report's new section on state indicators of student performance. For the first time last year, every Iowa school district reported on statewide indicators of student performance just as we have been doing at the state level for several years. The Department also is working with community colleges on an indicator system as well. If we are to effectively advocate for the needs of students served in our educational system, then we must be responsible in reporting how well we are meeting the needs of these students.

We encourage all Iowans to use the Condition of Education Report as a resource to help guide decision-making at the local and state levels. As always, we welcome any suggestions that will aid that process.



Ted Stilwill
Director, 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...

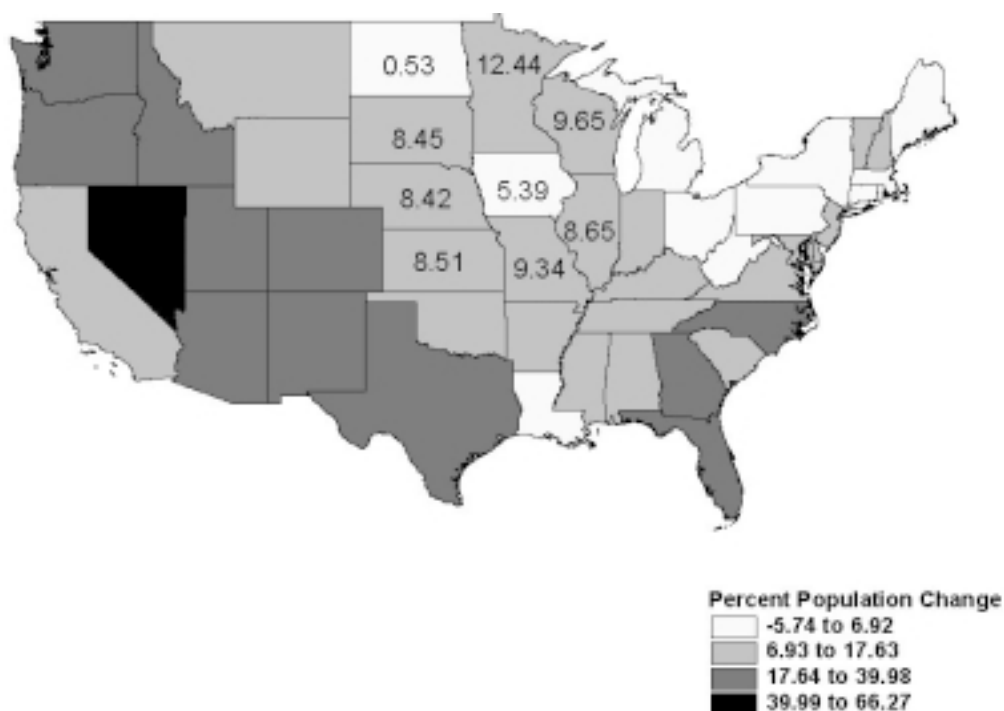
The goals, processes, and outcomes of education both reflect and impact the demographic, social and economic contexts of the community, the state, and the nation. Trends in economic conditions, health, technology, population distribution, public policy, and social dynamics provide a rich framework in which to analyze and interpret the education data provided in this report.

The Background Demographics section of the 2001 edition of *The Annual Condition of Education Report* contains statistics on key population, economic, and social indices. An examination of stability and change in these data at the national, regional and, where possible, the local level, can enhance understanding of educational trends. Demographic statistics include population growth, international migration, age trends, and birth rates. Economic factors examined are unemployment, job growth, per capita income, average weekly wages, and gross state product. Social indicators included are educational attainment, poverty, immunization rates, out-of-wedlock births, and access to computers, the Internet, and female family households.

Population and Demographics...

Population Change

FIGURE 1B — POPULATION CHANGE FOR MIDWEST STATES
1990 TO 2000



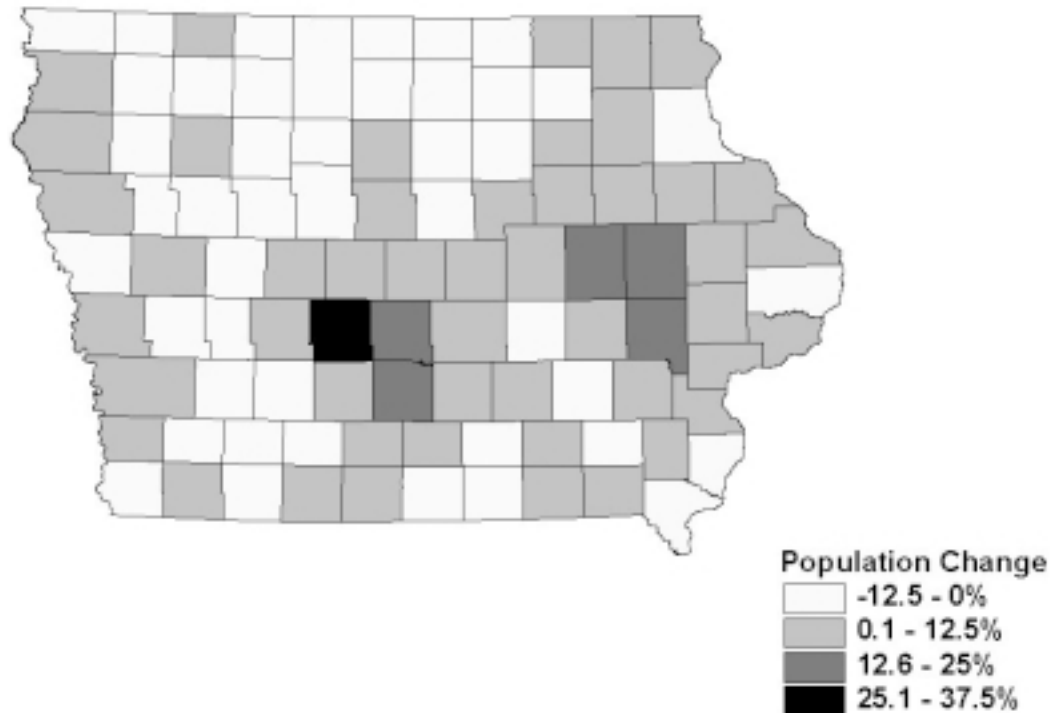
Source: U.S. Census Bureau, Census 2000; 1990 Census, *Population and Housing Unit Counts, United States* (1990 CPH-2-1).
<http://www.census.gov>

- The U.S. population increased by 13.2 percent over the last ten years, significantly higher than the 9.8 percent growth rate reported for the period from 1980 to 1990.
- Iowa experienced a 5.4 percent population growth rate in the past decade, outpacing the estimated rate of 3.3 percent from 1990-1999 and recovering from the loss of 4.7 percent of the population between 1980 and 1990.
- The largest increases in population were in the south and west, with Nevada and Arizona growing at three times the national rate.
- The midwest population grew more slowly than the nation as a whole, with North Dakota and Iowa trailing neighboring states.

Population and Demographics...

Iowa Population Change

FIGURE 2B — IOWA POPULATION CHANGE BY COUNTY
1990-2000



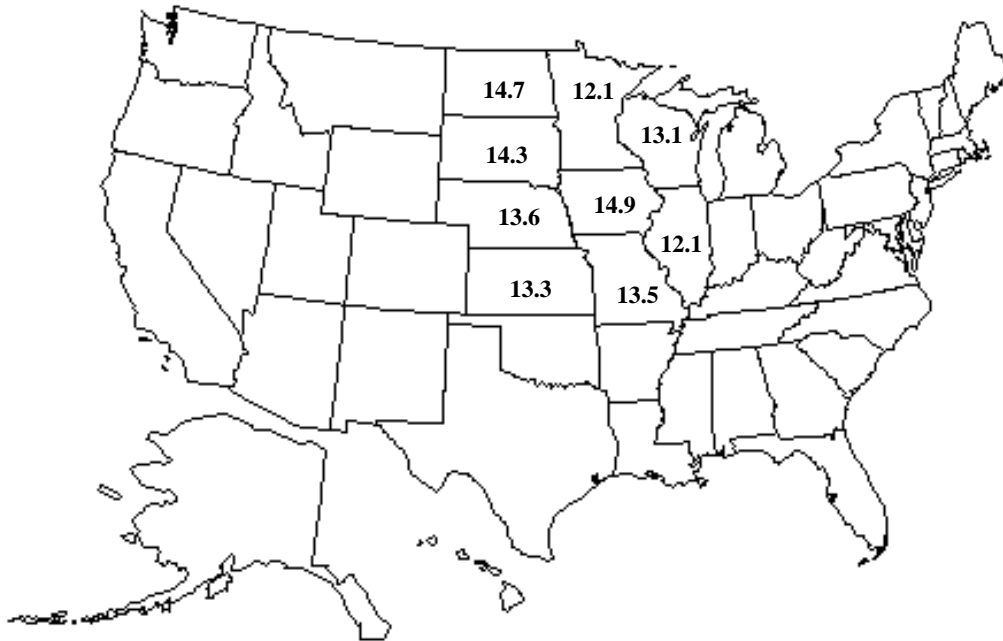
Source: U.S. Census Bureau, Census 2000 and Census 1990.
<http://www.census.gov>

- Iowa's 5.4 percent growth in population from 1990 to 2000 was concentrated in and around metropolitan areas. Almost 25 percent of the state's population resides in just four counties: Dallas, Johnson, Linn, and Polk.
- Dallas County posted the greatest gains in population, increasing by 37 percent over the last ten years. Pocahontas County experienced the largest decline, a loss of 9.1 percent of its citizens during the same period.
- The most populous county in the state is Polk County, which reported a growth rate of 14.5 percent in the decade of the nineties.
- Twenty-two of Iowa's 99 counties grew at or above the state rate of 5.4 percent, with nearly half of those posting double-digit increases. Forty-five counties reported declines in population since 1990.

Population and Demographics...

Aging Iowa

FIGURE 3B — PERCENT OF POPULATION AGE 65 AND OLDER
BY STATE, 2000



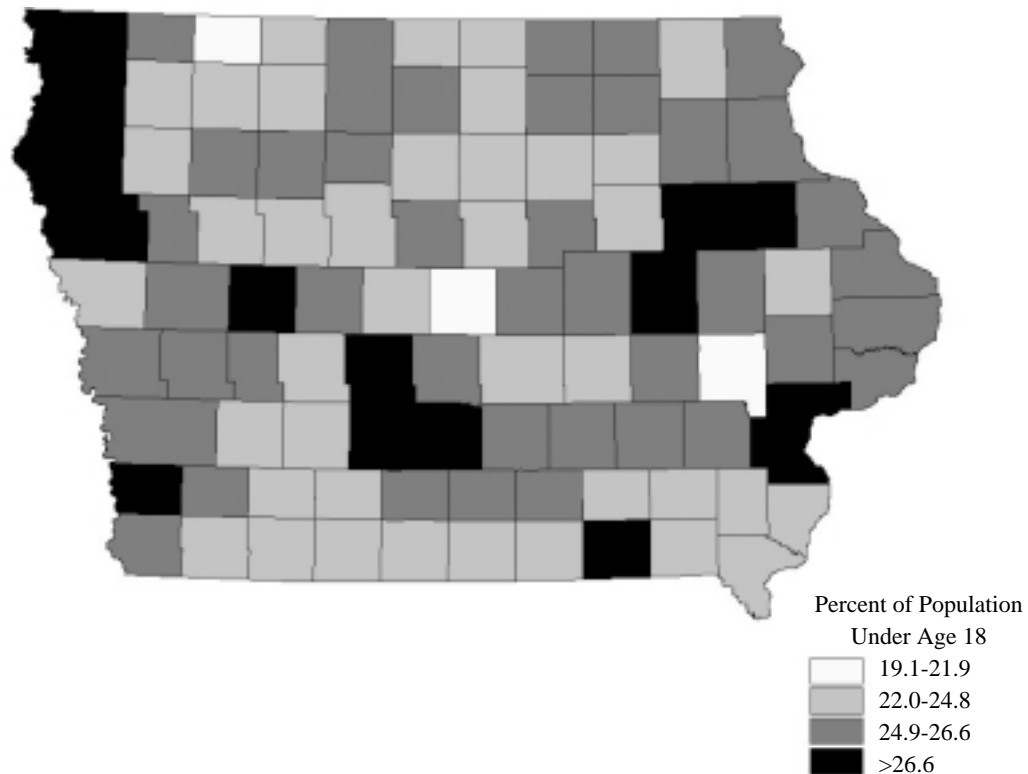
Source: U.S. Census Bureau, Census 2000 Summary File 1, Matrices PCT 12 and P13.
<http://www.census.gov>

- As the Baby Boomer cohort (born between 1946 and 1964) ages, the growth of the elderly population is expected to accelerate rapidly. All states are projected to show a decline in the proportion of youth (under age 20).
- Although midwest states tended to have older populations in general, Iowa had the highest percentage (14.9 percent) of citizens over age 65 in the region in 2000. The percent of Iowa residents over age 65 is expected to reach 22.6 percent by 2025, seventh highest in the U.S.

Population and Demographics...

Iowa Population Under Age 18

FIGURE 4B — PERCENT OF POPULATION UNDER AGE 18 BY IOWA COUNTY
2000



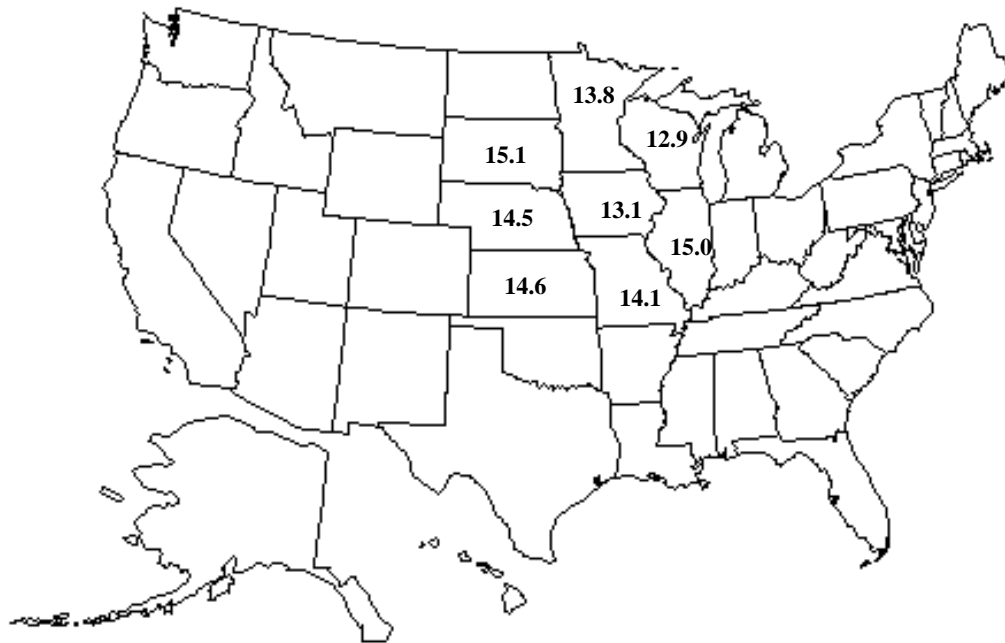
Source: U.S. Census Bureau, Census 2000 Summary File 1.
<http://www.census.gov>

- In 2000, 25.1 percent of Iowa's population was under age 18.
- Story County had the lowest percentage of population under age 18 (19.1 percent) and Delaware County the highest (29 percent).
- In the midwest, only North Dakota had fewer people under age 18 (25 percent).
- Nationally, 25.7 percent of the population in 2000 was under age 18.

Population and Demographics...

U.S. and Iowa Birth Rates

FIGURE 5B — BIRTHS PER THOUSAND POPULATION FOR IOWA AND SELECTED STATES, 1999



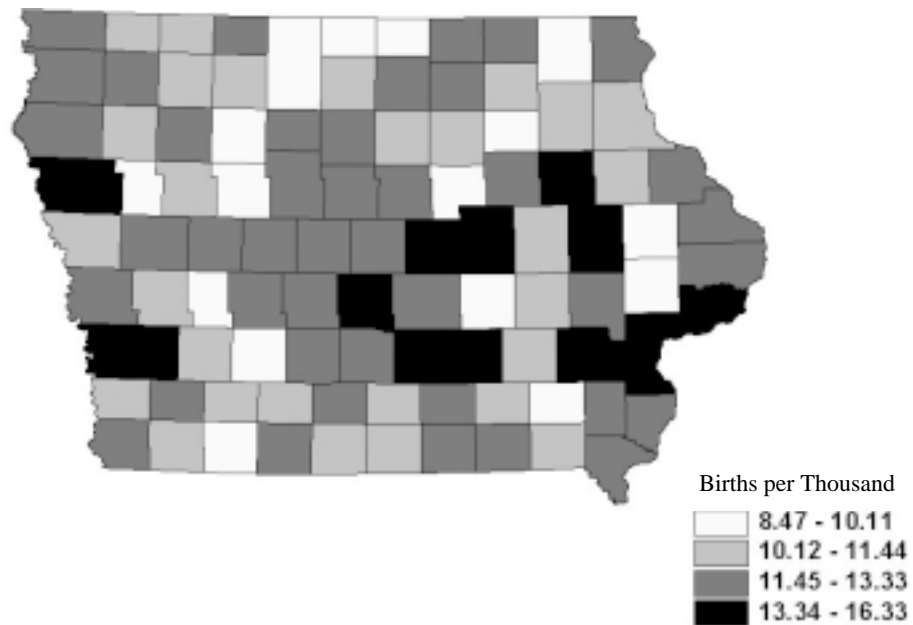
Source: Iowa Department of Public Health, Center for Health Statistics, "Vital Statistics 1999."
<http://www.idph.state.ia.us>
Illinois Department of Public Health, "Birth Statistics."
<http://www.idph.state.il.us/health/bdmd/birth1.htm>
Nebraska Health and Human Services System, "1997-1999 Births by Place of Occurrence and by Usual Residence of the Mother."
<http://www.hhs.state.ne.us/ced/97births.htm>
Kansas Department of Health and Environment, "1999 Annual Summary of Vital Statistics."
<http://www.kdhe.state.ks.us/hci/vital99/1999as.html>
Minnesota Department of Health, "1999 Minnesota Health Statistics Annual Summary."
<http://www.health.state.mn.us/divs/chs/99annsum/index.htm>
Missouri Department of Health, "Missouri Vital Statistics 1999."
<http://www.health.state.mo.us>
Wisconsin Department of Health and Family Services, "Wisconsin Births and Infant Deaths 1999."
<http://www.dhfs.state.wi.us/births/pdf/99births.pdf>

- The number of resident live births per thousand persons in 1999 was comparable to that of the previous year for both the U.S. and Iowa.
- U.S. births per thousand (14.5) continued to exceed the Iowa rate (13.1) in 1999, but the gap has narrowed considerably since 1990, when the U.S. rate surpassed Iowa's rate by 2.5 births per thousand.
- Birth rates in the midwest tended to be lower than the national rate of 14.5 per thousand, and higher than Iowa's birth rate of 13.1 per thousand.

Population and Demographics...

Iowa Births

FIGURE 6B — BIRTHS PER THOUSAND POPULATION FOR
IOWA BY COUNTY, 1999



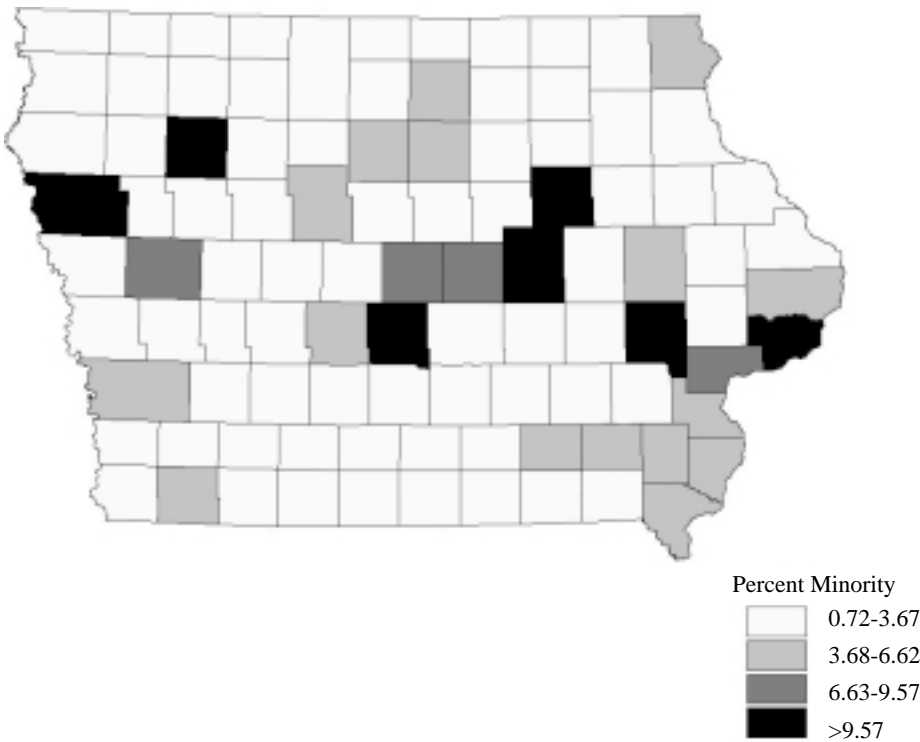
Source: Iowa Department of Public Health, Center for Health Statistics, "Vital Statistics 1999."
<http://www.idph.state.ia.us>

- Among the 17 counties reporting a greater birth rate than the state average, Polk County was highest at 16.3 births per thousand, followed by Woodbury (16.0), and Muscatine (15.0).
- Grundy (8.5), Adair (8.8), and Winneshiek (8.9) experienced the state's lowest birth rates.
- A greater number of deaths than births, per thousand population, was reported in 45 of Iowa's 99 counties. Continuing a trend begun nearly 40 years ago, births exceeded deaths by a diminishing margin in the remaining counties.

Population and Demographics...

Iowa Minority Population

FIGURE 7B —IOWA MINORITY POPULATION BY COUNTY
2000



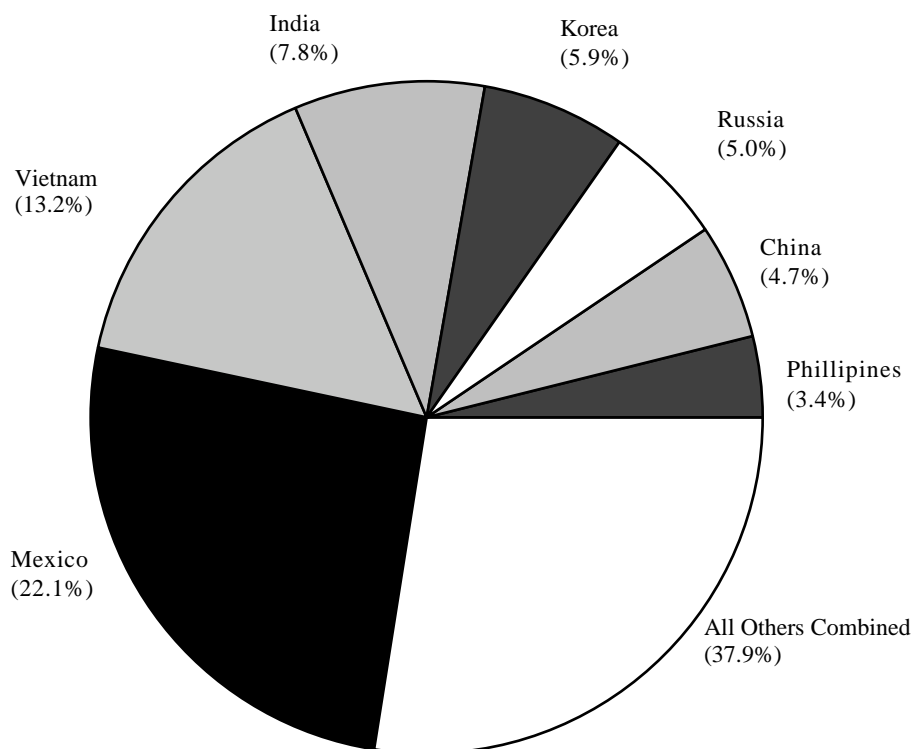
Source: U.S. Census Bureau, Census 2000 Redistricting Data (P.L. 94-171) Summary File.

- Non-minorities made up 93.9 percent of Iowa's population, and minorities 6.1 percent, in 2000.
- Delaware County had the smallest percentage (0.72 percent) of minorities in 2000, and Woodbury the largest (12.52 percent).
- Hispanic population increased from 1.2 percent of Iowa's total population in 1990, to 2.8 percent in 2000.

Population and Demographics...

Iowa Immigrants

FIGURE 8B — PROPORTION OF INTERNATIONAL IMMIGRATION TO IOWA
BY COUNTRY OF ORIGIN (50 OR MORE IMMIGRANTS), 1998



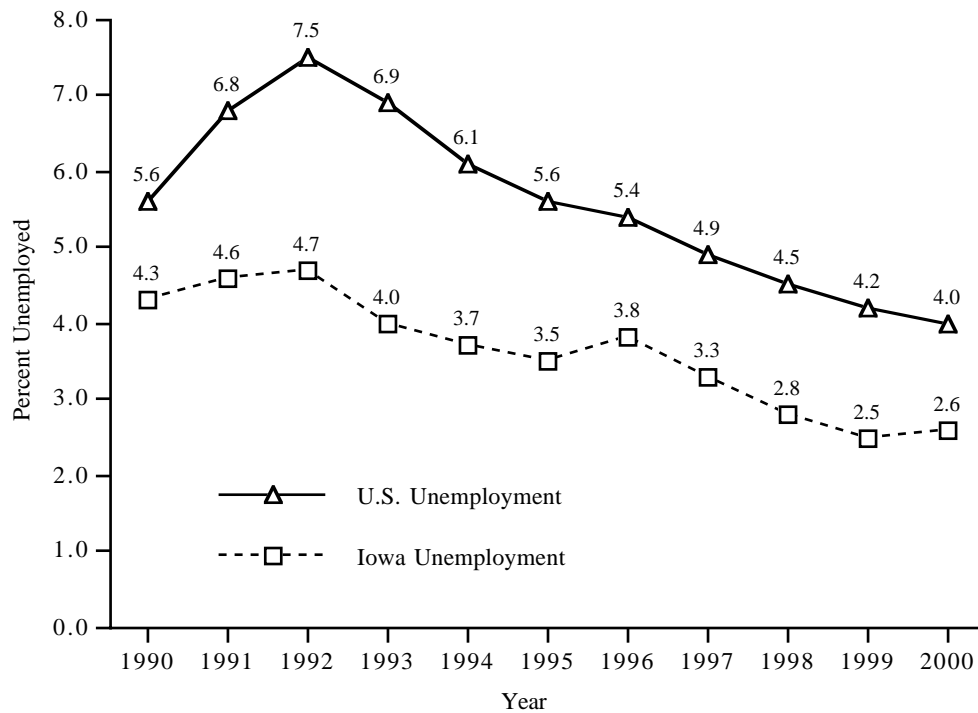
Source: U.S. Department of Justice, Immigration and Naturalization Service, "1998 Statistical Yearbook of the Immigration and Naturalization Service."

- Iowa's population increased by 1,655 international immigrants in 1998.
- The largest proportion (22.1 percent) of Iowa immigrants came from Mexico. The second largest group was from Vietnam (13.2 percent).

Economics...

U.S. and Iowa Workforce Unemployment

FIGURE 9B — IOWA VS. U.S. UNEMPLOYMENT RATES
1990-2000



Sources: U.S. Department of Labor, Bureau of Labor Statistics, Iowa Workforce Development, Labor Market Information Bureau.

- The annual average unemployment rate for the U.S. reached 4.0 percent in 2000, the lowest rate in 31 years.
- Iowa's unemployment rate of 2.6 percent was significantly lower than the national rate, although the gap between the two narrowed in the past year.

Economics...

Job Growth

TABLE 1B — JOB GROWTH RATE MIDWEST REGION
1998-1999, 1999-2000

Midwest Region	Percent of Job Growth	
	1998 to 1999	1999 to 2000
Iowa	3.6%	1.9%
Minnesota	2.6	1.5
Kansas	2.5	1.9
South Dakota	1.8	0.7
Wisconsin	1.0	1.4
Illinois	1.0	0.7
North Dakota	0.8	(-0.1)
Missouri	0.4	1.1
Nebraska	(-0.2)	(-0.9)
Nation	2.2	1.4

Source: The U.S. Department of Labor, Bureau of Labor Statistics, "Regional and State Employment and Unemployment" (press release, January 19, 2001), Morgan Quinto Press, 2001.

- The rate of job growth for Iowa was a relatively robust 3.6 percent from 1998 to 1999, well above the national rate of 2.2 percent, and 6th highest nationwide.
- Job growth slowed significantly between 1999 and 2000 across the nation. Iowa's rate dropped to 1.9 percent, 16th highest in the U.S.
- Iowa led the midwest region in the creation of new jobs from 1998 to 1999, and shared first place with Kansas for the period 1999-2000.
- Only four midwest states reported rates of job growth at or above the U.S. rate from 1999 to 2000. Two midwestern states experienced negative job growth from 1999 to 2000; North Dakota (-0.1 percent), and Nebraska (-0.9 percent).

Economics...

Average Weekly Wage

FIGURE 10B — AVERAGE WEEKLY WAGE FOR IOWA AND THE MIDWEST REGION
1999



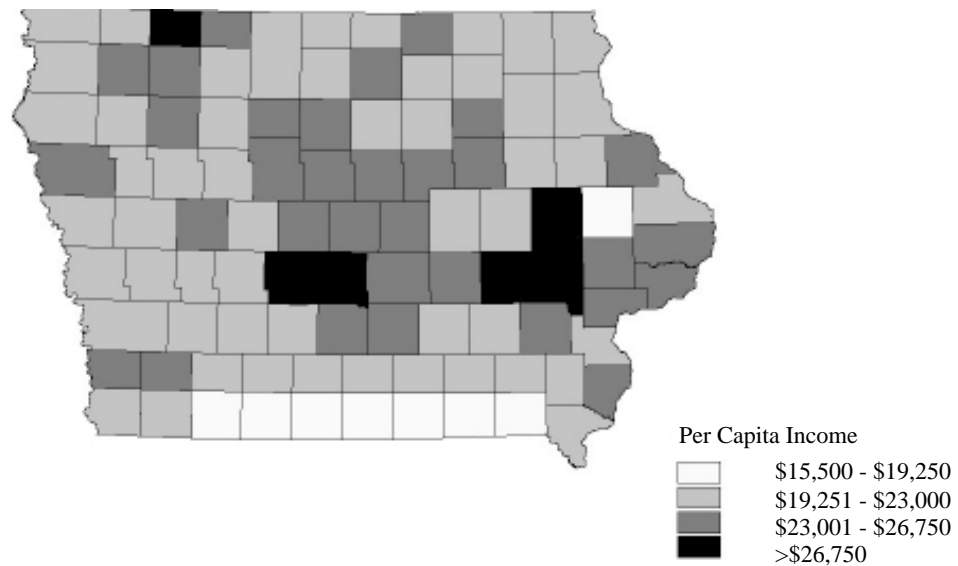
Source: Bureau of Labor Statistics
<http://146.142.4.24/labjava/outside.jsp/survey=ew>

- The U.S. average weekly wage was \$641 in 1999.
- Iowa stood in the middle when compared with other midwest states for average weekly wage figures.
- The weekly wage for Iowans in 1999 was 81 percent of the national average.

Economics...

Per Capita Income

FIGURE 11B — PER CAPITA INCOME IN IOWA BY COUNTY
1999



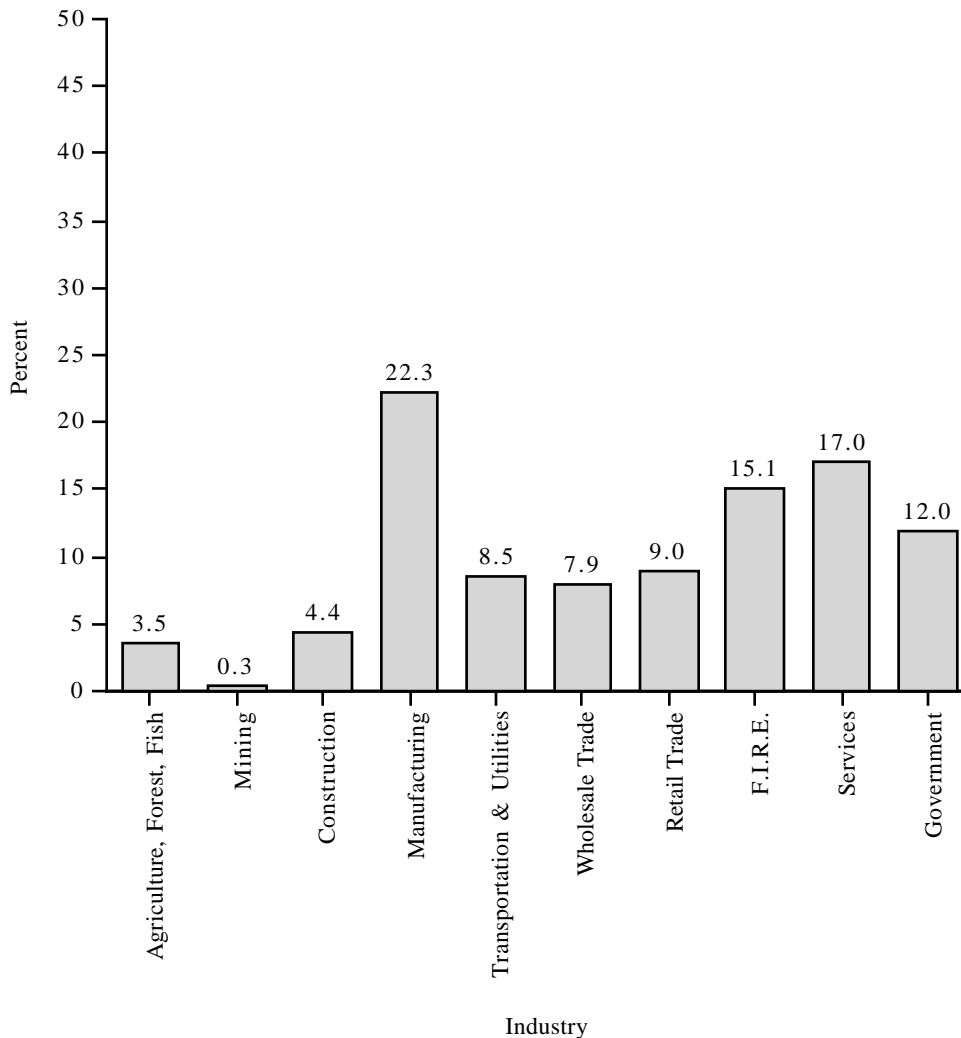
Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Accounts Data, Local Area Personal Income 1998.
<http://www.bea.doc.gov/bea/regional/reis>

- Iowa's per capita income in 1999 was \$25,598, an almost 13 percent increase from 1996's per capita income of \$22,713.
- Income levels varied across the state, with metropolitan areas averaging a per capita income of \$28,460 versus \$23,269 for non-metropolitan areas.
- Polk County reported the highest per capita income in the state (\$32,182), followed by Linn County (\$30,932), and Johnson County (\$29,425).
- Iowa's southern tier counties had the lowest per capita incomes in the state.

Economics...

Iowa Gross State Product

FIGURE 12B — IOWA GROSS STATE PRODUCT BY INDUSTRY
1999



Source: U.S. Department of Commerce, Bureau of Economic Analysis, Gross State Product, 1999.
Note: F.I.R.E. - Finance, Insurance, and Real Estate.

- Iowa's gross state product in 1999 was \$85,243,000,000.
- Manufacturing represented the largest share of the state's gross product at 22.4 percent, followed by services at 17 percent.
- Agriculture represented 3.5 percent of Iowa's gross state product in 1999.

Social...

Educational Attainment

TABLE 2B — PERCENT OF POPULATION 25 YEARS AND OLDER
COMPLETING HIGH SCHOOL AND COLLEGE IN
IOWA AND SELECTED STATES
2000

State	Percent Completing High School	Regional Rank	Percent Attaining Bachelor's Degree or Higher	Regional Rank
South Dakota	91.8%	1	25.7%	5
Minnesota	90.8	2	31.2	1
Nebraska	90.4	3	24.6	7
Iowa	89.7	4	25.5	6
Kansas	88.1	5	27.3	2
Wisconsin	86.7	6	23.8	8
Missouri	86.6	7	26.2	4
Illinois	85.5	8.5	27.1	3
North Dakota	85.5	8.5	22.6	9
Nation	84.0		26.0	

Source: U.S. Census Bureau, "Educational Attainment of the Population 25 Years and Over, by State." Internet Release date: December 19, 2000.

- The midwest reported the highest high school completion levels for the nation.
- The proportion of Iowans with high school diplomas exceeded the U.S. rate.
- South Dakota and Washington led the nation with 91.8 percent of their citizens over age 25 with a high school diploma.
- West Virginia recorded the lowest levels of educational attainment for both high school and college diplomas (77.1 percent and 15.3 percent, respectively).

Social...

Computer and Internet Access

TABLE 3B — PERCENT OF HOUSEHOLDS WITH COMPUTERS AND
INTERNET ACCESS FOR U.S. AND SELECTED STATES
2000

State	Percent of Households with Computers	Percent of Households with Internet Access
Minnesota	57.0%	43.0%
Kansas	55.8	43.9
Iowa	53.6	39.0
Missouri	52.6	42.5
Nation	51.0	41.5
Wisconsin	50.9	40.6
South Dakota	50.4	37.9
Illinois	50.2	40.1
Nebraska	48.5	37.0
North Dakota	47.5	37.7

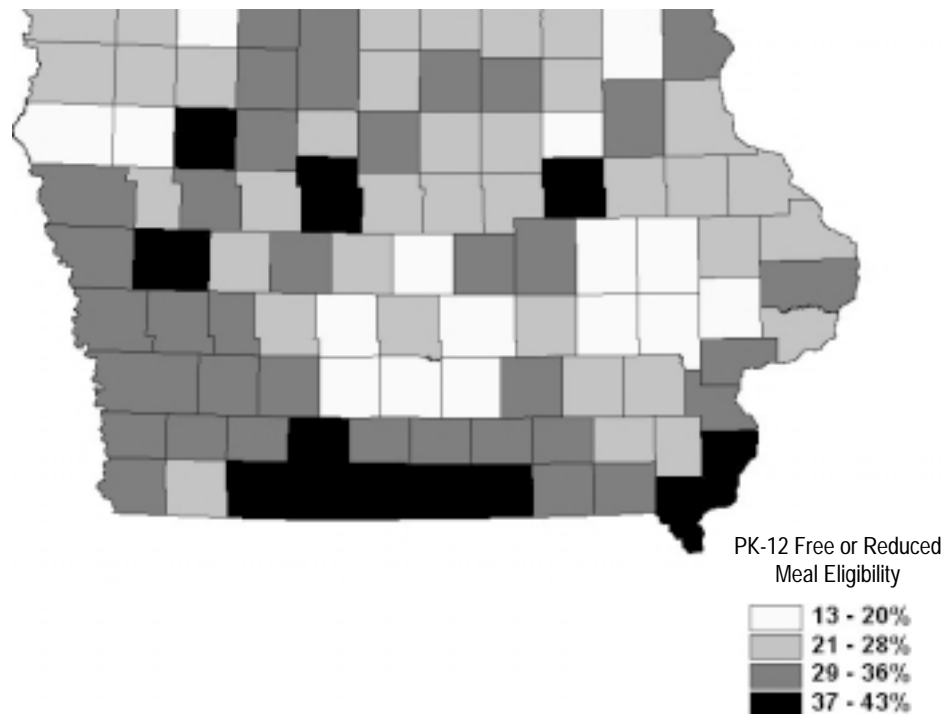
Source: U.S. Department of Commerce, Economic and Statistics Administration, "Falling Through the Net: Toward Digital Inclusion" October 2000.

- Slightly over half of U.S. households owned a computer in 2000, up from 42.1 percent in 1998. The proportion of households in the nation with Internet access rose from 26.2 percent in 1998 to 41.5 percent by August, 2000.
- Computer ownership was greater in Iowa (53.6 percent) than the U.S. average, but Iowans were less likely to be connected to the Internet (39.0 percent) than the nation.
- Households with two parents, and higher levels of education, were more likely to have computers and Internet access.

Social...

Poverty

FIGURE 13B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS
ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY COUNTY
2000-2001



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free or Reduced Price Meal Eligibility File.

Note: School districts are grouped by county on the basis of location of the administrative office. Since a substantial number of school district boundaries cross county lines, classification by county should be considered somewhat artificial.

- Overall, 26.7 percent of public school students in Iowa were eligible for free or reduced price meals during the 2000-2001 school year.
- Warren County reported the lowest percentage of free or reduced price meal eligible students (13.0 percent).
- The highest proportion of eligible students was found in Wayne County, with 42.0 percent of PK-12 enrollment eligible for free or reduced price meals.

Social...

Poverty

TABLE 4B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS
ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ENROLLMENT CATEGORY
1999-2000 TO 2000-2001

Enrollment Category	1999-2000 Free or Reduced Price Meal Eligible Students		2000-2001 Free or Reduced Price Meal Eligible Students	
	Number	Percent	Number	Percent
<250	1,317	37.4	1,412	36.9
250-399	5,543	30.3	5,066	28.8
400-599	9,150	24.9	9,566	25.3
600-999	19,019	22.9	18,266	23.1
1,000-2,499	30,771	24.2	30,593	24.2
2,500-7,499	21,247	21.9	21,937	22.8
7,500+	43,887	33.4	44,737	34.1
State	130,934	26.3	131,577	26.7

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free or Reduced Price Meal Eligibility Files.

Notes: Enrollment categories are based on certified enrollments. Percentages are based on dividing the number of PK-12 students eligible for free or reduced price meals by the PK-12 Basic Educational Data Survey head count taken the third Friday in September of each school year.

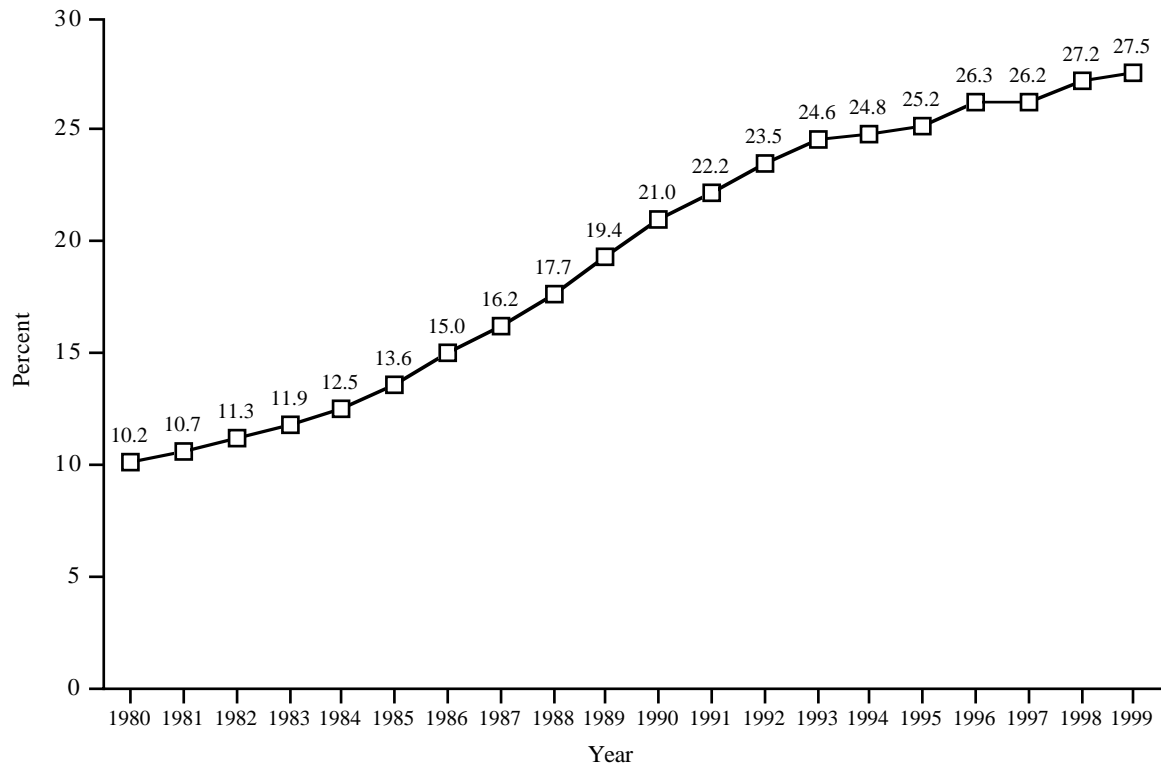
Free or Reduced Price Meal Eligibility on a district-by-district and on a building basis is available from the Department of Education web sites at the following URLs: <http://www.state.ia.us/educate/statistics/ied013a1.xls> and <http://www.state.ia.us/educate/statistics/ied013a2.xls>

- The number of Iowa public school students eligible for free or reduced price meals increased by 643 students, or 0.5 percent from 1999-2000 to 2000-2001.
- Districts in the smallest and largest enrollment categories tended to have the highest proportion of free or reduced price meal eligible students.

Social...

Out-of-Wedlock Births

FIGURE 14B— IOWA, OUT-OF-WEDLOCK BIRTHS AS A PERCENT OF
TOTAL RESIDENT LIVE BIRTHS
1980-1999



Source: Iowa Department of Public Health, Center for Health Statistics, Resident Live Births, 1980-1999.

- The percent of Iowa resident births that were out-of-wedlock increased slightly from 27.2 percent of total live births in 1998 to 27.5 percent in 1999.
- The increase in out-of-wedlock births continues an upward trend which has seen the percent of out-of-wedlock births nearly triple over the period 1980-1999.

Social...

Immunization Rates

TABLE 5B — PERCENT OF CHILDREN AGED 19-35 MONTHS FULLY IMMUNIZED
1999 STATE RANKINGS

State	Percent of Children Aged 19-35 Months Fully Immunized	Midwest Rank	National Rank
Minnesota	85.2%	1	6
Wisconsin	84.5	2	8
Iowa	83.4	3	10
Nebraska	81.8	4	15
South Dakota	81.7	5	17 tie
North Dakota	80.4	6	24
Kansas	78.9	7	30
Illinois	77.4	8	35
Missouri	75.0	9	40
Nation	78.4	-	-

Source: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, "State Vaccination Coverage Levels," Morbidity and Mortality Weekly Report, Vol. 49, No. 26, 7/7/00.

- Nationwide, 78.4 percent of children aged 19-35 months were fully immunized in 1999.
- Children in Iowa were immunized at a higher rate (83.4 percent) than the national average, and ranked third in the midwest behind Minnesota and Wisconsin, and tenth in the nation.
- Vermont had an immunization rate of 90.5 percent, the highest in the nation, while Idaho reported the lowest rate (69.4 percent).

Social...

Female Family Households

TABLE 6B — FEMALE FAMILY HOUSEHOLDS WITH CHILDREN UNDER AGE 18¹
2000

State	Percent of Households in 2000
Illinois	6.9%
Iowa	5.6
Kansas	6.0
Minnesota	5.9
Missouri	7.1
Nebraska	6.0
North Dakota	5.3
South Dakota	6.1
Nation	7.2
Wisconsin	6.2

Source: U.S. Census Bureau, Census 2000 Summary File 1.

Note: ¹Data represent female heads of households (parent) with no spouse.

- Iowa had the second lowest percentage in the nation (after North Dakota) of female family households with children under 18 years of age.
- Mississippi had the highest percentage of female family households with children under 18 years of age in the nation at 10.1 percent.
- The national rate of female family households with children under age 18 was 7.2 percent.

Introduction to Grades PK-12

Iowa schools enrolled 535,355 students in grades K-12 during the 2000-2001 school year. In the 2000-2001 school year Iowa students attended classes in 1,531 public and 211 approved nonpublic attendance centers. In 2000-2001 Iowa maintained 374 public school districts operating 367 high schools. Nearly 80 percent of Iowa's public high schools enrolled fewer than 500 students in grades 9-12 and 36 percent of high schools enrolled fewer than 200 students.

Nearly 46,000 licensed staff served the needs of Iowa's public and nonpublic students. Public schools employed 39,955 licensed staff, while 3,297 licensed staff were employed in nonpublic schools.

Iowa's 15 area education agencies (AEAs), established to provide support to Iowa schools, employed 2,642 licensed staff. The 15 AEAs offer programs to schools within their boundaries to promote school improvement, to support emerging educational practices, to facilitate school-community planning efforts, and to provide professional development and curriculum services, and instructional media and school technology services. Area education agencies also provide a variety of other services to promote efficiency, such as developing and coordinating cooperative purchasing plans.

Iowa has three Board of Regent's institutions providing post-secondary education opportunities to high school graduates, the University of Northern Iowa in Cedar Falls, Iowa State University in Ames, and the University of Iowa in Iowa City. The combined enrollments of the Regent's institutions in the fall of 2000 totaled approximately 69,000. In addition Iowa supports 15 community colleges and 28 independent four-year colleges and universities and two independent two-year colleges.

Educational data for individual Iowa school districts and nonpublic schools are available on the Department's web site from the following URL:

<http://www.state.ia.us/educate/statistics/index.html>

Enrollment

Enrollment statistics present information for the 2000-2001 school year as well as trends over time. Included within the enrollment section are data for nonpublic schools as well as public school districts. Enrollment statistics are also summarized by enrollment category. Contents include: enrollment histories and five-year projections, enrollments by grade level, high school enrollments, distributions of school districts and enrollments by enrollment category, enrollments by race/ethnicity, limited English proficient student distributions, open enrollment statistics, and special education enrollments.

Enrollment Trends

Public and nonpublic enrollments for Iowa schools are presented in Table 1 and in Figures 1-2. Since 1989-1990 combined public and nonpublic enrollments showed increases for eight consecutive years. Beginning in 1997-1998 combined enrollments decreased each year. Public school enrollments in 2000-2001 were higher by about 9,000 students than in 1985-1986. Nonpublic enrollment, on the other hand, has shown a steady decline since 1985-1986 and was down about 8,000 students in 2000-2001 compared to 1985-1986 figures, a decrease of just over 16 percent. The historical high in Iowa school enrollments occurred during the 1972-1973 school year when public school enrollments exceeded 645,000 and nonpublic enrollments approached 66,000. The combined public and nonpublic enrollment for the peak year 1972-1973 exceeded 711,000.

Table 1

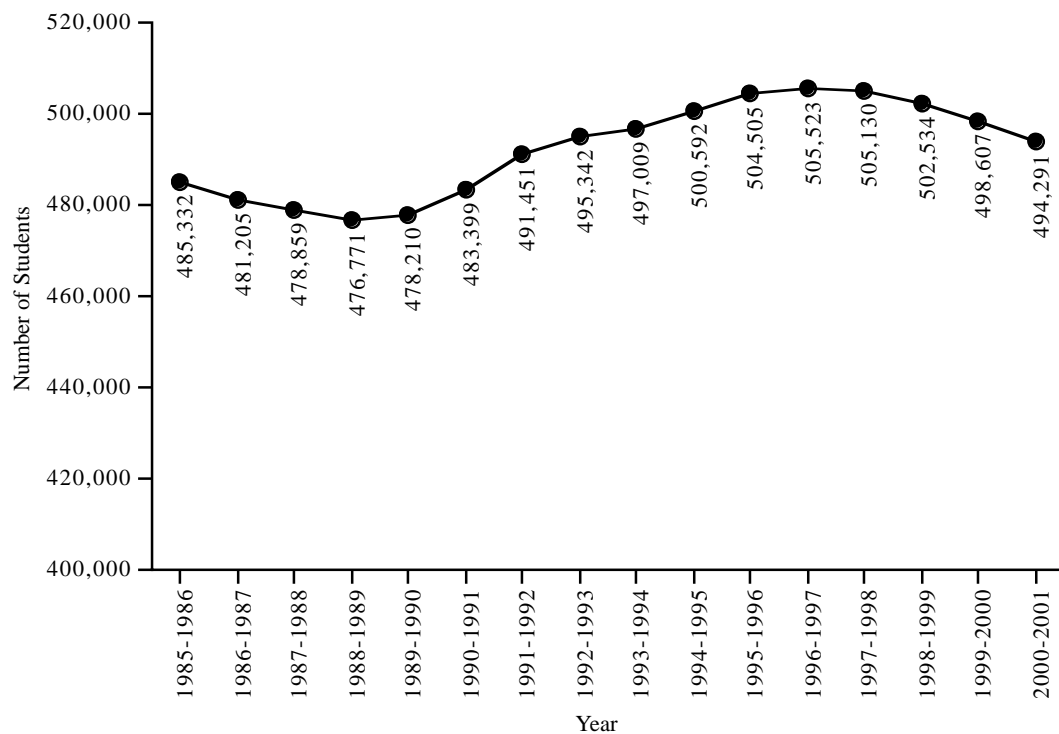
**IOWA PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS
1985-1986 TO 2000-2001**

Year	Public	Nonpublic	Combined Total
1985-1986	485,332	49,026	534,358
1986-1987	481,205	48,520	529,725
1987-1988	478,859	47,228	526,087
1988-1989	476,771	47,373	524,144
1989-1990	478,210	46,033	524,243
1990-1991	483,399	45,562	528,961
1991-1992	491,451	45,865	537,316
1992-1993	495,342	45,229	540,571
1993-1994	497,009	45,328	542,337
1994-1995	500,592	44,752	545,344
1995-1996	504,505	44,563	549,068
1996-1997	505,523	44,302	549,825
1997-1998	505,130	43,417	548,547
1998-1999	502,534	42,758	545,292
1999-2000	498,607	42,280	540,887
2000-2001	494,291	41,064	535,355

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

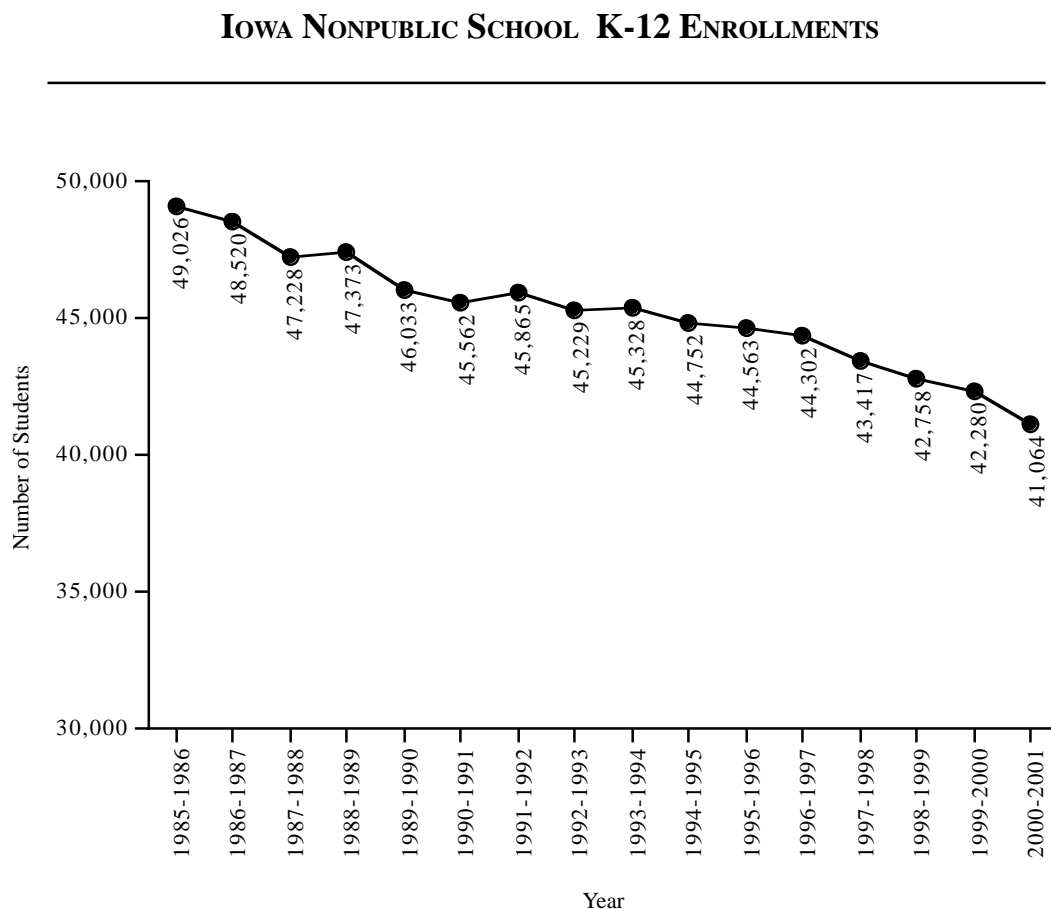
Figure 1

IOWA PUBLIC SCHOOL K-12 ENROLLMENTS



SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

Figure 2



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

Public school enrollments by grade level are presented in Table 2 for 1985-1986, 1999-2000, and 2000-2001. Over the period from 1985-1986 to 2000-2001 increases in enrollment occurred for grades three through twelve, with the largest percentage increases occurring in grades four through seven. These increases ranged from about 10 to 14 percent. For kindergarten through grade two, enrollments declined over the same time period, with substantial decreases of nearly 17 and 11 percent, occurring for kindergarten and first grade respectively.

Table 2

IOWA PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL 1985-1986, 1999-2000, AND 2000-2001					
Grade Level	1985-1986	1999-2000	2000-2001	1999-2000 to 2000-2001 % Change	1985-1986 to 2000-2001 % Change
K	40,925	34,596	33,977	-1.79%	-16.98%
1	38,110	35,137	33,946	-3.39	-10.93
2	35,387	35,666	34,952	-2.00	-1.23
3	34,508	36,162	35,818	-0.95	3.80
4	32,977	36,766	36,448	-0.86	10.53
5	33,327	36,147	36,975	2.29	10.95
6	32,038	35,819	36,576	2.11	14.16
7	32,653	36,307	36,704	1.09	12.41
8	35,136	37,966	36,458	-3.97	3.76
9	39,688	41,394	40,660	-1.77	2.45
10	39,337	39,159	39,929	1.97	1.50
11	37,203	37,829	37,592	-0.63	1.05
12	35,906	37,124	36,892	-0.62	2.75
Other*	18,137	18,535	17,364	(NA)	(NA)
State	485,332	498,607	494,291	-0.87	1.85

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, 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.

Table 3 reflects certified enrollment changes for the seven enrollment categories over the most current two school years. For the state, certified enrollment showed a decline of 4,316 students. Nearly 75 percent of the decline occurred in the 104 school districts in the 600-999 enrollment category. Only two enrollment categories experienced increases in certified enrollment from 1999-2000 to 2000-2001, the under 250 enrollment category and the 400-599 enrollment category.

Table 3

IOWA PUBLIC SCHOOL ENROLLMENT CHANGES BY ENROLLMENT CATEGORY 1999-2000 TO 2000-2001					
Enrollment Category	1999-2000 Enrollment	2000-2001 Enrollment	Absolute Enrollment Change	Percent Change	Number of Districts in 2000-2001
<250	4,610	4,851	241	5.2%	26
250-399	18,455	17,932	-523	-2.8	54
400-599	36,681	37,555	874	2.4	74
600-999	82,248	78,916	-3,332	-4.1	104
1,000-2,499	126,734	126,118	-616	-0.5	83
2,500-7,499	96,816	96,410	-406	-0.4	24
7,500+	133,063	132,509	-554	-0.4	9
State	498,607	494,291	-4,316	-0.9	374

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCE AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

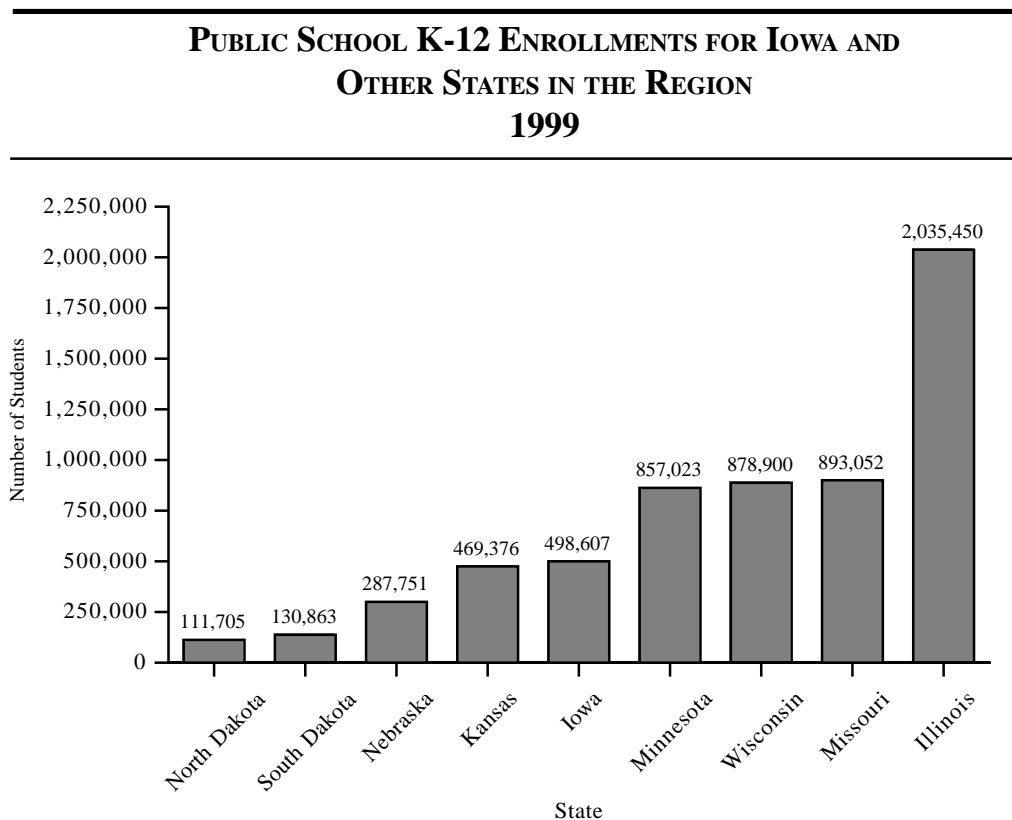
A comparison of enrollments on a regional basis is presented in Table 4 and Figure 3 for states in the midwest area. Eight of the nine states shown reported increases in public school enrollments from the fall of 1985 to the fall of 1999; however, North Dakota experienced a loss of approximately 7,000 students over the period. From the fall of 1997 to the fall of 1999 enrollment declines were experienced by six of the midwest region states, including Iowa.

Table 4

PUBLIC SCHOOL K-12 ENROLLMENT TRENDS FOR IOWA, THE NATION, AND OTHER STATES IN THE REGION								
State	School Year Beginning							
	1985	1987	1989	1991	1993	1995	1997	1999
Nation	39,421,961	40,008,213	40,542,707	42,046,878	43,464,916	44,840,481	46,126,897	46,772,445
Illinois	1,826,478	1,811,446	1,797,355	1,848,166	1,893,078	1,943,623	1,998,289	2,035,450
Missouri	795,107	802,060	807,934	842,965	866,378	889,881	910,613	893,052
Wisconsin	768,234	772,363	782,905	814,671	844,001	870,175	881,780	878,900
Minnesota	705,140	721,481	739,553	773,571	810,233	835,166	853,621	857,023
Iowa	485,332	478,859	478,210	491,451	497,009	504,505	505,130	498,607
Kansas	410,229	421,112	430,864	445,390	457,614	463,008	468,687	469,376
Nebraska	265,819	268,100	270,920	279,552	285,097	289,744	292,681	287,751
South Dakota	124,291	126,817	127,329	131,576	142,825	144,685	142,443	130,863
North Dakota	118,570	119,004	117,816	118,376	119,127	119,100	118,572	111,705

SOURCES: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 2000.

Figure 3



SOURCES: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 2000.

Iowa public school enrollments by selected grade level are reported in Table 5 for 1991-1992 through 2000-2001. Projected enrollments are also shown for the 2001-2002 through 2005-2006 school years. Since 1991-1992 public school enrollments increased five consecutive years followed by four consecutive decreases. Projected public school enrollments forecast declines through 2005-2006.

An examination of grade level enrollments reveals a reversal in the relationship between incoming kindergarten enrollment and out-going twelfth grade enrollments over the past several years. In the past, kindergarten enrollments have generally exceeded twelfth grade enrollments by an average of more than 3,500 students. However, since the 1997-1998 school year, twelfth grade enrollments have exceeded kindergarten enrollments. In the 2000-2001 school year twelfth grade enrollment exceeded kindergarten enrollments by about 3,000 students. This trend is projected to continue through the 2005-2006 school year. The substantial drop in kindergarten enrollment will continue to impact declines as these students move through the grades.

Table 5

**IOWA PUBLIC SCHOOL K-12 ENROLLMENTS FOR
1991-1992 THROUGH 2000-2001 AND PROJECTED ENROLLMENTS
FOR 2001-2002 THROUGH 2005-2006**

Year	K	1-3	GRADE LEVEL				12	Total	Other*	Grand Total
			4-5	6-8	9-11					
			ENROLLMENTS							
1991-1992	37,841	111,535	75,031	110,022	104,096	31,648	470,173	21,278	491,451	
1992-1993	36,390	110,312	75,033	113,571	105,697	33,008	474,011	21,331	495,342	
1993-1994	36,311	108,244	73,808	115,010	109,857	32,545	475,775	21,234	497,009	
1994-1995	37,402	106,402	73,500	115,534	113,867	34,078	480,783	19,809	500,592	
1995-1996	37,629	106,020	73,635	114,665	117,926	34,565	484,440	20,065	504,505	
1996-1997	37,101	107,324	71,368	114,295	119,262	35,650	485,000	20,523	505,523	
1997-1998	36,486	107,817	69,871	112,447	118,720	36,808	482,149	22,981	505,130	
1998-1999	35,772	108,065	70,882	111,332	118,668	37,166	481,885	20,649	502,534	
1999-2000	34,596	106,965	72,913	110,092	118,382	37,124	480,072	18,484	498,607	
2000-2001	33,977	104,716	73,423	109,738	118,181	36,892	476,927	17,364	494,291	
PROJECTED ENROLLMENTS										
2001-2002	34,592	101,979	72,576	111,620	116,542	36,469	473,778	16,582	490,360	
2002-2003	34,828	100,628	71,313	112,792	114,714	37,093	471,368	16,498	487,866	
2003-2004	35,202	100,707	69,314	112,817	114,187	36,572	468,799	16,408	485,207	
2004-2005	34,995	101,901	67,347	111,137	116,172	35,023	466,575	16,330	482,905	
2005-2006	34,882	102,291	67,192	108,596	117,336	35,362	465,659	16,298	481,957	

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, 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 6 reports nonpublic historical and projected enrollments. Total nonpublic enrollments declined 10.5 percent since 1991-1992, compared to a .6 percent increase for public schools, and nonpublic enrollment is projected to continue decreasing through 2005-2006. In 1991-1992 nonpublic enrollments represented 8.5 percent of the combined public and nonpublic enrollment and only 7.7 percent of combined enrollments in 2000-2001.

Table 6

**IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS
FOR 1991-1992 THROUGH 2000-2001 AND PROJECTED ENROLLMENTS
FOR 2001-2002 THROUGH 2005-2006**

Year	GRADE LEVEL						Total
	K	1-3	4-5	6-8	9-11	12	
	ENROLLMENTS						
1991-1992	3,977	13,298	8,671	10,576	7,154	2,189	45,865
1992-1993	3,843	12,942	8,440	10,588	7,162	2,254	45,229
1993-1994	3,905	12,613	8,235	10,827	7,499	2,249	45,328
1994-1995	3,976	12,301	8,152	10,397	7,526	2,390	44,742
1995-1996	4,002	12,245	8,107	10,480	7,522	2,193	44,549
1996-1997	4,096	12,216	7,791	10,362	7,534	2,303	44,302
1997-1998	3,943	12,205	7,598	10,120	7,198	2,353	43,417
1998-1999	3,935	11,919	7,721	9,816	7,066	2,301	42,758
1999-2000	3,888	11,678	7,645	9,773	6,938	2,358	42,280
2000-2001	3,870	11,404	7,456	9,437	6,667	2,230	41,064
PROJECTED ENROLLMENTS							
2001-2002	3,863	11,374	7,289	9,372	6,475	2,135	40,508
2002-2003	3,889	11,349	7,130	9,332	6,285	2,118	40,103
2003-2004	3,931	11,399	7,069	9,110	6,248	2,007	39,764
2004-2005	3,908	11,460	7,052	8,969	6,211	1,956	39,556
2005-2006	3,895	11,504	7,075	8,802	6,184	1,938	39,398

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS.

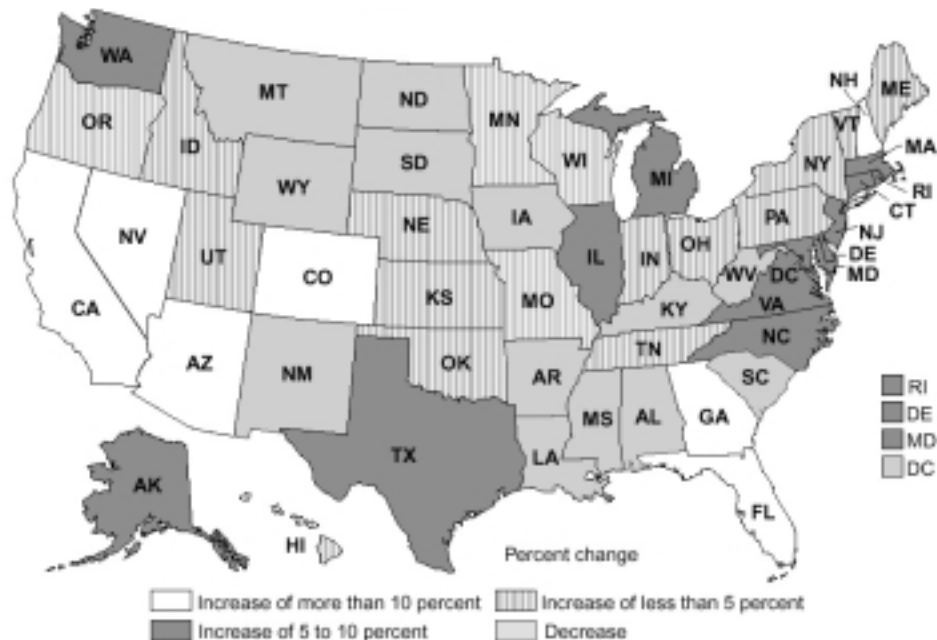
NOTES: ALL ENROLLMENTS ARE AS OF THE THIRD FRIDAY IN SEPTEMBER. THE NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS ARE BASED UPON TRENDS OBSERVED IN THE NUMBER OF STUDENTS MOVING FROM GRADE TO GRADE. THE TREND, CALCULATED AS AN AVERAGE COHORT SURVIVAL RATIO, WAS USED TO ESTIMATE ENROLLMENTS FOR FIRST THROUGH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

Enrollment Changes for the Nation

Figure 4 shows percentage changes for U.S. states from 1994 to 1999. Seven states reported increases of more than 10 percent over the period. These included California, Nevada, Colorado, Arizona, Georgia, Florida, and New Hampshire. Thirteen states, including Iowa, reported decreases in public elementary and secondary enrollment. Overall, 74 percent, or 37 of the nation's 50 states reported an increase in public school enrollment from 1994 to 1999.

Figure 4

PERCENT CHANGE IN PUBLIC ELEMENTARY AND SECONDARY ENROLLMENT BY STATE FALL 1994 TO FALL 1999



SOURCE: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 2000.

Distribution of Public School Students and Districts

A historical overview of the number of Iowa school districts from 1950 to the present is reported in Table 7 and Figure 5. The greatest drop in the number of Iowa school districts occurred between 1955 and 1960. The large decrease in the number of districts from 1965 to 1970 was due to a change in the Iowa Code requiring all operating school districts to provide K-12 programs. Since 1970 the number of Iowa school districts decreased by just over 17 percent.

Table 7

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS 1950-2000

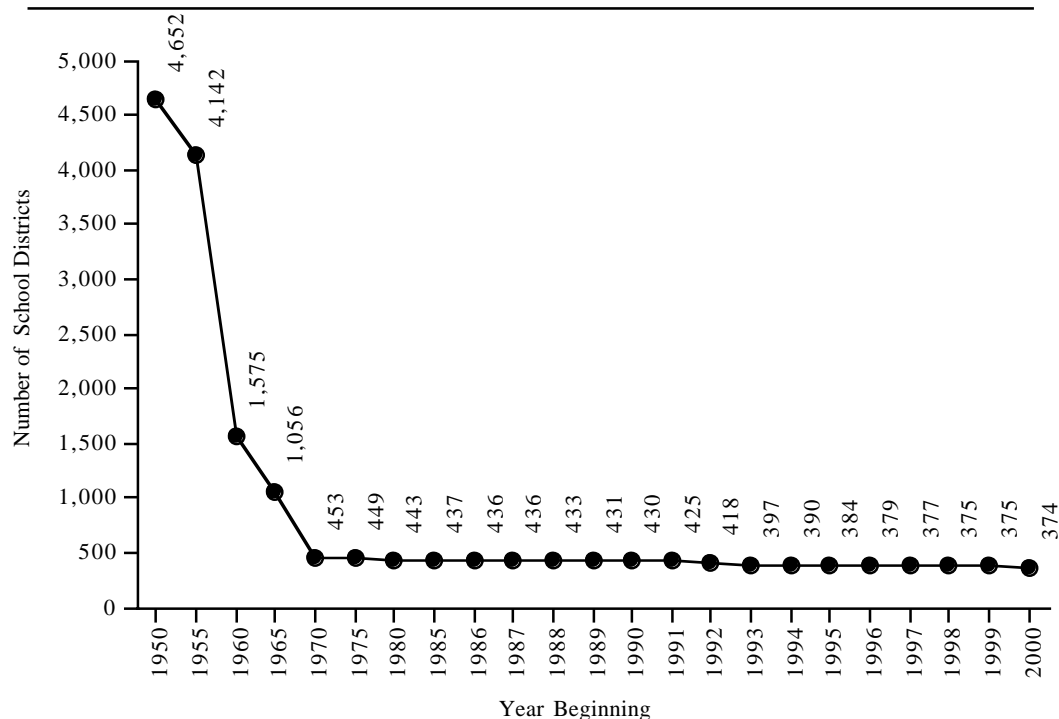
Year Beginning	Number of Iowa Public School Districts	Percent Decrease from Previous Year
1950	4,652	—
1955	4,142	10.96 %
1960	1,575	61.97
1965	1,056	32.95
1970	453	57.10
1975	449	0.88
1980	443	1.34
1985	437	1.35
1986	436	0.23
1987	436	0.00
1988	433	0.69
1989	431	0.46
1990	430	0.23
1991	425	1.16
1992	418	1.65
1993	397	5.02
1994	390	1.76
1995	384	1.54
1996	379	1.30
1997	377	0.53
1998	375	0.53
1999	375	0.00
2000	374	0.27

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ADDRESS FILES AND HISTORICAL ARCHIVES.

NOTE: PRIOR TO JULY 1, 1966, IOWA ALLOWED SCHOOLS TO OPERATE AS NON-K-12 SCHOOL DISTRICTS.

Figure 5

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ADDRESS FILES AND HISTORICAL ARCHIVES.

NOTE: PRIOR TO JULY 1, 1966, IOWA ALLOWED SCHOOLS TO OPERATE AS NON-K-12 SCHOOL DISTRICTS.

The distributions of public school students and districts are presented in Table 8. Base year figures, 1985-1986 are compared with current year, 2000-2001 figures. Students and school districts are grouped by the seven standard Iowa enrollment categories. In 1985-1986, 54 percent of Iowa school districts reported enrollments of less than 600 compared to only 41.2 percent in 2000-2001. Correspondingly, 17.1 percent of Iowa's public school students were enrolled in districts with enrollments under 600 in 1985-1986, compared to only 12.2 percent in 2000-2001.

In 1985-1986 the average enrollment for school districts was approximately 1,100 and the median enrollment was 560 compared to an average enrollment of about 1,320 and a median enrollment of almost 700 in 2000-2001. The changes reflect a 25 percent increase in the average enrollment and a 20 percent increase in the median enrollment since the 1985-1986 school year.

In the 2000-2001 school year Iowa's smallest school district enrolled 99 students or just under an average of eight students per grade, while the largest school district reported an enrollment of 32,345 students or an average of nearly 2,500 students per grade in grades K-12.

Table 8

**DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS AND
STUDENTS BY ENROLLMENT CATEGORY
1985-1986 AND 2000-2001**

Enrollment Category	1985-1986				2000-2001			
	Districts N	%	Students N	%	Districts N	%	Students N	%
<250	52	11.9%	10,124	2.1%	26	7.0%	4,851	1.0%
250-399	90	20.6	29,060	6.0	54	14.4	17,932	3.6
400-599	94	21.5	46,544	9.6	74	19.8	37,555	7.6
600-999	97	22.2	72,595	15.0	104	27.8	78,916	16.0
1,000-2,499	72	16.5	109,551	22.5	83	22.2	126,118	25.5
2,500-7,499	24	5.5	95,189	19.6	24	6.4	96,410	19.5
7,500+	8	1.8	122,269	25.2	9	2.4	132,509	26.8
State	437		485,332		374		494,291	

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

The distribution of Iowa public and nonpublic schools by type or level are shown in Tables 9 and 10. In 2000-2001 Iowa had 1,531 public schools. The majority of public schools, 55.1 percent, were elementary schools. There were 367 Iowa public high schools in 2000-2001, representing 24 percent of all public schools and a total of 225 middle schools representing 14.7 percent of public schools.

Table 9

IOWA PUBLIC SCHOOL DISTRIBUTION BY TYPE 2000-2001		
Type of School	Number	Percent
High School	367	24.0%
Junior High School	46	3.0
Middle School	225	14.7
Elementary School	844	55.1
Special Education School	9	0.6
Alternative School	39	2.5
Other (K-12)	1	0.1
Total	1,531	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ADDRESS FILE.

The nonpublic school distribution by level of school, shown in Table 10, reflects 26 high schools, 182 elementary schools and three K-12 schools for a total of 211 nonpublic schools in 2000-2001.

Table 10

IOWA NONPUBLIC SCHOOL DISTRIBUTION BY TYPE 2000-2001		
Type of School	Number	Percent
High School	26	12.3%
Elementary School	182	86.3
K-12 School	3	1.4
Total	211	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ADDRESS FILE.

The 2000-2001 enrollment distribution for Iowa public high schools is reported in Table 11. Enrollments reflect students in grades nine through twelve. Of Iowa's 367 public high schools, 21 or 5.7 percent serve fewer than 100 students in grades 9-12 and 22.6 percent enroll 500 or more students, while 11.2 percent enroll 1,000 or more students. The average and median enrollments in Iowa public high schools were 405 and 248 respectively. The state's 20 smallest high schools enrolled a total of 1,525 students while 23,787 students were enrolled in the state's 14 largest high schools.

Table 11

IOWA PUBLIC HIGH SCHOOL ENROLLMENT DISTRIBUTION 2000-2001				
Grade 9-12 Enrollment	Number of High Schools	Percent of High Schools	Cumulative Number of High Schools	Cumulative Percent
<100	21	5.7%	21	5.7%
100-199	111	30.2	132	36.0
200-299	91	24.8	223	60.8
300-399	46	12.5	269	73.3
400-499	15	4.1	284	77.4
500-599	17	4.6	301	82.0
600-699	15	4.1	316	86.1
700-799	6	1.6	322	87.7
800-899	1	0.3	323	88.0
900-999	3	0.8	326	88.8
1,000-1,099	4	1.1	330	89.9
1,100-1,199	4	1.1	334	91.0
1,200-1,299	8	2.2	342	93.2
1,300-1,399	7	1.9	349	95.1
1,400-1,499	4	1.1	353	96.2
1,500-1,599	6	1.6	359	97.8
1,600-1,699	4	1.1	363	98.9
1,700-1,799	2	0.5	365	99.5
1,800+	2	0.5	367	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

Enrollment Distribution by Area Education Agency (AEA)

Enrollments for Iowa's 15 area education agencies (AEAs) are reported in Table 12. The highest percentages of both public and nonpublic enrollments were reported by AEA 11. In 2000-2001, nearly one-quarter of all students were served by school districts in AEA 11.

Table 12

DISTRIBUTION OF IOWA SCHOOL K-12 ENROLLMENTS BY AEA 2000-2001

AEA	Public School Enrollments		Nonpublic School Enrollments		Percent of Combined Enrollments
	Number	Percent	Number	Percent	
1	32,726	6.6%	7,042	17.2%	7.4%
2	20,876	4.2	1,114	2.7	4.1
3	11,985	2.4	1,154	2.8	2.5
4	10,562	2.2	3,055	7.4	2.5
5	24,400	5.0	1,703	4.1	4.9
6	16,373	3.3	400	1.0	3.1
7	31,249	6.3	3,388	8.3	6.5
9	50,517	10.2	3,839	9.3	10.1
10	64,085	13.0	4,668	11.4	12.8
11	115,683	23.4	7,828	19.1	23.1
12	30,690	6.2	3,471	8.5	6.4
13	32,174	6.5	1,431	3.5	6.3
14	11,667	2.4	137	0.3	2.2
15	23,409	4.7	543	1.3	4.5
16	17,895	3.6	1,291	3.1	3.6
State	494,291	100.0	41,064	100.0	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILE, AND BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

County Level Enrollments

Enrollments for Iowa's 99 counties are reported in Table 13. This information became available on a district basis during the 2000-2001 school year when school districts reported certified enrollment by county of residence. Iowa's three most populous counties, Polk, Linn, and Scott, accounted for nearly 25 percent of the states' public school enrollment. Iowa's 33 smallest counties accounted for only about 11 percent of the total public enrollment.

Table 13

IOWA PUBLIC SCHOOL CERTIFIED ENROLLMENT BY COUNTY OF RESIDENCE 2000-2001

County	County Enrollment	Percent of Total Enrollment	County	County Enrollment	Percent of Total Enrollment
Adair	1,485	0.30%	Jasper	6,620	1.34
Adams	852	0.17	Jefferson	2,322	0.47
Allamakee	2,550	0.52	Johnson	14,092	2.85
Appanoose	2,367	0.48	Jones	3,352	0.68
Audubon	1,341	0.27	Keokuk	2,171	0.44
Benton	5,232	1.06	Kossuth	2,768	0.56
Black Hawk	17,670	3.57	Lee	6,091	1.23
Boone	4,614	0.93	Linn	31,623	6.40
Bremer	3,969	0.80	Louisa	2,546	0.52
Buchanan	3,928	0.79	Lucas	1,626	0.33
Buena Vista	3,576	0.72	Lyon	1,888	0.38
Butler	2,818	0.57	Madison	2,728	0.55
Calhoun	1,957	0.40	Mahaska	3,793	0.77
Carroll	3,210	0.65	Marion	5,660	1.15
Cass	2,677	0.54	Marshall	7,090	1.43
Cedar	3,498	0.71	Mills	2,896	0.59
Cerro Gordo	7,165	1.45	Mitchell	1,952	0.39
Cherokee	2,424	0.49	Monona	1,728	0.35
Chickasaw	2,397	0.48	Monroe	1,487	0.30
Clarke	1,794	0.36	Montgomery	2,204	0.45
Clay	3,056	0.62	Muscatine	8,286	1.68
Clayton	3,334	0.67	O'Brien	2,476	0.50
Clinton	9,092	1.84	Osceola	1,441	0.29
Crawford	3,143	0.64	Page	2,784	0.56
Dallas	7,729	1.56	Palo Alto	1,695	0.34
Davis	1,305	0.26	Plymouth	4,466	0.90
Decatur	1,301	0.26	Pocahontas	1,631	0.33
Delaware	3,568	0.72	Polk	62,838	12.71
Des Moines	7,089	1.43	Pottawattamie	15,850	3.21
Dickinson	2,690	0.54	Poweshiek	3,111	0.63
Dubuque	11,920	2.41	Ringgold	1,014	0.21
Emmet	1,968	0.40	Sac	2,117	0.43
Fayette	4,021	0.81	Scott	27,793	5.62
Floyd	2,856	0.58	Shelby	2,455	0.50
Franklin	1,905	0.39	Sioux	4,260	0.86
Fremont	1,533	0.31	Story	10,664	2.16
Greene	2,061	0.42	Tama	3,287	0.67
Grundy	2,438	0.49	Taylor	1,253	0.25
Guthrie	1,978	0.40	Union	2,064	0.42
Hamilton	2,864	0.58	Van Buren	1,405	0.28
Hancock	2,288	0.46	Wapello	6,118	1.24
Hardin	3,357	0.68	Warren	8,030	1.62
Harrison	3,172	0.64	Washington	3,560	0.72
Henry	3,629	0.73	Wayne	1,245	0.25
Howard	1,641	0.33	Webster	6,104	1.23
Humboldt	1,867	0.38	Winnebago	2,256	0.46
Ida	1,508	0.31	Winneshiek	3,238	0.66
Iowa	3,023	0.61	Woodbury	18,658	3.77
Jackson	3,520	0.71	Worth	1,506	0.30
			Wright	2,678	0.54

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILE.

Racial/Ethnic Distribution of Students

The racial/ethnic distributions of Iowa's public and nonpublic student populations are shown in Tables 14 and 15. Total minority enrollments in the public schools have increased more than 112 percent since the 1985-1986 school year to 48,391 in 2000-2001, with the largest increase, over 333 percent, reported for Hispanic students. The smallest increases for minority groups were recorded for Asians and African Americans at 59.5 percent and 60.2 percent respectively. Majority student enrollments over the period decreased by 3.4 percent.

Minority enrollments in nonpublic schools reflected similar increases from 1985-1986 to 2000-2001, with Hispanic, American Indian, and Asian enrollments showing increases in the high 60 to low 70 percent range and African American enrollments more than doubling during the period. Majority enrollments in nonpublic schools fell 14.5 percent from 1985-1986 to 2000-2001 (Table 15).

Table 14

IOWA PUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 1999-2000, AND 2000-2001

Racial/ Ethnic Group	1985-1986		1999-2000		2000-2001		%Change 1999-2000 to 2000-2001	%Change 1985-1986 to 2000-2001
	N	%	N	%	N	%		
American Indian	1,090	0.2%	2,490	0.5%	2,562	0.5%	2.9%	135.0%
Hispanic	4,069	0.8	15,836	3.2	17,635	3.6	11.4	333.4
Asian	5,310	1.1	8,435	1.7	8,471	1.7	0.4	59.5
African American	12,308	2.5	19,092	3.8	19,723	4.0	3.3	60.2
White	462,555	95.4	451,448	90.8	446,689	90.2	-1.1	-3.4
Total	485,332	100.0	497,301	100.0	495,080	100.0	-0.4	2.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

NOTE: INCLUDES PK THROUGH GRADE 12 AND UNGRADED SPECIAL EDUCATION STUDENTS.

Table 15

IOWA NONPUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 1999-2000, AND 2000-2001

Racial/ Ethnic Group	1985-1986		1999-2000		2000-2001		%Change 1999-2000 to 2000-2001	%Change 1985-1986 to 2000-2001
	N	%	N	%	N	%		
American Indian	42	0.1%	90	0.2%	73	0.2%	-18.9%	73.8%
Hispanic	527	1.1	788	1.7	885	2.0	12.3	67.9
Asian	344	0.7	530	1.2	597	1.4	12.6	73.5
African American	273	0.6	590	1.3	555	1.3	-5.9	103.3
White	48,372	97.5	43,146	95.6	41,357	95.1	-4.1	-14.5
Total	49,558	100.0	45,144	100.0	43,467	100.0	-3.7	-12.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

NOTE: INCLUDES PK THROUGH GRADE 12 STUDENTS.

Iowa trends in minority public school enrollments paralleled trends for the nation as shown in Table 16. Table 16 compares fall enrollments in all states for 1986 and 1998. Although the percentage of minority students in Iowa increased from 5.4 percent in 1986 to 8.6 percent in 1998, Iowa's relative rank among states remained fairly constant with only four states in 1986 and 1998 having a lower percentage of minority students. Minority public school enrollments for the nation increased from 29.6 percent in 1986 to 37.1 percent in 1998, an increase of more than 25 percent.

Table 16

ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE/ETHNICITY AND STATE: FALL 1986 AND FALL 1998

State or other area	Percent Distribution fall 1986		Percent Distribution fall 1998						Minority %age point Change 1986 to 1998
	White ¹	Total Minority	White ¹	Total Minority	African American	Hispanic	Asian	Ameri- can Indian	
United States	70.4	29.6	62.9	37.1	17.1	15.0	3.9	1.1	+7.5
Alabama	62.0	38.0	61.5	38.5	36.2	0.9	0.7	0.7	+0.5
Alaska	65.7	34.3	62.5	37.5	4.6	3.0	5.1	24.8	+3.2
Arizona	62.2	37.8	55.0	45.0	4.5	31.7	1.9	6.9	+7.2
Arkansas	74.7	25.3	72.8	27.2	23.5	2.5	0.8	0.4	+1.9
California	53.7	46.3	37.9	62.1	8.7	41.4	11.1	0.9	+15.8
Colorado	78.7	21.3	70.6	29.4	5.6	19.9	2.7	1.2	+8.1
Connecticut	77.2	22.8	71.2	28.8	13.6	12.4	2.6	0.3	+6.0
Delaware	68.3	31.7	62.4	37.6	30.4	4.9	2.0	0.2	+5.9
District of Columbia	4.0	96.0	4.3	95.7	85.9	8.3	1.6	(²)	-0.3
Florida	65.4	34.6	55.3	44.7	25.5	17.2	1.8	0.3	+10.1
Georgia	60.7	39.3	56.4	43.6	38.1	3.4	2.0	0.1	+4.3
Hawaii	23.5	76.5	20.8	79.2	2.4	4.6	71.7	0.4	+2.7
Idaho	92.6	7.4	87.1	12.9	0.7	9.7	1.2	1.2	+5.5
Illinois	69.8	30.2	61.4	38.6	21.4	13.9	3.2	0.2	+8.4
Indiana	88.7	11.3	84.7	15.3	11.4	2.8	0.9	0.2	+4.0
Iowa	94.6	5.4	91.4	8.6	3.6	2.8	1.7	0.5	+3.2
Kansas	85.6	14.4	80.6	19.4	8.6	7.5	2.1	1.2	+5.0
Kentucky	89.2	10.8	88.4	11.6	10.4	0.7	0.4	0.1	+0.8
Louisiana	56.5	43.5	49.7	50.3	47.1	1.3	1.3	0.7	+6.8
Maine	98.3	1.7	97.0	3.0	1.1	0.5	0.9	0.5	+1.3
Maryland	59.7	40.3	55.0	45.0	36.6	4.0	4.0	0.3	+4.7
Massachusetts	83.7	16.3	77.1	22.9	8.6	10.0	4.2	0.2	+6.6
Michigan	76.4	23.6	74.7	25.3	19.5	3.0	1.7	1.0	+1.7
Minnesota	93.9	6.1	85.6	14.4	5.6	2.5	4.4	2.0	+8.3
Mississippi	43.9	56.1	47.7	52.3	51.0	0.5	0.6	0.1	-3.8
Missouri	83.4	16.6	80.2	19.8	17.0	1.4	1.1	0.3	+3.2
Montana	92.7	7.3	86.8	13.2	0.5	1.6	0.8	10.2	+5.9
Nebraska	91.4	8.6	84.8	15.2	6.3	5.9	1.4	1.5	+6.6
Nevada	77.4	22.6	61.2	38.8	9.9	22.0	5.1	1.8	+16.2
New Hampshire	98.0	2.0	96.2	3.8	1.0	1.4	1.2	0.2	+1.8
New Jersey	69.1	30.9	61.6	38.4	18.1	14.3	5.8	0.2	+7.5
New Mexico	43.1	56.9	37.2	62.8	2.3	48.8	1.0	10.8	+5.9
New York	68.4	31.6	55.6	44.4	20.4	18.1	5.6	0.4	+12.8
North Carolina	68.4	31.6	62.5	37.5	31.2	3.1	1.7	1.5	+5.9
North Dakota	92.4	7.6	89.9	10.1	1.0	1.2	0.7	7.3	+2.5
Ohio	83.1	16.9	81.5	18.5	15.8	1.5	1.1	0.1	+1.6
Oklahoma	79.0	21.0	67.0	33.0	10.7	4.9	1.4	16.0	+12.0
Oregon	89.8	10.2	82.9	17.1	2.7	8.7	3.7	2.1	+6.9
Pennsylvania	84.4	15.6	79.4	20.6	14.6	4.0	1.9	0.1	+5.0
Rhode Island	87.9	12.1	76.4	23.6	7.6	12.3	3.3	0.5	+11.5
South Carolina	54.6	45.4	55.7	44.3	42.0	1.2	0.9	0.2	-1.1
South Dakota	90.6	9.4	87.5	12.5	1.0	1.0	0.9	9.6	+3.1
Tennessee	76.5	23.5	73.6	26.4	23.9	1.2	1.1	0.1	+2.9
Texas	51.0	49.0	44.1	55.9	14.4	38.6	2.5	0.3	+6.9
Utah	93.7	6.3	87.9	12.1	0.8	7.2	2.5	1.5	+5.8
Vermont	98.4	1.6	97.1	2.9	0.9	0.4	1.0	0.5	+1.3
Virginia	72.6	27.4	64.9	35.1	27.2	3.9	3.7	0.2	+7.7
Washington	84.5	15.5	76.1	23.9	5.1	9.1	7.1	2.6	+8.4
West Virginia	95.9	4.1	94.9	5.1	4.2	0.5	0.3	0.1	+1.0
Wisconsin	86.6	13.4	81.9	18.1	9.8	3.8	3.1	1.4	+4.7
Wyoming	90.7	9.3	88.6	11.4	1.0	6.7	0.8	2.9	+2.1
Other Areas									
American Samoa	—	—	—	100.0	—	—	100.0	—	—
Guam	—	—	2.2	97.8	0.4	0.2	97.1	0.1	—
Northern Marianas	—	—	0.8	99.2	—	—	99.2	—	—
Puerto Rico	—	—	—	100.0	—	100.0	—	—	—
Virgin Islands	—	—	0.9	99.1	84.7	13.9	0.4	0.1	—

SOURCE: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 2000.

NOTES: ¹ EXCLUDES PERSONS OF HISPANIC ORIGIN.² LESS THAN 0.05 PERCENT.

— DATA NOT AVAILABLE.

THE 1986-87 DATA WERE DERIVED FROM THE 1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SAMPLE SURVEY OF PUBLIC SCHOOL DISTRICTS. BECAUSE OF ROUNDING, DETAILS MAY NOT ADD TO TOTALS.

Weighted Limited English Proficient and Total Limited English Proficient Students

According to the Iowa Code, Chapter 280.4, limited English proficient student is defined as follows: “a student’s language background is in a language other than English, and the student’s proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English language background”.

Two categories of LEP students are reported in this section. Students meeting the criteria to generate additional funds for school districts that they attend are defined herein as weighted LEP students. These students are eligible to generate an additional 19 percent above the district’s per pupil cost for their education for a period of time not to exceed three years. The weighted funding is only available for public school students and includes students in grades K-12. The second category of LEP students reported in this section refers to students who meet the definition of LEP but who are not eligible to generate additional funds for school districts. This category includes nonpublic as well as public school students at all grade levels including pre-kindergarten.

Weighted Limited English Proficient Students

The distribution of weighted LEP students by enrollment category is shown for the most current two school years and for 1993-1994 in Table 17. On a statewide basis the number of weighted LEP students has increased more than 115 percent since 1993-1994, rising to 8,151 in the 2000-2001 school year. About 51 percent of all weighted LEP students were enrolled in districts with enrollments of 7,500 and above and nearly 68 percent were enrolled in districts with enrollments of 2,500 and above. Two school districts, Des Moines and Sioux City accounted for about one-third of the state’s weighted LEP students in 2000-2001 and about 65 percent of the weighted LEP students in the largest enrollment category.

Table 17

DISTRIBUTION OF IOWA WEIGHTED LIMITED ENGLISH PROFICIENT STUDENTS¹ BY ENROLLMENT CATEGORY 1993-1994, 1999-2000, AND 2000-2001

Enrollment Category	1993-1994		1999-2000		2000-2001		Percent Change in Weighted LEP Enrollment	
	Basic Enrollment	Weighted LEP Enrollment	Basic Enrollment	Weighted LEP Enrollment	Basic Enrollment	Weighted LEP Enrollment	1999-2000 to 2000-2001	1993-1994 to 2000-2001
<250	6,956	17	4,610	2	4,851	12	500.0%	-29.4%
250-399	17,794	21	18,455	93	17,932	92	-1.1	338.1
400-599	47,617	72	36,681	54	37,555	156	188.9	116.7
600-999	79,260	229	82,248	489	78,916	530	8.4	131.4
1,000-2,499	119,988	706	126,734	1,632	126,118	1,848	13.2	161.8
2,500-7,499	94,422	488	96,816	1,219	96,410	1,348	10.6	176.2
7,500+	130,970	2,252	133,063	3,964	132,509	4,165	5.1	84.9
State	497,007	3,785	498,607	7,453	494,291	8,151	9.4	115.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

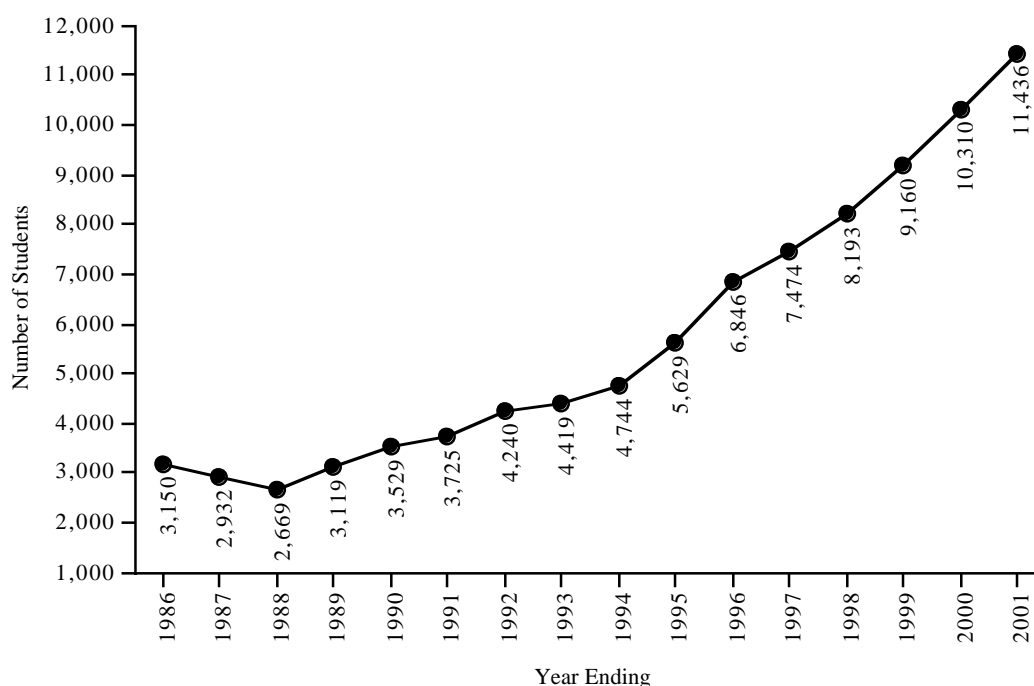
NOTE: ¹FIGURES REPRESENT A COUNT OF LEP STUDENTS ELIGIBLE FOR GENERATING ADDITIONAL FUNDS FOR THEIR EDUCATION.

Total Limited English Proficient Students

The trend data presented in Figure 6 represents all public and nonpublic students in pre-kindergarten through grade 12 reported by Iowa schools as LEP students. Data are presented for the years 1985-1986 through 2000-2001. Over this period LEP enrollments increased more than 263 percent, rising from 3,150 to 11,436. Since the 1995-1996 school year, annual increases in the total Iowa LEP public and nonpublic student population have averaged 10.8 percent, reflecting gradual increases year over year. The most substantial increases in LEP enrollments for Iowa occurred from 1994-1995 to 1995-1996 when LEP enrollments increased by nearly 22 percent.

Figure 6

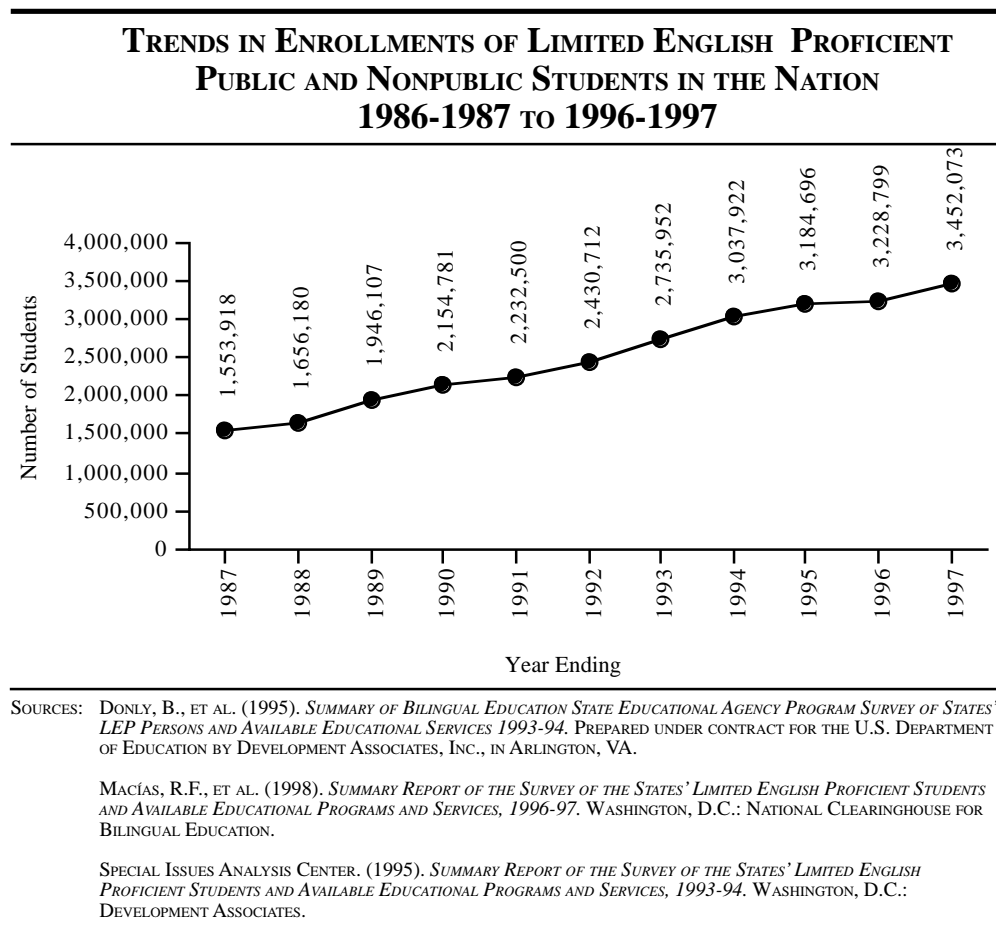
PK-12 ENROLLMENTS OF TOTAL LIMITED ENGLISH PROFICIENT IOWA PUBLIC AND NONPUBLIC STUDENTS 1985-1986 TO 2000-2001



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, LIMITED ENGLISH PROFICIENT STUDENT FILE.

Trends in LEP enrollments for the nation are reported in Figure 7. LEP student enrollment in the nation increased by more than 122 percent from 1986-1987 to 1996-1997. Increases in LEP enrollment for the nation averaged about six percent annually from 1992-1993 through 1996-1997.

Figure 7



A comparison of 1997-1998 PK-12 public school limited English proficient student enrollments for states surrounding Iowa is reported in Table 18. Nationally LEP enrollments represented 7.8 percent of PK-12 public school enrollments compared to 1.6 percent in Iowa. Illinois reported the highest percentage of LEP students at 6.8 percent while Missouri reported the lowest percentage at .8 percent. The average percentage of LEP enrollment for the nine mid-west states was 3.44 percent.

Table 18

PK-12 LIMITED ENGLISH PROFICIENT PUBLIC STUDENT ENROLLMENTS 1997-1998			
State	PK-12 LEP Enrollment	PK-12 Total Enrollment	Percent LEP Enrollment
Nation	3,452,875	44,407,251	7.8%
Iowa	8,044	501,054	1.6
Illinois	136,186	1,995,289	6.8
Kansas	15,215	496,900	3.1
Minnesota	27,337	844,410	3.2
Missouri	7,266	895,304	0.8
Nebraska	7,396	334,900	2.2
North Dakota	6,567	125,589	5.2
South Dakota	7,586	131,090	5.8
Wisconsin	20,117	881,720	2.3

SOURCE: MACÍAS, R.F., ET AL. (2000). *SUMMARY REPORT OF THE SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS AND AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES, 1997-98*. WASHINGTON, D.C.: NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION.

Table 19 presents the number of Iowa LEP students by primary language for the 2000-2001 school year. Data in Table 19 represent public and nonpublic Iowa LEP student counts for pre-

Table 19

LIMITED ENGLISH PROFICIENT STUDENT PRIMARY LANGUAGES FOR PK-12 IOWA PUBLIC AND NONPUBLIC STUDENTS				
Primary Language	1985-1986	1999-2000	Year 2000-2001	Percent of Total LEP Students 2000-2001
Spanish	807	6,187	7,128	62.3%
Vietnamese	439	760	768	6.7
Serbo-Croatian	0	979	556	4.9
Serbian; Srpski	0	6	434	3.8
Laotian; Pha Xa Lao	548	400	411	3.6
Bosnian	0	283	369	3.2
German	24	206	153	1.3
Tai Dam	0	0	142	1.2
Cambodian; Khmer	239	99	101	0.9
Arabic	26	75	82	0.7
Chinese; Zhongwen	89	108	80	0.7
Korean; Choson-o	136	96	76	0.7
Russian	0	68	65	0.6
Albanian; Shqip	0	34	44	0.4
Japanese; Nihongo	0	31	40	0.3
French	20	21	31	0.3
Hmong	101	46	29	0.3
Somali	0	26	28	0.2
Thai	333	19	23	0.2
Swahili	0	16	22	0.2
Ukrainian	0	19	15	0.1
(Afan) Oromo	0	10	15	0.1
Indonesian; Bahasaai	0	6	13	0.1
Kurdish; Zimany Kurd	0	11	13	0.1
Sudanese	0	8	13	0.1
Polish	0	9	11	0.1
Croatian; Hrvatski	0	7	10	0.1
Punjabi; Panjabi	0	14	10	0.1
Portuguese	0	11	10	0.1
Kirundi	0	3	9	0.1
Urdu	0	7	8	0.1
Nuer	0	104	6	0.1
Hindi	0	20	6	0.1
American Indian	20	1	5	<0.1
Yoruba	0	5	5	<0.1
Amharic	0	2	5	<0.1
Romanian	0	1	5	<0.1
Tibetan; Bodskad	0	1	5	<0.1
Slovenian	0	0	4	<0.1
Persian; Farsi	0	4	4	<0.1
Bulgarian	0	3	4	<0.1
Gujarati	0	6	4	<0.1
Tagalog	0	9	4	<0.1
Azerbaijani	0	0	3	<0.1
Afrikaans	0	5	3	<0.1
Singhalese	0	4	3	<0.1
Tamil	0	2	3	<0.1
Czech	0	1	3	<0.1
Bengali; Bangla	0	3	3	<0.1
Kinyarwanda	0	6	3	<0.1
Samoan	0	6	3	<0.1
Norwegian	0	0	3	<0.1
Finnish; Suomi	0	7	2	<0.1
Corsican	0	1	2	<0.1
Malayalam	0	5	2	<0.1
Greek	0	2	2	<0.1
Macedonian	0	1	2	<0.1
Uzbek	0	0	1	<0.1
Nepali	0	1	1	<0.1
Marathi	0	1	1	<0.1
Maori	0	0	1	<0.1
Malay; Bahasa Malays	0	0	1	<0.1
Telugu	0	3	1	<0.1
Latvian; Lettish	0	0	1	<0.1
Latin	0	0	1	<0.1
Burmese; Myanmasa	0	2	1	<0.1
Italian	7	6	1	<0.1
Icelandic; Islensk	0	1	1	<0.1
Hebrew; Iwrith	0	4	1	<0.1
Faroese	0	1	1	<0.1
Lingala	0	0	1	<0.1
Swedish; Svenska	0	6	0	0.0
Estonian	0	5	0	0.0
Malays	0	5	0	0.0
Turkish	0	5	0	0.0
Georgian; Kartuli	0	1	0	0.0
Armenian; Hayeren	0	1	0	0.0
Not Identified	361	504	619	5.4
State	3,150	10,310	11,436	NA

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, LIMITED ENGLISH PROFICIENT STUDENT FILES.

kindergarten through grade 12. During the 2000-2001 school year Iowa public school districts reported 77 primary languages, other than English. In addition, there were 619 students with primary languages, other than English, who were classified by school districts as “other.” In 2000-2001 as in 1985-1986 Spanish was the predominant non-English primary language reported, with 62.3 percent, followed by Vietnamese and Serbo-Croatian at 6.7 percent and 4.9 percent respectively.

Open Enrollment

The open enrollment option is provided under Chapter 282.18 of the Iowa Code. Implemented during the 1989-1990 school year, the Iowa open enrollment provision states; *“It is the goal of the general assembly to permit a wide range of educational choices for children enrolled in schools in this state and to maximize ability to use those choices. It is therefore the intent that this section be construed broadly to maximize parental choice and access to educational opportunities that are not available to children because of where they live. For the school year commencing July 1, 1989, and each succeeding school year, a parent or guardian residing in a school district may enroll the parent’s or guardian’s child in a public school in another school district in the manner provided in this section.”*

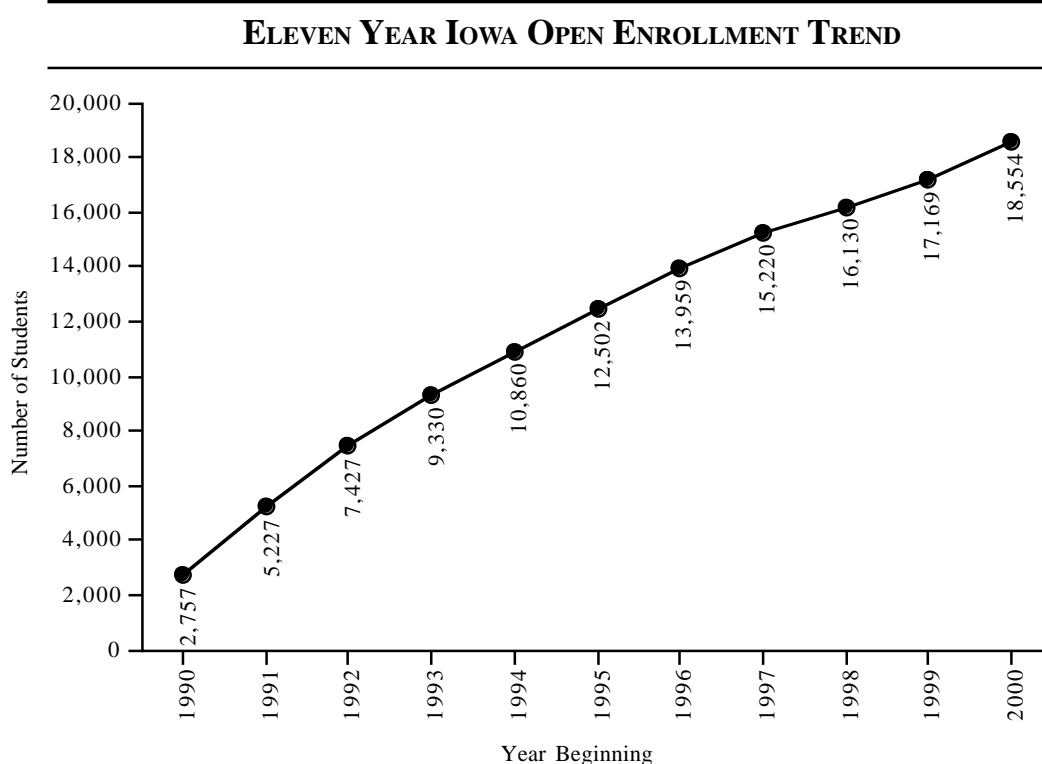
Since the passage of the open enrollment legislation the number of students open enrolled in Iowa schools has increased to more than 18,500 students. Since the 1995-1996 school year, increases in open enrollment have averaged just over eight percent annually (Table 20 and Figure 8).

Table 20

NUMBER OF OPEN ENROLLED IOWA K-12 PUBLIC STUDENTS

Year	Number of Students Open Enrolled	Total Certified Enrollment	Open Enrolled Students as a Percent of Total Enrollment
1990-1991	2,757	483,399	0.57%
1991-1992	5,227	491,451	1.06
1992-1993	7,427	495,342	1.50
1993-1994	9,330	497,009	1.88
1994-1995	10,860	500,592	2.17
1995-1996	12,502	504,505	2.48
1996-1997	13,959	505,523	2.76
1997-1998	15,220	505,130	3.01
1998-1999	16,130	502,534	3.21
1999-2000	17,169	498,607	3.44
2000-2001	18,554	494,291	3.75

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

Figure 8

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

The impact of open enrollment for school districts within enrollment categories is presented in Table 21. In general, for each of the years depicted in Table 21, net losses in enrollment occurred for districts with enrollments under 400 and for districts with enrollments of 7,500 and above, while net gains occurred for districts with enrollments of 600-7,499.

Table 21

NET OPEN ENROLLMENT CHANGE IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1990-1991, 1997-1998 TO 2000-2001						
Enrollment Category	Net Enrollment Change					Number of Students Open Enrolled
	1990- 1991	1997- 1998	1998- 1999	1999- 2000	2000- 2001	
<250	-236	-441	-349	-436	-521	703
250-399	-264	-325	-405	-217	-392	1,628
400-599	-50	354	253	-68	142	2,205
600-999	66	-40	209	558	436	3,742
1,000-2,499	370	1,165	1,014	1,070	1,340	3,956
2,500-7,499	45	534	554	436	431	3,141
7,500+	-67	-1,334	-1,367	-1,444	-1,554	3,180

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

Special Education Enrollment

Special education enrollments from 1985-1986 through 2000-2001 appear in Table 22 and Figure 9. Since the 1985-1986 school year special education enrollments have increased by just over 51 percent to 63,392 in 2000-2001. Over the same period the total certified enrollment in Iowa schools increased by 1.8 percent. Since 1995-1996 enrollments in special education increased more than 14 percent compared to a decrease in total certified enrollment of just over two percent. In 2000-2001 special education enrollment represented 12.82 percent of total certified enrollment compared to 8.63 percent in 1985-1986.

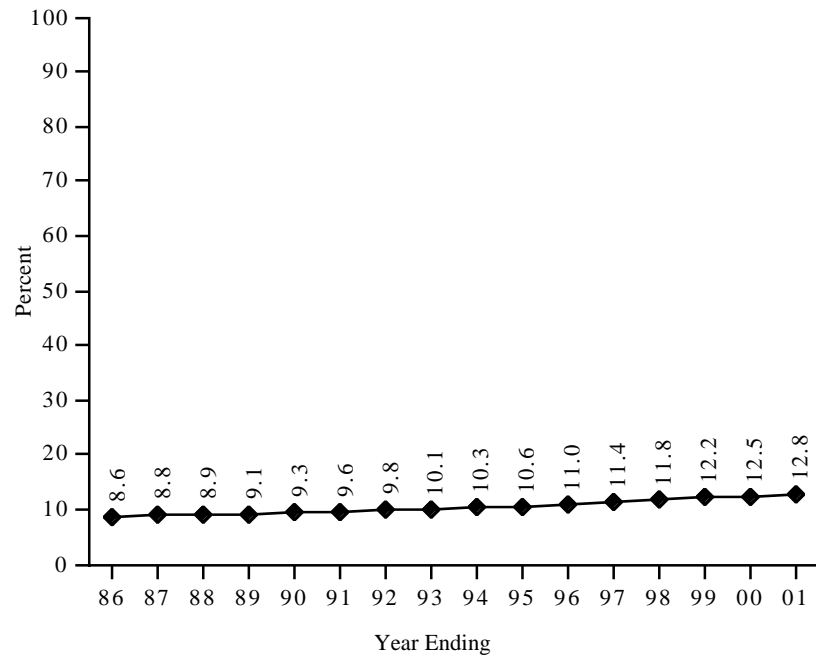
Table 22

SPECIAL EDUCATION ENROLLMENT IN IOWA PUBLIC SCHOOLS 1985-1986 THROUGH 1999-2000					
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	483,399	1.09	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
1999-2000	498,607	-0.78	62,536	2.39	12.54
2000-2001	494,291	-0.87	63,392	1.37	12.82

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES AND DIVISION OF EARLY CHILDHOOD, ELEMENTARY, AND SECONDARY EDUCATION, DECEMBER 1 SPECIAL EDUCATION FILES.

Figure 9

**SPECIAL EDUCATION ENROLLMENT IN IOWA PUBLIC SCHOOLS AS A
PERCENT OF TOTAL CERTIFIED ENROLLMENT
1985-1986 THROUGH 2000-2001**



SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES, AND DIVISION OF EARLY CHILDHOOD, ELEMENTARY, AND SECONDARY EDUCATION, DECEMBER 1 SPECIAL EDUCATION FILES.

Staff

Data on Iowa's public and nonpublic school licensed staff for the 2000-2001 school year and for the 1985-1986 base year are presented. Data are presented as state summaries as well as by the seven standard enrollment categories and by area education agency boundaries. In addition, national and regional state comparative data are presented as available. Staff data include characteristics of staff such as age, gender, race/ethnicity, experience, and salaries. Data are presented for teachers, principals, superintendents, other positions requiring state licensure, and for specific categories of non-licensed staff. Data are also presented for pupil-teacher ratios.

Teacher Characteristics

Information on Iowa public school teachers is reported by schools annually via the Department of Education's Basic Educational Data Survey data collection web site. Staff reported as teachers in the following tables and figures include all staff who reported a position code of teacher. It should be noted that approximately 5,000 teachers also reported serving in other positions, such as administrative and student support areas, in addition to serving as teachers.

Characteristics of Iowa full-time public and nonpublic school teachers are reported in Table 23. Public teachers in 2000-2001 were 2.3 years older, on average, than their 1985-1986 counterparts. In addition, public teachers in 2000-2001 served longer in a given school district and had 1.2 years additional total experience in education than in 1985-1986. The total number of full-time public school teachers in 2000-2001 was 10.2 percent higher than in 1985-1986, corresponding to an increase in public school enrollment of 1.8 percent over the period. Over the same time period, the percentage of female teachers rose from 63.5 percent of the teacher population to 70.5 percent, while the percentage of minority teachers increased from 1.2 percent to 1.8 percent.

The average age for full-time nonpublic school teachers increased by almost four years from 1985-1986 to 2000-2001, while total and district experience changes paralleled changes for public school teachers. More than 80 percent of nonpublic full-time teachers in 2000-2001 were females compared to just over 70 percent in the public schools, while 13.1 percent of full-time nonpublic teachers held advanced degrees compared to 27 percent of full-time public school teachers.

Table 23

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS						
1985-86, 1999-2000, AND 2000-2001						
Characteristics	Public			Nonpublic		
	1985-1986	1999-2000	2000-2001	1985-1986	1999-2000	2000-2001
Average Age	39.9	42.3	42.2	36.6	40.1	40.4
Percent Female	63.5	70.0	70.5	77.5	79.2	80.3
Percent Minority	1.2	1.7	1.8	0.5	0.8	0.9
Percent Advanced Degree	29.0	28.8	27.0	16.0	14.1	13.1
Average Total Experience	13.9	15.3	15.1	11.5	12.3	12.4
Average District Experience	10.6	12.2	11.9	5.7	8.9	8.8
Number of Full-Time Teachers	30,499	32,970	33,609	2,419	2,436	2,433

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES. (INCLUDES AEA TEACHERS).

Table 24 reports information on the number of teachers, advanced degree status, average age, gender, race/ethnicity, and experience by enrollment category for the 2000-2001 school year. In general, the percentage of teachers with advanced degrees, average teacher experience, and teacher age showed increases with increases in enrollment. In the largest enrollment category 38.6 percent of teachers held advanced degrees while only nine percent of teachers in the smallest enrollment category held advanced degrees.

Table 24

**ADVANCED DEGREE AND EXPERIENCE OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY
2000-2001**

Enrollment Category	Number of Full-Time Teachers	Percent with Advanced Degree	Percent Females	Percent Minority	Average Years Total Experience	Avg. Years District Experience	Average Age
<250	378	9.0%	74.6%	0.8%	11.7	9.0	40.3
250-399	1,452	13.2	69.3	0.8	13.1	10.4	40.9
400-599	2,782	15.0	66.6	0.5	13.8	11.1	41.0
600-999	5,553	17.5	67.2	0.7	15.1	12.0	41.8
1,000-2,499	8,531	24.1	69.5	0.8	15.5	12.0	42.0
2,500-7,499	6,096	33.0	71.6	1.3	15.5	12.2	42.4
7,500+	8,393	38.6	73.3	4.4	15.4	12.4	43.1
State	33,609	27.1	70.5	1.8	15.1	11.9	42.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILE.

NOTES: STATE TOTAL INCLUDES AEA TEACHERS.

Teacher Age and Experience

Table 25 and Figure 10 report the distribution of teacher age for full-time public school teachers in 1990-1991 and 2000-2001. Four age intervals in particular reflect substantial changes in the age distribution of teachers for the school years 1990-1991 and 2000-2001, 36-40, 41-45, 46-50, and 51-55. In 2000-2001, the 36-40 and 41-45 age intervals, the percentage of teachers decreased 8.33 and 6.73 percentage points respectively, while the 46-50 and 51-55 age intervals both increased by approximately seven percentage points.

Table 25

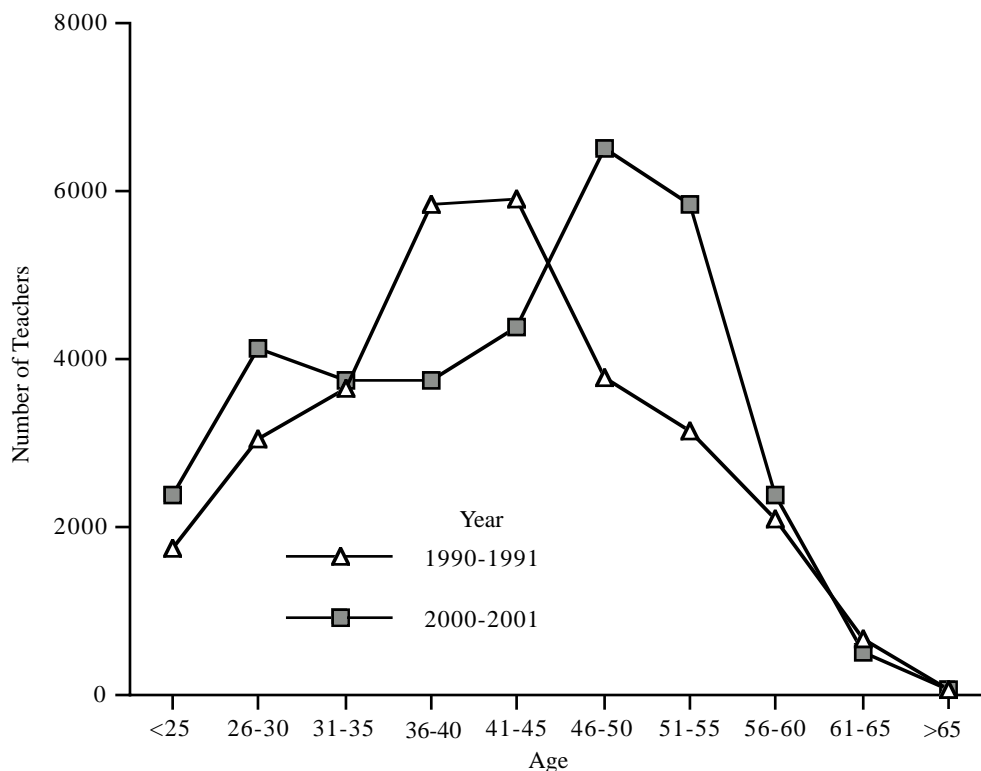
IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS

Age Interval	Number	1990-1991			2000-2001			
		Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1,750	1,750	5.86%	5.86%	2,369	2,369	7.0%	7.0%
26-30	3,031	4,781	10.15	16.01	4,123	6,492	12.3	19.3
31-35	3,633	8,414	12.16	28.17	3,729	10,221	11.1	30.4
36-40	5,832	14,246	19.53	47.70	3,745	13,966	11.2	41.6
41-45	5,893	20,139	19.73	67.43	4,370	18,336	13.0	54.6
46-50	3,780	23,919	12.66	80.09	6,497	24,833	19.3	73.9
51-55	3,129	27,048	10.48	90.56	5,838	30,671	17.4	91.3
56-60	2,082	29,130	6.97	97.54	2,373	33,044	7.0	98.3
61-65	667	29,797	2.23	99.77	510	33,554	1.5	99.8
66 and Older	69	29,866	0.23	100.00	55	33,609	0.2	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Figure 10

IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

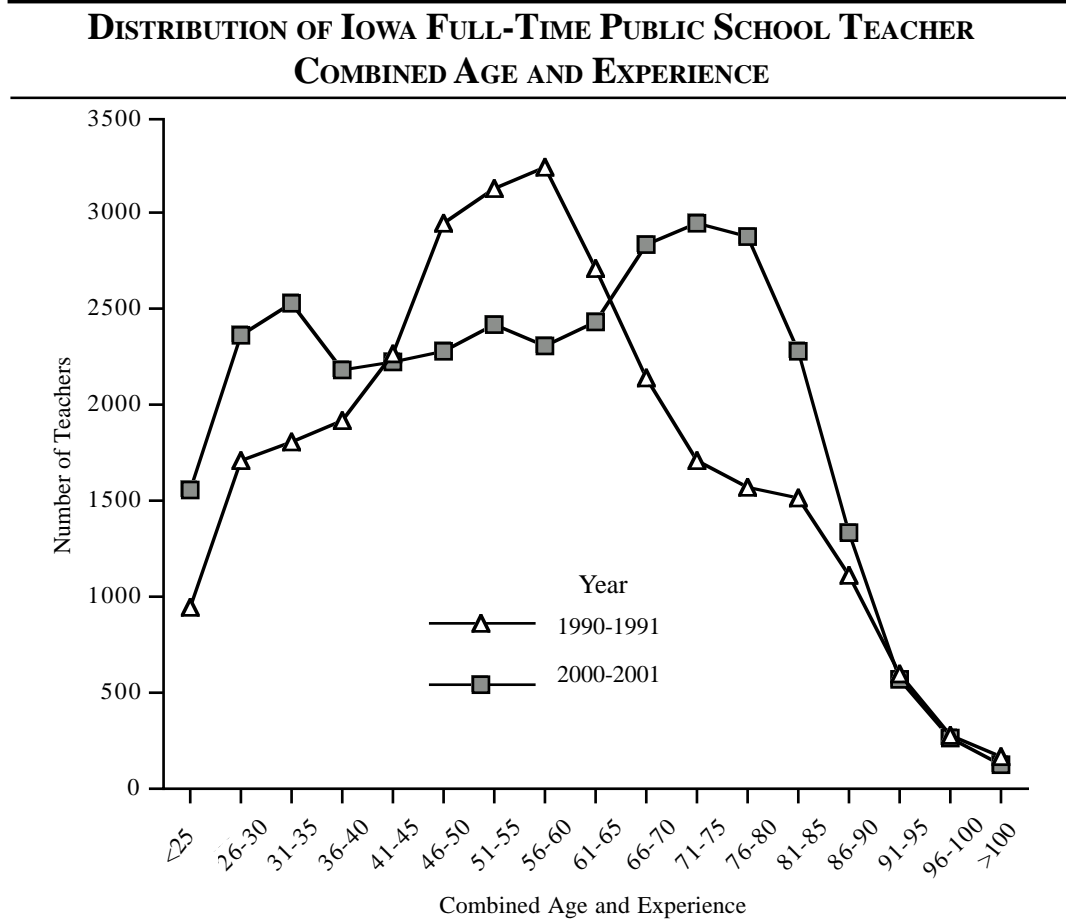
Combined age and experience intervals for full-time public school teachers are displayed in Table 26 and Figure 11. Teachers covered by the Iowa Public Employee Retirement System (IPERS) are eligible to receive benefits, without a reduction for age, if they are at least 55 years of age and the sum of their age and total IPERS covered employment is equal to or greater than 88. In 1990-1991, 5.7 percent of Iowa's full-time public school teachers met this criterion, while 4.9 percent met the criterion in 2000-2001.

Table 26

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 1990-1991 AND 2000-2001								
Combined Age and Experience Interval	1990-1991				2000-2001			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	2,671	2,671	8.9%	8.9%	3,936	3,936	11.7%	11.7%
31-40	3,733	6,404	12.5	21.4	4,710	8,646	14.0	25.7
41-50	5,218	11,622	17.5	38.9	4,512	13,158	13.5	39.2
51-60	6,383	18,005	21.4	60.3	4,739	17,897	14.1	53.3
61-70	4,862	22,867	16.3	76.6	5,274	23,171	15.6	68.9
71-80	3,296	26,163	11.0	87.6	5,839	29,010	17.4	86.3
81-87	2,002	28,165	6.7	94.3	2,958	31,968	8.8	95.1
88+	1,701	29,866	5.7	100.0	1,641	33,609	4.9	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Figure 11



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Teacher Contract Days

The number of contract days served by each public school teacher is reported by school districts each fall on the Basic Educational Data Survey. Table 27 displays the distribution of contract days for full-time Iowa public school teachers for the 2000-2001 school year. Nearly 30 percent of full-time public school teachers had 190 day contracts in 2000-2001, while about 25 percent of teachers had contracts of less than 190 days and 5.6 percent of teachers had contracts of more than 195 days.

Table 27

DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS 2000-2001

Number of Contract Days	Percent	Cumulative Percent
Less than 186	6.4%	6.4%
186	2.3	8.7
187	5.4	14.1
188	6.2	20.3
189	5.1	25.4
190	29.5	54.9
191	8.0	62.9
192	9.7	72.6
193	8.8	81.4
194	4.1	85.5
195	8.9	94.4
196+	5.6	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Teacher Assignments

A comparison of the average number of unique teaching assignments for full-time Iowa public school teachers by enrollment category is reported in Table 28. Averages were calculated by dividing the total number of assignments for teachers in grades 9-12 by the full-time equivalent 9-12 teachers. In general, the average number of assignments reflected increases across all enrollment categories and for the state from 1985-1986 to 2000-2001. In 1985-1986, 1999-2000, and 2000-2001, the average number of assignments showed decreases in each successively larger enrollment category.

In the three years listed in Table 28, the average number of teaching assignments in districts under 1,000 enrollment exceeded the state average. In 1985-1986 and 1999-2000 to 2000-2001 the average number of assignments for teachers in the smallest enrollment category was approximately twice as high as the average number of assignments in the largest enrollment category.

Table 28

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

Enrollment Category	Number of Districts	1985-1986	Average Number of Assignments	Number of Districts	1999-2000	Average Number of Assignments	Number of Districts	2000-2001	Average Number of Assignments
		Number of Grade 9-12 Teachers			Number of Grade 9-12 Teachers			Number of Grade 9-12 Teachers	
<250	52	470	3.76	24	96	4.74	26	123	4.89
250-399	90	1,218	3.56	55	785	4.23	54	810	4.23
400-599	94	1,754	3.33	72	1,357	3.92	74	1,430	3.97
600-999	97	2,228	3.14	108	2,631	3.61	104	2,587	3.59
1,000-2,499	72	2,843	2.61	83	3,241	2.96	83	3,335	2.97
2,500-7,499	24	1,997	2.07	24	2,008	2.42	24	2,052	2.39
7,500+	8	2,349	1.98	9	2,365	2.22	9	2,480	2.21
State	437	12,859	2.71	375	12,483	3.07	374	12,817	3.06

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Table 29 shows the distribution of grade 9-12 full-time public school teachers by the number of unique teaching assignments reported in 2000-2001. Just over 21 percent of teachers had only one teaching assignment, while 11.5 percent of 9-12 teachers had more than five unique teaching assignments. Over two-thirds of grade 9-12 teachers had three or fewer unique teaching assignments in 2000-2001.

Table 29

**DISTRIBUTION OF ASSIGNMENTS FOR FULL-TIME
GRADE 9-12 PUBLIC SCHOOL TEACHERS
2000-2001**

Number of Unique Assignments	Percent	Cumulative Percent
1	21.2%	21.2%
2	26.8	48.0
3	19.0	67.0
4	12.9	79.9
5	8.6	88.5
6	5.6	94.1
7	3.1	97.2
8	1.6	98.8
9	0.7	99.5
10	0.5	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Beginning Full-time Public School Teachers

Characteristics of beginning Iowa full-time public school teachers are depicted in Table 30 for the school years 1995-1996 through 2000-2001. Across the time period, the number of beginning teachers has shown a gradual increase. The percentage of beginning teachers grew from three percent of the total teacher population in 1995-1996 to nearly five percent in 2000-2001. The gender distribution of beginning full-time public school teachers parallels the gender distribution for the total population of Iowa public school teachers. Average salaries for beginning full-time public school teachers increased by \$4,577 over the time period, a gain of 21.3 percent. Average age for beginning teachers in Iowa public schools was relatively stable at about 28.5 years from 1997-1998 through 2000-2001, compared to 27.1 years in 1995-1996.

Table 30

CHARACTERISTICS OF BEGINNING FULL-TIME TEACHERS IN IOWA PUBLIC SCHOOLS 1995-1996 THROUGH 2000-2001

Characteristics	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001
Average Age	27.1	29.1	28.4	28.2	28.7	28.5
Percent Female	67.6%	68.7%	67.7%	71.9%	72.6%	71.6%
Percent Minority	2.3%	3.3%	3.2%	3.6%	2.1%	2.8%
Percent Advanced Degree	2.8%	3.1%	3.0%	6.7%	7.1%	5.9%
Average Salary**	\$21,481	\$22,005	\$22,712	\$24,132	\$25,275	\$26,058
Number of Beginning F-T Teachers*	920	1,014	1,133	1,258	1,616	1,660
Percent of Beginning F-T Teachers*	3.0%	3.2%	3.5%	3.9%	4.9%	4.9%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: *F-T INDICATES FULL-TIME.

FIGURES FOR 1999-2000 AND 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF IN THIS GROUP WITH TEACHING POSITION CODES.

APPROXIMATELY 200 FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE INDIVIDUALS WOULD INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

**DOES NOT INCLUDE PHASE III FUNDS.

Beginning full-time public school teachers as a percentage of total full-time public school teachers by enrollment category are reported in Table 31 for the school years 1995-1996 through 2000-2001. In general, for the school years 1995-1996 through 2000-2001, districts with enrollments over 600 employed a substantially lower percentage of beginning teachers than districts with enrollments of less than 600 students.

Table 31

**IOWA FULL-TIME BEGINNING TEACHERS AS A PERCENTAGE
OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS
1995-1996 THROUGH 2000-2001**

Enrollment Category	Number of Beginning F-T* Teachers Year						Beginning F-T* Teachers as a % of Total F-T* Teachers Year					
	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001
<250	35	18	24	20	37	28	10.1%	5.7%	8.1%	6.8%	11.1%	7.4%
250-399	67	43	76	65	87	106	5.7	4.0	6.2	5.3	6.1	7.3
400-599	112	110	134	136	175	189	4.2	4.3	5.5	5.3	6.6	7.0
600-999	186	218	200	249	253	270	3.5	3.8	3.6	4.3	4.5	4.9
1,000-2,499	201	232	258	260	354	358	2.6	3.0	3.2	3.2	4.3	4.2
2,500-7,499	136	158	164	185	286	306	2.4	2.7	2.8	3.2	4.8	5.0
7,500+	168	222	260	334	416	382	2.2	2.9	3.3	4.2	5.1	4.6
AEA Teachers	15	13	17	9	8	21	2.6	2.2	3.6	2.1	1.9	5.0
State	920	1,014	1,133	1,258	1,616	1,660	3.0	3.2	3.5	3.9	4.9	4.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTE: *F-T INDICATES FULL-TIME.

Minority Teacher Characteristics

The characteristics of minority and non-minority full-time public school teachers are compared for the 2000-2001 school year in Table 32. Minority teachers, in general, were about two years younger than non-minority teachers, had less experience, and about the same average salary. Nearly 29 percent of minority teachers held advanced degrees compared to 27 percent for non-minority teachers.

Table 32

**CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS
BY MINORITY AND NON-MINORITY GROUPS
2000-2001**

Characteristics	Non-Minority	Minority
Number	33,018	591
Percent	98.2	1.8
Average Age	42.3	40.0
Percent Female	70.6	67.3
Percent Advanced Degree	27.0	28.8
Average Total Experience	15.1	11.4
Average District Experience	12.0	8.7
Average Salary*	\$36,478	\$36,501

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

NOTES: FIGURES INCLUDE AREA EDUCATION AGENCY TEACHERS.

*DOES NOT INCLUDE PHASE III FUNDS.

FIGURES FOR 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THOSE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Teacher Salaries

Teacher salaries are reported to the Department of Education through the Basic Educational Data Survey (BEDS) completed by schools each fall. Schools are asked to report the total contract salary for the school year. Salaries reported do not include benefits; however, salary amounts may reflect payment for “non-teaching” duties; such as yearbook sponsorship or coaching. In addition, approximately 5,000 licensed staff in 1999-2000 and 2000-2001 reported positions that encompassed a combination of both teaching and administrative or student support. Salaries reported by these staff reflect both teaching and non-teaching amounts and are so noted in the tables and figures within this section. The number of teachers reported in the tables and figures in this chapter also includes teachers who reported combination positions.

A comparison of teacher salaries for full-time public school teachers for the most current two school years and for the base year 1985-1986 is presented in Table 33. On a statewide basis, average teacher salaries in 2000-2001 reflected an increase over the previous school year of 2.25 percent compared to an increase of 1.9 percent from 1998-1999 to 1999-2000. In 2000-2001 the percentage increase in teacher salaries was lower than increases for both public school principals and superintendents whose average salaries increased 3.94 and 5.33 percent respectively.

Table 33

AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY					
Enrollment Category	1985- 1986	Average Salary* 1999- 2000	2000- 2001	Percent Salary Change 1985-1986 to 2000- 2001	Number of Full-Time Teachers in 2000- 2001
<250	\$16,347	\$27,099	\$28,046	71.6%	378
250-399	17,971	29,777	30,363	69.0	1,452
400-599	19,198	31,448	32,024	66.8	2,782
600-999	20,079	33,037	33,809	68.4	5,553
1,000-2,499	21,616	35,316	35,912	66.1	8,531
2,500-7,499	23,835	37,991	38,266	60.5	6,096
7,500+	24,041	38,931	40,452	68.3	8,393
State	21,690	35,678	36,479	68.2	33,609

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

NOTES: STATE TOTAL INCLUDES AEA TEACHERS.

FIGURES FOR 1999-2000 AND 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 1999-2000 AND 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

*DOES NOT INCLUDE PHASE III FUNDS.

Average teacher salaries across enrollment categories varied by \$12,406 in 2000-2001 compared to a range in average salaries in 1985-86 of \$7,694 and \$11,832 in the 1999-2000 school year. In 2000-2001 average salaries of teachers in the largest enrollment category exceeded average salaries of teachers in the smallest enrollment category by more than 44 percent compared to just over 47 percent in 1985-1986. In 2000-2001 increases in average teacher salaries paralleled successive increases in enrollment categories. On average, teachers in enrollment categories under 2,500 made less than the state average in 1999-2000, 2000-2001, and in 1985-1986.

Tables 34 through 36 provide a comparison of average teacher salaries by enrollment category for different experience levels. Salaries for teachers with both baccalaureate and advanced degrees are presented. This allows for comparisons across enrollment categories while taking into account differences in experience and degree status.

Table 34 reports average salaries for full-time public school teachers by enrollment category for teachers with five or less years of experience for 1985-1986 and 2000-2001. For baccalaureate level teachers with less than five years experience, the range in average salaries was \$2,532 in 1985-1986 compared to \$4,980 in 2000-2001. Baccalaureate level teachers in the largest enrollment categories earned 17 percent more than their counterparts in the smallest enrollment categories in 1985-1986 and just over 20 percent more in 2000-2001.

Table 34

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF FIVE YEARS OR LESS
1985-1986 vs. 2000-2001**

Enrollment Category	Average Salary Baccalaureate Degree Level		Average Salary Advanced Degree Level		Number of Teachers Baccalaureate Degree Advanced Degree	
	1985-1986	2000-2001	1985-1986	2000-2001	2000-2001	2000-2001
<250	\$14,659	\$24,402	\$15,782	\$26,233	138	4
250-399	15,434	25,101	16,753	28,520	477	11
400-599	15,775	25,538	17,226	28,579	789	30
600-999	16,017	26,407	17,731	29,903	1,302	59
1,000-2,499	16,403	26,847	19,500	31,146	1,852	120
2,500-7,499	17,191	28,031	20,057	33,015	1,362	120
7,500+	17,156	29,382	21,143	35,091	1,855	224
State	16,211	27,302	19,545	32,746	7,775	568

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: DOES NOT INCLUDE PHASE III FUNDS IN 2000-2001.

FIGURES IN 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF IN THIS GROUP WITH TEACHING POSITION CODES. APPROXIMATELY 1,400 FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE INDIVIDUALS WOULD INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

For teachers with advanced degrees and less than five years experience the range in average salaries was \$5,361 in 1985-1986 and \$8,858 in 2000-2001. Teachers in the largest enrollment categories earned about 34 percent more, on average, than teachers in the smallest enrollment categories in both 1985-1986 and 2000-2001.

Tables 35 and 36 compare salaries of full-time public school teachers with 6-10 and more than 10 years experience by enrollment category for baccalaureate and advanced degree level teachers. The range in average salaries of teachers in the largest enrollment categories, compared to the smallest enrollment categories, in general, was doubled from 1985-1986 to 2000-2001 for both baccalaureate and advanced degree level teachers. Teachers with advanced degrees and more than six years experience in the largest enrollment categories earned, on average, approximately 50 percent more than their counterparts in the smallest enrollment categories in 2000-2001, while baccalaureate level teachers earned approximately 35 percent more than their small district counterparts.

Table 35

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF SIX TO TEN YEARS
1985-1986 vs. 2000-2001**

Enrollment Category	Average Salary Baccalaureate Degree Level		Average Salary Advanced Degree Level		Number of Teachers Baccalaureate Degree Advanced Degree	
	1985-1986	2000-2001	1985-1986	2000-2001	2000-2001	2000-2001
<250	\$16,218	\$26,486	\$16,704	\$26,703	46	1
250-399	17,423	28,762	18,537	31,440	183	17
400-599	18,419	29,925	19,704	33,865	375	39
600-999	18,874	30,698	20,026	33,318	722	83
1,000-2,499	19,543	32,145	21,360	34,987	1,046	187
2,500-7,499	20,570	33,814	23,174	37,157	715	185
7,500+	20,686	35,493	23,104	39,955	956	317
State	19,335	32,549	21,919	37,068	4,043	829

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: DOES NOT INCLUDE PHASE III FUNDS IN 2000-2001.

FIGURES REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF IN THIS GROUP WITH TEACHING POSITION CODES. APPROXIMATELY 900 FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE INDIVIDUALS WOULD INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Table 36

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF MORE THAN TEN YEARS
1985-1986 vs. 2000-2001**

Enrollment Category	Average Salary Baccalaureate Degree Level		Average Salary Advanced Degree Level		Number of Teachers Baccalaureate Degree Advanced Degree	
	1985-1986	2000-2001	1985-1986	2000-2001	2000-2001	2000-2001
<250	\$17,821	\$30,675	\$18,985	\$33,613	159	29
250-399	19,324	33,377	21,260	36,462	598	164
400-599	20,559	35,092	22,583	38,549	1,202	346
600-999	21,381	36,536	23,632	40,068	2,552	833
1,000-2,499	22,495	38,415	25,440	43,074	3,572	1,750
2,500-7,499	23,804	39,872	28,044	46,877	2,000	1,713
7,500+	23,594	41,574	28,110	49,327	2,328	2,701
State	22,196	38,192	26,528	45,459	12,411	7,536

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: DOES NOT INCLUDE PHASE III FUNDS IN 2000-2001.

FIGURES REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF IN THIS GROUP WITH TEACHING POSITION CODES. APPROXIMATELY 2,800 FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE INDIVIDUALS WOULD INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Teacher Salary Comparisons – Nation and Surrounding States

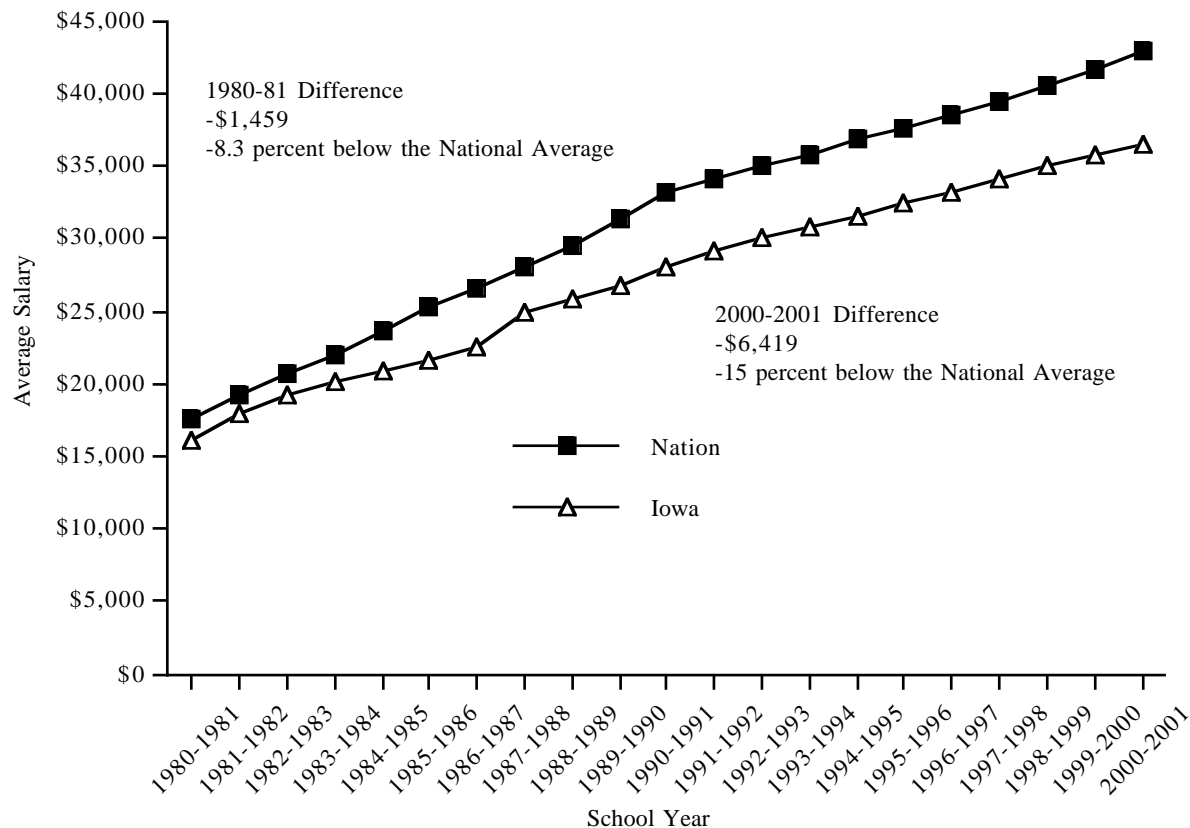
Included in Table 37 and Figure 12 is teacher salary information on Iowa, the nation, and other midwest states. The information is provided from the National Education Association's publication, *Rankings of the States and Estimates of School Statistics*. The data show that in 2000-2001, average Iowa teacher salaries were \$6,419 or 15 percent below the average teacher salary for the nation, compared to \$6,046 or 14.5 percent below the national average in 1999-2000. Iowa's rank in the nation slipped from 35th in 1999-2000, to 36th in 2000-2001. Among the nine midwest states listed, Iowa ranked fifth in 1999-2000 and sixth in 2000-2001.

Table 37

AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA AND MIDWEST STATES FOR 1999-2000 AND 2000-2001				
Nation and State	1999-2000 Salary	1999-2000 National Rank	2000-2001 Salary	2000-2001 National Rank
Nation	\$41,724		\$42,898	
Iowa*	35,678	35	36,479	36
Illinois	46,486	10	48,053	9
Kansas	38,453	24	39,432	25
Minnesota**	39,802	21	40,577	22
Missouri	35,656	36	36,764	35
Nebraska	33,284	44	34,175	46
North Dakota	29,863	50	30,891	50
South Dakota	29,072	51	30,265	51
Wisconsin	41,153	16	41,646	20
SOURCE: NATIONAL EDUCATION ASSOCIATION, RANKINGS OF THE STATES AND ESTIMATES OF SCHOOL STATISTICS. NOTES: *DOES NOT INCLUDE PHASE III FUNDS. **DATA FOR MINNESOTA ARE ESTIMATED BY NEA. FIGURES FOR IOWA 1999-2000 AND 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 1999-2000 AND 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.				

Figure 12

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS FOR IOWA AND THE NATION, 1980-1981 TO 2000-2001



SOURCE: NATIONAL EDUCATION ASSOCIATION, RANKINGS OF THE STATES AND ESTIMATES OF SCHOOL STATISTICS.

NOTE: FIGURES FOR IOWA 1999-2000 AND 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 1999-2000 AND 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Teacher Salaries by Area Education Agency

Table 38 reports average salaries of full-time public school teachers by AEA. Average salaries varied from a high of \$38,941 in AEA 9 to a low of \$32,323 in AEA 14, a range of \$6,618. Eight of Iowa's 15 AEAs had average teacher salaries below the state average of \$36,479. Total teacher experience ranged from an average of 13.8 years in AEA 11 to a high of 17.1 years in AEA 1.

Approximately 45 percent of Iowa's full-time public school teachers were employed by AEAs 9, 10, and 11. Iowa's five smallest AEAs, in terms of the number of full-time public school teachers employed about 14.5 percent of Iowa's 33,609 full-time public school teachers.

Table 38

AVERAGE SALARIES OF FULL-TIME IOWA PUBLIC SCHOOL TEACHERS BY AEA 2000-2001

AEA	Number	Percent of Teachers	Average Salary	Average Total Experience	Average District Experience	Percent with Advanced Degree
1	2,182	6.5%	\$36,834	17.1	14.0	27.4
2	1,480	4.4	34,964	14.8	11.7	17.6
3	864	2.6	34,820	15.4	11.6	19.0
4	753	2.2	35,986	16.0	12.4	19.9
5	1,814	5.4	34,075	14.9	11.9	18.8
6	1,112	3.3	35,236	15.4	11.9	20.3
7	2,153	6.4	37,231	16.3	12.8	28.4
9	3,391	10.1	38,941	15.9	13.3	32.3
10	4,060	12.1	37,229	14.7	11.1	31.7
11	7,591	22.6	37,197	13.8	10.8	28.5
12	2,092	6.2	37,219	15.4	12.2	29.6
13	2,273	6.8	35,224	15.3	12.1	26.5
14	904	2.7	32,323	14.6	11.5	22.3
15	1,708	5.1	33,814	14.5	11.7	24.8
16	1,232	3.7	36,607	16.1	13.3	27.5
State	33,609		36,479	15.1	11.9	27.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

NOTES: SALARIES DO NOT INCLUDE PHASE III FUNDS.

FIGURES FOR IOWA 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Teacher Salary Comparisons with Other Occupational Groups

Information provided from the Bureau of Labor Statistics provides a comparison of average salaries for various occupational groups for 1998 and 1999 (Table 39). Iowa average teacher salaries, reflected increases of 2.2 percent, 4.3 percent, and 4.1 percent from 1998 to 1999 respectively for secondary, special education, and elementary teachers.

Table 39

IOWA SALARY COMPARISONS BY OCCUPATION 1998 AND 1999

Occupation	Average Salary		Percent Change 1998 to 1999
	1998	1999	
Electrical Engineer	\$56,460	\$57,130	1.2%
Chemical Engineer	53,120	54,680	2.9
Computer Engineer	50,780	56,180	10.6
Air Traffic Controllers	49,940	58,400	16.9
Civil Engineer	49,370	52,980	7.3
Architect	45,380	46,880	3.3
Computer Programmer	42,960	46,290	7.8
Chemist	42,630	43,450	1.9
Speech-Language Pathologist/Audiologist	41,210	44,410	7.8
Insurance Underwriter	37,250	37,930	1.8
Accountants & Auditors	35,670	36,780	3.1
Teacher-Secondary	33,470	34,190	2.2
Registered Nurse	33,370	34,860	4.5
Teacher - Special Education	32,070	33,460	4.3
Social Workers	31,860	33,170	4.1
Teacher-Elementary	31,760	33,070	4.1
Interior Designer	26,480	30,620	15.6
Reporters and Correspondents	26,060	26,530	1.8
Licensed Practical Nurse	24,690	25,660	3.9
Human Services Worker	19,930	22,610	13.4

SOURCE: U.S. BUREAU OF LABOR STATISTICS, STATE OCCUPATIONAL EMPLOYMENT AND WAGE ESTIMATES, IOWA.

Teacher Salaries and the Consumer Price Index (CPI)

Table 40 reports average full-time public school teacher salaries for Iowa and the nation and year over year percentage increases in salaries compared to increases in the Consumer Price Index (CPI). For six of the 11 years reported the percentage increase in Iowa teacher salaries over the previous year exceeded increases in the CPI, while average teacher salaries for the nation exceeded increases in the CPI for five of the 11 years shown.

Table 40

CHANGE IN FULL-TIME PUBLIC SCHOOL TEACHERS COMPARED TO CHANGES IN THE CONSUMER PRICE INDEX (CPI)

Year	Iowa Average Salary	Percent Change From Previous Year	Nation Average Salary	Percent Change in Salary from Prior Year	Percent Change in CPI from Previous Year
1990-1991	\$27,977	4.6%	\$33,123	5.6%	4.3%
1991-1992	29,202	4.4	34,054	2.8	2.9
1992-1993	30,130	3.2	35,017	2.8	2.8
1993-1994	30,760	2.1	35,723	2.0	2.5
1994-1995	31,511	2.4	36,874	3.2	2.8
1995-1996	32,372	2.7	37,560	1.9	2.8
1996-1997	33,272	2.8	38,509	2.5	2.1
1997-1998	34,084	2.4	39,454	2.5	1.6
1998-1999	35,007	2.7	40,582	2.9	2.2
1999-2000	35,678	1.9	41,724	2.4	3.4
2000-2001	36,479	2.2	42,898	2.8	

SOURCES: NATIONAL EDUCATION ASSOCIATION, RANKINGS OF THE STATES, U.S. BUREAU OF LABOR, BUREAU OF LABOR STATISTICS, CONSUMER PRICE INDEX, ALL URBAN CONSUMERS, AND IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: CPI ANNUAL CHANGES WERE CALCULATED FROM JULY TO JUNE.

FIGURES FOR IOWA 1999-2000 AND 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 1999-2000 AND 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Beginning Teacher Salary Comparisons with Surrounding States

Based on 1998-1999 school year figures from the American Federation of Teachers (AFT), average teacher salaries are shown for Iowa and surrounding states in Table 41. Eight of the nine midwest states listed, including Iowa, were below the national average for beginning teachers. Among the states represented, Iowa ranked fifth in average salaries for beginning teachers and was nearly nine percent below the national average in 1998-1999.

Table 41

**COMPARISON OF BEGINNING FULL-TIME PUBLIC
SCHOOL TEACHER SALARIES, 1998-1999**

State	Average Beginning Salary	Average Teacher Salary	Average Beginning Salary Rank Among Nine States	Average Teacher Salary Rank Among Nine States	Percent Beginning Salary Above/Below National Average	Average Beginning Salary as Percent of Average Teacher Salary
Nation	\$26,639	\$40,574				65.66%
Iowa	24,333	35,007	5	4	-8.66%	69.51
Illinois	28,954	45,286	1	1	8.69	63.94
Kansas	23,006	34,634	6	5	-13.64	66.43
Minnesota	24,462	39,809	4	2	-8.17	61.45
Missouri	25,164	33,463	2	6	-5.54	75.20
Nebraska	22,611	32,880	7	7	-15.12	68.77
North Dakota	19,136	29,002	9	8	-28.17	65.98
South Dakota	21,376	28,386	8	9	-19.76	75.30
Wisconsin	24,839	39,374	3	3	-6.76	63.08

SOURCE: AMERICAN FEDERATION OF TEACHERS, [HTTP://WWW.AFT.ORG/RESEARCH/SURVEY99/TABLES/TABLEI-9.HTML](http://www.aft.org/research/survey99/tables/tableI-9.html)

Beginning Teacher Salaries Compared to Expected Beginning Salaries in Other Occupations

Using national data provided by the American Federation of Teachers (AFT), beginning teacher salaries for the nation were compared to average expected salaries of college graduates entering the workforce in the spring from 1990 to 1999. Of the ten occupational areas represented, average beginning salaries for teaching were the lowest. Since 1990 salaries for beginning teachers in the nation increased 29.8 percent. The increase was the third lowest for the ten occupational areas represented. The areas of computer science, math/statistics, and economics/finance experienced increases of about 43 to 46 percent over the period from 1990 to 1999 (Table 42).

Table 42

**BEGINNING TEACHER SALARIES AND EXPECTED SALARIES OF COLLEGE
GRADUATES TO BE HIRED IN THE SPRING IN THE UNITED STATES**

Occupational Area	Year					
	1990	1992	1994	1996	1998	1999
Teaching	\$20,529	\$22,171	\$23,231	\$24,285	\$25,735	\$26,639
Engineering	32,304	35,064	35,736	38,481	42,682	44,362
Accounting	27,408	28,440	28,860	29,960	33,702	35,555
Sales/Marketing	27,828	27,144	28,452	30,714	33,252	36,278
Business Administration	26,496	27,024	27,768	30,140	34,831	36,886
Liberal Arts	26,244	26,472	27,852	29,979	33,600	34,776
Chemistry	29,088	30,048	30,960	33,938	36,036	36,252
Math/Statistics	28,944	28,944	31,392	33,279	40,523	41,698
Economics/Finance	26,712	27,072	29,484	31,754	36,658	38,234
Computer Science	29,100	31,488	31,728	35,481	40,920	42,500

SOURCE: AMERICAN FEDERATION OF TEACHERS, [HTTP://WWW.AFT.ORG/RESEARCH/SURVEY99/TABLES/TABLEIII-3.HTML](http://www.aft.org/research/survey99/tables/tableIII-3.html)

Characteristics of Principals

Data on Iowa public school full-time principals, reported in Table 43 show that the number of principals decreased by 8.2 percent since 1985-1986. Figures also reflect that the number of female principals in public schools has more than tripled since 1985-1986, while the percentage of minority principals rose from 1.6 percent in 1985-1986 to 3.5 percent in 2000-2001. The number of nonpublic full-time principals decreased about 41 percent since 1985-1986, dropping from 177 to 104. The decrease parallels the decline in nonpublic student enrollments. The major difference in the characteristics of public and nonpublic principals was reflected in the gender comparison, with 50 percent of nonpublic principals being females compared to about 31 percent for public schools.

Table 43

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS 1985-1986, 1999-2000, AND 2000-2001

Characteristics	1985-86	Public		1985-86	Nonpublic	
		1985-86	2000-2001		1985-86	2000-2001
Average Age	46.6	47.6	47.8	46.0	48.5	49.0
Percent Female	8.7	29.6	30.6	49.5	52.1	50.0
Percent Minority	1.6	3.7	3.5	0	1.7	1.0
Average Total Experience	21.9	22.6	22.4	21.5	22.8	23.3
Average District Experience	13.2	11.7	11.8	6.0	7.8	8.6
Number of Principals	1,223	1,154	1,123	177	119	104

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Principal Age and Experience

Tables 44 and 45 and Figures 13 and 14 present age distributions and age plus experience distributions for Iowa full-time public school principals for 1990-1991 and 2000-2001. In 1990-1991 just over 65 percent of principals were under age 51, compared to 62 in 1999-2000, and 58.4 percent in 2000-2001. In general, Tables 44 and 45 reflected increases in principal age and age plus experience. By comparison, 73.9 percent of full-time public school teachers, and 36.8 percent of public school superintendents, were under age 51 in 2000-2001.

Table 44

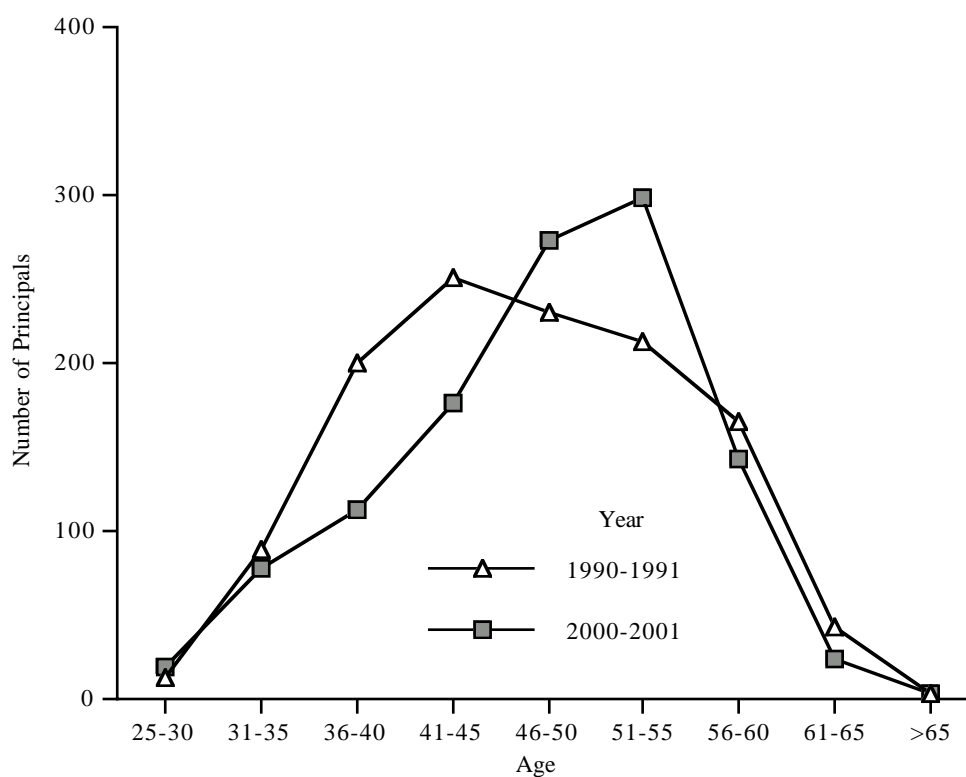
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1990-1991 AND 2000-2001

Age Interval	1990-1991				2000-2001			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25-30	13	13	1.1	1.1	18	18	1.6	1.6
31-35	88	101	7.3	8.4	77	95	6.9	8.5
36-40	199	300	16.6	25.0	112	207	9.9	18.4
41-45	251	551	20.9	45.9	176	383	15.7	34.1
46-50	230	781	19.2	65.1	273	656	24.3	58.4
51-55	212	993	17.6	82.7	298	954	26.6	85.0
56-60	164	1,157	13.6	96.3	143	1,097	12.7	97.7
61-65	42	1,199	3.5	99.8	24	1,121	2.1	99.8
Over 65	3	1,202	0.2	100.0	2	1,123	0.2	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Figure 13

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Table 45

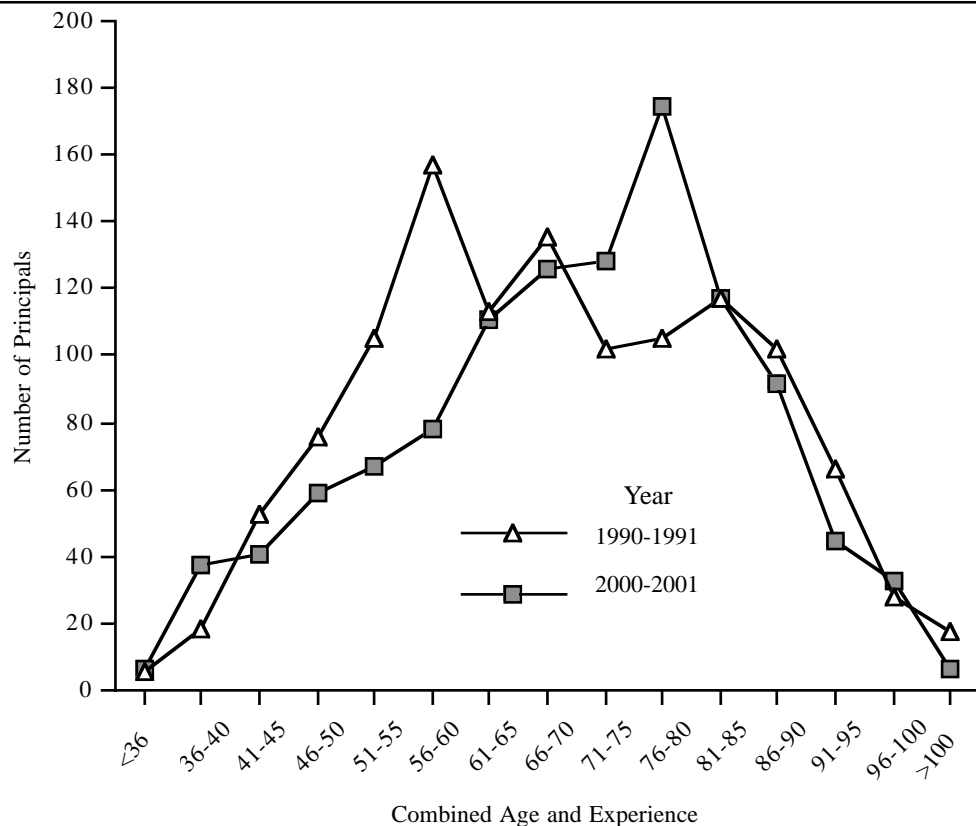
**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA
FULL-TIME PUBLIC SCHOOL PRINCIPALS
1990-1991 AND 2000-2001**

Combined Age and Experience Interval	1990-1991				2000-2001			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and under	0	0.0	0.0	0.0	3	3	0.3	0.3
31-40	25	25	2.1	2.1	42	45	3.7	4.0
41-50	129	154	10.7	12.8	100	145	8.9	12.9
51-60	262	416	21.8	34.6	131	276	11.7	24.6
61-70	248	664	20.6	55.2	251	527	22.3	46.9
71-80	207	871	17.3	72.5	302	829	26.9	73.8
81-87	167	1,038	13.9	86.4	158	987	14.1	87.9
88+	164	1,202	13.6	100.0	136	1,123	12.1	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Figure 14

**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA
FULL-TIME PUBLIC SCHOOL PRINCIPALS**



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Principal Salaries

The average salary for Iowa full-time public school principals increased nearly 80 percent from 1985-1986 to 2000-2001, while average salaries for full-time public school teachers and superintendents increased 68.2 percent and 96.1 percent

respectively. Average salaries for public school principals varied considerably across enrollment categories with a range in average salaries of \$21,136 in 2000-2001. Average salaries for principals for the state were up 3.94 percent in 2000-2001 over the previous year compared to increases of 2.25 percent and 5.33 percent respectively for teachers and superintendents. As with teacher salaries, average salaries for principals increased with successive increases in enrollment categories (Table 46 and Figure 15).

Table 46

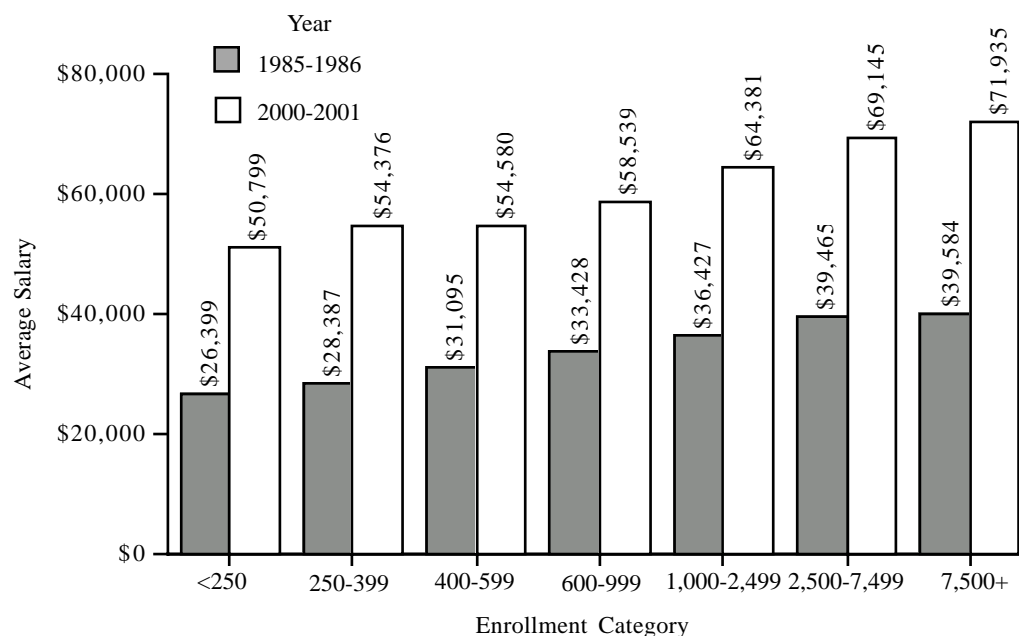
AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-1986, 1999-2000, AND 2000-2001					
Enrollment Category	Average Salary			Number of Principals 2000-2001	Percent Avg. Salary Change 1985-86 to 2000-2001
	1985-1986	1999-2000	2000-2001		
<250	\$26,399	\$48,019	\$50,799	25	92.4%
250-399	28,387	50,673	54,376	71	91.6
400-599	31,095	52,554	54,580	129	75.5
600-999	33,428	56,170	58,539	225	75.1
1,000-2,499	36,427	61,593	64,381	259	76.7
2,500-7,499	39,465	67,414	69,145	185	75.2
7,500+	39,584	69,421	71,935	224	81.7
State*	35,313	61,059	63,465	1,123	79.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTE: *FIGURES INCLUDE AREA EDUCATION AGENCY PRINCIPALS.

Figure 15

AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1985-1986 AND 2000-2001



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

Characteristics of Superintendents

The characteristics of Iowa's 326 full-time public school superintendents are depicted in Table 47. Compared to 1985-1986, superintendents in 2000-2001 were older, more experienced, and a higher percentage held specialist or doctorate degrees. The percentage of female superintendents increased to 5.8 percent in 2000-2001 from 1.6 percent in 1985-1986, while the percentage of minority superintendents remained below one percent.

Table 47

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS —1985-1986, 1999-2000, AND 2000-2001			
Characteristics	1985-1986	1999-2000	2000-2001
Average Age	48.7	51.6	52.1
Percent Female	1.6	3.9	5.8
Percent Minority	0.0	0.9	0.9
Percent Specialist/Doctorate Degree	46.9	54.3	59.2
Average Total Experience	23.6	26.4	26.9
Average District Experience	8.8	7.8	8.0
Number	425	335	326

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTE: ALTHOUGH EVERY DISTRICT IS REQUIRED TO HAVE A SUPERINTENDENT, A NUMBER OF SMALLER DISTRICTS SHARE SUPERINTENDENTS.

Superintendent Age and Experience

Superintendent age and combined age plus experience distributions are presented in Tables 48 and 49 and in Figures 16 and 17. In 2000-2001 the average age of Iowa full-time public school superintendents was 52.1 years. Superintendents, on average, were nearly 12 years older than teachers and 4.3 years older than public school principals. In 2000-2001 only about 37 percent of public school superintendents were under age 51, compared to 58.4 percent of principals, and 73.9 percent of teachers. The combined age and experience distributions for superintendents reflect that nearly 21 percent in 1990-1991, and nearly 27 percent in 2000-2001, met the IPERS retirement criterion of age plus experience equal to or greater than 88. This compared to 13.6 percent and 5.7 percent for principals and teachers respectively in 2000-2001.

Table 48

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1990-1991 AND 2000-2001

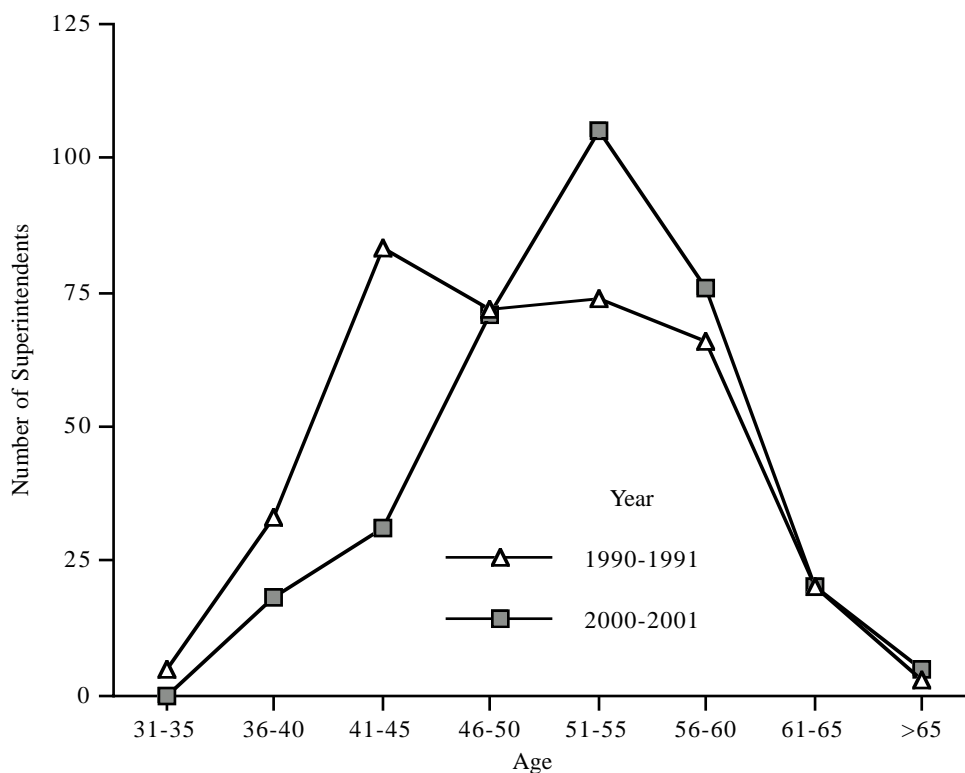
Age Interval	1990-1991				2000-2001			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
31-35	5	5	1.4	1.4	0	0	0.0	0.0
36-40	33	38	9.3	10.7	18	18	5.5	5.5
41-45	83	121	23.3	34.0	31	49	9.5	15.0
46-50	72	193	20.2	54.2	71	120	21.8	36.8
51-55	74	267	20.8	75.0	105	225	32.2	69.0
56-60	66	333	18.5	93.5	76	301	23.3	92.3
61-65	20	353	5.6	99.2	20	321	6.2	98.5
Over 65	3	356	0.8	100.0	5	326	1.5	100.0
State	356				326			

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTE: ALTHOUGH EVERY DISTRICT IS REQUIRED TO HAVE A SUPERINTENDENT, A NUMBER OF SMALLER DISTRICTS SHARE SUPERINTENDENTS.

Figure 16

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

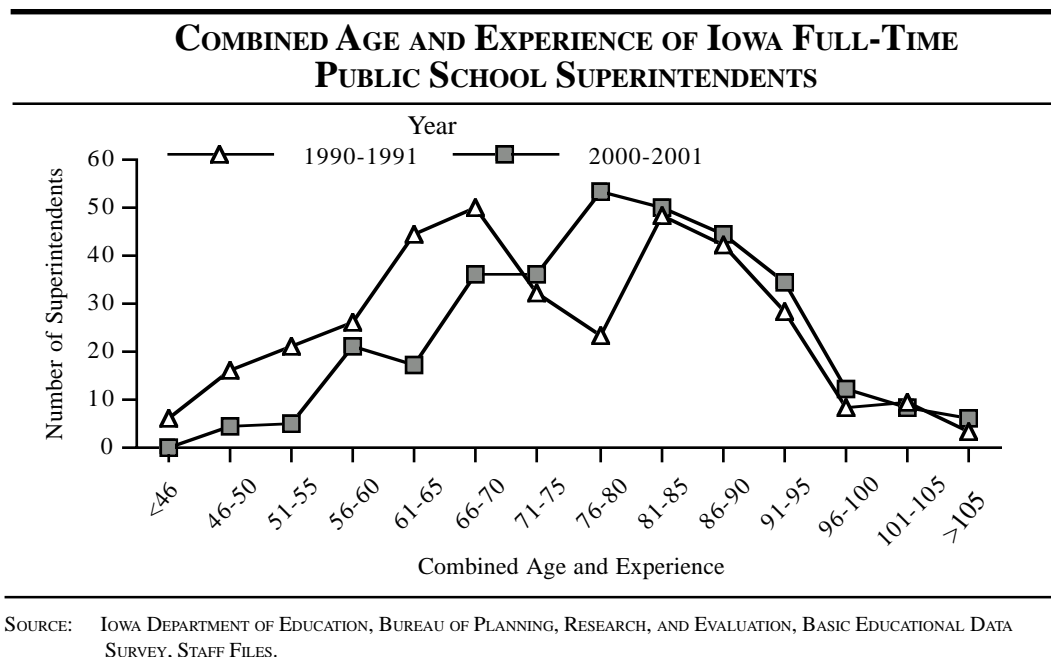
Table 49

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1990-1991 AND 2000-2001

Combined Age and Experience Interval	Number	1990-1991			Number	2000-2001		
		Cumulative Total	Percent	Cumulative Percent		Cumulative Total	Percent	Cumulative Percent
31-40	2	2	0.6	0.6	0	0	0.0	0.0
41-50	20	22	5.6	6.2	4	4	1.2	1.2
51-60	47	69	13.2	19.4	26	30	8.0	9.2
61-70	94	163	26.4	45.8	53	83	16.3	25.5
71-80	55	218	15.4	61.2	89	172	27.3	52.8
81-87	64	282	18.0	79.2	67	239	20.5	73.3
88+	74	356	20.8	100.0	87	326	26.7	100.0
State	356				326			

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTE: ALTHOUGH EVERY DISTRICT IS REQUIRED TO HAVE A SUPERINTENDENT, A NUMBER OF SMALLER DISTRICTS SHARE SUPERINTENDENTS.

Figure 17

Superintendent Salaries

Average salaries for full-time public school superintendents increased to nearly \$80,000 in 2000-2001, up 5.33 percent from the previous school year. By comparison, average salaries for principals and teachers increased 3.94 percent and 2.25 percent, respectively, over the same period. The range in average superintendent salaries across the seven enrollment categories was \$67,961 in 2000-2001. As in previous school years average salaries reflected substantial increases with each successively larger enrollment category. Superintendent's average salaries, on a statewide basis, increased 96.1 percent since 1985-1986 compared to increases of 79.7 percent and 68.2 percent for principals and teachers respectively over the same time period (Table 50).

Table 50

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-86, 1999-2000, AND 2000-2001					
Enrollment Category	Average Salary			2000-2001 Numbers of Full-time Superintendents	% Change in Avg. Salary 1985-86 to 2000-2001
	1985-1986	1999-2000	2000-2001		
<250	\$33,597	\$54,807	\$57,075	12	69.9%
250-399	34,060	65,793	68,724	39	101.8
400-599	39,213	68,425	72,318	68	84.4
600-999	41,482	73,312	76,935	92	85.5
1,000-2,499	47,288	82,601	85,772	82	81.4
2,500-7,499	55,110	100,312	104,464	24	89.6
7,500+	62,235	114,440	125,036	9	100.9
State	40,710	75,799	79,836	326	96.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

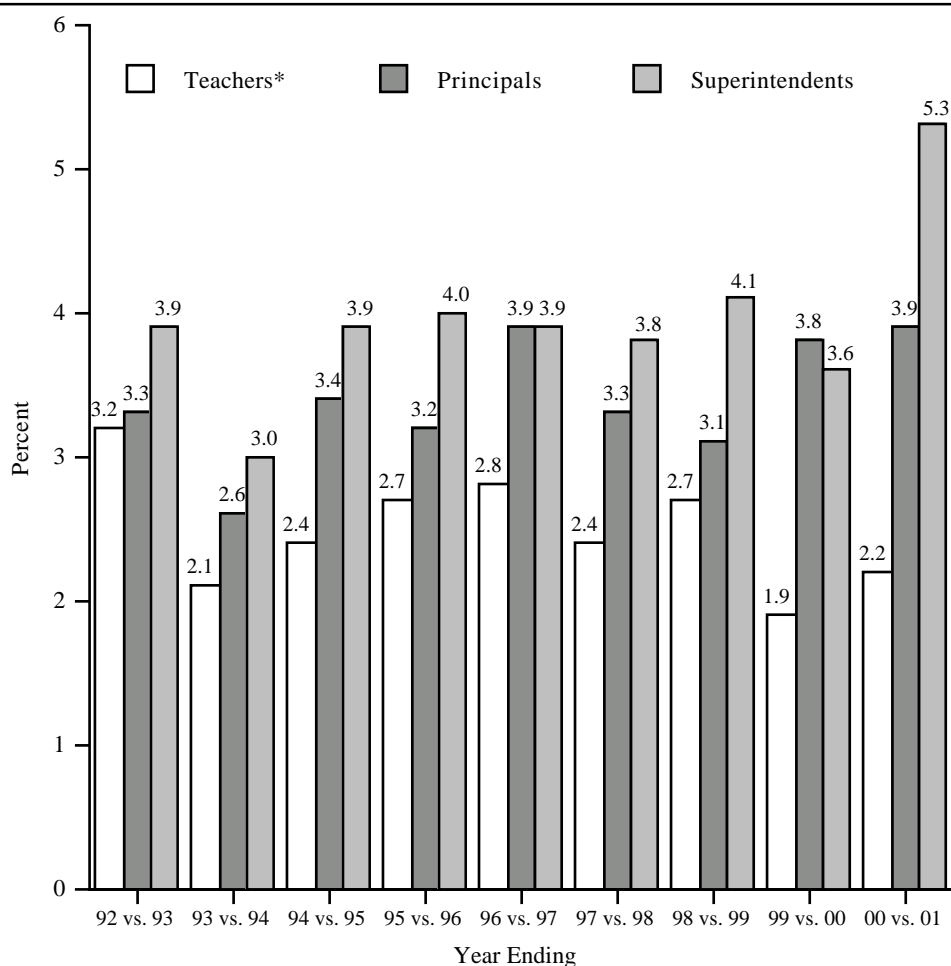
NOTE: ALTHOUGH EVERY DISTRICT IS REQUIRED TO HAVE A SUPERINTENDENT, A NUMBER OF SMALLER DISTRICTS SHARE SUPERINTENDENTS.

Teacher, Principal, and Superintendent Salary Comparisons

Figure 18 compares salary increases and average salaries for teachers, principals, and superintendents from 1992 to 2001. Annual percentage increases in average salaries for the three groups are presented in Figure 18. The data reflect that annual salary increases since 1992-1993 were generally higher for superintendents, followed by principals and teachers. Increases in average salaries for superintendents, principals, and teachers across the nine-year period were 3.9 percent, 3.4 percent, and 2.5 percent respectively.

Figure 18

ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS FROM 1992-1993 TO 2000-2001



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: *DOES NOT INCLUDE PHASE III FUNDS.

FIGURES FOR 1999-2000 AND 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 1999-2000 AND 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

A comparison of average salaries for superintendents, principals, and teachers for the base year 1985-1986 and 2000-2001 by enrollment category is reported in Table 51. Common to all three staff groups is the extreme variability in average salaries across enrollment categories and successive increases in average salaries corresponding to increases in enrollment.

Table 51

**AVERAGE SALARY COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL
TEACHERS, PRINCIPALS, AND SUPERINTENDENTS BY ENROLLMENT CATEGORY
1985-1986 AND 2000-2001**

Enrollment Category	1985-1986			2000-2001		
	Teachers	Principals	Superintendents	Teachers*	Principals	Superintendents
<250	\$16,347	\$26,399	\$33,597	\$28,046	\$50,799	\$57,075
250-399	17,971	28,387	34,060	30,363	54,376	68,724
400-599	19,198	31,095	39,213	32,024	54,580	72,318
600-999	20,079	33,428	41,482	33,809	58,539	76,935
1,000-2,499	21,616	36,427	47,288	35,912	64,381	85,772
2,500-7,499	23,835	39,465	55,110	38,266	69,145	104,464
7,500+	24,041	39,584	62,235	40,452	71,935	125,036
State	21,690	35,313	40,710	36,479	63,465	79,836

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILES.

NOTES: *DOES NOT INCLUDE PHASE III FUNDS.

FIGURES FOR IOWA 1999-2000 AND 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 1999-2000 AND 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Gender Comparison

Comparisons by gender are made for full-time public school teachers and principals in Tables 52 and 53. Differences in 2000-2001 occurred for both teachers and principals in terms of experience and salary. Males had higher average experience levels and higher average salaries than female in both the teacher and principal staff categories.

Table 52

**GENDER COMPARISON OF IOWA FULL-TIME
PUBLIC SCHOOL TEACHERS — 2000-2001**

Characteristics	Female	Male
Average Age	42.2	42.2
Percent Minority	1.7	1.9
Percent Advanced Degree	25.6	30.4
Average Total Experience	14.5	16.4
Average District Experience	11.5	13.1
Average Salary*	\$35,718	\$38,297
Number	23,697	9,912

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

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

FIGURES FOR 2000-2001 REPRESENT AVERAGE SALARIES FOR FULL-TIME PUBLIC SCHOOL STAFF WITH TEACHING POSITION CODES. APPROXIMATELY 5,000 FULL-TIME PUBLIC SCHOOL STAFF IN 2000-2001 WITH TEACHING POSITION CODES ALSO REPORTED THAT THEY SERVED IN THE CAPACITY OF ADMINISTRATOR AND/OR STUDENT SUPPORT SERVICES PERSONNEL. AVERAGE SALARIES FOR THESE STAFF INCLUDE SALARIES FOR THESE ADDITIONAL RESPONSIBILITIES AS WELL.

Table 53

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS — 2000-2001		
Characteristics	Female	Male
Average Age	47.1	48.0
Percent Minority	4.4	3.1
Percent Advanced Degree	95.9	96.0
Average Total Experience	20.2	23.3
Average District Experience	10.4	12.4
Average Salary	\$62,009	\$64,108
Number	344	779

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Area Education Agency Licensed Staff

Iowa has created a network of 15 regional service centers across the state, referred to as area education agencies or AEAs. The AEAs are staffed by 2,337 full-time licensed personnel who develop and provide programs, services, and leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services.

Characteristics of 2000-2001 full-time licensed AEA staff are reported in Table 54. Over 78 percent of AEA licensed staff held advanced degrees, 77 percent were females, and one percent were minorities. The average salary of AEA licensed staff in 2000-2001 was \$44,129 compared to an average teacher salary of \$36,479.

Table 54

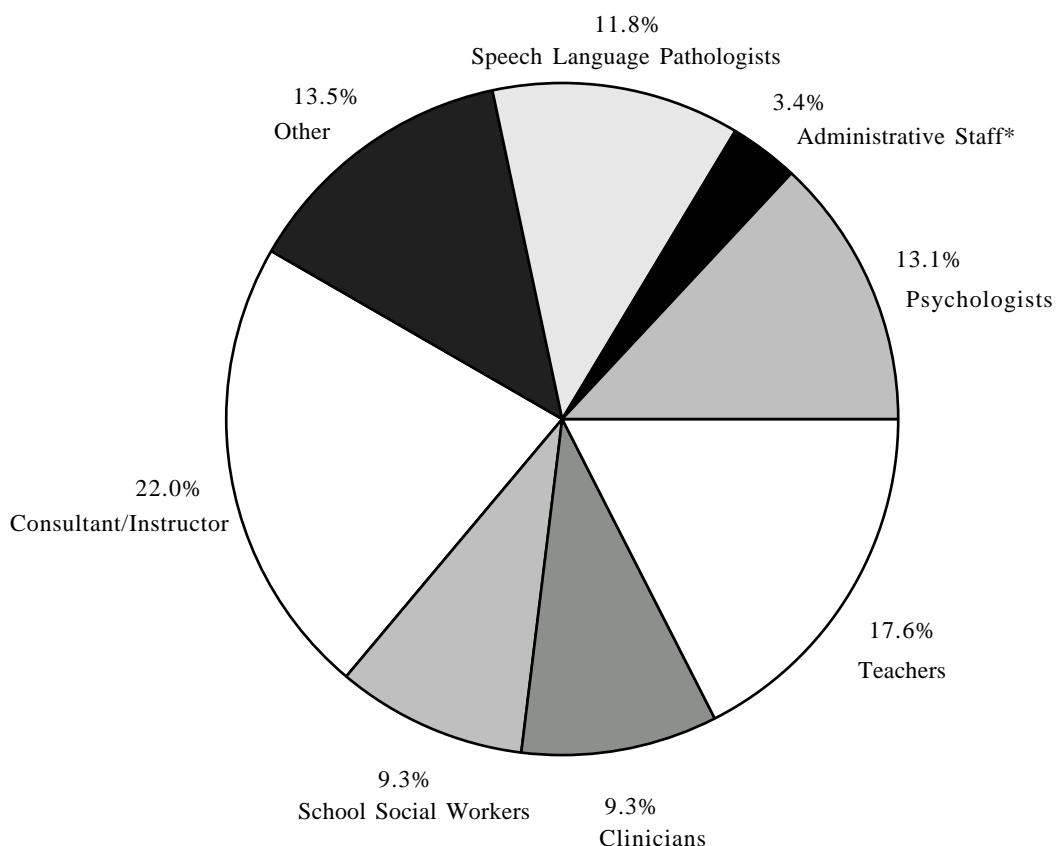
CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF 2000-2001 SCHOOL YEAR	
Characteristics	
Percent Female	77.0%
Percent Minority	1.0
Percent staff with advanced degrees	78.3
Average years total experience	17.2
Average number of contract days	197.2
Average Age	44.9
Average Salary	\$44,129
Number	2,337

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

AEA staff in 2000-2001 are reported in Figure 19 by eight major position categories. There were 22 percent of AEA staff classified as consultants/instructors, about 18 percent as teachers, about 25 percent as psychologists or speech language pathologists, 9.3 percent each for school social workers and clinicians, 3.4 percent as administrative staff, and 13.5 percent held other positions. A more finite breakdown of licensed AEA staff is provided in Table 55 for the 2000-2001 school year.

Figure 19

**PERCENT OF IOWA FULL-TIME AEA LICENSED STAFF BY POSITION
2000-2001**



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

NOTE: *ADMINISTRATIVE STAFF INCLUDES ADMINISTRATIVE ASSISTANTS, ADMINISTRATORS, ASSISTANT DEAN/DIRECTORS, DIRECTORS, AND PRINCIPALS.

Table 55

**NUMBER OF IOWA FULL-TIME AEA LICENSED STAFF
BY POSITION, 2000-2001**

Position	Number	Percent
Administrative Assistant	4	0.2 %
Administrator	21	0.9
Assistant Dean/Director	10	0.4
Clinician	218	9.3
Consultant	324	13.9
Coordinator	92	3.9
Counselor	1	0.0
Department Head	13	0.6
Director	40	1.7
Educational Strategist	8	0.3
Home Intervention PK Teacher	63	2.7
Hospital/Home Teacher	1	0.0
Instructor	189	8.1
Integrated Teacher	34	1.5
Itinerant Teacher	69	3.0
Librarian	8	0.3
Manager	1	0.0
Pre School Teacher	21	0.9
Principal	5	0.2
Psychologist	306	13.1
Resource Teacher	54	2.3
School Social Worker	216	9.3
School Audiologist	31	1.3
Self-Contained Teacher	137	5.9
Speech Language Pathologist	276	11.8
Special Education Delivery System Personnel	16	0.7
Specialist	19	0.8
Supervisor	42	1.8
Teacher	32	1.4
Therapist	86	3.7
Total	2,337	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

Staff

Table 56 reflects the distribution of school districts and public and nonpublic school full-time licensed staff by AEA for the 2000-2001 school year. Figures in Table 56 also include licensed AEA staff.

Table 56

**DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS, AND TOTAL
FULL-TIME LICENSED STAFF BY AEAS
2000-2001**

AEA	Districts		Public School Licensed Staff*		Nonpublic School Licensed Staff	
	N	%	N	%	N	%
1	25	6.7%	2,621	6.5%	448	16.7%
2	24	6.4	1,760	4.4	81	3.0
3	19	5.1	1,018	2.5	76	2.8
4	14	3.7	897	2.2	179	6.7
5	31	8.3	2,158	5.4	126	4.7
6	15	4.0	1,341	3.4	25	0.9
7	23	6.1	2,558	6.4	222	8.3
9	22	5.9	4,041	10.1	243	9.0
10	33	8.8	4,915	12.3	312	11.6
11	56	15.0	9,081	22.7	488	18.2
12	24	6.4	2,440	6.1	243	9.0
13	31	8.3	2,692	6.7	92	3.4
14	20	5.4	1,068	2.7	8	0.3
15	24	6.4	1,989	5.0	41	1.5
16	13	3.5	1,452	3.6	104	3.9
State	374	100.0	40,031	100.0	2,688	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, STAFF FILE.

NOTE: *AEA FULL-TIME LICENSED STAFF ARE INCLUDED.

Instructional Aides

In the 1985-1986 school year there were under 2,700 full-time equivalent instructional aides assisting teachers in Iowa public school districts. This amounted to one aide for every 182 students. In the 2000-2001 school year nearly 7,800 full-time equivalent instructional aides were employed by public schools, an increase of about 191 percent over 1985-1986 figures. The number of full-time equivalent instructional aides has grown consistently each school year since 1985-1986. In 2000-2001 there was one instructional aide for every 64 students, on average, compared to one aide for every 182 students in 1985-1986. The two enrollment categories experiencing the greatest percentage increase in the number of FTE instructional aides from 1985-1986 to 2000-2001 were the 600-999 and 1,000-2,499 enrollment categories (Table 57).

Table 57

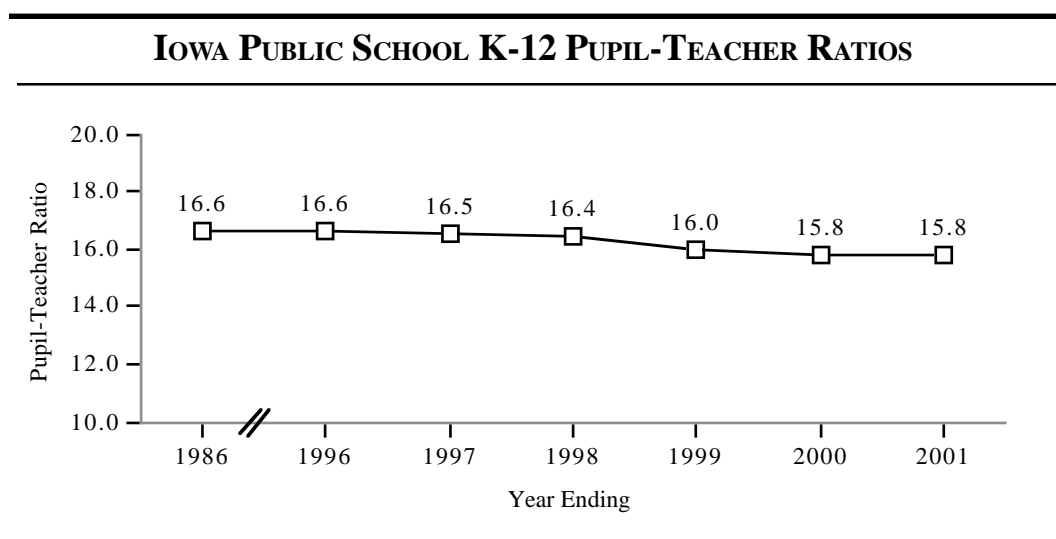
INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 2000-2001			
Enrollment Category	Number of Full-time Equivalent Aides		% Change in FTE Aides 1985-1986 to 2000-2001
	1985-1986	2000-2001	
<250	40.1	57.4	43.1%
250-399	124.2	273.2	120.0
400-599	167.5	468.7	179.8
600-999	249.1	1,054.0	323.1
1,000-2,499	605.9	2,023.3	233.9
2,500-7,499	625.7	1,681.6	168.8
7,500+	856.1	2,204.5	157.5
State	2,668.6	7,762.7	190.9

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

Pupil-Teacher Ratios

Pupil-teacher ratios reported were calculated by dividing the K-12 public school Basic Educational Data Survey (BEDS) enrollments by the K-12 full-time equivalent teachers reported on the BEDS. Special education teachers and ungraded special education students were not included in the totals.

Pupil-teacher ratios for Iowa public schools are presented in Figures 20 and 21 and in Table 58. Figure 20 shows the downward trend in overall pupil-teacher ratios for the state since the 1985-1986 school year. Data in Figure 21 reflect the relationship between increases in pupil-teacher ratios and corresponding increases in district enrollment. In addition, decreases in pupil-teacher ratios occurred for all but the smallest enrollment category since 1985-1986.

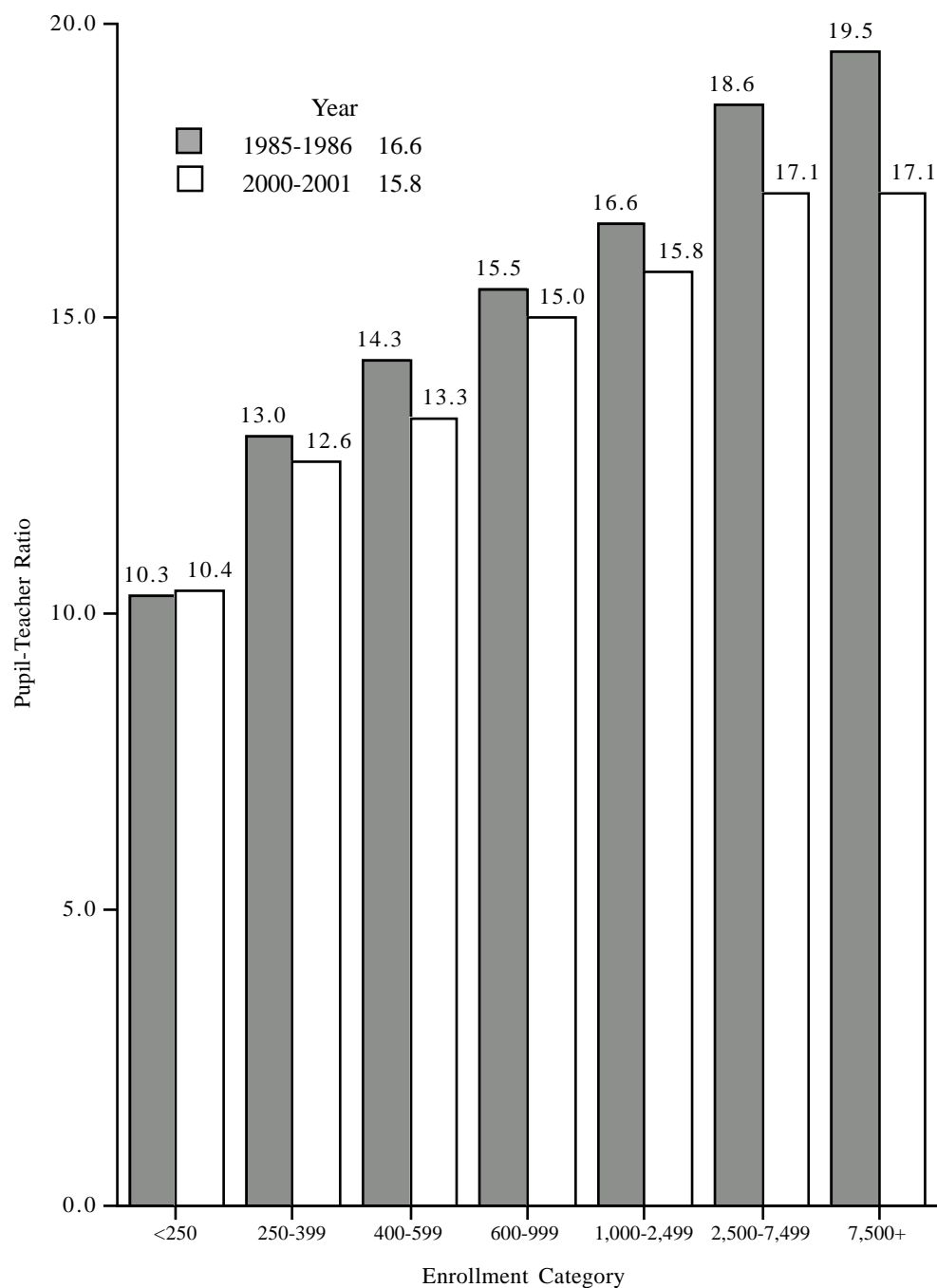
Figure 20

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

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

Figure 21

**K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1985-1986 AND 2000-2001**



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

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

Table 58

2000-2001 K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY			
Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<250	3,718	358.1	10.4
250-399	17,138	1,363.7	12.6
400-599	36,788	2,773.1	13.3
600-999	77,327	5,143.7	15.0
1,000-2,499	122,830	7,778.8	15.8
2,500-7,499	93,322	5,456.6	17.1
7,500+	125,804	7,372.2	17.1
State	476,927	30,246.2	15.8

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILE.

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

For the 2000-2001 school year the total number of students and full-time equivalent teachers are shown in Table 58 along with pupil-teacher ratios by enrollment category. Pupil-teacher ratios for enrollment categories under 1,000 were all below the state average of 15.8 to 1.

Pupil-teacher ratio information obtained from the National Center for Education Statistics (NCES) is presented in Table 59 for the nation, Iowa, and for surrounding states. Data presented in Table 59 represent estimates from NCES and show that Iowa's pupil-teacher ranks Iowa as 17th among states with an estimated PK-12 pupil-teacher ratio of 14.5 to 1. Among the nine mid-west states shown, only Illinois and Minnesota had higher pupil-teacher ratios than Iowa.

Table 59

**PK-12 PUPIL-TEACHER RATIOS FOR IOWA AND MIDWEST STATES
2000-2001**

State	Estimated Pupil-Teacher Ratio	Rank in the Nation
Nation	16.0	—
Iowa	14.5	17
Illinois	15.9	34
Kansas	14.2	15
Minnesota	15.1	22.5
Missouri	14.0	13
Nebraska	13.7	8.5
North Dakota	13.7	8.5
South Dakota	13.8	10.5
Wisconsin	14.3	16

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS (NCES), EARLY ESTIMATES OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION STATISTICS: SCHOOL YEAR 2000-2001, MARCH 2001.

Program

The chapter on programs offers information on public school district organization structures, grade 9-12 course offerings, high school student enrollments in foreign language, higher-level mathematics, science, and computer-related courses, graduation requirements, class size statistics in grades kindergarten through grade three, and technology status measures including expenditures. Also included is information on early childhood programs and enrollments and school district participation in the Department's electronic data interchange initiative Project EASIER (Electronic Access System for Iowa Education Records).

School District Organizational Structure

School districts report annually to the Department on how they are organized in terms of grade groupings within buildings to provide programs and services to students. Tables 60 and 61 compare organization structures for public school districts in 1985-1986 and in 2000-2001. In 1985-1986 four patterns accounted for nearly 83 percent of organizational structures: K-6, 7-12; K-5, 6-8, 9-12; K-6, 7-8, 9-12; and K-4, 5-8, 9-12. The most notable changes in organizational structure over the time period included the emergence of pre-kindergarten, middle schools, and the decline in the percentage of school districts with grade 10-12 high school structures. In addition, the traditional grade 7-9 junior high structures have been replaced with middle school structures and movement to grade 9-12 high schools.

Table 60

ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS 1985-1986

Structure (Grade Level Intervals)	Percent of Districts
K-6, 7-12	38.9%
K-5, 6-8, 9-12	18.6
K-6, 7-8, 9-12	14.2
K-4, 5-8, 9-12	10.8
K-6, 7-9, 10-12	7.8
K-8, 9-12	7.1
K-5, 6-12	0.5
K-3, 4-6, 7-12	0.5
PK-2, 3-5, 6-8, 9-12	0.5
K-7, 8-12	0.5
K-3, 4-6, 7-8, 9-12	0.2
K-4, 5-6, 7-9, 10-12	0.2
K-3, 4-8, 9-12	0.2
	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE.

Table 61

**ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS
2000-2001**

Structure (Grade Levels included)	Percent of Districts
K-5, 6-8, 9-12	29.9%
K-6, 7-8, 9-12	26.5
K-4, 5-8, 9-12	12.0
PK-6, 7-8, 9-12	10.0
PK-5, 6-8, 9-12	9.4
PK-4, 5-8, 9-12	4.0
K-6, 7-12	2.0
K-6, 7-9, 10-12	1.1
K-4, 5-6, 7-8, 9-12	1.1
K-3, 4-8, 9-12	0.9
PK-6, 7-12	0.6
PK-6, 7-9, 10-12	0.6
K-3, 4-5, 6-8, 9-12	<0.3
K-3, 4-6, 7-8, 9-12	<0.3
K-3, 4-6, 7-9, 10-12	<0.3
PK-2, 3-6, 7-8, 9-12	<0.3
PK-3, 4-6, 7-8, 9-12	<0.3
PK-3, 4-7, 8-12	<0.3
PK-5, 6-7, 8-9, 10-12	<0.3
	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE.

Curriculum Unit Offerings

Courses offered in public schools are reported as summary statistics for the major subject matter areas in terms of Carnegie units for the most current two school years and for comparison purposes, for the base year 1985-1986 (Tables 62-64). One Carnegie unit is represented by a course that is offered and taught daily for the entire school year. For all years represented the pattern of average units offered and taught increased with increases in enrollment. In general, the average number of units offered and taught increased for all subject matter areas and for all enrollment categories from 1985-1986 to 2000-2001. In addition, districts in enrollment categories under 1,000, in general, had average curriculum unit offerings that were less than the state average for each of the three school years represented.

Table 62

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

Subject Area	Minimum Curriculum Unit State Standards in 1985-86	Enrollment Category							State
		<250	250- 399	400- 599	600- 999	1,000- 2,499	2,500- 7,499	7,500+	
English/Language Arts	5	5.0	5.6	6.3	6.6	8.2	11.4	17.7	6.9
Mathematics	5	6.4	6.4	6.8	7.0	8.0	9.8	12.7	7.2
Science	4	4.6	4.8	5.2	5.7	6.2	8.1	9.6	5.6
Social Studies	4	4.2	4.4	4.7	4.8	5.6	6.5	8.8	4.9
Foreign Language	2	2.1	2.3	2.5	3.2	4.9	9.8	14.9	3.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.

NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Table 63

**AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT IN
IOWA PUBLIC SCHOOL DISTRICTS — 1999-2000**

Subject Area	Current Minimum Curriculum Unit State Standards	Enrollment Category							State
		<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
English/Language Arts	6	5.7	7.3	7.1	7.7	10.5	14.3	19.4	9.6
Mathematics	6	6.9	7.8	7.6	8.3	9.7	13.9	15.4	9.6
Science	5	5.0	6.3	6.1	6.8	7.6	11.7	13.0	7.8
Social Studies	5	5.0	5.9	5.9	6.1	7.4	10.4	13.3	7.4
Foreign Language	4	3.3	4.1	4.3	4.6	7.1	12.1	16.9	6.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.

NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Table 64

**AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT IN
IOWA PUBLIC SCHOOL DISTRICTS — 2000-2001**

Subject Area	Current Minimum Curriculum Unit State Standards	Enrollment Category							State
		<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
English/Language Arts	6	6.3	7.2	7.5	8.4	10.6	15.1	22.3	10.1
Mathematics	6	6.9	7.4	7.9	8.5	9.9	13.9	15.4	9.7
Science	5	5.2	5.7	6.1	7.0	8.0	12.6	14.0	7.9
Social Studies	5	5.1	5.5	6.0	6.2	7.8	10.5	13.4	7.5
Foreign Language	4	3.4	3.7	4.3	4.9	7.0	11.9	17.7	6.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.

NOTE: WAIVER PROVISIONS ARE AVAILABLE UNDER SPECIAL CIRCUMSTANCES.

Foreign Language Enrollments

Table 65 presents grade 9-12 foreign language enrollments in Iowa public schools for the school years 1985-1986 and 1996-1997 through 2000-2001. Since grade levels of students taking specific courses are not collected by the Department, the percentage of students enrolled in foreign language courses is represented as an estimate and was calculated by dividing the total enrollment in foreign language by the sum of the 9-12 enrollment. Substantial increases in the estimated percentage of students enrolled in foreign language courses in Iowa public schools have occurred since 1985-1986 with statewide figures increasing from an estimated 30.8 percent to nearly 61 percent in 2000-2001. Percentage increases in foreign language enrollment were experienced in all enrollment categories. Enrollment in foreign language courses for Iowa students in 2000-2001 was also up over the previous school year.

Table 65

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

Enrollment Category	1985-86		1996-97		1997-98		1998-99		1999-2000		2000-2001	
	N	%	N	%	N	%	N	%	N	%	N	%
<250	658	20.4%	263	37.0%	272	39.7%	259	38.4%	259	35.5%	519	44.4%
250-399	1,667	18.2	2,031	41.7	2,016	39.6	2,222	41.4	2,447	44.6	2,138	44.5
400-599	2,769	18.9	5,792	41.0	5,820	43.3	5,545	42.4	5,582	43.3	6,901	49.7
600-999	5,079	21.8	12,512	47.1	12,289	46.8	12,438	47.5	13,208	49.8	14,110	54.7
1,000-2,499	10,536	30.2	21,733	53.2	22,330	52.5	22,757	54.3	22,315	54.5	25,642	63.5
2,500-7,499	13,018	42.7	16,751	56.0	16,571	55.3	16,447	54.4	16,426	53.6	20,778	67.9
7,500+	13,064	35.9	19,923	52.6	21,890	58.3	21,671	56.4	24,940	65.2	23,847	62.0
State	46,791	30.8	79,005	51.0	81,188	52.2	81,339	52.2	85,177	54.8	93,935	60.6

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

NOTES: PERCENTS ARE ESTIMATED WITH AN ASSUMPTION THAT FOREIGN LANGUAGE COURSES ARE NORMALLY TAKEN IN GRADES 9-12.
N = NUMBER OF STUDENTS, % = ESTIMATED PERCENT ENROLLED.

In 2000-2001, as in previous school years, the greatest number of students were enrolled in Spanish followed by French and German. In 2000-2001 nearly 77 percent of students enrolled in a foreign language were enrolled in Spanish, 14.1 percent in French, and 7.7 percent in German (Table 66).

Table 66

2000-2001 FOREIGN LANGUAGE ENROLLMENT IN IOWA PUBLIC SCHOOLS GRADES 9-12

Language	Number of Districts	Enrollment	Percent of Foreign Language Enrollments
Spanish	339	71,864	76.5%
French	96	13,198	14.1
German	72	7,197	7.7
Japanese	9	511	0.5
Russian	6	244	0.3
Latin	4	118	0.1
Chinese	3	98	0.1
Italian	2	131	0.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILE.

NOTE: AN ADDITIONAL 574 STUDENTS, 0.6 PERCENT, WERE ENROLLED IN OTHER FOREIGN LANGUAGE COURSES.

Higher Level Mathematics Enrollments

Higher level mathematics figures displayed in Tables 67 and 68 include the number of high school students enrolled in calculus and trigonometry in Iowa public schools. Enrollments in higher level mathematics courses in Iowa public schools have nearly doubled since the 1985-1986 school year, rising from 7,111 to just under 14,000 students in 2000-2001 or an estimated 18.6 percent of 11th and 12th grade public school students. In 2000-2001 the estimated percentage of 11th and 12th graders enrolled in higher level mathematics courses showed increases in enrollment categories 250-399 through 2,500-7,499. In general, a slightly higher percentage of females than males were enrolled in higher level mathematics in all enrollment categories, except in the largest enrollment category.

Table 67

IOWA PUBLIC SCHOOL ENROLLMENT IN HIGHER LEVEL MATHEMATICS		
Year	Number of Students Enrolled	Estimated Percent of Students Enrolled
1985-1986	7,111	9.7%
1991-1992	7,455	11.5
1992-1993	8,191	12.4
1993-1994	8,779	13.0
1994-1995	9,140	13.2
1995-1996	8,860	12.4
1996-1997	10,211	13.8
1997-1998	11,799	15.7
1998-1999	11,842	15.7
1999-2000	12,408	16.6
2000-2001	13,886	18.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.

NOTES: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT HIGHER LEVEL MATHEMATICS ARE NORMALLY TAKEN IN GRADES 11 AND 12.

INCLUDES CALCULUS AND TRIGONOMETRY.

Table 68

IOWA PUBLIC SCHOOL ENROLLMENT IN HIGHER LEVEL MATHEMATICS BY ENROLLMENT CATEGORY 2000-2001								
	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts Offering Higher Level Mathematics	10	27	66	81	76	24	9	293
Pupils Enrolled	76	280	986	2,204	3,983	3,730	2,627	13,886
Percent Female	53.9	56.8	52.0	51.9	50.0	50.1	48.3	50.3
Estimated Percent of All Pupils	12.3	11.6	14.3	17.5	20.3	25.3	14.9	18.6
Estimated Percent of All Males	11.1	10.1	13.3	16.5	20.0	24.6	15.4	18.2
Estimated Percent of All Females	13.6	13.1	15.4	18.6	20.6	26.1	14.4	19.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILE.

NOTES: ESTIMATED PERCENTS ARE BASED ON THE ASSUMPTION THAT HIGHER LEVEL MATHEMATICS ARE NORMALLY TAKEN IN GRADES 11 AND 12.

INCLUDES CALCULUS AND TRIGONOMETRY.

Higher Level Science Enrollments

Chemistry

Tables 69-72 show higher level science enrollments of Iowa public school students in chemistry and physics. A multi-year comparison of chemistry enrollments is provided in Table 69 and shows the estimated percent of students enrolled in chemistry has risen from 48.2 percent in 1985-1986 to 73.5 percent in 2000-2001. Table 70 provides a breakdown of chemistry enrollments by enrollment category and by gender. With the exception of the smallest enrollment category, a higher percentage of females than males were enrolled in chemistry in 2000-2001.

Table 69

IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY		
Year	Number of Students	Estimated Percent of Students
1985-1986	17,945	48.2%
1991-1992	21,180	63.5
1992-1993	22,521	68.4
1993-1994	22,860	65.6
1994-1995	24,432	69.0
1995-1996	24,234	65.7
1996-1997	24,641	64.7
1997-1998	25,536	66.8
1998-1999	25,065	65.5
1999-2000	25,630	67.8
2000-2001	27,648	73.5

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.

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

Table 70

IOWA PUBLIC SCHOOL ENROLLMENT IN CHEMISTRY BY ENROLLMENT CATEGORY 2000-2001								
	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts	10	37	78	99	80	24	9	337
Offering Chemistry	124	705	2,149	4,598	7,342	6,035	6,695	27,648
Pupils Enrolled	43.5	56.7	55.6	55.2	54.3	50.9	52.7	53.4
Percent Female	44.8	56.9	63.4	73.8	74.4	80.5	73.7	73.5
Estimated Percent of All Pupils	49.3	49.4	54.1	64.9	67.3	76.5	70.3	67.6
Estimated Percent of All Males	40.0	64.4	73.4	83.0	81.6	84.8	77.0	79.7
Estimated Percent of All Females								

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILE.

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

Physics

An estimated 33.1 percent of 12th grade public school students were enrolled in physics in 2000-2001 compared to just over 24 percent in 1985-1986 (Table 71). Table 72 reports the enrollment and estimated percentage of 2000-2001, 12th grade public school students enrolled in physics by gender and enrollment category. In general, a higher percentage of males than females were enrolled in physics. In addition, the estimated percentage of students enrolled in physics increased with successive increases in enrollment categories.

Table 71

IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS		
Year	Number of Students	Estimated Percent of Students
1985-1986	9,051	24.3%
1991-1992	9,723	30.7
1992-1993	10,714	32.5
1993-1994	11,062	34.0
1994-1995	11,505	33.8
1995-1996	11,107	32.1
1996-1997	11,363	31.9
1997-1998	11,695	31.8
1998-1999	11,232	30.2
1999-2000	11,385	30.7
2000-2001	12,218	33.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.

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

Table 72

IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY 2000-2001								
	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts								
Offering Physics	9	35	75	98	78	24	9	328
Pupils Enrolled	60	291	926	1,803	2,850	2,616	3,672	12,218
Percent Female	58.3	48.8	46.0	47.4	43.8	43.4	45.1	45.0
Estimated Percent of All Pupils	17.7	24.7	26.6	28.4	29.3	36.2	42.8	33.1
Estimated Percent of All Males	14.5	25.5	28.0	29.1	32.2	40.1	46.8	35.8
Estimated Percent of All Females	21.1	23.9	25.1	27.6	26.2	32.2	38.8	30.3

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM AND ENROLLMENT FILE.

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

Graduation Requirements for Mathematics and Science

Units required for graduation from Iowa public schools are established by individual public school districts and are reported annually on the Basic Educational Data Survey. Units required for graduation are reported for mathematics and science as averages by enrollment category (Table 73). For the state, the average number of units required for graduation for both mathematics and science has increased substantially since 1985-1986. Since the 1998-1999 school year, average units required for graduation for both mathematics and science, in general, reflected small decreases across enrollment categories.

Table 73

AVERAGE NUMBER OF MATHEMATICS AND SCIENCE UNITS REQUIRED FOR GRADUATION IN IOWA PUBLIC SCHOOLS 1985-1986 AND 1998-1999 THROUGH 2000-2001								
Enrollment Category	Mathematics				Science			
	1985- 1986	1998- 1999	1999- 2000	2000- 2001	1985- 1986	1998- 1999	1999- 2000	2000- 2001
<250	2.00	2.43	2.56	2.45	1.98	2.43	2.44	2.27
250-399	2.01	2.48	2.47	2.33	1.99	2.36	2.38	2.24
400-599	1.89	2.24	2.31	2.27	1.84	2.13	2.16	2.13
600-999	1.91	2.36	2.34	2.23	1.88	2.22	2.22	2.09
1,000-2,499	1.77	2.15	2.15	2.11	1.74	2.08	2.09	2.06
2,500-7,499	1.49	1.96	2.02	1.98	1.52	1.92	1.92	1.90
7,500+	1.69	2.22	2.00	2.11	1.75	2.11	2.00	2.00
State	1.88	2.02	2.28	2.21	1.86	1.94	2.18	2.10

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

Tables 74 and 75 display frequency distributions of the number of mathematics and science units required for graduation in 2000-2001 by Iowa public school districts. In 2000-2001, 25.1 percent of districts required more than two units of mathematics for graduation, while 15.4 percent required more than two units of science to be earned to meet graduation requirements.

Table 74

FREQUENCY DISTRIBUTION OF MATHEMATICS UNITS REQUIRED FOR GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS 2000-2001			
Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	4	1.1	1.1
1.5	5	1.4	2.6
2.0	254	72.4	74.9
2.5	14	4.0	78.9
2.7	1	0.3	79.2
3.0	73	20.8	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE.

NOTE: THE NUMBER OF DISTRICTS REPRESENTS THOSE DISTRICTS PROVIDING HIGH SCHOOL PROGRAMS AND DOES NOT INCLUDE DISTRICTS SENDING HIGH SCHOOL STUDENTS TO OTHER DISTRICTS AS A PART OF WHOLE-GRADE SHARING.

Table 75

**FREQUENCY DISTRIBUTION OF SCIENCE UNITS REQUIRED FOR
GRADUATION BY IOWA PUBLIC SCHOOL DISTRICTS
2000-2001**

Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	13	3.7	3.7
1.5	3	0.9	4.6
2.0	281	80.0	84.6
2.3	1	0.3	84.9
2.5	8	2.3	87.2
3.0	45	12.8	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POLICIES AND PROCEDURES FILE.

NOTE: THE NUMBER OF DISTRICTS REPRESENTS THOSE DISTRICTS PROVIDING HIGH SCHOOL PROGRAMS AND DOES NOT INCLUDE DISTRICTS SENDING HIGH SCHOOL STUDENTS TO OTHER DISTRICTS AS A PART OF WHOLE-GRADE SHARING.

Class Size

In 1999, the Iowa General Assembly enacted, and the Governor signed, H.F. 743, Iowa Early Intervention Block Grant Program to fund class size reduction. The goal of the legislation was to reduce class size for kindergarten through third grade to 17 students per teacher. Appropriations for H.F. 743 were: (a) FY 2000- \$10,000,000; (b) FY 2001-\$20,000,000; (c) FY 2002- \$30,000,000; and (d) FY 2003- \$30,000,000. Through the Class-Size Reduction Program the U.S. Department of Education allocated \$9.4 million in 1999-2000, \$10.2 million in 2000-2001 and is expected to allocate \$12.8 million in 2001-2002 to Iowa districts.

The Iowa Department of Education conducts an annual survey to collect information on class size in grades K-3, on a classroom basis, within each public school district. All Iowa's public school districts reported class size data for 2000-2001.

Limitations and Definitions

Class size data for the 1998-1999, 1999-2000, and 2000-2001 school years are shown in the following tables and figures. It should be noted that districts were permitted to use state class size funds for staff development and research-based instructional intervention programs, in addition to adding licensed staff. A breakdown of spending categories is not available at this time.

Data on class size were collected as of the third Friday in September from all public school districts on a classroom level in grades K through 3. For grades K through 3 districts reported the number of classrooms, as well as the number of students, full-time equivalent teachers, and the number of full-time equivalent instructional aides assigned to each classroom. Districts were directed to exclude special classrooms for students in special education, Title 1, or other "pull-out" situations. It should be noted when examining the class size frequency distributions for grades K through 3, that there were instances where more than one full-time equivalent teacher was assigned to a classroom. In particular, for classrooms with more than 25 students, a total of 49 classrooms, or 16.6 percent out of a total of 295 classrooms in grades K through three

combined, reported that more than one full-time equivalent teacher was assigned to the classroom.

Average class size was calculated by dividing the number of students by the number of classrooms for each of the grade levels K through three.

Findings

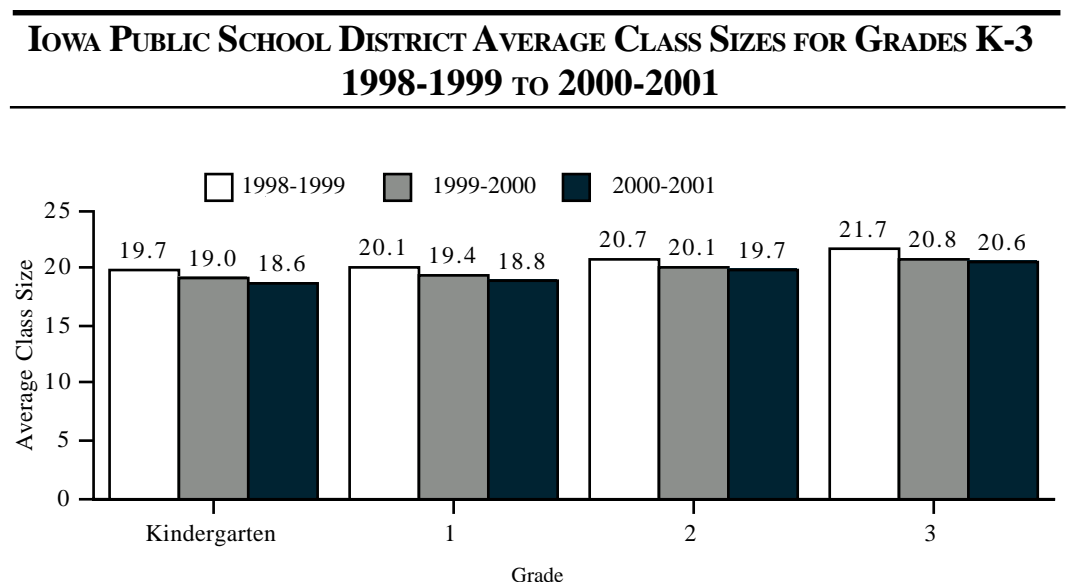
Table 76 and Figure 22 provide a summary of average class size in grade kindergarten through grade three in Iowa public schools since 1998-1999. Class sizes were the lowest for the three-year period under review in the 2000-2001 school year. For the school year 2000-2001, as in 1998-1999 and 1999-2000, average class size was lowest in kindergarten (18.6) and highest in grade three (20.6). The largest reduction in average class size occurred in grade one, 6.47 percent since 1998-1999; reductions of 5.58 percent, 4.83 percent, and 5.07 percent also occurred in grades kindergarten, two, and three, respectively. Average class size declined at each grade level in both 1999-2000 and 2000-2001 from the 1998-1999 base year figures.

Table 76

IOWA PUBLIC SCHOOL DISTRICT AVERAGE CLASS SIZES FOR GRADES K-3 1998-1999 TO 2000-2001							
Grade	Average Class Size			Absolute Difference		Percent Change in Class Size	
	1998-1999	1999-2000	2000-2001	1998-1999 to 2000-2001	1999-2000 to 2000-2001	1998-1999 to 2000-2001	1999-2000 to 2000-2001
Kindergarten	19.7	19.0	18.6	-1.1	-0.4	-5.58%	-2.11%
1	20.1	19.4	18.8	-1.3	-0.6	-6.47	-3.09
2	20.7	20.1	19.7	-1.0	-0.4	-4.83	-1.99
3	21.7	20.8	20.6	-1.1	-0.2	-5.07	-0.96

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

Figure 22



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

Tables 77-80 present average class size for kindergarten through grade three by enrollment categories. Across grade levels, average class size tended to increase as enrollment increased. The under 250 enrollment category was under the state goal of 17 students per classroom for all grade levels for the three years under review. The 250-399 category was 17 or less for grade kindergarten through grade two. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 1,000 exceeded the goal of 17 students per classroom.

In general, average class size decreased for each enrollment category in 2000-2001 from the previous school year; however, some categories showed slight increases in average class size from 1999-2000 to 2000-2001. These included: kindergarten in the 250-399 enrollment category; grade two in the 400-599 and 2,500-7,499 enrollment categories; and grade three in the 250-399, 400-599, and 2,500-7,499 enrollment categories.

Table 77

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — KINDERGARTEN 1998-1999 TO 2000-2001					
Enrollment Category	Average Class Size			Absolute Difference	
	1998-1999	1999-2000	2000-2001	1998-1999 to 2000-2001	1999-2000 to 2000-2001
<250	12.4	12.8	10.5	-1.9	-2.3
250-399	17.6	16.7	16.9	-0.7	0.2
400-599	17.5	16.6	16.0	-1.5	-0.6
600-999	18.2	18.0	17.3	-0.9	-0.7
1,000-2,499	19.8	19.3	18.9	-0.9	-0.7
2,500-7,499	21.5	20.8	20.5	-1.0	-0.3
7,500+	20.7	19.5	19.4	-1.3	-0.1
State	19.7	19.0	18.6	-1.1	-0.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Table 78

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — GRADE 1 1998-1999 TO 2000-2001					
Enrollment Category	Average Class Size			Absolute Difference	
	1998-1999	1999-2000	2000-2001	1998-1999 to 2000-2001	1999-2000 to 2000-2001
<250	12.8	12.4	12.0	-0.8	-0.4
250-399	18.4	17.3	16.5	-1.9	-0.8
400-599	16.9	17.1	16.7	-0.2	-0.4
600-999	19.0	17.9	17.8	-1.2	-0.1
1,000-2,499	20.3	19.3	18.7	-1.6	-0.6
2,500-7,499	21.7	20.8	20.2	-1.4	-0.6
7,500+	21.1	20.9	20.0	-1.1	-0.9
State	20.1	19.4	18.8	-1.3	-0.6

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Table 79

**AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY — GRADE 2
1998-1999 TO 2000-2001**

Enrollment Category	Average Class Size			Absolute Difference	
	1998-1999	1999-2000	2000-2001	1998-1999 to 2000-2001	1999-2000 to 2000-2001
<250	12.8	12.9	11.8	-1.0	-1.1
250-399	17.7	18.1	17.7	0	-0.4
400-599	18.0	17.1	17.3	-0.7	0.2
600-999	19.6	19.1	18.1	-1.5	-1.0
1,000-2,499	21.3	20.6	19.7	-1.6	-0.9
2,500-7,499	22.0	21.2	21.3	-0.7	0.1
7,500+	21.7	21.4	21.2	-0.5	-0.2
State	20.7	20.1	19.7	-1.0	-0.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Table 80

**AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY — GRADE 3
1998-1999 TO 2000-2001**

Enrollment Category	Average Class Size			Absolute Difference	
	1998-1999	1999-2000	2000-2001	1998-1999 to 2000-2001	1999-2000 to 2000-2001
<250	14.2	14.1	12.6	-1.6	-1.5
250-399	19.5	18.3	18.7	-0.8	0.4
400-599	19.4	17.8	18.0	-1.4	0.2
600-999	20.3	19.6	19.5	-0.8	-0.1
1,000-2,499	21.9	21.6	20.9	-1.0	-0.7
2,500-7,499	23.0	21.7	22.0	-1.0	0.3
7,500+	23.0	22.1	21.9	-1.1	-0.2
State	21.7	20.8	20.6	-1.1	-0.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

From 1998-1999 to 2000-2001 class size decreased for all enrollment categories except grade two in the 250-399 enrollment category, which remained stable with an average class size of 17.7 students. The decreases in average class size in grades K-3, during the 1998-1999 to 2000-2001 period, ranged from 0.2 to 1.9 students. The largest decreases (1.9 students) occurred in kindergarten in the under 250 enrollment category and in grade one in the 250-399 category.

Table 81 shows the percentage of classrooms above 17, 21, 25, and 30 students per class. In kindergarten, classrooms with greater than 17 students decreased by 8.6 percentage points (from 71.8 percent to 63.2 percent), grade one by 11.7 percentage points (from 75.5 percent to 63.8 percent), grade two by 8.5 percentage points (from 83.2 percent to 74.7 percent), and grade three by 5.3 percentage points (from 87.4 percent to 82.1 percent).

In 2000-2001 there were no classrooms with more than 30 students in grades one and three. The percentage of classrooms in kindergarten and grade two exceeding 30 students was .3 percent and .1 percent respectively.

Table 81

**PERCENT OF IOWA PUBLIC SCHOOL K-3 CLASSROOMS WITH
GREATER THAN 17, 21, 25, AND 30 STUDENTS
1998-1999 TO 2000-2001**

Grade	1998-1999	1999-2000	2000-2001	Percentage Point Difference	
				1998-1999 to 2000-2001	1999-2000 to 2000-2001
Percent above 17					
Kindergarten	71.8	66.7	63.2	-8.6	-3.5
1	75.5	68.5	63.8	-11.7	-4.7
2	83.2	80.0	74.7	-8.5	-5.3
3	87.4	81.9	82.1	-5.3	0.2
Percent above 21					
Kindergarten	34.4	25.0	22.2	-12.2	-2.8
1	34.8	29.6	22.5	-12.3	-7.1
2	41.9	34.5	32.5	-9.4	-2.0
3	53.2	44.8	41.1	-12.1	-3.7
Percent above 25					
Kindergarten	5.2	3.0	2.5	-2.7	-0.5
1	5.4	4.1	2.6	-2.8	-1.5
2	7.9	4.5	4.6	-3.3	0.1
3	14.4	8.8	7.6	-6.8	-1.2
Percent above 30					
Kindergarten	0.2	0.2	0.3	0.1	0.1
1	0.2	0.0	0.0	-0.2	0.0
2	0.2	0.0	0.1	-0.1	0.1
3	0.4	0.2	0.0	-0.4	-0.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Frequency distributions for K-3 class size in Iowa public schools and summary statistics are presented in Tables 82-85 and Figures 23-26. The complete class size report is available from the Department's web site at the following URL:

http://www.state.ia.us/educate/statistics/01-02fed_class_size.pdf

Table 82

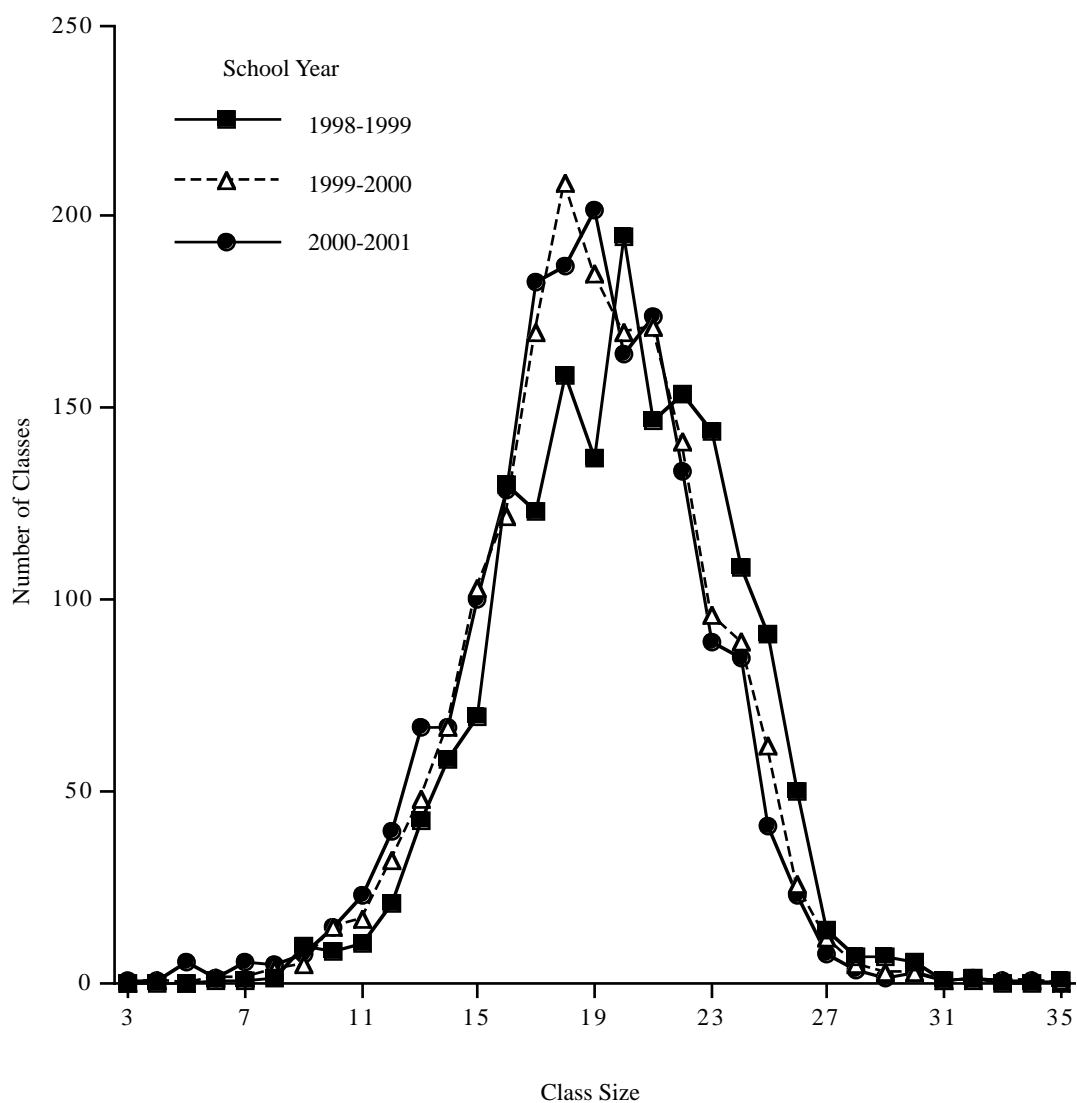
IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE DISTRIBUTION
1998-1999, 1999-2000, AND 2000-2001

Class Size	Frequency	Percent	1998-1999 Cumulative Frequency	Cumulative Percent	Frequency	Percent	1999-2000 Cumulative Frequency	Cumulative Percent	Frequency	Percent	2000-2001 Cumulative Frequency	Cumulative Percent
3	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	1	0.1
4	0	0.0	0	0.0	1	0.1	1	0.1	1	0.1	2	0.1
5	0	0.0	0	0.0	0	0.0	1	0.1	6	0.3	8	0.5
6	1	0.1	1	0.1	2	0.1	3	0.2	2	0.1	10	0.6
7	1	0.1	2	0.1	2	0.1	5	0.3	6	0.3	16	0.9
8	2	0.1	4	0.2	4	0.2	9	0.5	5	0.3	21	1.2
9	10	0.6	14	0.8	5	0.3	14	0.8	8	0.5	29	1.6
10	9	0.5	23	1.3	15	0.9	29	1.6	15	0.8	44	2.5
11	11	0.6	34	2.0	17	1.0	46	2.6	23	1.3	67	3.8
12	21	1.2	55	3.2	32	1.8	78	4.4	40	2.3	107	6.0
13	43	2.5	98	5.8	48	2.7	126	7.1	67	3.8	174	9.8
14	59	3.5	157	9.2	67	3.8	193	10.9	67	3.8	241	13.6
15	70	4.1	227	13.3	103	5.8	296	16.8	100	5.6	341	19.2
16	130	7.6	357	21.0	122	6.9	418	23.7	129	7.3	470	26.5
17	123	7.2	480	28.2	170	9.6	588	33.3	183	10.3	653	36.8
18	159	9.3	639	37.5	209	11.8	797	45.2	187	10.5	840	47.4
19	137	8.0	776	45.5	185	10.5	982	55.7	202	11.4	1,042	58.7
20	195	11.4	971	57.0	170	9.6	1,152	65.3	164	9.2	1,206	68.0
21	147	8.6	1,118	65.6	171	9.7	1,323	75.0	174	9.8	1,380	77.8
22	154	9.0	1,272	74.6	141	8.0	1,464	83.0	134	7.6	1,514	85.3
23	144	8.5	1,416	83.1	96	5.4	1,560	88.4	89	5.0	1,603	90.4
24	109	6.4	1,525	89.5	89	5.0	1,649	93.5	85	4.8	1,688	95.2
25	91	5.3	1,616	94.8	62	3.5	1,711	97.0	41	2.3	1,729	97.5
26	50	2.9	1,666	97.8	26	1.5	1,737	98.5	23	1.3	1,752	98.8
27	14	0.8	1,680	98.6	12	0.7	1,749	99.1	8	0.5	1,760	99.2
28	7	0.4	1,687	99.0	5	0.3	1,754	99.4	4	0.2	1,764	99.4
29	7	0.4	1,694	99.4	3	0.2	1,757	99.6	2	0.1	1,766	99.5
30	6	0.4	1,700	99.8	3	0.2	1,760	99.8	3	0.2	1,769	99.7
31	1	0.1	1,701	99.8	1	0.1	1,761	99.8	1	0.1	1,770	99.8
32	2	0.1	1,703	99.9	1	0.1	1,762	99.9	2	0.1	1,772	99.9
33	0	0.0	1,703	99.9	1	0.1	1,763	99.9	1	0.1	1,773	99.9
34	0	0.0	1,703	99.9	1	0.1	1,764	100.0	1	0.1	1,774	100.0
35	1	0.1	1,704	100.0	0	0.0	1,764	100.0	0	0.0	1,774	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Figure 23

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Table 83

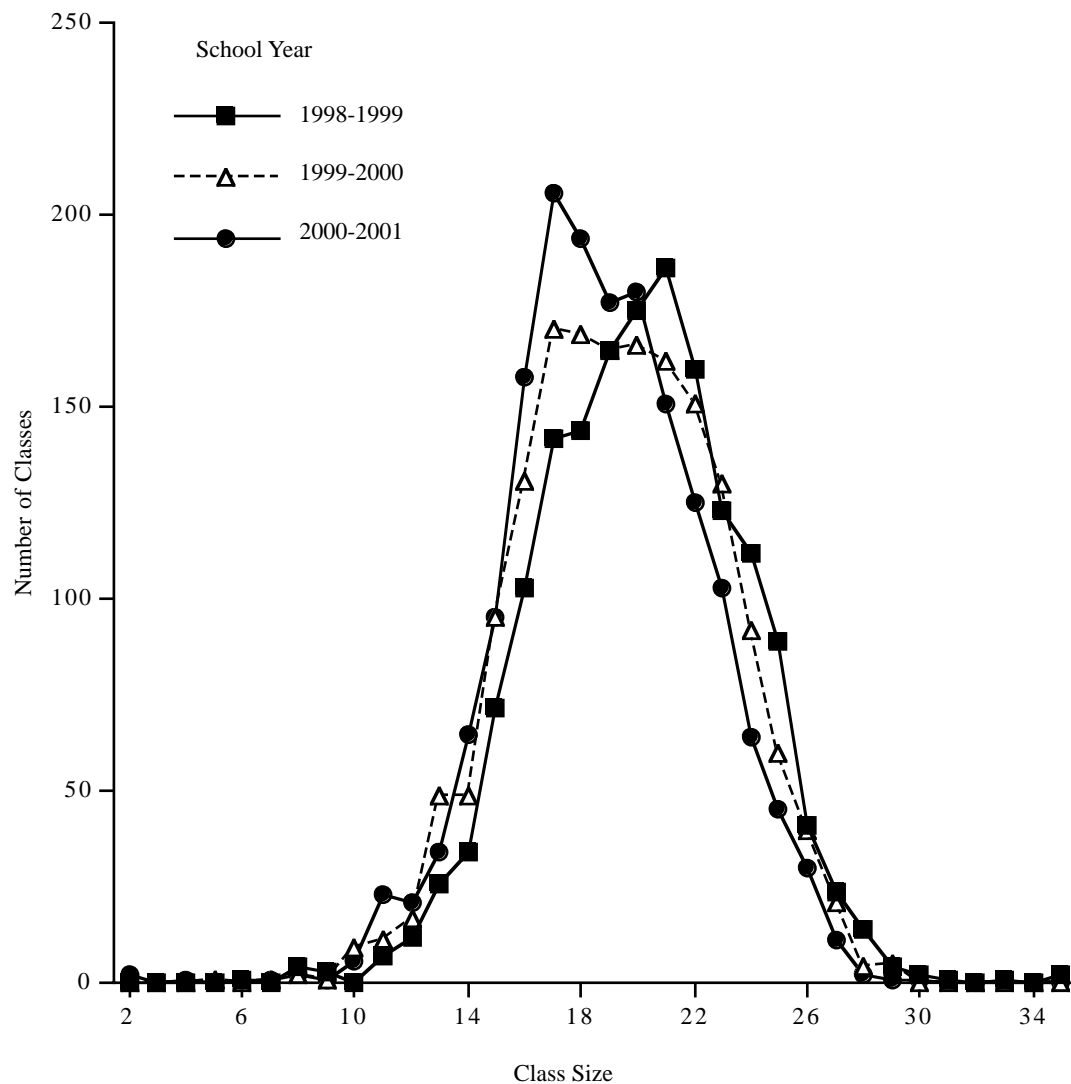
IOWA PUBLIC SCHOOL GRADE 1 CLASS SIZE DISTRIBUTION 1998-1999, 1999-2000, AND 2000-2001

Class Size	Frequency	Percent	1998-1999 Cumulative Frequency	Cumulative Percent	Frequency	Percent	1999-2000 Cumulative Frequency	Cumulative Percent	Frequency	Percent	2000-2001 Cumulative Frequency	Cumulative Percent
2	0	0.0	0	0.0	0	0.0	0	0.0	2	0.1	2	0.1
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.1
4	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	3	0.2
5	0	0.0	0	0.0	1	0.1	1	0.1	0	0.0	3	0.2
6	1	0.1	1	0.1	0	0.0	1	0.1	1	0.1	4	0.2
7	0	0.0	1	0.1	1	0.1	2	0.1	1	0.1	5	0.3
8	4	0.2	5	0.3	2	0.1	4	0.2	2	0.1	7	0.4
9	3	0.2	8	0.5	1	0.1	5	0.3	1	0.1	8	0.5
10	0	0.0	8	0.5	9	0.5	14	0.8	6	0.4	14	0.8
11	7	0.4	15	0.9	11	0.6	25	1.5	23	1.4	37	2.2
12	12	0.7	27	1.6	17	1.0	42	2.5	21	1.2	58	3.4
13	26	1.6	53	3.2	49	2.9	91	5.3	34	2.0	92	5.4
14	34	2.1	87	5.3	49	2.9	140	8.2	65	3.8	157	9.2
15	72	4.4	159	9.7	95	5.6	235	13.8	95	5.6	252	14.8
16	103	6.3	262	15.9	131	7.7	366	21.5	158	9.3	410	24.1
17	142	8.6	404	24.5	170	10.0	536	31.5	206	12.1	616	36.2
18	144	8.7	548	33.3	169	9.9	705	41.4	194	11.4	810	47.6
19	165	10.0	713	43.3	165	9.7	870	51.1	177	10.4	987	58.1
20	175	10.6	888	53.9	166	9.8	1,036	60.9	180	10.6	1,167	68.6
21	186	11.3	1,074	65.2	162	9.5	1,198	70.4	151	8.9	1,318	77.5
22	160	9.7	1,234	74.9	151	8.9	1,349	79.3	125	7.4	1,443	84.9
23	123	7.5	1,357	82.4	130	7.6	1,479	86.9	103	6.1	1,546	90.9
24	112	6.8	1,469	89.2	92	5.4	1,571	92.4	64	3.8	1,610	94.7
25	89	5.4	1,558	94.6	60	3.5	1,631	95.9	45	2.6	1,655	97.4
26	41	2.5	1,599	97.1	40	2.4	1,671	98.2	30	1.8	1,685	99.1
27	24	1.5	1,623	98.5	21	1.2	1,692	99.5	11	0.6	1,696	99.8
28	14	0.9	1,637	99.4	4	0.2	1,696	99.7	2	0.1	1,698	99.9
29	4	0.2	1,641	99.6	5	0.3	1,701	100.0	1	0.1	1,699	99.9
30	2	0.1	1,643	99.8	0	0.0	1,701	100.0	1	0.1	1,700	100.0
31	1	0.1	1,644	99.8	0	0.0	1,701	100.0	0	0.0	1,700	100.0
32	0	0.0	1,644	99.8	0	0.0	1,701	100.0	0	0.0	1,700	100.0
33	1	0.1	1,645	99.9	0	0.0	1,701	100.0	0	0.0	1,700	100.0
34	0	0.0	1,645	99.9	0	0.0	1,701	100.0	0	0.0	1,700	100.0
35	2	0.1	1,647	100.0	0	0.0	1,701	100.0	0	0.0	1,700	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Figure 24

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL GRADE 1 CLASS SIZE



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Table 84

IOWA PUBLIC SCHOOL GRADE 2 CLASS SIZE DISTRIBUTION
1998-1999, 1999-2000, AND 2000-2001

Class Size	Frequency	Percent	1998-1999 Cumulative Frequency	Cumulative Percent	Frequency	Percent	1999-2000 Cumulative Frequency	Cumulative Percent	Frequency	Percent	2000-2001 Cumulative Frequency	Cumulative Percent
2	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	1	0.1
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
4	0	0.0	0	0.0	0	0.0	0	0.0	2	0.1	3	0.2
5	1	0.1	1	0.1	1	0.1	1	0.1	0	0.0	3	0.2
6	0	0.0	1	0.1	0	0.0	1	0.1	1	0.1	4	0.2
7	0	0.0	1	0.1	2	0.1	3	0.2	1	0.1	5	0.3
8	4	0.3	5	0.3	4	0.2	7	0.4	3	0.2	8	0.5
9	2	0.1	7	0.4	0	0.0	7	0.4	1	0.1	9	0.5
10	2	0.1	9	0.6	3	0.2	10	0.6	7	0.4	16	1.0
11	4	0.3	13	0.8	2	0.1	12	0.7	7	0.4	23	1.4
12	15	0.9	28	1.8	9	0.5	21	1.2	24	1.4	47	2.8
13	11	0.7	39	2.4	26	1.5	47	2.8	32	1.9	79	4.7
14	29	1.8	68	4.3	50	3.0	97	5.8	37	2.2	116	6.9
15	53	3.3	121	7.6	56	3.3	153	9.1	80	4.8	196	11.7
16	66	4.1	187	11.7	70	4.2	223	13.3	92	5.5	288	17.2
17	81	5.1	268	16.8	113	6.7	336	20.0	137	8.2	425	25.3
18	101	6.3	369	23.1	170	10.1	506	30.1	187	11.1	612	36.5
19	147	9.2	516	32.3	206	12.2	712	42.3	162	9.6	774	46.1
20	217	13.6	733	45.9	214	12.7	926	55.0	188	11.2	962	57.3
21	196	12.3	929	58.1	176	10.5	1,102	65.5	172	10.2	1,134	67.5
22	186	11.6	1,115	69.8	149	8.9	1,251	74.3	165	9.8	1,299	77.4
23	121	7.6	1,236	77.3	141	8.4	1,392	82.7	137	8.2	1,436	85.5
24	145	9.1	1,381	86.4	129	7.7	1,521	90.4	101	6.0	1,537	91.5
25	91	5.7	1,472	92.1	86	5.1	1,607	95.5	64	3.8	1,601	95.4
26	76	4.8	1,548	96.9	39	2.3	1,646	97.8	43	2.6	1,644	97.9
27	25	1.6	1,573	98.4	13	0.8	1,659	98.6	23	1.4	1,667	99.3
28	11	0.7	1,584	99.1	19	1.1	1,678	99.7	11	0.7	1,678	99.9
29	9	0.6	1,593	99.7	5	0.3	1,683	100.0	0	0.0	1,678	99.9
30	2	0.1	1,595	99.8	0	0.0	1,683	100.0	0	0.0	1,678	99.9
31	1	0.1	1,596	99.9	0	0.0	1,683	100.0	1	0.1	1,679	100.0
32	1	0.1	1,597	99.9	0	0.0	1,683	100.0	0	0.0	1,679	100.0
33	0	0.0	1,597	99.9	0	0.0	1,683	100.0	0	0.0	1,679	100.0
34	0	0.0	1,597	99.9	0	0.0	1,683	100.0	0	0.0	1,679	100.0
35	1	0.1	1,598	100.0	0	0.0	1,683	100.0	0	0.0	1,679	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Figure 25

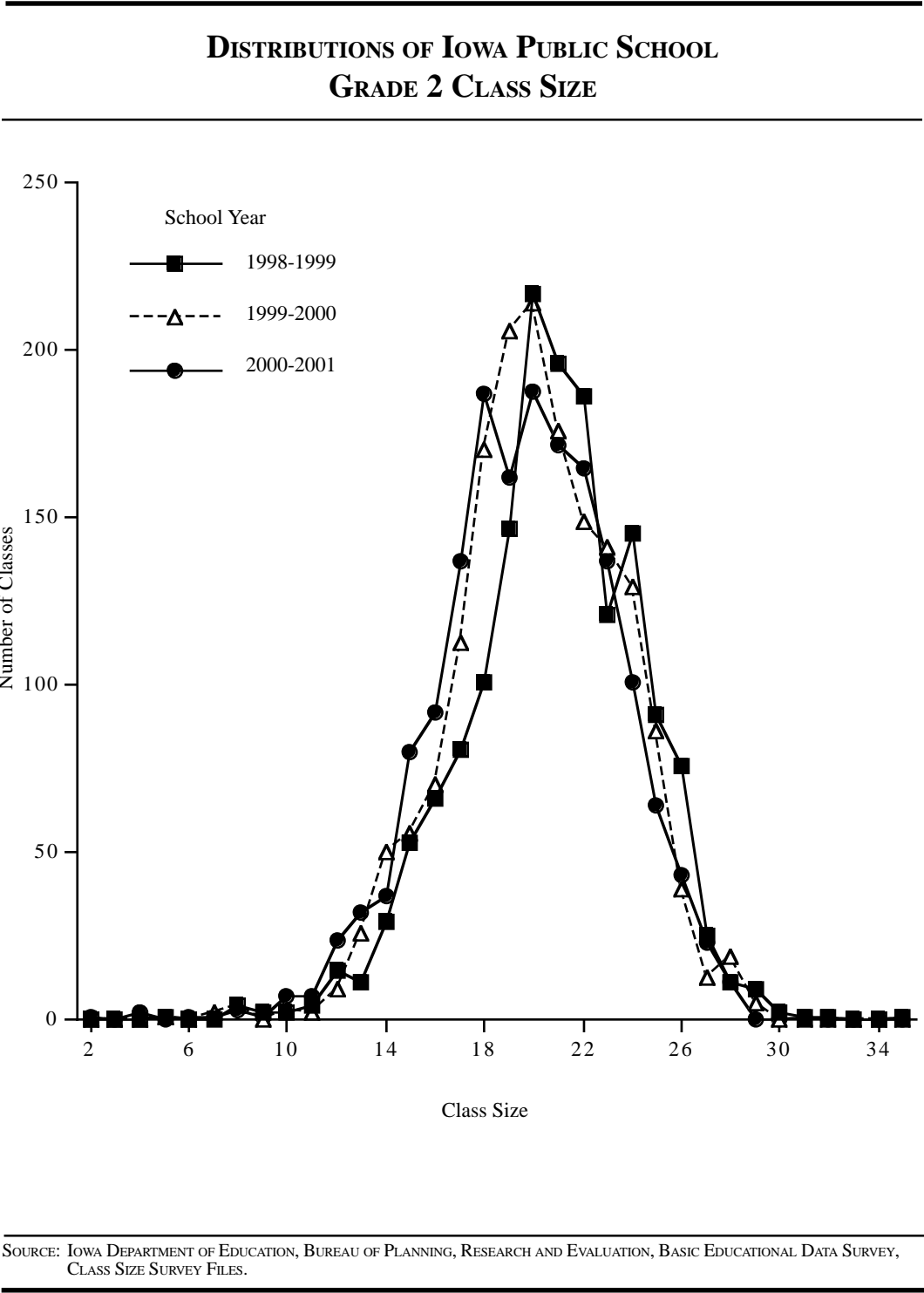


Table 85

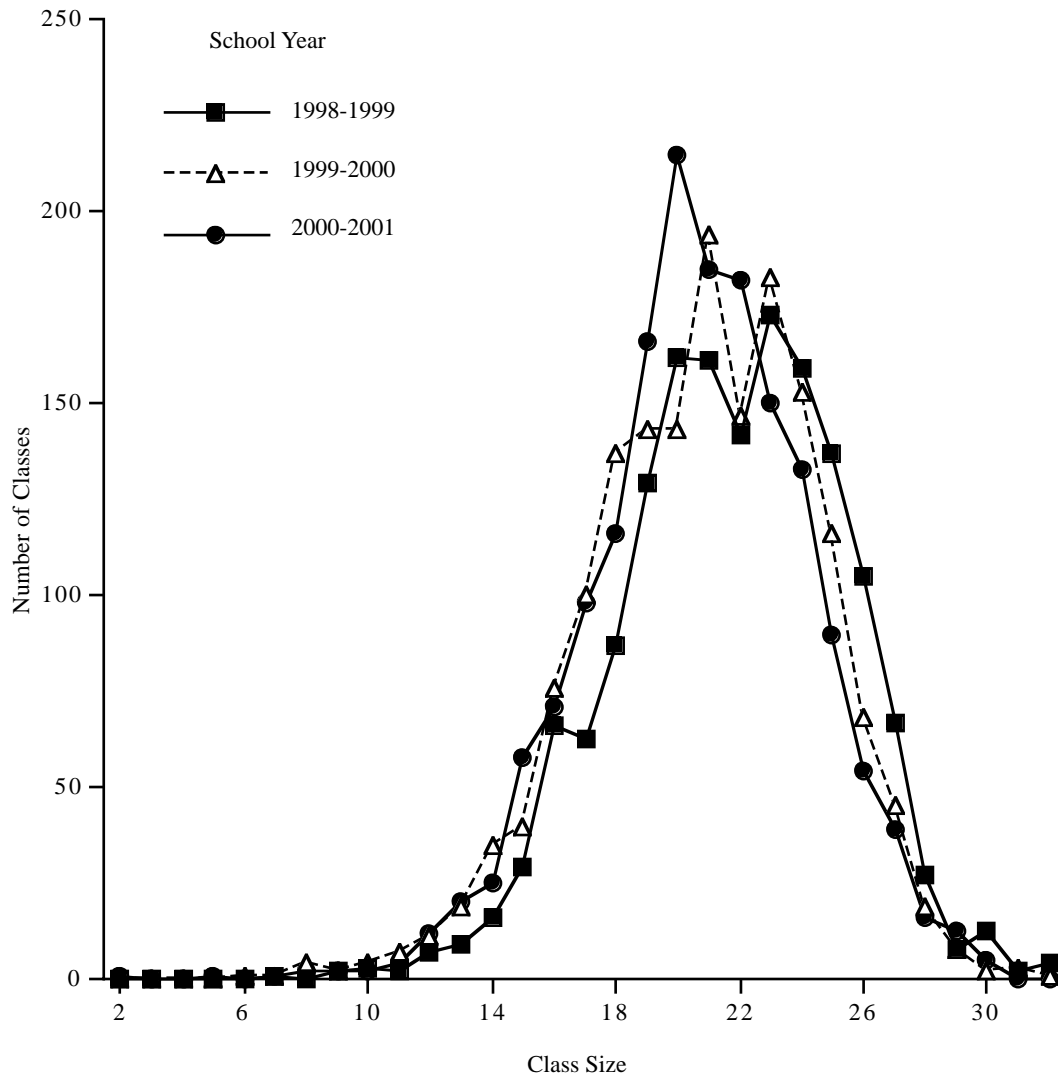
**IOWA PUBLIC SCHOOL GRADE 3 CLASS SIZE DISTRIBUTION
1998-1999, 1999-2000, AND 2000-2001**

Class Size	Frequency	Percent	1998-1999 Cumulative Frequency	Cumulative Percent	Frequency	Percent	1999-2000 Cumulative Frequency	Cumulative Percent	Frequency	Percent	2000-2001 Cumulative Frequency	Cumulative Percent
2	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	1	0.1
3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
5	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	2	0.1
6	0	0.0	0	0.0	1	0.1	1	0.1	0	0.0	2	0.1
7	1	0.1	1	0.1	1	0.1	2	0.1	1	0.1	3	0.2
8	0	0.0	1	0.1	4	0.2	6	0.4	2	0.1	5	0.3
9	2	0.1	3	0.2	2	0.1	8	0.5	2	0.1	7	0.4
10	3	0.2	6	0.4	4	0.2	12	0.7	2	0.1	9	0.5
11	2	0.1	8	0.5	7	0.4	19	1.1	4	0.2	13	0.8
12	7	0.4	15	1.0	11	0.7	30	1.8	12	0.7	25	1.5
13	9	0.6	24	1.5	19	1.1	49	2.9	20	1.2	45	2.7
14	16	1.0	40	2.5	35	2.1	84	5.1	25	1.5	70	4.2
15	29	1.8	69	4.4	40	2.4	124	7.5	58	3.5	128	7.7
16	66	4.2	135	8.6	76	4.6	200	12.0	71	4.3	199	12.0
17	63	4.0	198	12.6	100	6.0	300	18.1	98	5.9	297	17.9
18	87	5.5	285	18.1	137	8.2	437	26.3	116	7.0	413	24.9
19	129	8.2	414	26.3	143	8.6	580	34.9	166	10.0	579	34.9
20	162	10.3	576	36.6	143	8.6	723	43.5	215	12.9	794	47.8
21	161	10.2	737	46.8	194	11.7	917	55.2	185	11.1	979	58.9
22	142	9.0	879	55.8	147	8.8	1,064	64.0	182	11.0	1,161	69.9
23	173	11.0	1,052	66.8	183	11.0	1,247	75.0	150	9.0	1,311	78.9
24	159	10.1	1,211	76.9	153	9.2	1,400	84.2	133	8.0	1,444	86.9
25	137	8.7	1,348	85.6	116	7.0	1,516	91.2	90	5.4	1,534	92.4
26	105	6.7	1,453	92.3	68	4.1	1,584	95.3	54	3.3	1,588	95.6
27	67	4.3	1,520	96.6	45	2.7	1,629	98.0	39	2.3	1,627	98.0
28	27	1.7	1,547	98.3	19	1.1	1,648	99.2	16	1.0	1,643	98.9
29	8	0.5	1,555	98.8	8	0.5	1,656	99.6	13	0.8	1,656	99.7
30	13	0.8	1,568	99.6	2	0.1	1,658	99.8	5	0.3	1,661	100.0
31	2	0.1	1,570	99.7	3	0.2	1,661	99.9	0	0.0	1,661	100.0
32	4	0.3	1,574	100.0	1	0.1	1,662	100.0	0	0.0	1,661	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Figure 26

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL GRADE 3 CLASS SIZE



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

Summary statistics on Iowa public school class sizes in grades kindergarten through grade three are presented in Table 86. Statistics presented include the number of students, number of classrooms, number of FTE teachers, the minimum and maximum class sizes, as well as the average and median class sizes, and class size at the 25th and 75th percentiles.

Table 86

**CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH
GRADE 3 IN IOWA PUBLIC SCHOOLS
1998-1999, 1999-2000, AND 2000-2001**

Grade	School Year	N Stu- dents	N Class- rooms	N Teacher FTEs	Mean	Median	Class Size		Minimum	Maximum
							25th %tile	75th %tile		
Kindergarten	2000-2001	33,004	1,774	1,793.0	18.6	19.0	16.0	21.0	3.0	34.0
	1999-2000	33,488	1,764	1,779.9	19.0	19.0	17.0	21.5	4.0	34.0
	1998-1999	33,618	1,704	1,613.7	19.7	20.0	17.0	23.0	6.0	35.0
	<i>Difference</i>									
	1999-2000 to 2000-2001	-484	10	13.1	-0.4	0	-1	-0.5	-1	0
	<i>Difference</i>									
	1998-1999 to 2000-2001	-614	70	179.3	-1.1	-1	-1	-2	-3	-1
Grade 1	2000-2001	32,016	1,700	1,735.0	18.8	19.0	17.0	21.0	2.0	30.0
	1999-2000	32,969	1,701	1,725.8	19.4	19.0	17.0	22.0	5.0	29.0
	1998-1999	33,053	1,647	1,644.6	20.1	20.0	18.0	23.0	6.0	35.0
	<i>Difference</i>									
	1999-2000 to 2000-2001	-953	-1	9.2	-0.6	0	0	-1	-3	1
	<i>Difference</i>									
	1998-1999 to 2000-2001	-1,037	53	90.4	-1.3	-1	-1	-2	-4	-5
Grade 2	2000-2001	33,125	1,679	1,712.8	19.7	20.0	17.0	22.0	2.0	31.0
	1999-2000	33,889	1,683	1,702.0	20.1	20.0	18.0	23.0	5.0	29.0
	1998-1999	33,151	1,598	1,592.1	20.7	21.0	19.0	23.0	5.0	35.0
	<i>Difference</i>									
	1999-2000 to 2000-2001	-764	-4	10.8	-0.4	0	-1	-1	-3	2
	<i>Difference</i>									
	1998-1999 to 2000-2001	-26	81	120.7	-1	-1	-2	-1	-3	-4
Grade 3	2000-2001	34,293	1,661	1,695.7	20.6	21.0	19.0	23.0	2.0	30.0
	1999-2000	34,629	1,662	1,687.0	20.8	21.0	18.0	23.0	6.0	32.0
	1998-1999	34,153	1,574	1,578.3	21.7	22.0	19.0	24.0	7.0	32.0
	<i>Difference</i>									
	1999-2000 to 2000-2001	-336	-1	8.7	-0.2	0	1	0	-4	-2
	<i>Difference</i>									
	1998-1999 to 2000-2001	140	87	117.4	-1.1	-1	0	-1	-5	-2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CLASS SIZE SURVEY FILES.

NOTE: THE NUMBER OF STUDENTS FOR EACH GRADE DOES NOT MATCH BASIC EDUCATIONAL DATA SURVEY ENROLLMENT FIGURES DUE TO THE EXCLUSION OF MULTI-AGE AND/OR MULTI-LEVEL CLASSROOMS FROM THE CLASS SIZE DATA.

Technology

Computer-Related Course Enrollments

Enrollment in computer-related courses by Iowa public high school students is shown in Table 87 for 1985-1986 and 1998-1999 through 2000-2001. An estimated 12.1 percent of public high school students enrolled in computer-related courses in 1985-1986 compared to 26.9 percent in 2000-2001. Enrollments in computer-related courses increased by 10.1 percent from 1998-1999 to 1999-2000 and by 5.8 percent in 2000-2001 over the previous school year. Tables 88-90 show computer-related course enrollments in 1985-1986, 1999-2000, and 2000-2001 by enrollment category. In general, for the three years shown, districts with enrollments under 1,000 had a greater percentage of students enrolled in computer-related courses than districts with enrollments over 1,000.

Table 87

IOWA PUBLIC HIGH SCHOOL COMPUTER-RELATED COURSE ENROLLMENT				
	1985-1986	1998-1999	1999-2000	2000-2001
Total Number of Districts	437	375	375	374
Number of Districts Offering Courses	364	346	343	345
Pupils Enrolled	18,465	35,847	39,465	41,757
Total 9-12 Enrollment	152,134	155,834	155,506	155,073
Estimated Percent Enrolled in Computer-Related Courses	12.1	23.0	25.4	26.9

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, CURRICULUM FILES.

Table 88

IOWA PUBLIC HIGH SCHOOL COMPUTER-RELATED COURSE ENROLLMENT 1985-1986 SCHOOL YEAR							
Enrollment Category	Number of Districts	Number of Districts Offering Courses	Pupils Enrolled	Estimated Percent of Pupils Enrolled ¹	Estimated Percent Males Enrolled ²	Estimated Percent Females Enrolled ³	Total 9-12 Enrollments
<250	52	41	697	21.6%	22.5%	20.7%	3,223
250-399	90	72	1,262	13.8	14.7	12.8	9,160
400-599	95	74	2,047	13.8	14.0	13.5	14,882
600-999	97	81	3,466	14.8	15.4	14.1	23,420
1,000-2,499	71	65	4,565	13.2	14.2	12.2	34,558
2,500-7,499	24	24	4,250	13.9	17.3	10.5	30,491
7,500+	8	7	2,178	6.0	6.7	5.2	36,400
State	437	364	18,465	12.1	13.4	10.8	152,134

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

NOTE: COURSE ENROLLMENTS REFLECT GRADES 9-12 ONLY.

¹ESTIMATED PERCENT OF PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

²ESTIMATED PERCENT OF MALE PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

³ESTIMATED PERCENT OF FEMALE PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

Table 89

**IOWA PUBLIC HIGH SCHOOL
COMPUTER-RELATED COURSE ENROLLMENT
1999-2000 SCHOOL YEAR**

Enrollment Category	Number of Districts	Number of Districts Offering Courses	Pupils Enrolled	Estimated Percent of Pupils Enrolled ¹	Estimated Percent Males Enrolled ²	Estimated Percent Females Enrolled ³	Total 9-12 Enrollments
<250	28	9	256	35.1%	39.2%	30.8%	730
250-399	53	44	1,685	30.7	33.3	28.0	5,486
400-599	73	72	3,913	30.4	31.9	28.8	12,884
600-999	105	102	8,124	30.6	33.1	28.0	26,543
1,000-2,499	83	83	10,523	25.7	27.7	23.5	40,976
2,500-7,499	24	24	5,893	19.2	22.2	16.2	30,622
7,500+	9	9	9,071	23.7	25.4	21.9	38,265
State	375	343	39,465	25.4	27.6	23.1	155,506

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

NOTE: COURSE ENROLLMENTS REFLECT GRADES 9-12 ONLY.

¹ESTIMATED PERCENT OF PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

²ESTIMATED PERCENT OF MALE PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

³ESTIMATED PERCENT OF FEMALE PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

Table 90

**IOWA PUBLIC HIGH SCHOOL
COMPUTER-RELATED COURSE ENROLLMENT
2000-2001**

Enrollment Category	Number of Districts	Number of Districts Offering Courses	Pupils Enrolled	Estimated Percent of Pupils Enrolled ¹	Estimated Percent Males Enrolled ²	Estimated Percent Females Enrolled ³	Total 9-12 Enrollments
<250	33	13	352	30.1%	29.0%	31.1%	1,170
250-399	46	39	1,504	31.3	35.8	26.7	4,807
400-599	80	79	4,510	32.5	35.1	29.6	13,896
600-999	101	100	7,858	30.5	33.3	27.5	25,778
1,000-2,499	81	81	11,555	28.6	30.7	26.4	40,384
2,500-7,499	24	24	6,529	21.3	25.5	17.0	30,581
7,500+	9	9	9,449	24.6	28.2	20.9	38,457
State	374	345	41,757	26.9	30.0	18.8	155,073

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

NOTE: COURSE ENROLLMENTS REFLECT GRADES 9-12 ONLY.

¹ESTIMATED PERCENT OF PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

²ESTIMATED PERCENT OF MALE PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

³ESTIMATED PERCENT OF FEMALE PUPILS IN GRADES 9-12 ENROLLED IN COMPUTER-RELATED COURSES.

Expenditures for Computer Hardware and Software

Expenditures for computer hardware and software are collected from school districts as a part of the Certified Annual Financial Report. During the 1999-2000 school year districts reported spending \$44.4 million on hardware and software combined. This was down from the all-time high of nearly \$49.5 million in 1997-1998. In 1999-2000 total expenditures for hardware and software amounted to about \$89 per pupil. Hardware expenditures amounted to about 81 percent of combine hardware and software expenditures. Computer software expenditures totaled \$8.4 million and represented expenditures of about \$17 per pupil in 1999-2000 (Table 91 and Figure 27). A breakdown of computer hardware and software expenditures by enrollment category for 1999-2000 is shown in Table 92.

Table 91

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

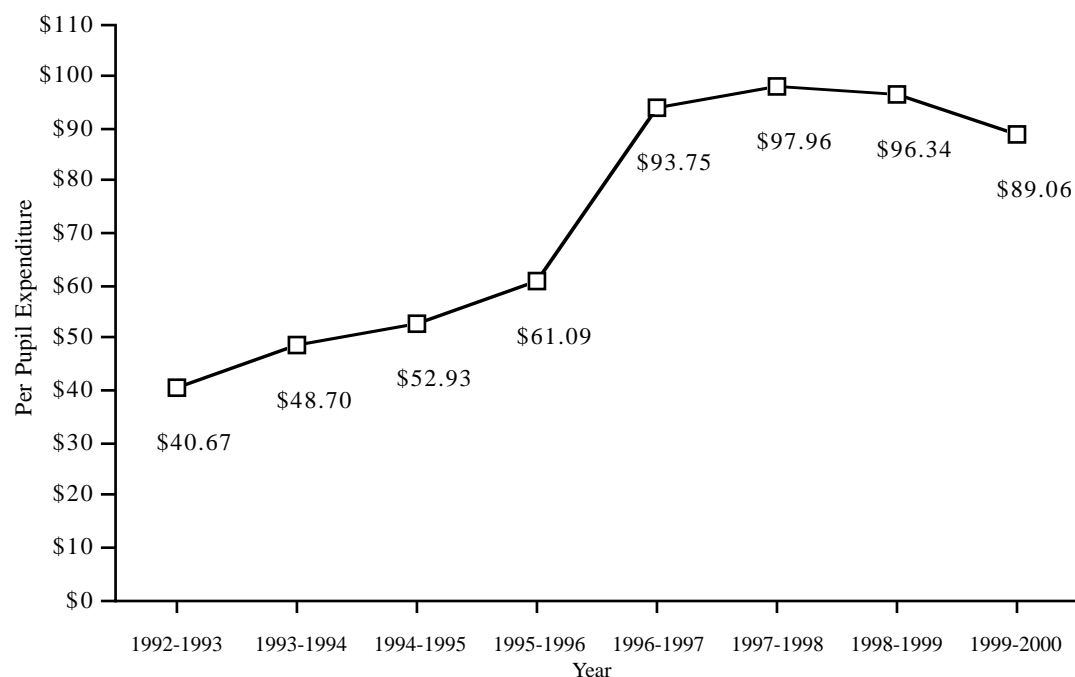
Year	No. of Districts	Total Enrollment	Software		Hardware		Software & Hardware Combined	
			Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure
1992-1993	418	495,342	\$5,581,237	\$11.27	\$14,562,080	\$29.40	\$20,143,317	\$40.67
1993-1994	397	497,009	\$3,957,878	\$7.96	\$20,244,041	\$40.73	\$24,201,919	\$48.70
1994-1995	390	500,592	\$5,448,978	\$10.88	\$21,049,364	\$42.05	\$26,498,342	\$52.93
1995-1996	384	504,505	\$5,303,893	\$10.51	\$25,513,948	\$50.57	\$30,817,841	\$61.09
1996-1997	379	505,531	\$7,182,899	\$14.21	\$40,201,374	\$79.52	\$47,384,273	\$93.73
1997-1998	377	505,130	\$8,078,414	\$15.99	\$41,405,937	\$81.97	\$49,484,351	\$97.96
1998-1999	375	502,534	\$8,779,582	\$17.47	\$39,636,072	\$78.87	\$48,415,654	\$96.34
1999-2000	375	498,607	\$8,446,472	\$16.94	\$35,960,542	\$72.12	\$44,407,014	\$89.06

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

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

Figure 27

COMBINED COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES IN IOWA PUBLIC SCHOOLS



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

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

Table 92

IOWA PUBLIC SCHOOL TOTAL AND AVERAGE PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE 1999-2000

Enrollment Category	Number of District	Software & Hardware			Software		Hardware	
		Total K-12 Enrollment	Total Expenditure	Average Per Pupil Expenditure	Total Expenditure	Average Per Pupil Expenditure	Total Expenditure	Average Per Pupil Expenditure
<250	24	4,610	\$358,931	\$77.86	\$61,642	\$13.37	\$297,289	\$64.49
250-399	55	18,455	\$1,444,214	\$78.26	\$332,205	\$18.00	\$1,112,009	\$60.26
400-599	72	36,681	\$3,382,882	\$92.22	\$651,982	\$17.77	\$2,730,900	\$74.45
600-999	108	82,248	\$6,816,288	\$82.87	\$1,079,141	\$13.12	\$5,737,147	\$69.75
1,000-2,499	83	126,734	\$11,228,311	\$88.60	\$2,125,160	\$16.77	\$9,103,151	\$71.83
2,500-7,499	24	96,816	\$8,965,177	\$92.60	\$1,690,698	\$17.46	\$7,274,479	\$75.14
7,500+	9	133,063	\$12,211,211	\$91.77	\$2,505,644	\$18.83	\$9,705,567	\$72.94
State	375	498,607	\$44,407,014	\$89.06	\$8,446,472	\$16.94	\$35,960,542	\$72.12

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORT AND CERTIFIED ENROLLMENT FILE.

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

Availability of Computers

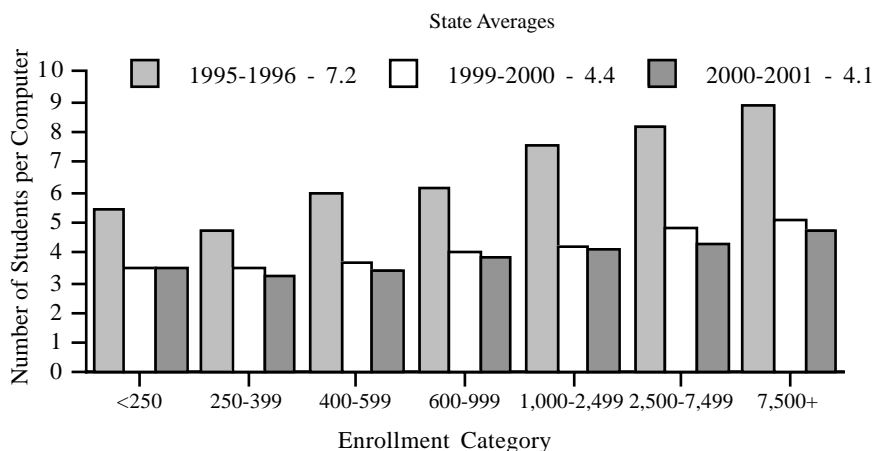
Annually, Iowa public school districts report on the availability of computers for student use. This is reported on the Basic Educational Data Survey. The Department of Education has collected this information since 1995-1996. From the data, a ratio of students per computer is derived. The ratio is calculated by dividing the sum of the certified enrollment by the sum of computers available for student use.

The President's Committee of Advisors on Science and Technology¹ has stated *"four to five students per computer is the ratio that many experts consider to represent a reasonable level for the effective use of computers within the schools."* Results in the following tables and figures confirm that Iowa's ratio of students per computer meets or exceeds these recommendations.

Figure 28 and Table 93 reflect the student-to-computer ratios for the years 1995-1996, 1999-2000 and 2000-2001. Statewide, the ratio of students-to-computers has decreased substantially from 7.2 students per computer in 1995-1996 to 4.1 students per computer in 2000-2001. Over the time period, the number of computers in public school districts available for student use increased by approximately 108 percent. Decreases in the ratio of students per computer were reported across all enrollment categories. The median student to computer ratio in 2000-2001 was 3.84 with a range in Iowa school districts from 1.36 students per computer to 10.62 students per computer.

Figure 28

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1998, 1999-2000, AND 2000-2001



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, TECHNOLOGY FILES; DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

¹ <http://www.whitehouse.gov/WH/EOP/OST/NSTC/PCAST/k-12ed.html>

Table 93

**NUMBER OF COMPUTERS IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1995-1996 TO 2000-2001**

1995-1996	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
1996-1997								
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
1997-1998								
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
1998-1999								
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
1999-2000								
Total Number of Districts	24	55	72	108	83	24	9	375
Number of Districts Reporting	24	55	72	108	83	24	9	375
Number of Computers	1,321	5,306	9,811	20,457	30,163	19,981	25,939	112,978
Certified Enrollment	4,604	18,453	36,675	82,230	126,718	96,817	133,059	498,556
Pupils per Computer	3.5	3.5	3.7	4.0	4.2	4.8	5.1	4.4
2000-2001								
Total Number of Districts	26	54	74	104	83	24	9	374
Number of Districts Reporting	26	54	74	104	83	24	9	374
Number of Computers	1,370	5,662	11,082	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	4,851	17,932	37,555	78,916	126,118	96,410	132,509	494,291
Pupils per Computer	3.5	3.2	3.4	3.8	4.1	4.3	4.7	4.1

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, TECHNOLOGY FILES, AND DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

NOTES: In 1995-1996 ONLY 86.2 PERCENT OF THE TOTAL 384 SCHOOL DISTRICTS REPORTED.

THE NUMBER OF COMPUTERS IN 1997-1998 WAS ESTIMATED BASED ON THE PREVIOUS YEAR FOR ONE SCHOOL DISTRICT.

IN 1998-1999 ALL BUT TWO SCHOOL DISTRICTS REPORTED. FOR THESE DISTRICTS 1997-1998 FIGURES WERE USED AS A BEST ESTIMATE.

The ratio of students-to-computers at the elementary level (grades PK-6) and secondary level (grades 7-12) is shown in Table 94 for the 1999-2000 and 2000-2001 school years. In both 1999-2000 and 2000-2001 the ratio of students-to-computers was lower at the secondary level than at the elementary level both on a statewide basis and for all enrollment categories. In general, the ratio of students-to-computers showed decreases for both the elementary and secondary levels across enrollment categories from 1999-2000 to 2000-2001.

Table 94

NUMBER OF COMPUTERS AND PUPIL-TO-COMPUTER RATIOS IN IOWA PUBLIC SCHOOL DISTRICTS BY GRADE LEVEL WITHIN ENROLLMENT CATEGORY 1999-2000 AND 2000-2001								
	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1999-2000								
Number of Computers in Elementary Schools PK-6	755	2,278	3,894	8,125	12,306	9,342	11,877	48,577
Pupils per Computer in Elementary Schools PK-6	2.9	4.1	4.8	5.1	5.2	5.2	5.9	5.2
Number of Computers in Secondary Schools 7-12	566	3,028	5,917	12,332	17,857	10,639	14,062	64,401
Pupils per Computer in Secondary Schools 7-12	2.2	2.9	2.9	3.2	3.4	4.2	4.1	3.6
2000-2001								
Number of Computers in Elementary Schools PK-6	742	2,367	4,561	8,552	13,065	9,978	13,706	52,971
Pupils-per-Computer in Elementary Schools PK-6	3.2	3.8	4.2	4.7	4.8	4.9	5.1	4.8
Number of Computers in Secondary Schools 7-12	628	3,295	6,521	12,492	17,879	12,296	14,586	67,697
Pupils per Computer in Secondary Schools 7-12	2.3	2.6	2.8	3.0	3.4	3.6	3.9	3.4
<small>SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, TECHNOLOGY AND ENROLLMENT FILES.</small>								
<small>NOTE: ENROLLMENT CATEGORIES ARE BASED ON CERTIFIED ENROLLMENTS, WHILE ELEMENTARY AND SECONDARY PUPIL-TO-COMPUTER RATIOS ARE BASED ON BEDS ENROLLMENTS.</small>								

The distribution of computers designated for student use in public school districts and the distribution of certified enrollment by enrollment category is provided in

Table 95 for the school years 1995-1996 through 2000-2001. In 2000-2001, and in all previous school years for which data are provided, districts with enrollments under 1,000, in general, accounted for a higher proportion of computers compared to the proportion of enrollment.

Table 95

DISTRIBUTION OF COMPUTERS AND CERTIFIED ENROLLMENTS IN IOWA PUBLIC SCHOOL DISTRICTS 1995-1996 TO 2000-2001								
	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
1995-1996								
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
1996-1997								
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
1997-1998								
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
1998-1999								
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
1999-2000								
Total Number of Districts	24	55	72	108	83	24	9	375
Number of Districts Reporting	24	55	72	108	83	24	9	375
Percent of Certified Enrollment	0.9	3.7	7.4	16.5	25.4	19.4	26.7	100
Percent of Computers	1.2	4.7	8.7	18.1	26.7	17.7	22.9	100
2000-2001								
Total Number of Districts	26	54	74	104	83	24	9	374
Number of Districts Reporting	26	54	74	104	83	24	9	374
Percent of Certified Enrollment	1.0	3.6	7.6	16.0	25.5	19.5	26.8	100
Percent of Computers	1.1	4.7	9.2	17.4	25.6	18.5	23.5	100

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, TECHNOLOGY FILES, AND DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES.

NOTES: IN 1995-1996 ONLY 86.2 PERCENT OF THE TOTAL 384 SCHOOL DISTRICTS REPORTED.

THE NUMBER OF COMPUTERS IN 1997-1998 WAS ESTIMATED BASED ON THE PREVIOUS YEAR FOR ONE SCHOOL DISTRICT.

IN 1998-1999 ALL BUT TWO SCHOOL DISTRICTS REPORTED. FOR THESE DISTRICTS 1997-1998 FIGURES WERE USED AS A BEST ESTIMATE.

Electronic Data Interchange - Project EASIER (Electronic Access System for Iowa Education Records)

Electronic data interchange (EDI) is the transmission of data, from one computer to another, or from one trading partner to another, utilizing standardized formats. Encrypted information is transmitted among trading partners, including school districts, the Department of Education, and participating postsecondary institutions via the Internet. Through the use of encryption software provided by the Department of Education only the intended trading partner or recipient of the information is able to decrypt the information received.

Project EASIER (Electronic Access System for Iowa Education Records) is an Iowa Department of Education initiative to facilitate the use of electronic data interchange in the exchange of student records. The initiative is made up of three parts: the completion of a number of required state reports (Basic Educational Data Survey), the exchange of student transcripts between public school districts and participating post-secondary institutions, and the exchange of student data among public school districts.

Nearly all of Iowa's 374 public school districts maintain student data in a variety of electronic student information systems. The Project allows public school districts to leverage current technology and to reduce data burden by extracting data directly from student information systems (SIS) thus replacing the need to complete web-based forms. Participating Project EASIER school districts can currently complete seven student-based annual reports by extracting a student record file directly from their electronic student information system.

Currently, mapping and translation software located at each participating school district converts the student data extracted from the student information system to standard values and then maps the data into EDI format. Another software package encrypts the student records. The encrypted records are then transmitted to the intended trading partner (the Department of Education, a postsecondary institution, or another school district), typically by e-mail, but also by file transfer protocol (FTP), is uploaded via the Department's BEDS data collection web site.

All participating school districts receive initial orientation and training from the Department of Education as well as continuous technical support as needed from technical staff in the Bureau of Planning, Research, and Evaluation.

For additional information on Project EASIER and how to become a Project EASIER site visit the following web site at:

<http://www.state.ia.us/educate/programs/easier/index.html>

Since the inception of Project EASIER in 1995-1996 the number of participating school districts has grown from six initial pilot sites to 226 districts as of the end of July 2001 (Table 96). During the 2000-2001 school year more than 60 percent of 374 Iowa public school districts were participating in the Department's electronic data interchange initiative. The distribution of Project EASIER school districts by AEA is shown in Table 97. All AEAs have districts participating in Project EASIER.

Table 96

PARTICIPATION OF IOWA PUBLIC SCHOOL DISTRICTS IN ELECTRONIC DATA INTERCHANGE (EDI) THROUGH PROJECT EASIER 1995-1996 TO 2000-2001						
	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Total Number of Districts	384	379	377	375	375	374
Participation						
Number of Districts	6	34	42	150*	217	226
Percent of Districts	1.6%	9.0%	11.1%	40.0%	57.9%	60.4%

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

NOTE: *PARTICIPATING IOWA SCHOOL DISTRICTS AS OF THE END OF JULY 2001. PARTICIPATION IN ELECTRONIC DATA INTERCHANGE EFFORTS INVOLVES A NUMBER OF READINESS STAGES AND NOT ALL DISTRICTS HAVE TRANSMITTED STUDENT RECORDS ELECTRONICALLY.

Table 97

DISTRIBUTION OF IOWA PROJECT EASIER SITES BY AREA EDUCATION AGENCY 2000-2001				
Area Education Agency	Total Number of Districts	Percent of Total Districts	Number of Participating Sites	Percent of Total Sites
1	25	6.7%	14	6.2%
2	24	6.4	12	5.3
3	19	5.1	8	3.5
4	14	3.7	9	4.0
5	31	8.3	22	9.7
6	16	4.3	10	4.4
7	22	5.9	15	6.6
9	22	5.9	17	7.5
10	33	8.8	12	5.3
11	56	15.0	36	15.9
12	24	6.4	14	6.2
13	31	8.3	22	9.7
14	20	5.3	16	7.1
15	24	6.4	15	6.6
16	13	3.5	4	1.8
State	374	100.0%	226	100.0%

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

The number of public school districts completing annual BEDS student-based reporting requirements through Project EASIER is reported in Table 98. Over 48 percent of all school districts completed student-based BEDS reports by transmitting data directly from local automated student information systems via Project EASIER in the spring of 2000-2001 compared to 34.7 percent in 1999-2000 and 0.3 percent in 1995-1996. In the fall of 2001-2002 it is anticipated that more than 200 school districts will satisfy student-based state and federal reporting requirements through Project EASIER.

Table 98

DISTRICTS TRANSMITTING STUDENT-BASED BASIC EDUCATIONAL DATA SURVEY (BEDS) VIA ELECTRONIC DATA INTERCHANGE (EDI)			
Year	Total Number of Districts	Number of Districts Transmitting BEDS via EDI	Percent of Total Districts Transmitting BEDS via EDI
1995-1996	384	1	0.3%
1996-1997	379	4	1.1
1997-1998	377	21	5.6
1998-1999	375	98	26.1
1999-2000	375	130	34.7
2000-2001	374	180	48.1

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

NOTE: THERE ARE CURRENTLY SEVEN STUDENT-BASED ANNUAL BEDS REPORTS TRANSMITTED ELECTRONICALLY BY PARTICIPATING PROJECT EASIER SITES.

Early Childhood Education

Information reported in the early childhood section includes preschool enrollments and kindergarten program type. This information is reported annually by school districts on the Basic Educational Data Survey (BEDS).

Nearly 91 percent of Iowa public school districts reported offering all-day, every-day, two-semester kindergarten programs in 2000-2001, while just over 25 percent of public school districts in 1985-1986 offered all-day, everyday, two-semester programs for kindergarten pupils (Table 99).

Table 99

**NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING
ALL-DAY, EVERYDAY, TWO-SEMESTER
KINDERGARTEN PROGRAMS — 1985-1986 TO 2000-2001**

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
1999-2000	305	81.3
2000-2001	339	90.6

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

Table 100 and Figure 29 show the type of kindergarten program offered by enrollment category in 2000-2001. In general, between 90 and 96 percent of districts with enrollments under 2,500 offered all-day, everyday, two-semester kindergarten programs compared to 66.7 percent for districts with enrollments of 2,500 and above. Figures for the 2000-2001 school represent substantial changes compared to 1985-1986 school year figures. The percentage of districts offering all-day, everyday, two-semester kindergarten programs also showed increases over the 1999-2000 school year.

Table 100

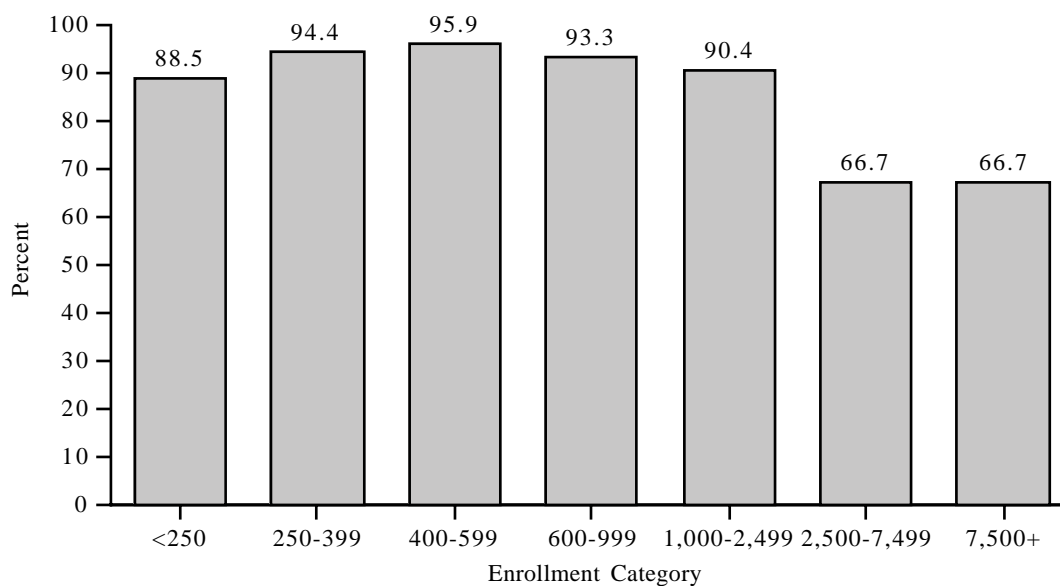
IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE — 2000-2001

Enrollment Category	Total Number of Districts	Kindergarten Program Type			
		All-Day, Everyday, Two-Semesters		All Others	
		Number of Districts	Percent of Districts in Category	Number of Districts	Percent of Districts in Category
<250	26	23	88.5	3	11.5
250-399	54	51	94.4	3	5.6
400-599	74	71	95.9	3	4.1
600-999	104	97	93.3	7	6.7
1,000-2,499	83	75	90.4	8	9.6
2,500-7,499	24	16	66.7	8	33.3
7,500+	9	6	66.7	3	33.3
State	374	339	90.6	35	9.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, EARLY CHILDHOOD FILE.

Figure 29

**PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH
ALL-DAY, EVERYDAY, TWO-SEMESTER KINDERGARTEN
PROGRAM BY ENROLLMENT CATEGORY
2000-2001**



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, EARLY CHILDHOOD FILE.

Preschool enrollments reported by Iowa public school districts are shown in Table 101 for the school years 1996-1997 through 2000-2001. On a statewide basis preschool enrollments increased by 38.8 percent from 1996-1997 to 2000-2001 showing increases in three of the last four school years. In 2000-2001 preschool enrollments dropped 5.7 percent from the previous school year. In general, the largest percentage increases in preschool enrollments were reported for school districts under 1,000 enrollment.

Table 101

**IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS
BY ENROLLMENT CATEGORY
1996-1997 TO 2000-2001**

Enrollment Category	Preschool Enrollment					Percent of Total Preschool Enrollment					% Change 1996-1997 to 2000-2001
	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	
<250	90	203	246	190	220	1.8%	3.0%	3.3%	2.5%	3.1%	144.4%
250-399	378	417	459	641	554	7.5%	6.1%	6.2%	8.6%	7.9%	46.6%
400-599	410	551	837	652	936	8.1%	8.0%	11.3%	8.8%	13.3%	128.3%
600-999	888	1,606	1,571	1,398	1,433	17.6%	23.4%	21.3%	18.8%	20.4%	61.4%
1,000-2,499	1,001	1,118	1,470	1,392	1,337	19.8%	16.3%	19.9%	18.7%	19.0%	33.6%
2,500-7,499	679	865	826	635	810	13.4%	12.6%	11.2%	8.5%	11.5%	19.3%
7,500+	1,612	2,100	1,980	2,538	1,731	31.9%	30.6%	26.8%	34.1%	24.7%	7.4%
State	5,058	6,860	7,389	7,446	7,021	100.0%	100.0%	100.0%	100.0%	100.0%	38.8%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, EARLY CHILDHOOD FILES.

Student Performance

The purpose of the student performance chapter is to present information on a wide variety of student indicators of success and to compare performance on these indicators over time. Where available, trend data on Iowa students is presented for the state and by enrollment category and comparisons are made with comparable indicators for the nation and for other states. Pending availability of data, comparisons are also presented by the subgroups of gender, race/ethnicity, socioeconomic level, disability, primary language status, and migrant status.

Information contained within the student performance chapter was obtained from the Department of Education's Basic Educational Data Survey (BEDS), Iowa Testing Programs (University of Iowa), American College Testing Assessment (ACT), The College Board's Advanced Placement (AP) and Scholastic Assessment Tests (SAT), the National Center for Education Statistics (NCES), and from the National Assessment of Educational Progress (NAEP).

In the 2000 edition of *The Annual Condition of Education Report* a separate section on State Indicators of Student Success was presented. This year the same format is provided and includes expanded information.

State Indicators of Student Success

Pursuant to the Iowa Administrative Code 281-Chapter 12, and the State Board of Education's Strategic Plan, State Indicators of Student Success for Iowa have been identified. Trend information on student indicators has been developed to measure progress. State indicators presented include: 1) the percentages of students at the 4th, 8th, and 11th grade levels achieving at a "proficient" or higher level (above the 40th national percentile) on the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development in reading, and mathematics; 2) the percentage of students in grades 7 through 12 considered as dropouts; 3) the percentage of high school graduates/seniors pursuing or intending to pursue postsecondary education/training; 4) the percentage of high school students achieving a score or status on a measure indicating probable postsecondary success; and 5) the percentage of students completing a "core" high school program consisting of four or more years of English and three or more years of mathematics, science, and social studies.

For student indicators relating to the percentage of students achieving at or above the proficient level, subgroup data are presented for gender, race/ethnicity, socioeconomic status, as determined by eligibility for free or reduced price meals, by disability, as determined by the presence of an individualized education plan or IEP, by primary language status, as noted by English and non-English, and migrant status as determined by Title I requirements.

Subgroup Iowa Student Counts for ITBS and ITED Reading and Mathematics Test-Takers; Grades 4, 8, and 11

The following figures on the percentages of various subgroups of Iowa students performing at or above proficient level on ITBS and ITED reading and mathematics are based on the number of students reported in Tables 102 and 103 by biennium periods and represent average student counts for each biennium period.

Table 102

AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS AND ITED READING TESTS BY SUBGROUP BIENNIUM PERIODS 1997-1999 TO 1999-2001									
	Grade 4			Grade 8			Grade 11		
	1997- 1999	1998- 2000	1999- 2001	1997- 1999	1998- 2000	1999- 2001	1997- 1999	1998- 2000	1999- 2001
Male	19,000	19,700	19,600	18,000	19,800	19,800	14,000	15,300	16,000
Female	18,000	19,000	19,600	18,000	19,000	18,900	15,000	15,800	16,300
White	—	30,000	31,500	—	30,700	30,900	—	24,600	26,300
African American	—	1,200	1,450	—	1,100	1,180	—	500	560
Hispanic	—	900	1,150	—	800	960	—	460	560
Asian	—	590	580	—	700	590	—	620	580
American Indian	—	250	190	—	250	240	—	130	110
Primary Lang. Eng. ¹	—	—	39,100	—	—	38,300	—	—	32,100
Primary Lang. Non-Eng.	—	—	790	—	—	560	—	—	250
Non-Migrant	—	—	39,100	—	—	38,300	—	—	32,100
Migrant ²	—	—	200	—	—	90	—	—	60
SES Eligible ³	—	10,200	11,100	—	8,000	8,600	—	3,600	4,100
SES Not Eligible	—	23,900	24,800	—	26,200	26,800	—	22,600	24,300
IEP ⁴	—	5,400	5,520	—	5,000	4,900	—	1,800	2,200
Non-IEP	—	33,600	34,500	—	34,000	34,000	—	29,400	30,200

SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: STUDENT COUNTS REPRESENT THE APPROXIMATE NUMBER OF STUDENTS PER BIENNIUM IN EACH SUBGROUP.

¹PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT — REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

²MIGRANT STATUS IS DEFINED AS MIGRANT OR NON-MIGRANT AS FOLLOWS: MIGRANT — A STUDENT IS CONSIDERED A MIGRANT IF HE OR SHE HAS MOVED IN THE PAST 36 MONTHS FROM ONE DISTRICT TO ANOTHER SO THAT THE PARENTS COULD OBTAIN TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURE AS THEIR PRINCIPAL MEANS OF LIVELIHOOD.

³SES REFERS TO SOCIOECONOMIC STATUS AS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

⁴IEP AND NON-IEP INDICATES SPECIAL EDUCATION STATUS, STUDENTS WITH IEPs ARE CLASSIFIED AS SPECIAL EDUCATION STUDENTS.

Table 103

**AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS AND ITED
MATHEMATICS TESTS BY SUBGROUP
BIENNIUM PERIODS 1997-1999 TO 1999-2001**

	Grade 4			Grade 8			Grade 11		
	1997- 1999	1998- 2000	1999- 2001	1997- 1999	1998- 2000	1999- 2001	1997- 1999	1998- 2000	1999- 2001
Male	19,000	19,400	20,295	18,000	19,700	19,600	14,000	15,600	16,500
Female	18,000	19,000	19,900	18,000	18,900	18,700	15,000	16,100	16,800
White	—	30,000	31,500	—	30,500	31,400	—	25,000	27,100
African American	—	1,200	1,450	—	1,000	1,350	—	500	570
Hispanic	—	900	1,160	—	820	1,100	—	480	590
Asian	—	600	580	—	670	600	—	600	620
American Indian	—	250	190	—	250	220	—	140	120
Primary Lang. Eng. ¹	—	—	39,000	—	—	37,800	—	—	33,000
Primary Lang. Non-Eng.	—	—	790	—	—	560	—	—	260
Non-Migrant	—	—	39,000	—	—	37,800	—	—	33,000
Migrant ²	—	—	200	—	—	90	—	—	70
SES Eligible ³	—	10,200	11,100	—	8,000	8,500	—	3,700	4,300
SES Not Eligible	—	23,800	24,700	—	26,000	26,600	—	23,100	25,000
IEP ⁴	—	5,500	5,600	—	4,900	4,800	—	1,800	2,300
Non-IEP	—	33,500	34,400	—	33,800	33,600	—	30,200	31,100

SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: STUDENT COUNTS REPRESENT THE APPROXIMATE NUMBER OF STUDENTS PER BIENNIUM IN EACH SUBGROUP.

¹PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT — REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

²MIGRANT STATUS IS DEFINED AS MIGRANT OR NON-MIGRANT AS FOLLOWS: MIGRANT — A STUDENT IS CONSIDERED A MIGRANT IF HE OR SHE HAS MOVED IN THE PAST 36 MONTHS FROM ONE DISTRICT TO ANOTHER SO THAT THE PARENTS COULD OBTAIN TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURE AS THEIR PRINCIPAL MEANS OF LIVELIHOOD.

³SES REFERS TO SOCIOECONOMIC STATUS AS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

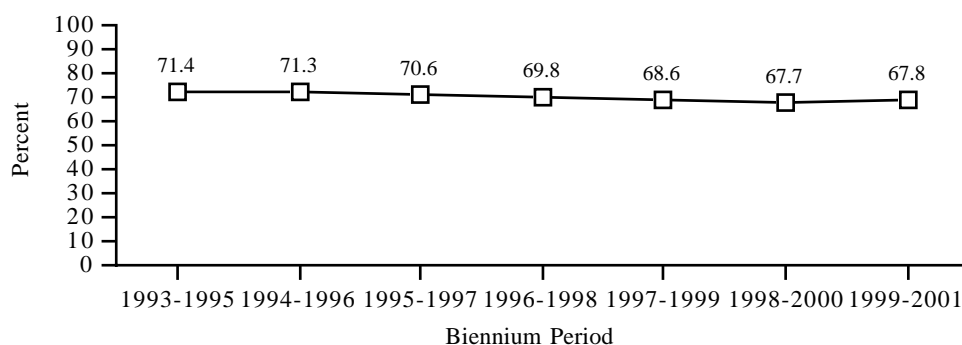
⁴IEP AND NON-IEP INDICATES SPECIAL EDUCATION STATUS, STUDENTS WITH IEPs ARE CLASSIFIED AS SPECIAL EDUCATION STUDENTS.

Reading

Indicator: Percentage of 4th, 8th, and 11th grade students achieving proficient or higher reading status on the ITBS Reading Comprehension Test or the ITED Content Area Reading Test (Reported for all students and by gender, race/ethnicity, socioeconomic status, disability, primary language status, and migrant status).

Figure 30

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 1999-2001

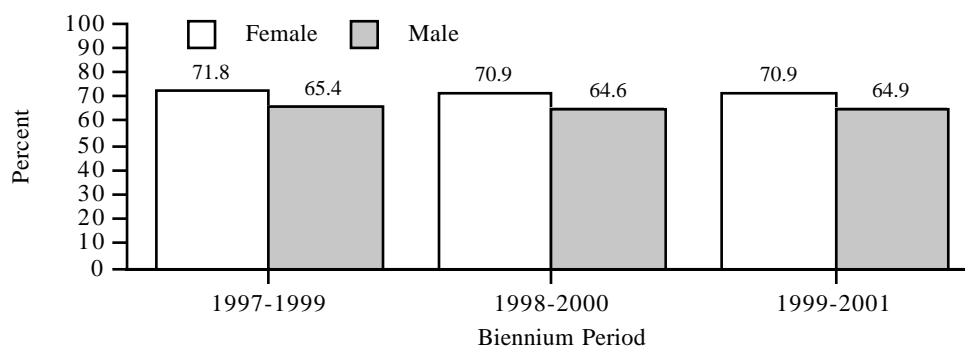


SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-1995 REPRESENTS THE AVERAGE SCORE FOR THE 1993-1994 AND THE 1994-1995 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:
UNDERSTAND 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.

Figure 31

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 1999-2001

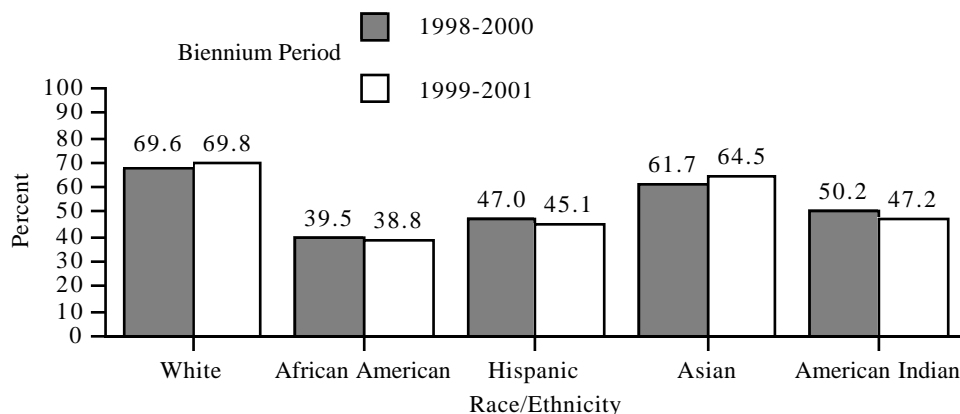


SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-1999 REPRESENTS THE AVERAGE SCORE FOR THE 1997-1998 AND THE 1998-1999 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:
UNDERSTAND 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.

Figure 32

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

UNDERSTAND 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.

Figure 33

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

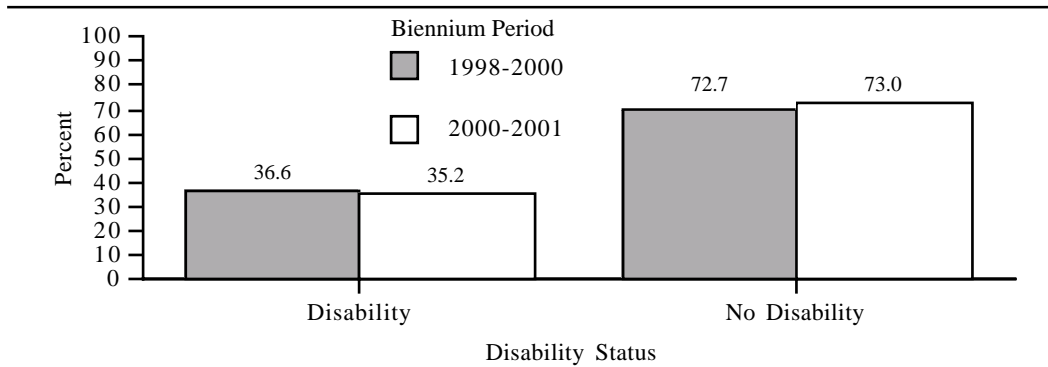
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

UNDERSTAND 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.

*SOCIOECONOMIC STATUS IS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

Figure 34

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

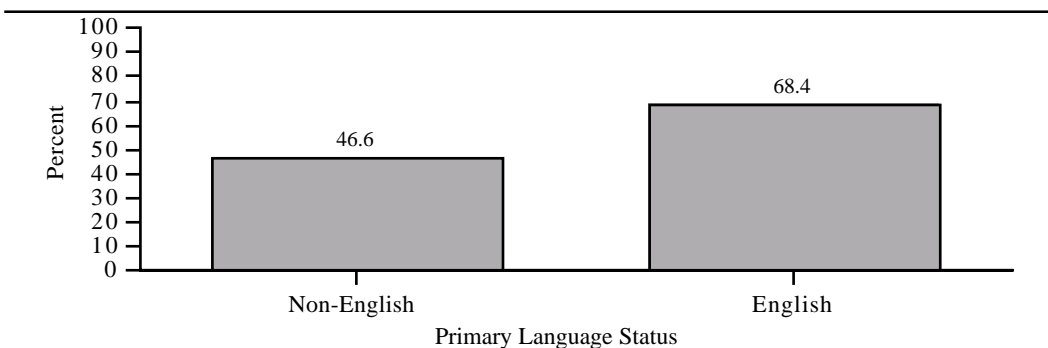
UNDERSTAND SOME FACTUAL INFORMATION; SOMETIMES CAN DRAW CONCLUSIONS AND MAKE INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS; AND IS BEGINNING TO BE ABLE TO IDENTIFY THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEXT, AND INTERPRET NONLITERAL LANGUAGE.

DESCRIPTORS OF PROFICIENT PERFORMANCE DO NOT APPLY TO ALL STUDENTS WITH DISABILITIES SINCE MANY OF THESE STUDENTS TAKE OUT-OF-LEVEL TESTS.

*DISABILITY STATUS IS DETERMINED BY THE PRESENCE OF AN INDIVIDUALIZED EDUCATION PLAN OR IEP.

Figure 35

**PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

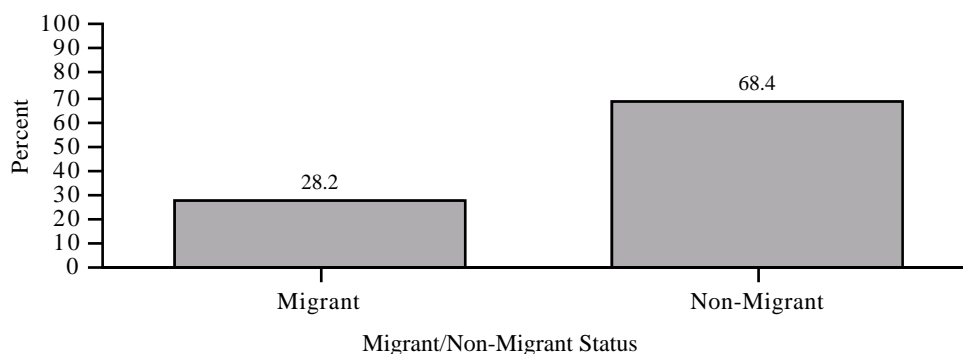
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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*PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT — REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

Figure 36

**PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

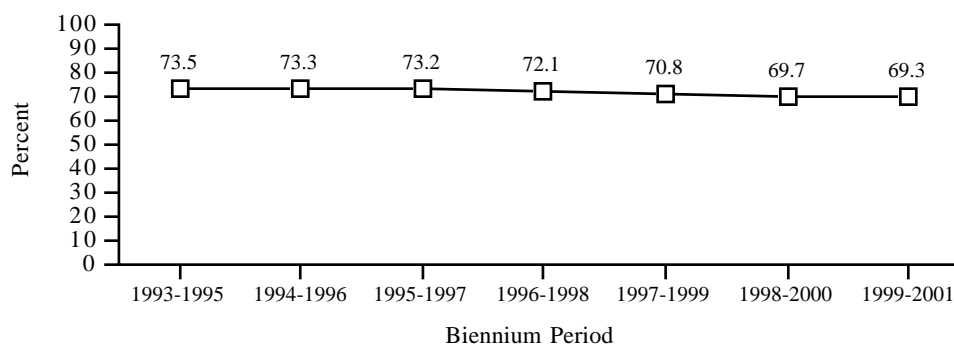
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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*MIGRANT STATUS IS DEFINED AS MIGRANT OR NON-MIGRANT AS FOLLOWS: MIGRANT — A STUDENT IS CONSIDERED A MIGRANT IF HE OR SHE HAS MOVED IN THE PAST 36 MONTHS FROM ONE DISTRICT TO ANOTHER SO THAT THE PARENTS COULD OBTAIN TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURE AS THEIR PRINCIPAL MEANS OF LIVELIHOOD.

Figure 37

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST
BIENNIUM PERIODS 1993-1995 TO 1999-2001**



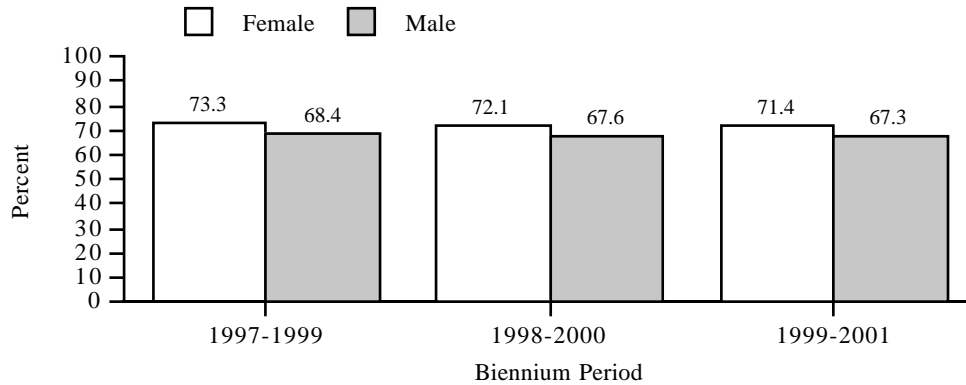
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-1995 REPRESENTS THE AVERAGE SCORE FOR THE 1993-1994 AND THE 1994-1995 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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Figure 38

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001**



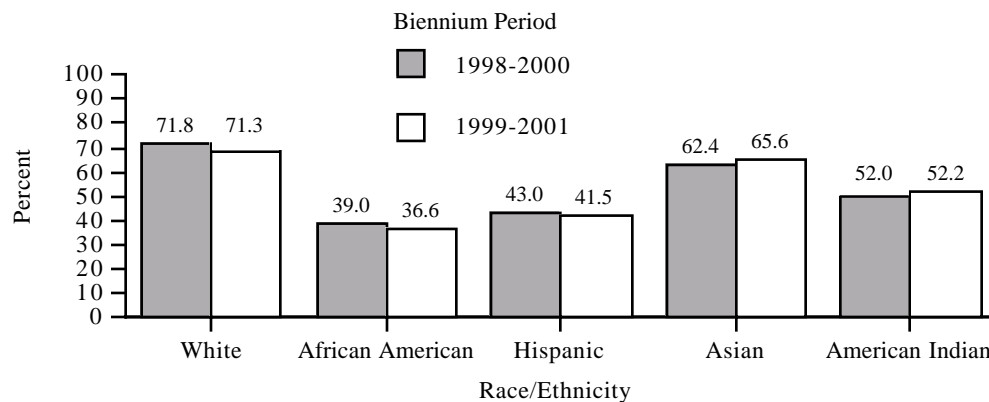
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-1999 REPRESENTS THE AVERAGE SCORE FOR THE 1997-1998 AND THE 1998-1999 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

UNDERSTAND SOME FACTUAL INFORMATION; SOMETIMES CAN DRAW CONCLUSIONS AND 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 TEST, AND INTERPRET NONLITERAL LANGUAGE.

Figure 39

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



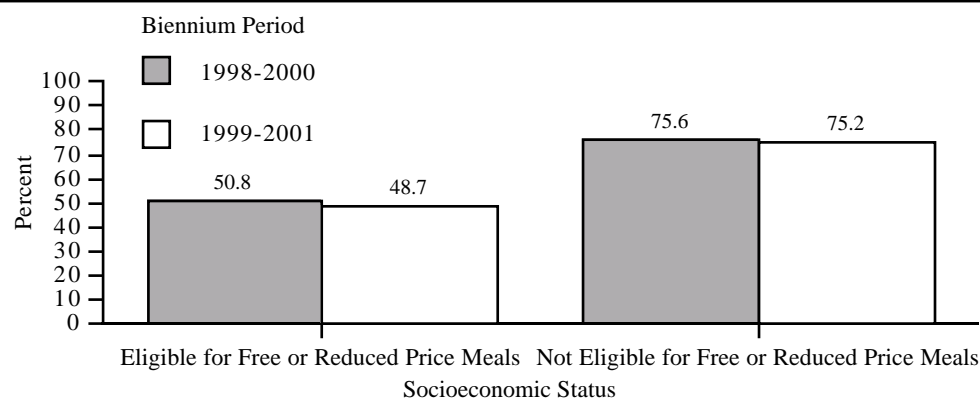
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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Figure 40

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

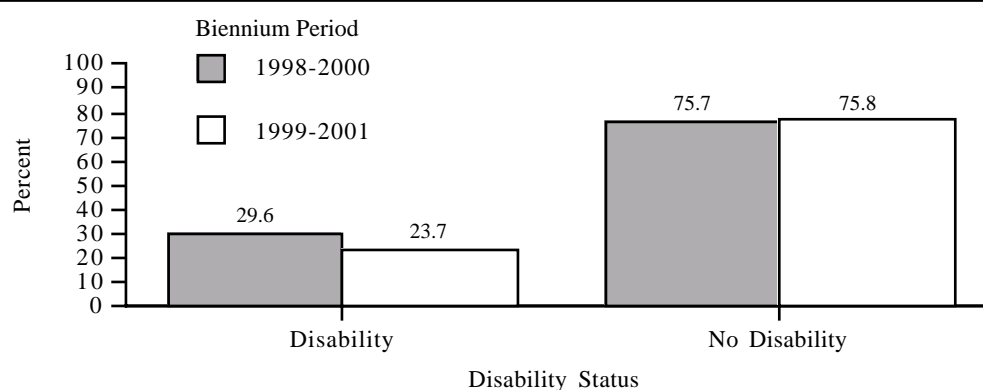
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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*SOCIOECONOMIC STATUS IS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

Figure 41

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

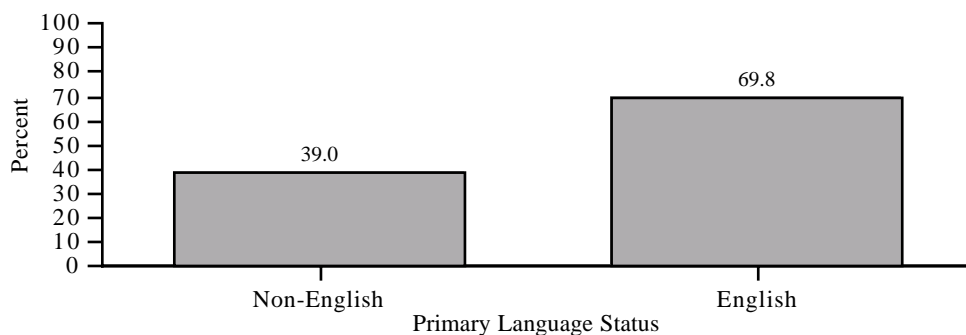
UNDERSTAND SOME FACTUAL INFORMATION; SOMETIMES CAN DRAW CONCLUSIONS AND MAKE INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS, AND APPLY WHAT HAS BEEN READ TO NEW SITUATIONS; AND SOMETIMES CAN IDENTIFY THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEST, AND INTERPRET NONLITERAL LANGUAGE.

DESCRIPTORS OF PROFICIENT PERFORMANCE DO NOT APPLY TO ALL STUDENTS WITH DISABILITIES SINCE MANY OF THESE STUDENTS TAKE OUT-OF-LEVEL TESTS.

*DISABILITY STATUS IS DETERMINED BY THE PRESENCE OF AN INDIVIDUALIZED EDUCATION PLAN OR IEP.

Figure 42

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

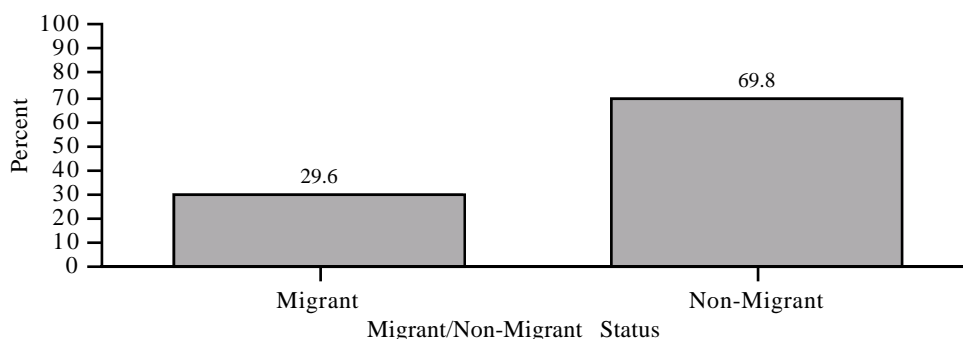
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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*PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT — REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

Figure 43

**PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITBS READING
COMPREHENSION TEST BY MIGRANT STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

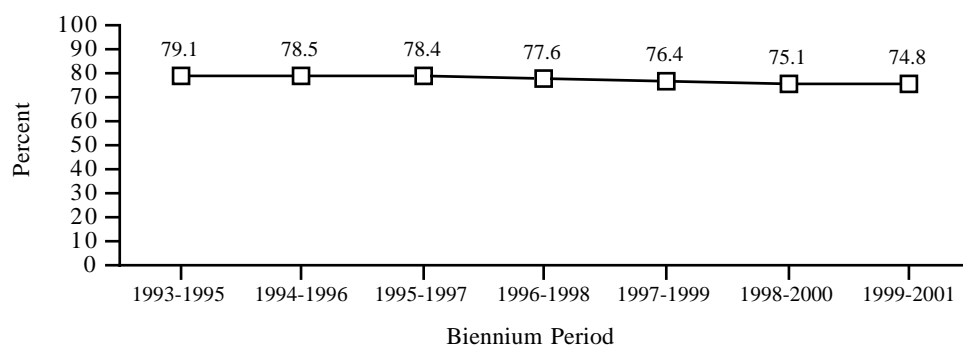
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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*MIGRANT STATUS IS DEFINED AS MIGRANT OR NON-MIGRANT AS FOLLOWS: MIGRANT — A STUDENT IS CONSIDERED A MIGRANT IF HE OR SHE HAS MOVED IN THE PAST 36 MONTHS FROM ONE DISTRICT TO ANOTHER SO THAT THE PARENTS COULD OBTAIN TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURE AS THEIR PRINCIPAL MEANS OF LIVELIHOOD.

Figure 44

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED CONTENT AREA READING TEST
BIENNIUM PERIODS 1993-1995 TO 1999-2001**



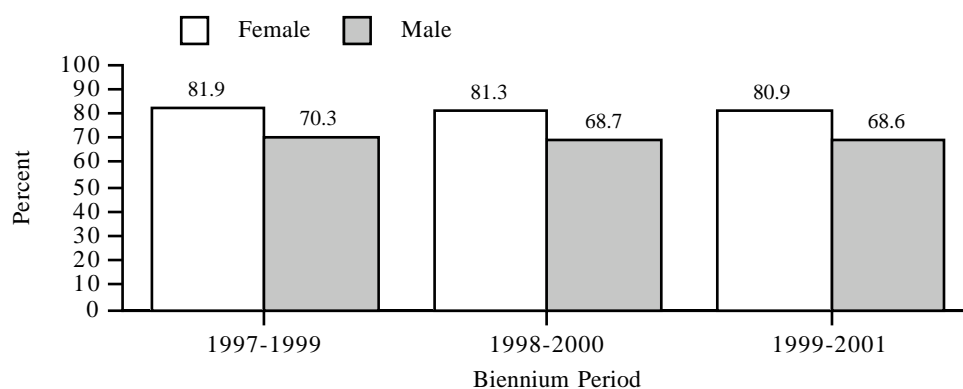
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-1995 REPRESENTS THE AVERAGE SCORE FOR THE 1993-1994 AND THE 1994-1995 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

UNDERSTAND 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.

Figure 45

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED CONTENT AREA READING TEST
BIENNIUM PERIODS 1997-1999 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-1999 REPRESENTS THE AVERAGE SCORE FOR THE 1997-1998 AND THE 1998-1999 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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Figure 46

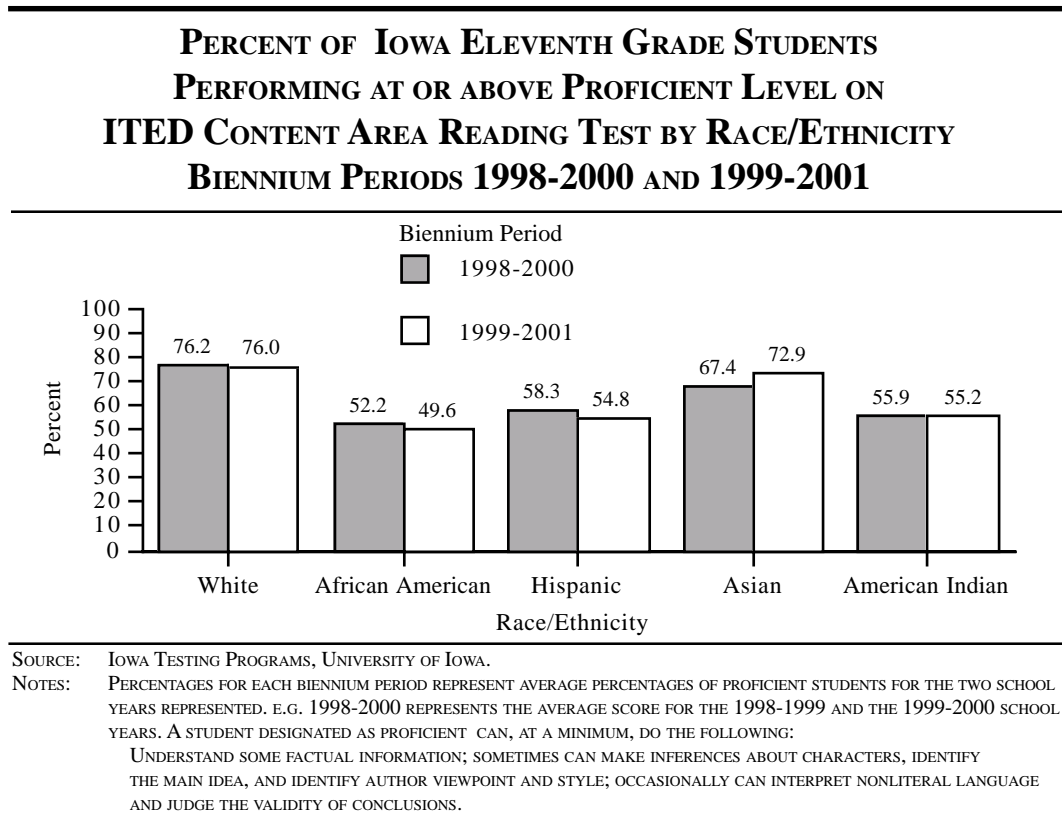


Figure 47

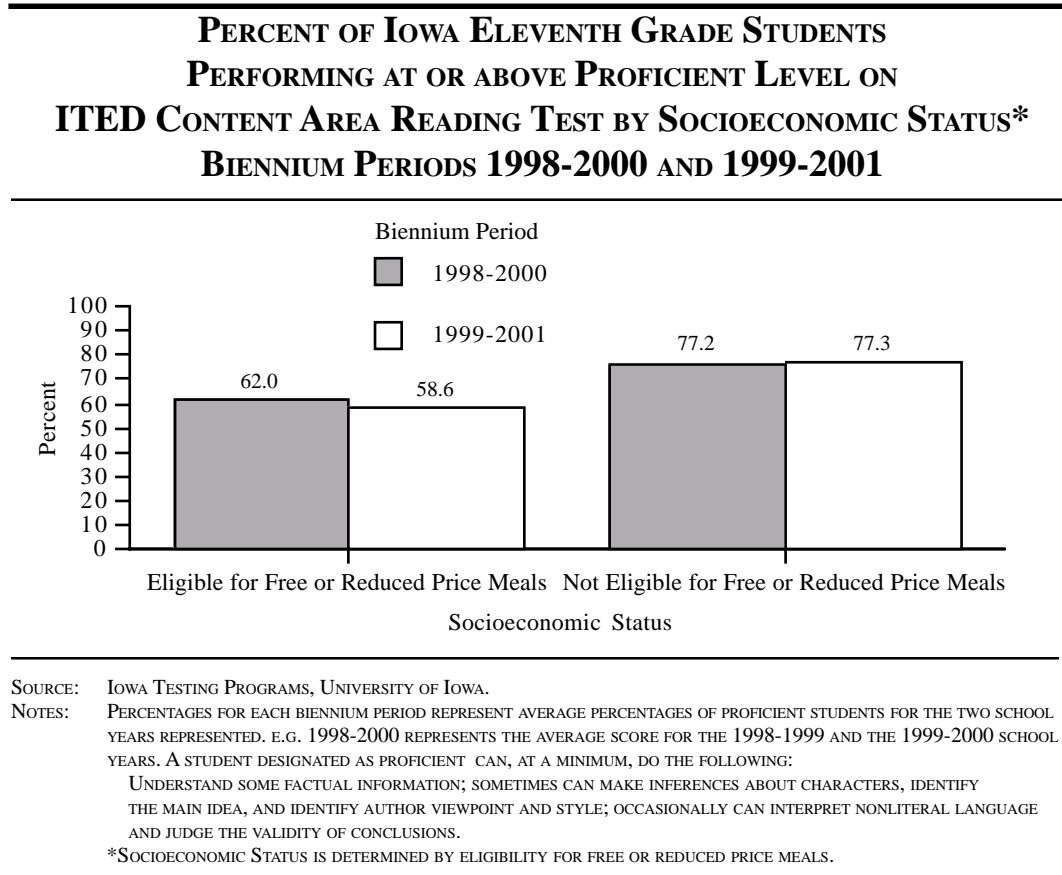
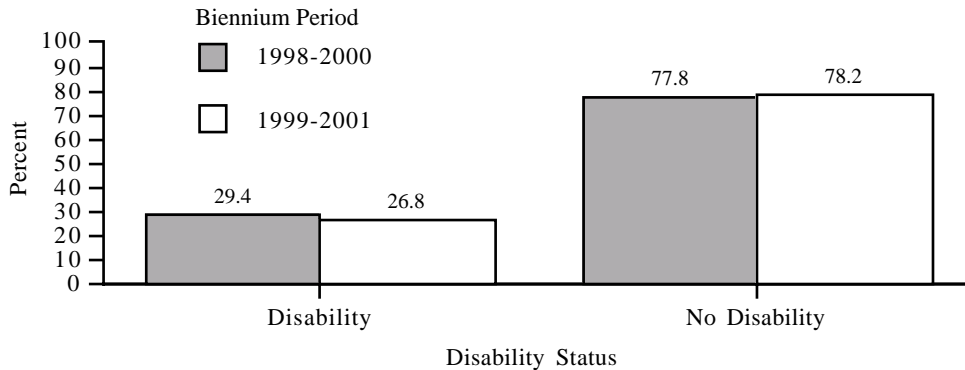


Figure 48

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED CONTENT AREA READING TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

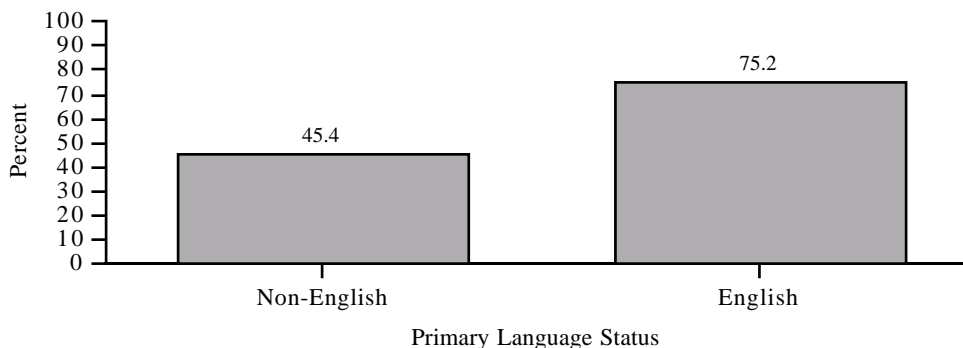
UNDERSTAND SOME FACTUAL INFORMATION; SOMETIMES CAN MAKE INFERENCES ABOUT CHARACTERS, IDENTIFY THE MAIN IDEA, AND IDENTIFY AUTHOR VIEWPOINT AND STYLE; OCCASIONALLY CAN INTERPRET NONLITERAL LANGUAGE AND JUDGE THE VALIDITY OF CONCLUSIONS.

DESCRIPTORS OF PROFICIENT PERFORMANCE DO NOT APPLY TO ALL STUDENTS WITH DISABILITIES SINCE MANY OF THESE STUDENTS TAKE OUT-OF-LEVEL TESTS.

*DISABILITY STATUS IS DETERMINED BY THE PRESENCE OF AN INDIVIDUALIZED EDUCATION PLAN OR IEP.

Figure 49

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITED CONTENT
AREA READING TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

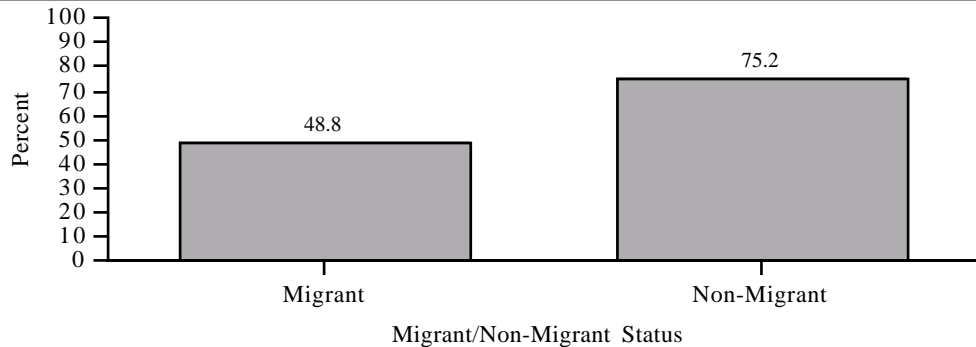
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

UNDERSTAND 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.

*PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT — REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

Figure 50

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING
AT OR ABOVE PROFICIENT LEVEL ON ITED CONTENT
AREA READING TEST BY MIGRANT STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGE OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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

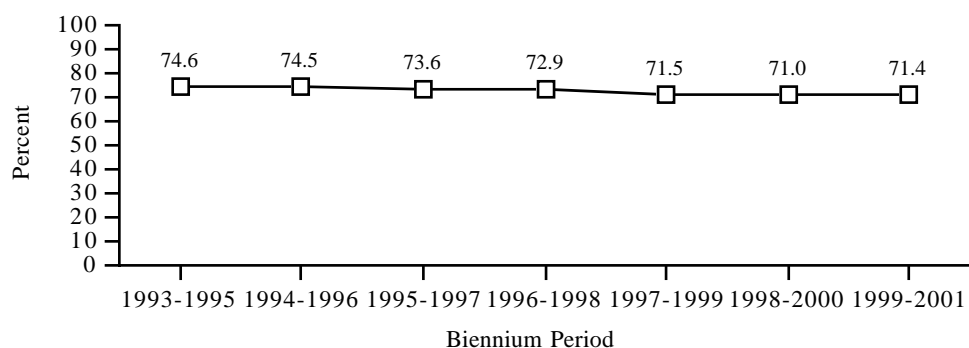
*MIGRANT STATUS IS DEFINED AS MIGRANT OR NON-MIGRANT AS FOLLOWS: MIGRANT - A STUDENT IS CONSIDERED AS MIGRANT IF HE OR SHE HAS MOVED IN THE PAST 36 MONTHS FROM ONE DISTRICT TO ANOTHER SO THAT THE PARENTS COULD OBTAIN TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURE AS THEIR PRINCIPAL MEANS OF LIVELIHOOD.

Mathematics

Indicator: Percentage of 4th, 8th, and 11th grade students achieving proficient or higher mathematics status on the ITBS Mathematics Total Test or the ITED Quantitative Thinking Test (Reported for all students and by gender, race/ethnicity, socioeconomic status, disability, primary language status, and migrant status).

Figure 51

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST
BIENNIUM PERIODS 1993-1995 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-1995 REPRESENTS THE AVERAGE SCORE FOR THE 1993-1994 AND THE 1994-1995 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

IS DEVELOPING AN 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.

Figure 52

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001**



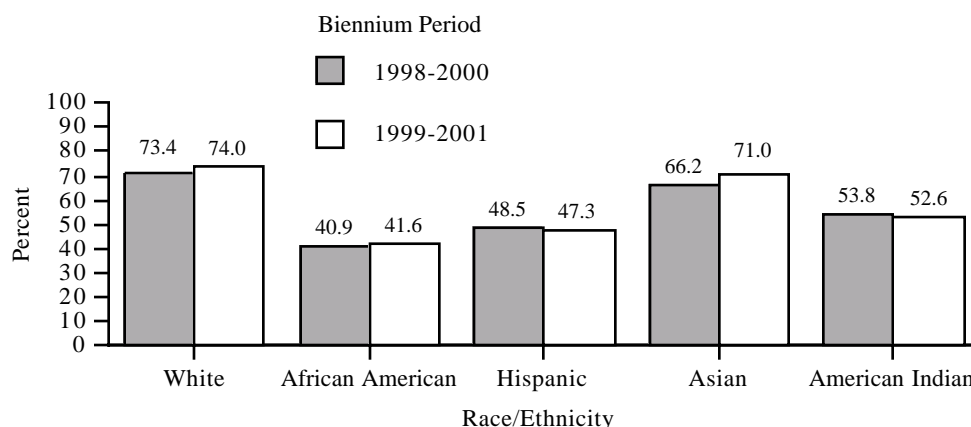
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-1999 REPRESENTS THE AVERAGE SCORE FOR THE 1997-1998 AND THE 1998-1999 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

IS DEVELOPING AN 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.

Figure 53

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



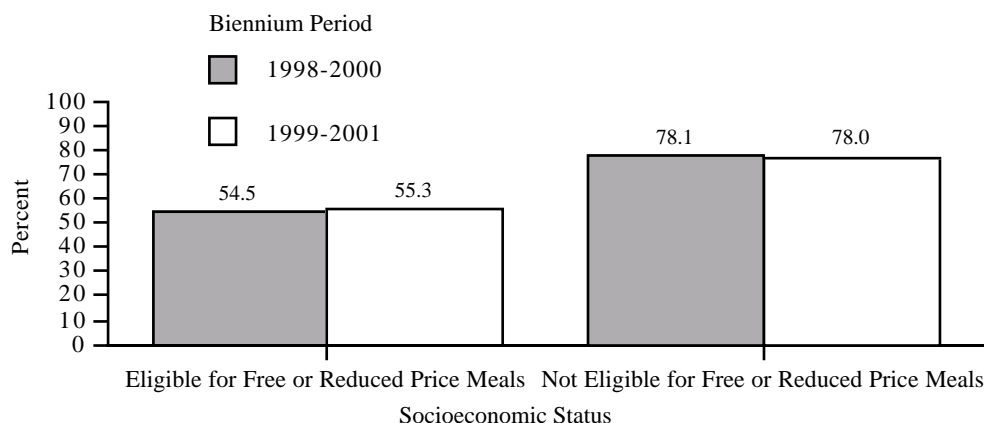
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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Figure 54

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

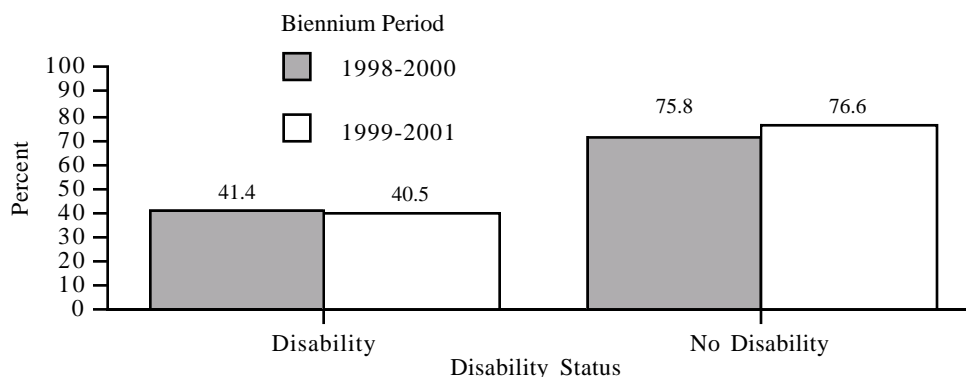
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*SOCIOECONOMIC STATUS IS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

Figure 55

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

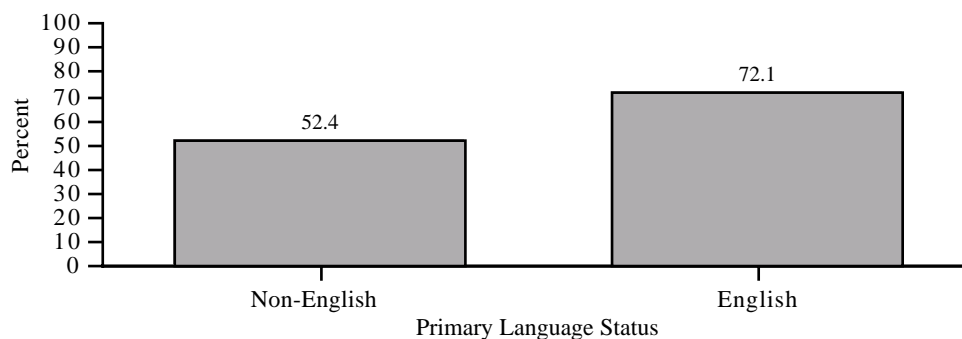
IS DEVELOPING AN UNDERSTANDING OF MOST MATH CONCEPTS, IS DEVELOPING THE ABILITY TO SOLVE SIMPLE AND COMPLEX WORD PROBLEMS AND TO USE ESTIMATION METHODS, AND IS BEGINNING TO DEVELOP THE ABILITY TO INTERPRET DATA FROM GRAPHICS AND TABLES.

DESCRIPTORS OF PROFICIENT PERFORMANCE DO NOT APPLY TO ALL STUDENTS WITH DISABILITIES SINCE MANY OF THESE STUDENTS TAKE OUT-OF-LEVEL TESTS.

*DISABILITY STATUS IS DETERMINED BY THE PRESENCE OF AN INDIVIDUALIZED EDUCATION PLAN OR IEP.

Figure 56

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

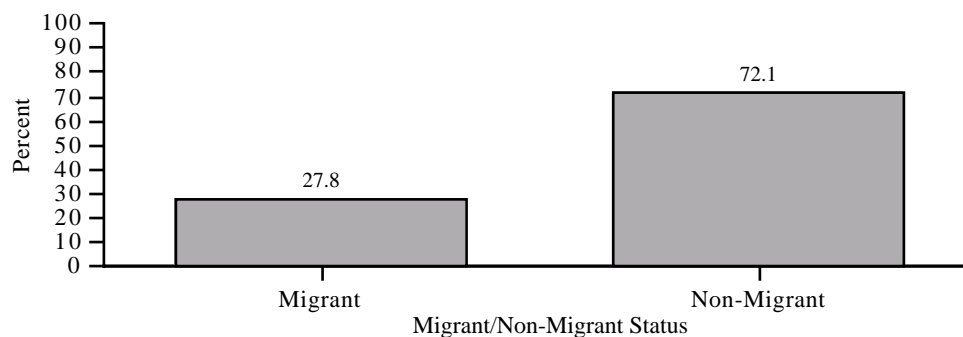
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*PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT - REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

Figure 57

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY MIGRANT STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

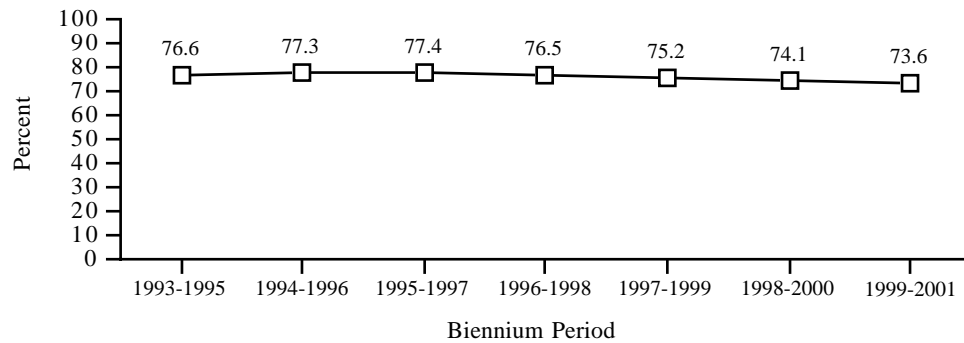
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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*MIGRANT STATUS IS DEFINED AS MIGRANT OR NON-MIGRANT AS FOLLOWS: MIGRANT - A STUDENT IS CONSIDERED AS MIGRANT IF HE OR SHE HAS MOVED IN THE PAST 36 MONTHS FROM ONE DISTRICT TO ANOTHER SO THAT THE PARENTS COULD OBTAIN TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURE AS THEIR PRINCIPAL MEANS OF LIVELIHOOD.

Figure 58

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST
BIENNIUM PERIODS 1995-1995 TO 1999-2001**



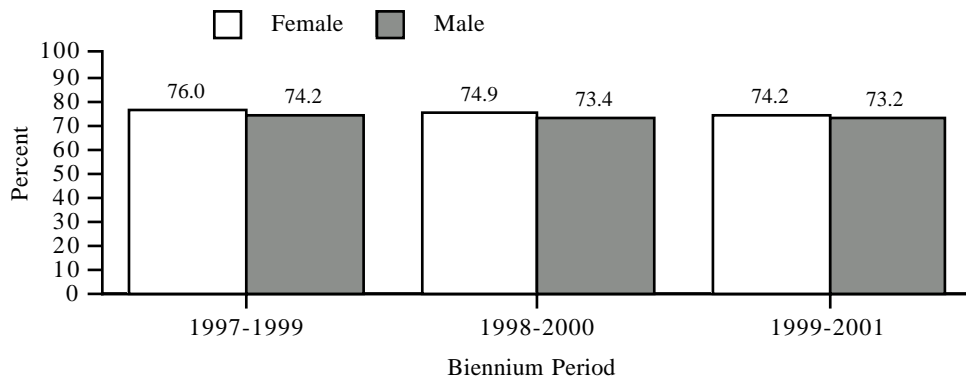
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-1995 REPRESENTS THE AVERAGE SCORE FOR THE 1993-1994 AND THE 1994-1995 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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.

Figure 59

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001**



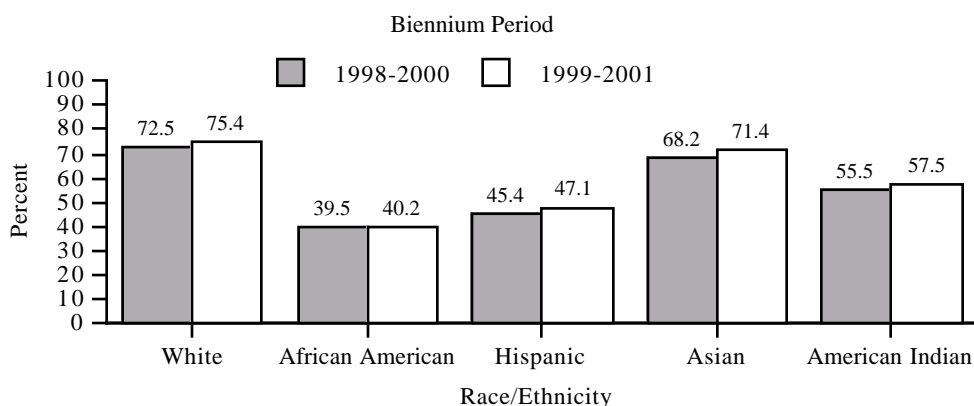
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-1999 REPRESENTS THE AVERAGE SCORE FOR THE 1997-1998 AND THE 1998-1999 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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Figure 60

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



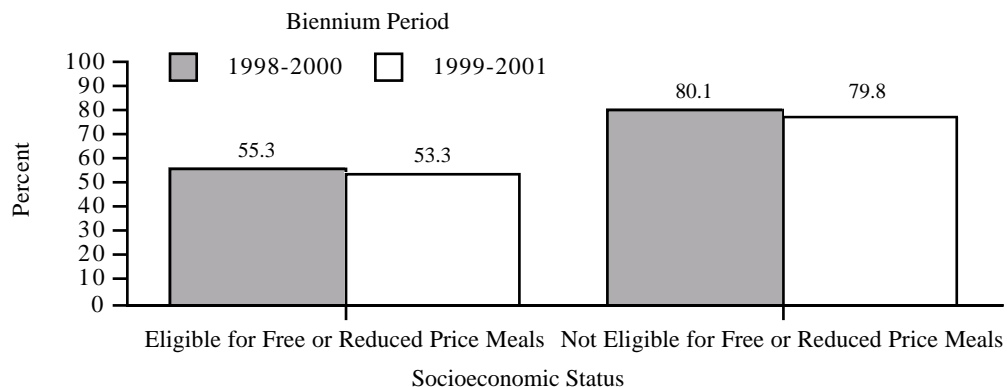
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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Figure 61

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

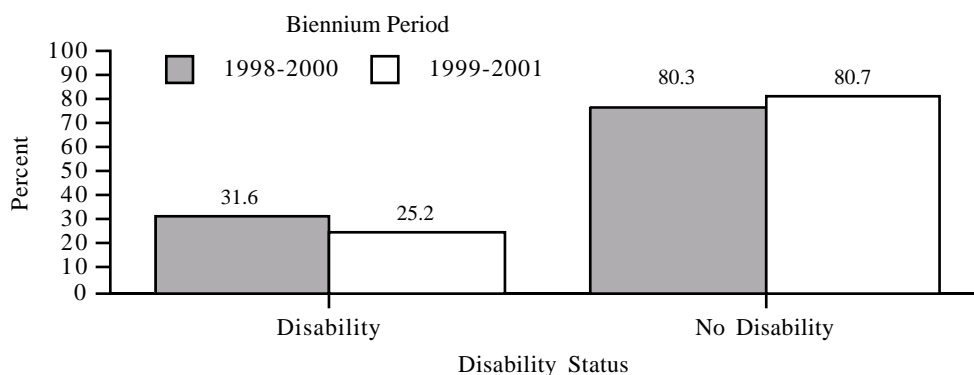
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*SOCIOECONOMIC STATUS IS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

Figure 62

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

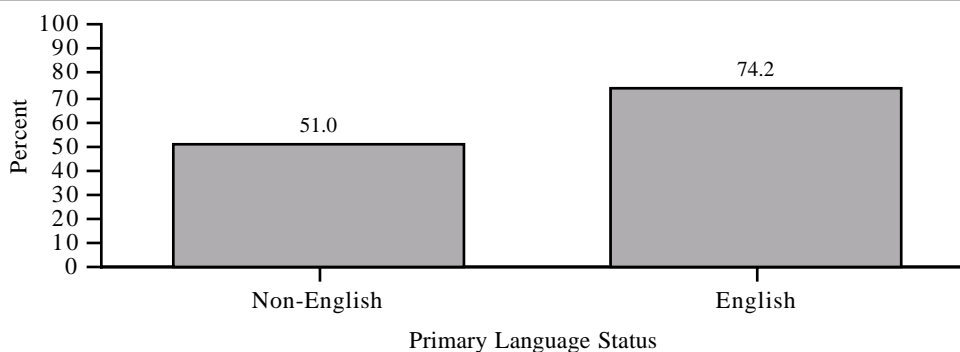
IS BEGINNING TO DEVELOP AN UNDERSTANDING OF MOST MATH CONCEPTS AND TO DEVELOP THE ABILITY TO SOLVE WORD PROBLEMS, USE A VARIETY OF ESTIMATION METHODS, AND INTERPRET DATA FROM GRAPHS AND TABLES.

DESCRIPTORS OF PROFICIENT PERFORMANCE DO NOT APPLY TO ALL STUDENTS WITH DISABILITIES SINCE MANY OF THESE STUDENTS TAKE OUT-OF-LEVEL TESTS.

*DISABILITY STATUS IS DETERMINED BY THE PRESENCE OF AN INDIVIDUALIZED EDUCATION PLAN OR IEP.

Figure 63

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

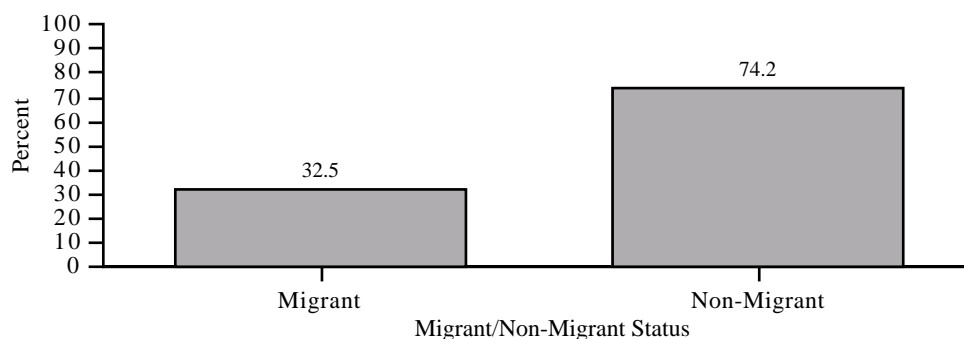
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*PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT - REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

Figure 64

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY MIGRANT STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

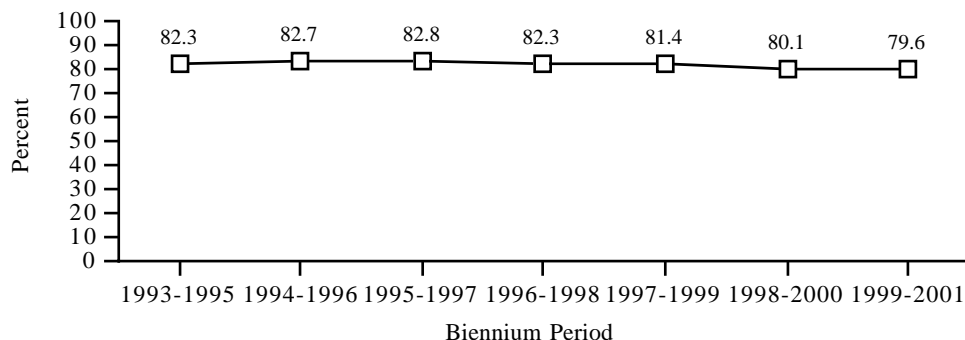
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Figure 65

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST
BIENNIUM PERIODS 1993-1995 TO 1999-2001**



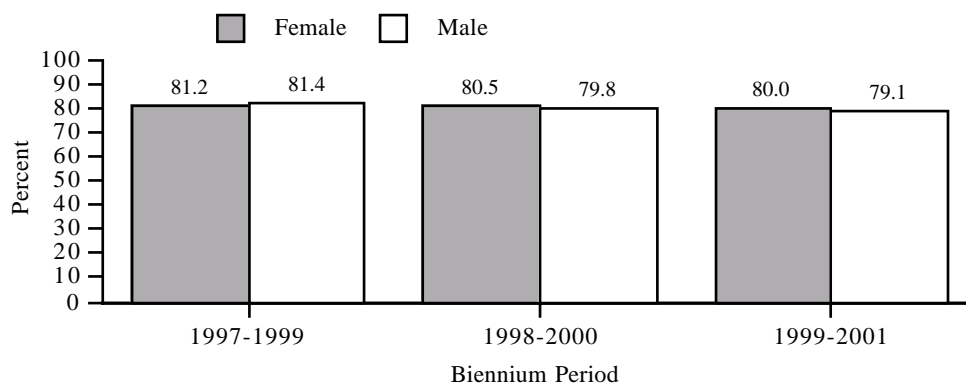
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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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.

Figure 66

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001**



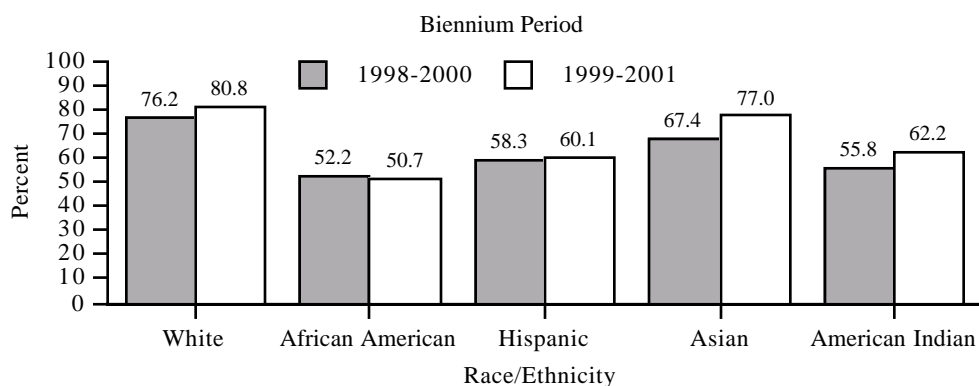
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-1999 REPRESENTS THE AVERAGE SCORE FOR THE 1997-1998 AND THE 1998-1999 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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Figure 67

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST BY RACE/ETHNICITY
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



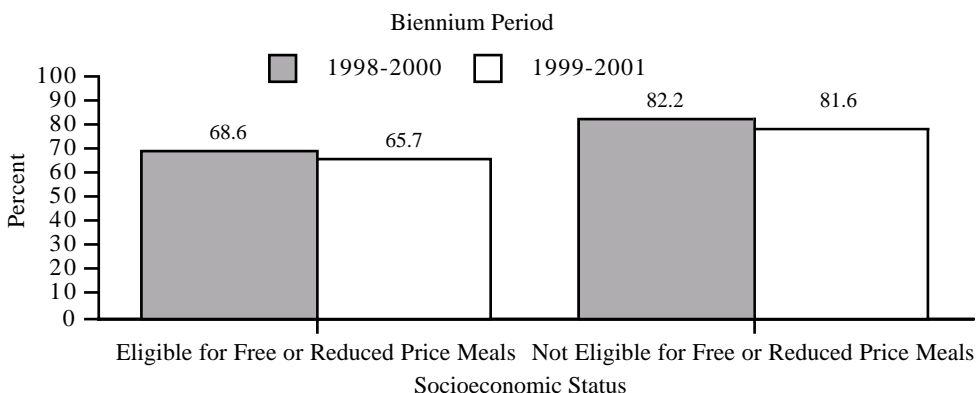
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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Figure 68

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

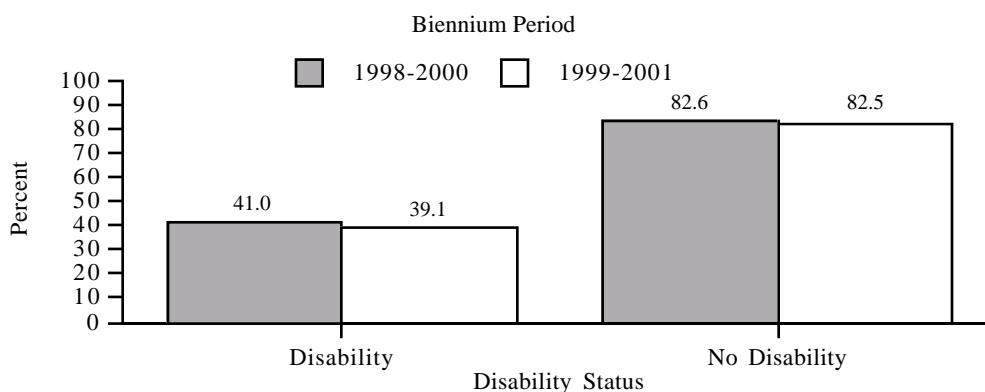
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*SOCIOECONOMIC STATUS IS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

Figure 69

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST BY DISABILITY STATUS*
BIENNIUM PERIODS 1998-2000 AND 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-2000 REPRESENTS THE AVERAGE SCORE FOR THE 1998-1999 AND THE 1999-2000 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

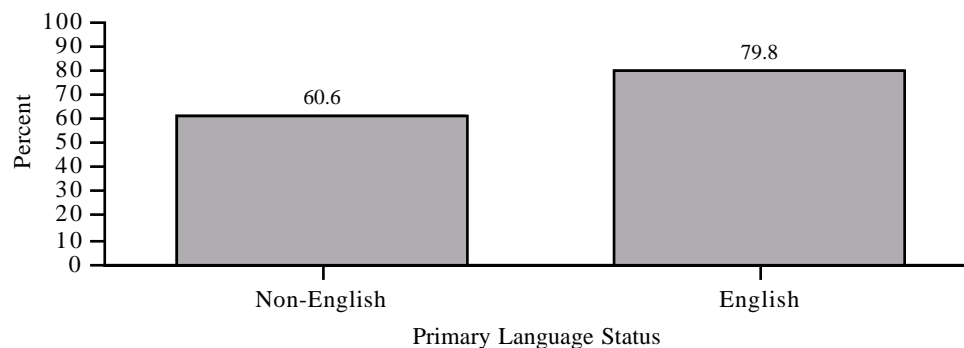
IS BEGINNING TO DEVELOP THE ABILITY TO APPLY A VARIETY OF MATH CONCEPTS AND PROCEDURES, MAKE INFERENCES ABOUT QUANTITATIVE INFORMATION, AND SOLVE A VARIETY OF NOVEL QUANTITATIVE REASONING PROBLEMS.

DESCRIPTORS OF PROFICIENT PERFORMANCE DO NOT APPLY TO ALL STUDENTS WITH DISABILITIES SINCE MANY OF THESE STUDENTS TAKE OUT-OF-LEVEL TESTS.

*DISABILITY STATUS IS DETERMINED BY THE PRESENCE OF AN INDIVIDUALIZED EDUCATION PLAN OR IEP.

Figure 70

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST BY PRIMARY LANGUAGE STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

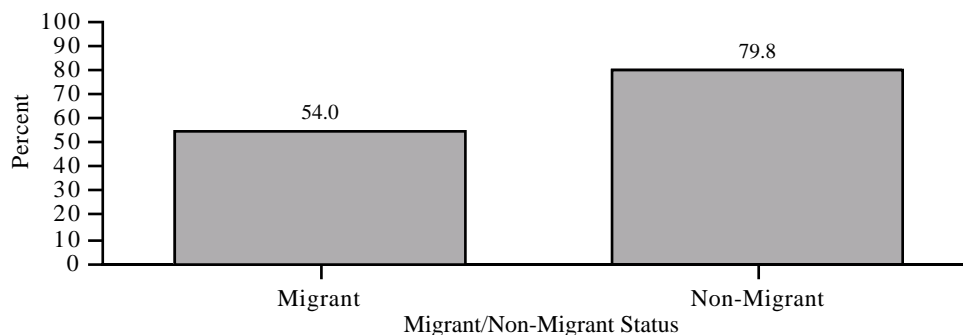
NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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.

*PRIMARY LANGUAGE STATUS AS CLASSIFIED BY ENGLISH AND NON-ENGLISH AND DETERMINED ACCORDING TO THE FOLLOWING DEFINITION: LIMITED ENGLISH PROFICIENT - REFERS TO A STUDENT WHO HAS A LANGUAGE OTHER THAN ENGLISH AND THE PROFICIENCY IN ENGLISH IS SUCH THAT THE PROBABILITY OF THE STUDENT'S ACADEMIC SUCCESS IN AN ENGLISH-ONLY CLASSROOM IS BELOW THAT OF AN ACADEMICALLY SUCCESSFUL PEER WITH AN ENGLISH LANGUAGE BACKGROUND.

Figure 71

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TOTAL TEST BY MIGRANT STATUS*
BIENNIUM PERIOD 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES OF PROFICIENT STUDENTS FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1999-2001 REPRESENTS THE AVERAGE SCORE FOR THE 1999-2000 AND THE 2000-2001 SCHOOL YEARS. A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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.

*MIGRANT STATUS IS DEFINED AS MIGRANT OR NON-MIGRANT AS FOLLOWS: MIGRANT - A STUDENT IS CONSIDERED AS MIGRANT IF HE OR SHE HAS MOVED IN THE PAST 36 MONTHS FROM ONE DISTRICT TO ANOTHER SO THAT THE PARENTS COULD OBTAIN TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURE AS THEIR PRINCIPAL MEANS OF LIVELIHOOD.

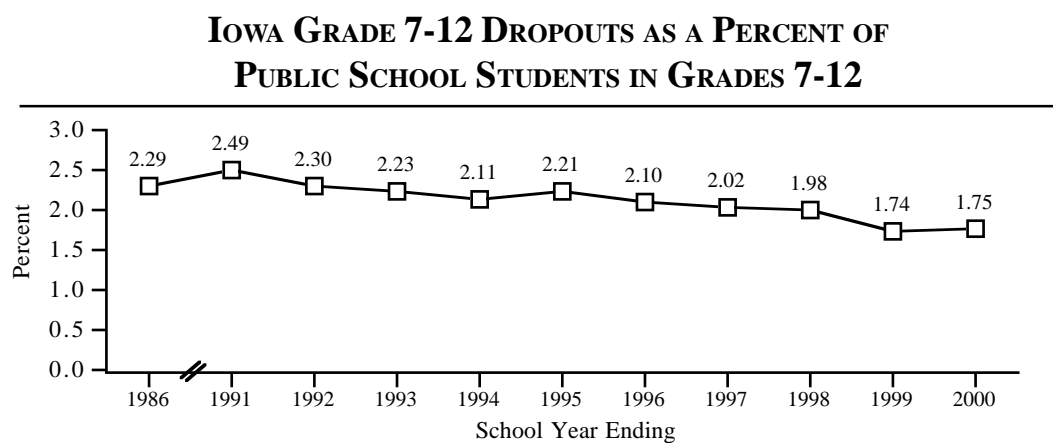
Science

Indicator: Percentage of 4th, 8th, and 11th grade students achieving proficient or higher science status on the ITBS Science Test or the ITED Science Test, reported for all students and by gender, race/ethnicity, socioeconomic status, disability, primary language status, and migrant status (Science data are not currently reported but will be available in the future).

Dropouts

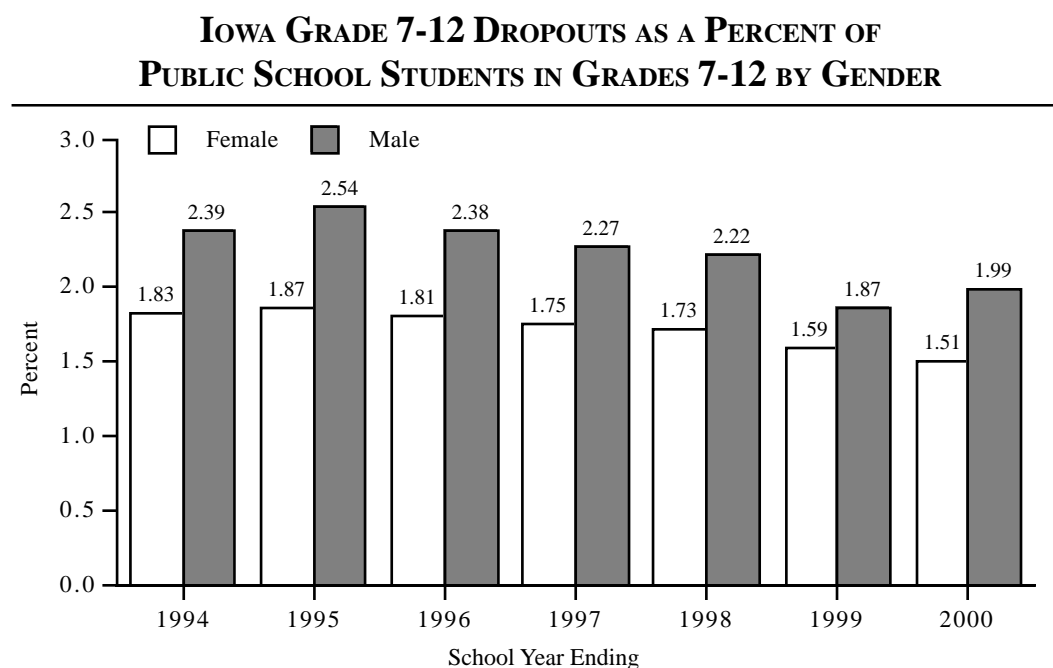
Indicator: Percentage of students considered as dropouts for grades 7-12, reported for all students, by gender, and by race/ethnicity

Figure 72



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

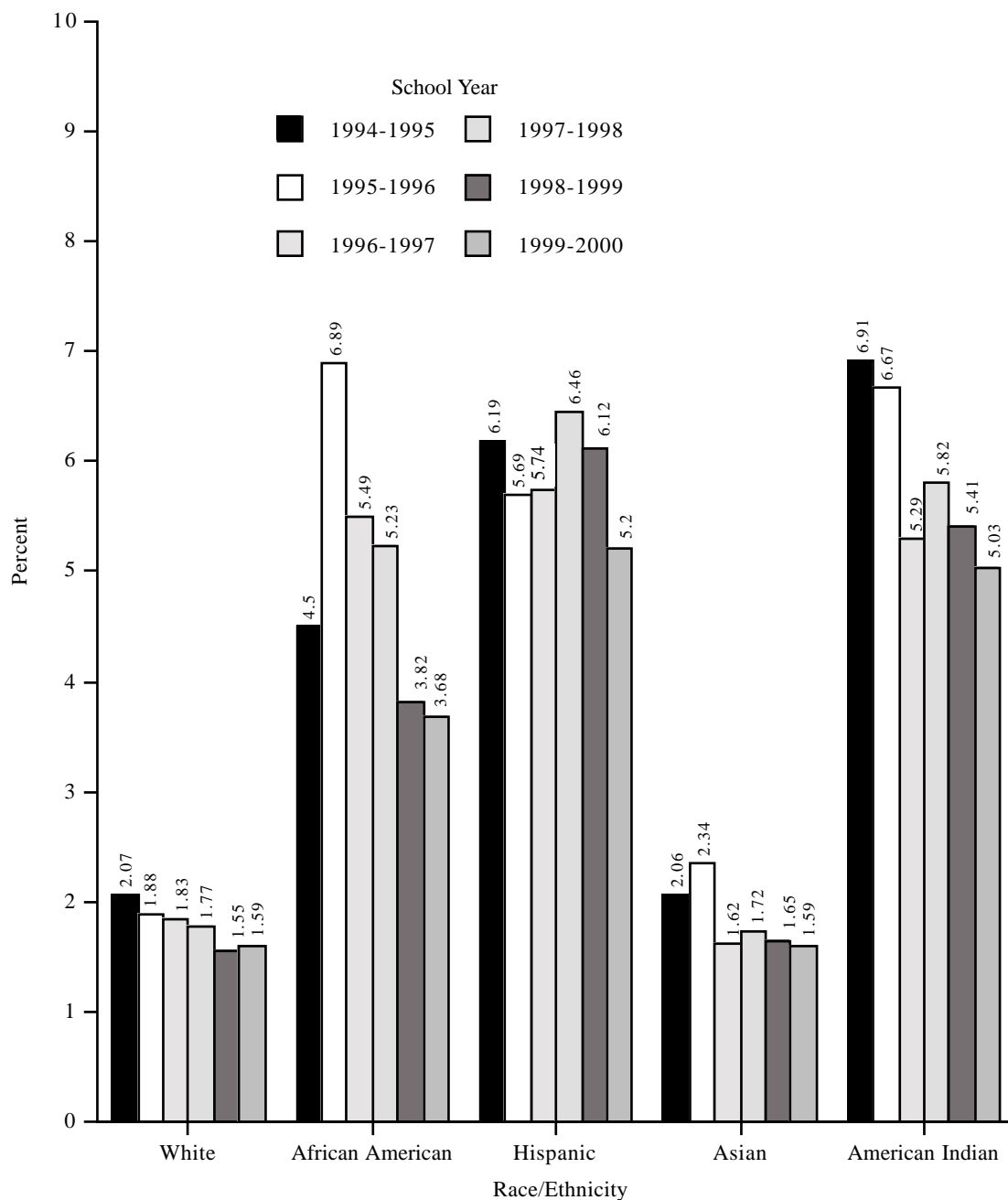
Figure 73



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Figure 74

**IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF
PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY RACE/ETHNICITY**



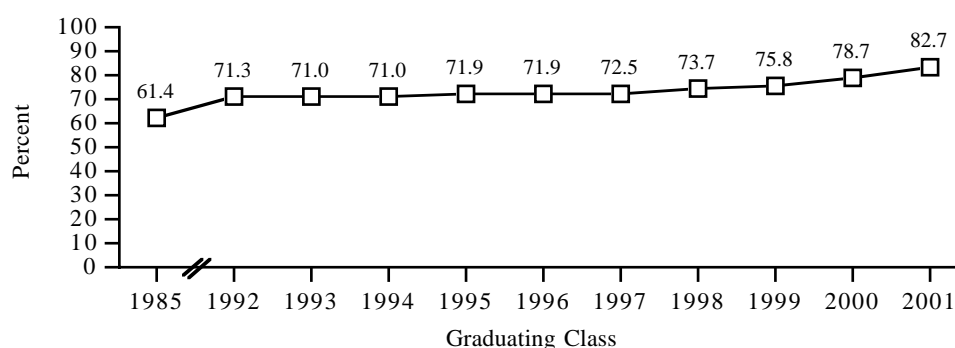
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Postsecondary Education/Training Intentions

Indicator: Percentage of high school graduates/seniors pursuing or intending to pursue post-secondary education/training, reported for all students and by gender (Data will be reported by race/ethnicity and by disability at such time when all school districts are participating in the Department's electronic data interchange initiative).

Figure 75

PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING, GRADUATING CLASSES OF 1985 AND 1992-2001



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY FILES.

NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1998 AND 1999 REPRESENT CALCULATED ESTIMATES.

Figure 76

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY GENDER



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY FILES.

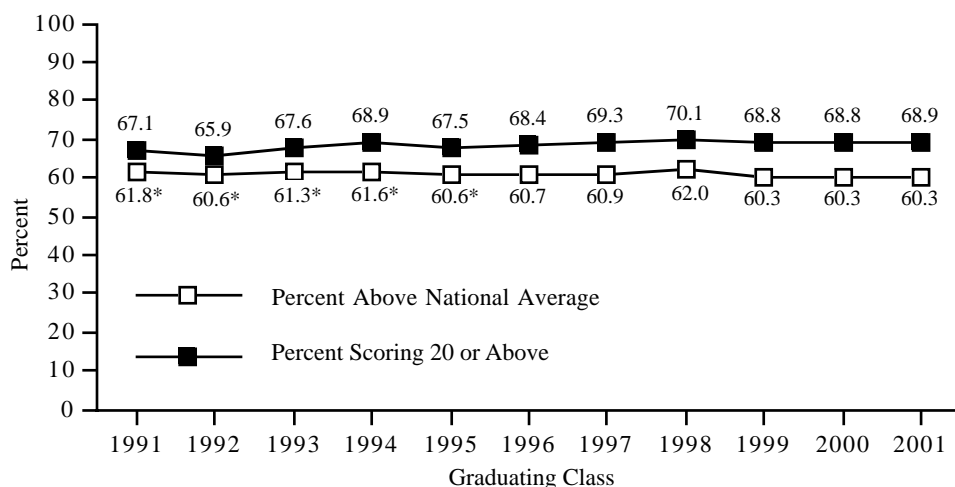
NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1998 AND 1999 REPRESENT CALCULATED ESTIMATES.

Probable Postsecondary Success

Indicator: Percentage of students achieving an ACT score above the national average and the percentage of students achieving an ACT score of 20 or above.
(In cases where the national average ACT score is not a whole number percentages must be estimated)

Figure 77

PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1991-2001



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

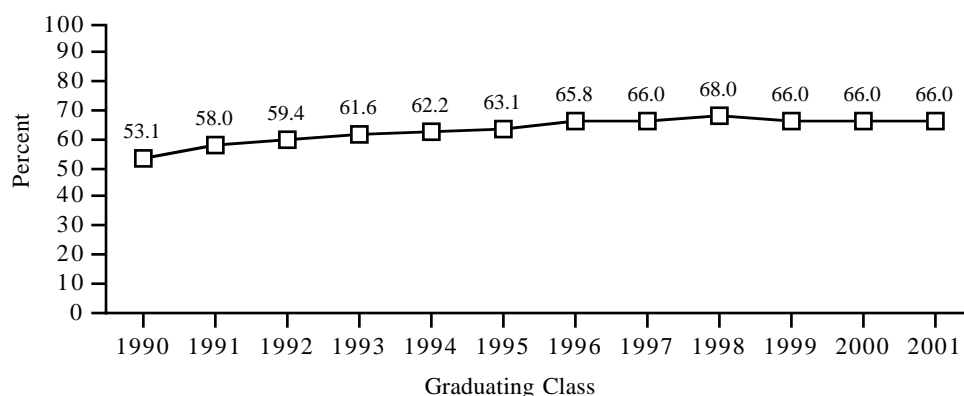
NOTE: THE ACTUAL PERCENTAGE OF IOWA STUDENTS WITH ACT SCORES ABOVE THE NATIONAL AVERAGE ARE SHOWN WHERE THE NATIONAL AVERAGE SCORE IS A WHOLE NUMBER. YEARS SHOWN AS ESTIMATES ARE MARKED WITH AN ASTERISK(*).

Core Program Completers

Indicator: Percentage of students who report the completion of a “core” high school program of four years of English and three or more years each of mathematics, natural science, and social studies on the ACT

Figure 78

PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM —1990-2001



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

NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEARS OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS “CORE” PROGRAMS.

Iowa Testing Programs

Iowa Testing Programs (ITP) at the University of Iowa, College of Education, provides a comprehensive student achievement testing program for students in grades K-12. Iowa school districts and nonpublic schools voluntarily participate in the testing program and are provided with score reports that furnish information for improving instruction and learning. Information provided through the ITP also allows schools to track the achievement of grade groups over time at both the attendance center and district level. During the 2000-2001 school year, 374 school districts and about 200 nonpublic schools voluntarily participated in the ITP in at least one grade level.

Iowa Testing Programs offers two achievement test batteries, the Iowa Tests of Basic Skills (ITBS), for students in grades kindergarten through eight, and the Iowa Tests of Educational Development (ITED), for students in grades nine through twelve.

Iowa Tests of Basic Skills (ITBS)

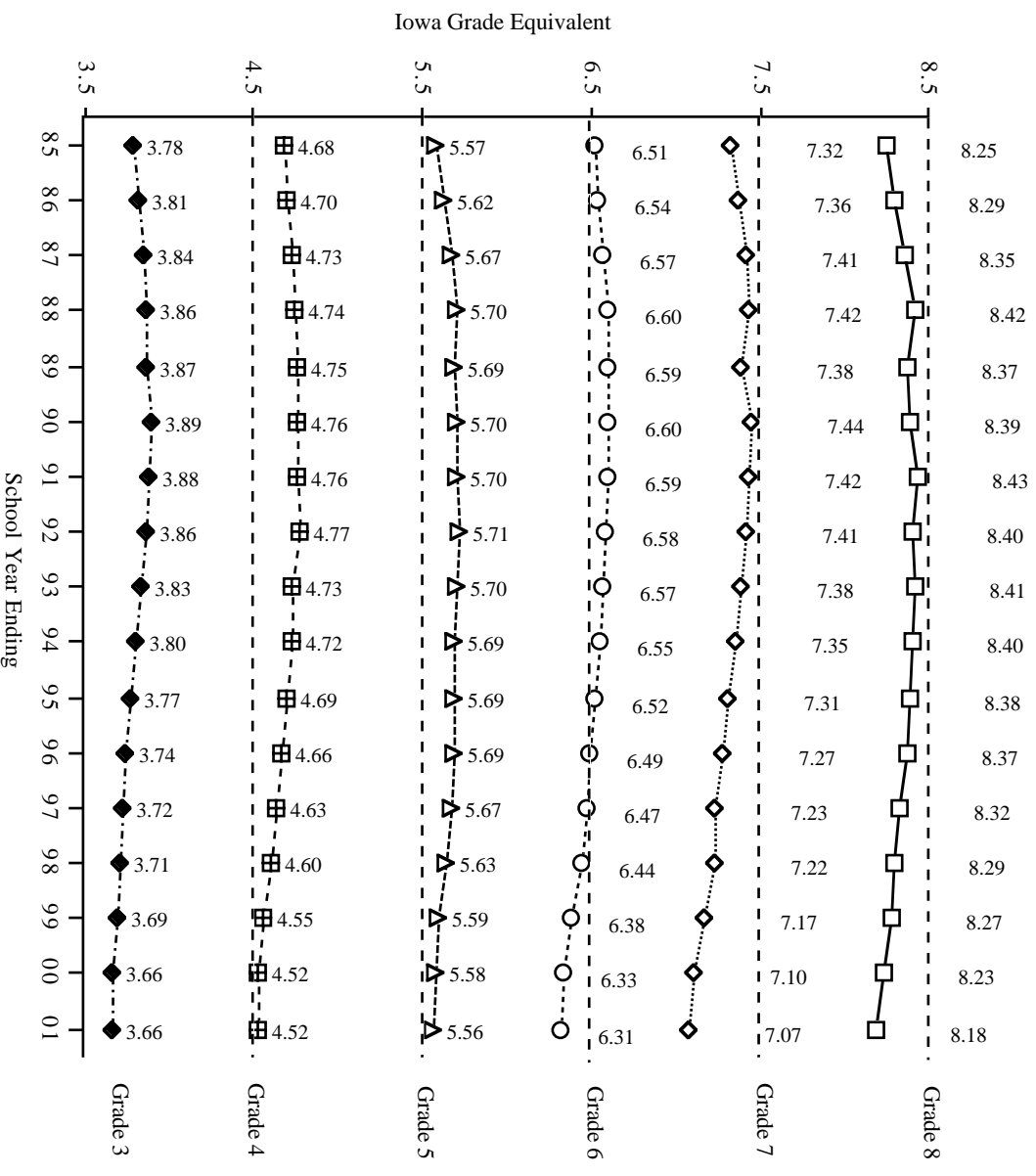
The ITBS offers a battery of 13 separate tests. These include: 1) Vocabulary, 2) Reading Comprehension, 3) Capitalization, 4) Punctuation, 5) Spelling, 6) Language Usage and Expression, 7) Mathematics Concepts and Estimation, 8) Mathematics Problem Solving and Data Interpretation, 9) Mathematics Computation, 10) Social Studies, 11) Science, 12) Maps and Diagrams, and 13) Reference Materials. A composite score, that represents an average of the 13, is used to describe overall achievement.

Average scores of Iowa students in grades three through eight are reported in Figures 79-81 in terms of grade equivalents. Grade equivalents indicate performance based on a given grade and the number of months spent in that grade. For example, a grade equivalent score of 6.5 indicates how the typical student completing the fifth month of the sixth grade would score.

Figure 79 shows ITBS average composite scores since 1984-1985. In general, average composite scores for Iowa students in grades three through eight showed increases from 1984-1985 through 1990-1991 and experienced a general decline thereafter. Except in grade five, average ITBS composite scores in grades three through eight have shown small, but steady, annual declines over the last eight to nine years.

Figure 79

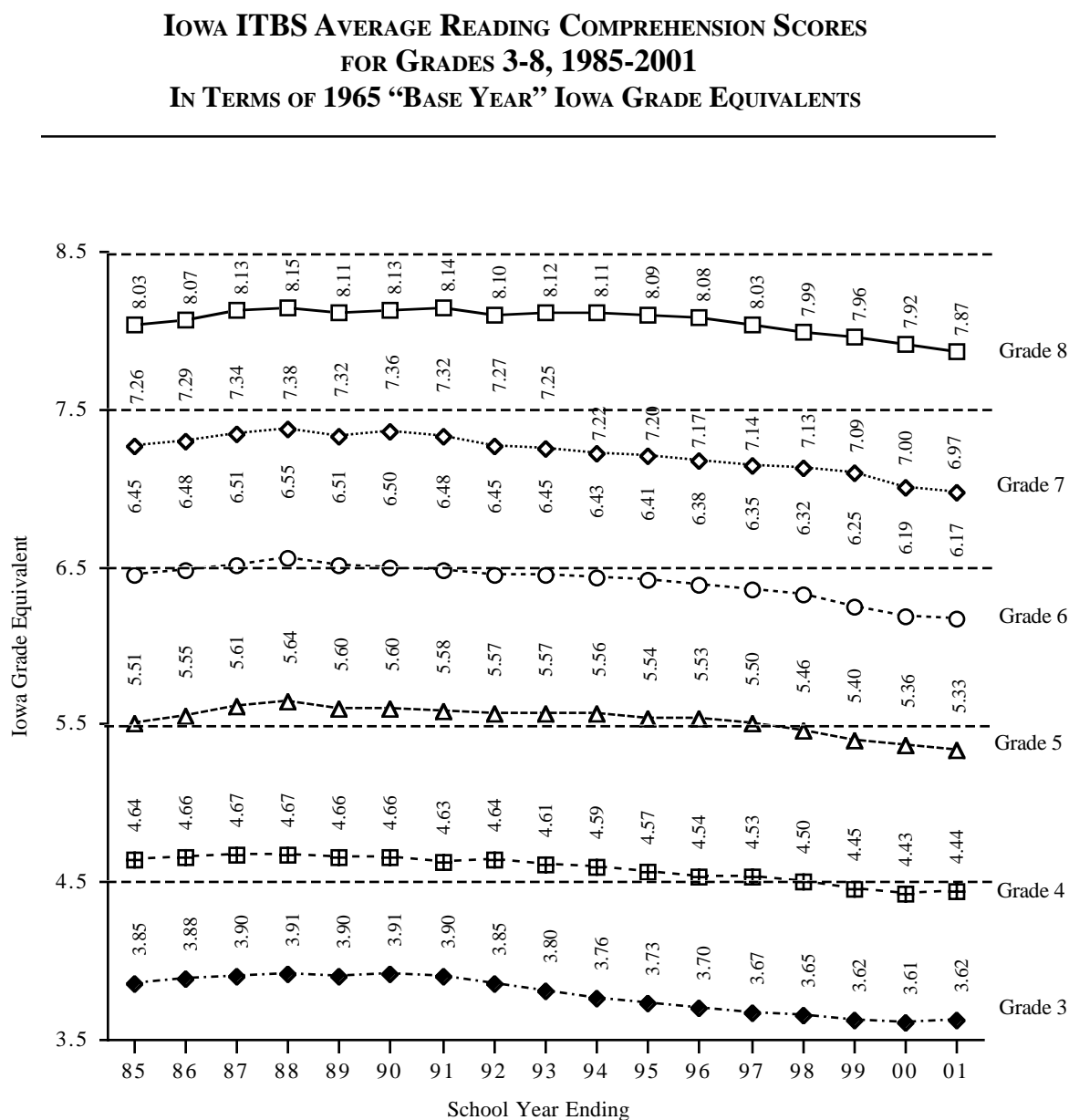
IOWA ITBS AVERAGE COMPOSITE SCORES FOR GRADES 3-8, 1985-2001
IN TERMS OF 1965 “BASE YEAR” IOWA GRADE EQUIVALENTS



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.
 NOTES: BASELINE IS MIDYEAR OF 1965.
 THE 1985-1993 COMPOSITE DOES NOT INCLUDE SOCIAL STUDIES AND SCIENCE.

Average ITBS Reading Comprehension scores for Iowa students in grades three through eight have shown a general decline over the past eight to nine years. Scores for grades three and four represent the first departure from the declines of the previous year.

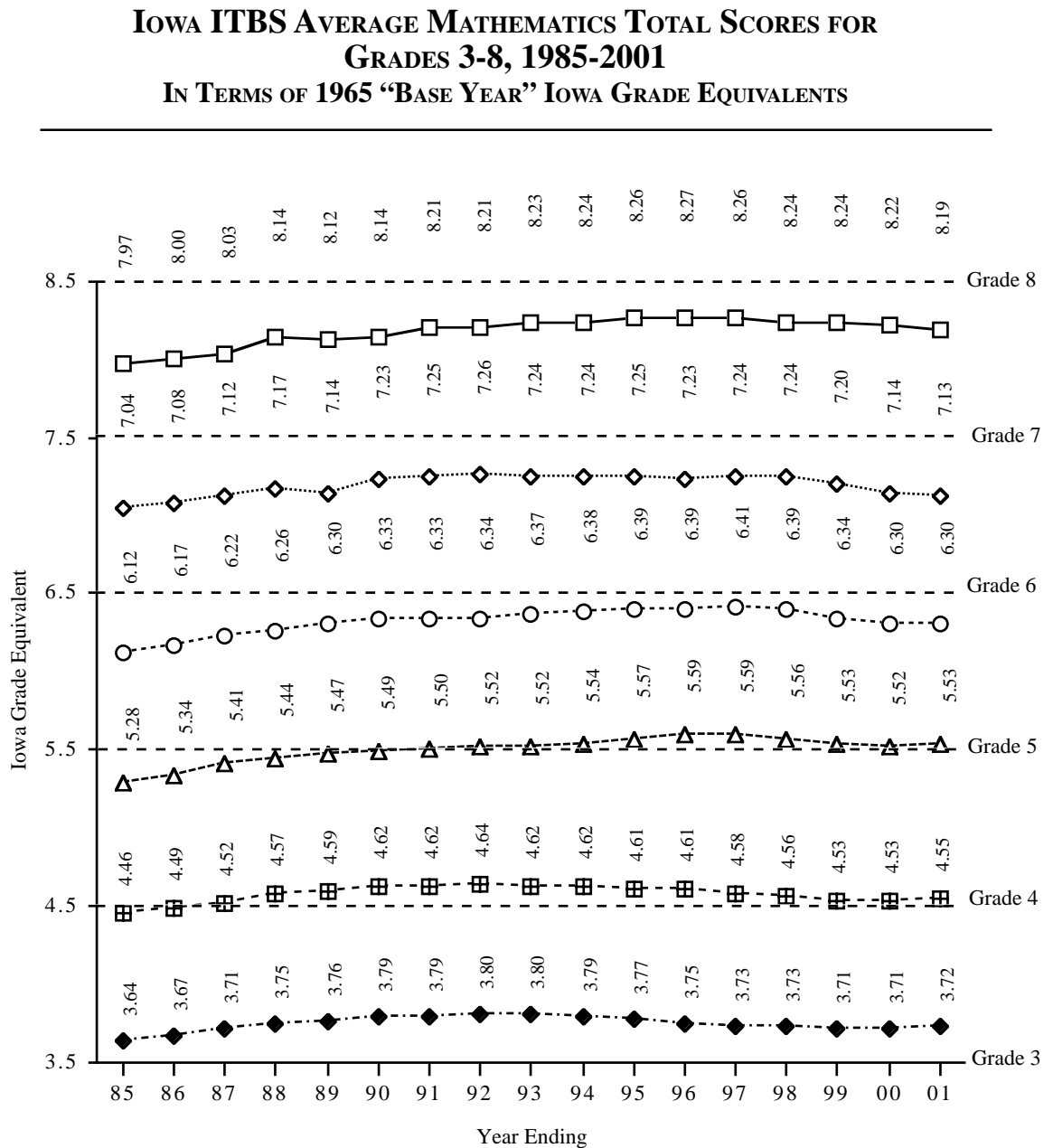
Figure 80



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

Average ITBS Mathematics Total scores showed gradual increases from 1985 through the early 1990s in grades three through eight. From the early 1990s to 2001, average Mathematics Total scores showed a gradual decline in grades three and four, while scores for grades five through eight remained relatively stable (Figure 81).

Figure 81



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: BASELINE IS MIDYEAR OF 1965.

THE MATH TOTAL DOES NOT INCLUDE COMPUTATION.

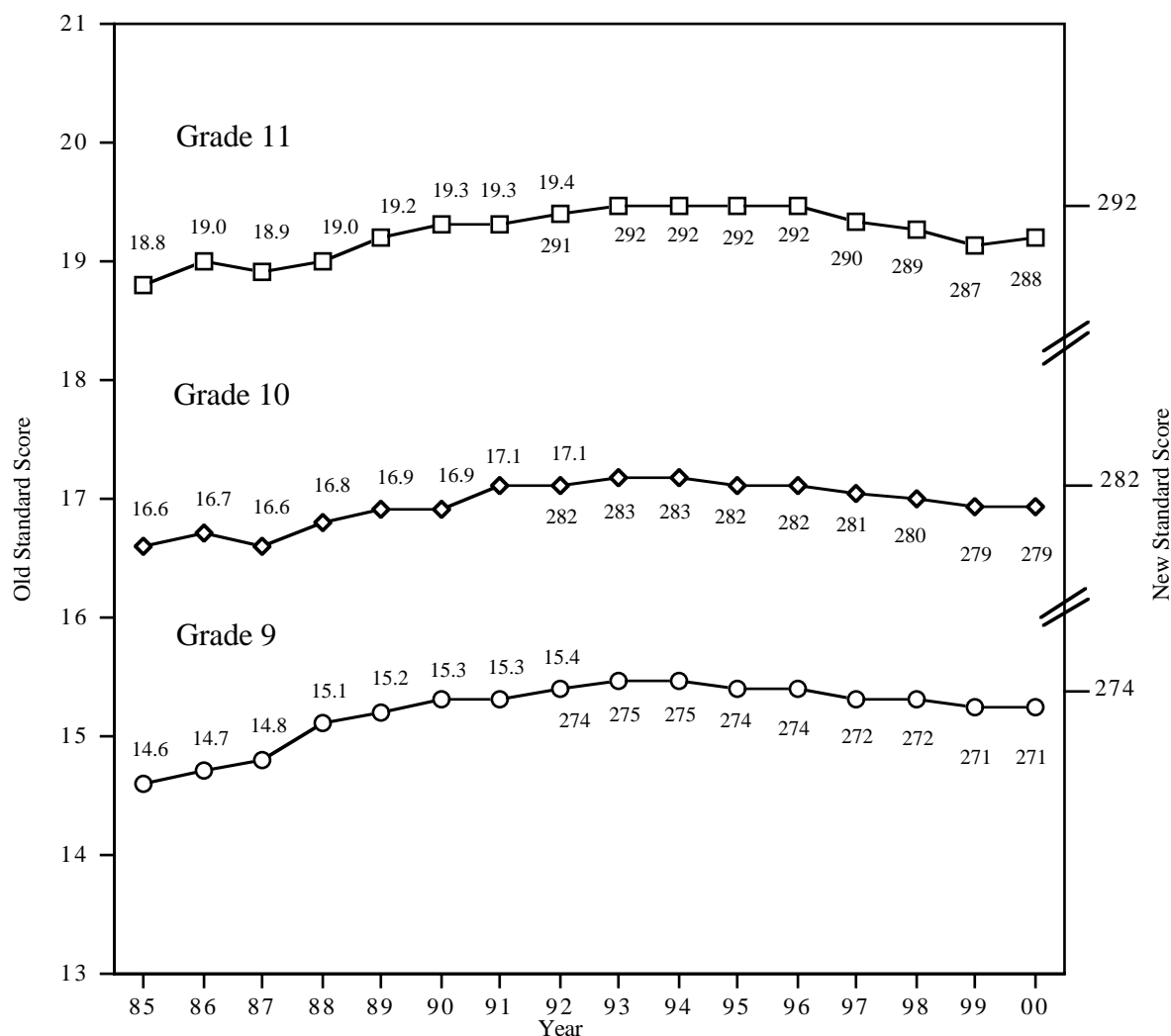
Iowa Tests of Educational Development (ITED)

The ITED is the grade nine through twelve component of the Iowa Testing Programs achievement testing program offered to public and nonpublic schools. The ITED is a battery of seven individual tests. The tests include: 1) Vocabulary, 2) Literary Materials, 3) Expression, 4) Quantitative Thinking, 5) Social Studies, 6) Science, and 7) Sources of Information. The ITED provides a content area reading score based on excerpts from the literary materials, science, and social studies tests, as well as providing a composite score (an average of the seven scores) reflecting overall achievement.

Average ITED composite scores for Iowa students in grades nine through eleven showed increases from 1985 through 1993, were generally stable from 1993 through 1996, and have shown a slight decline over the last four years (Figure 82).

Figure 82

IOWA ITED AVERAGE COMPOSITE SCORES FOR GRADES 9-11 1985-2000



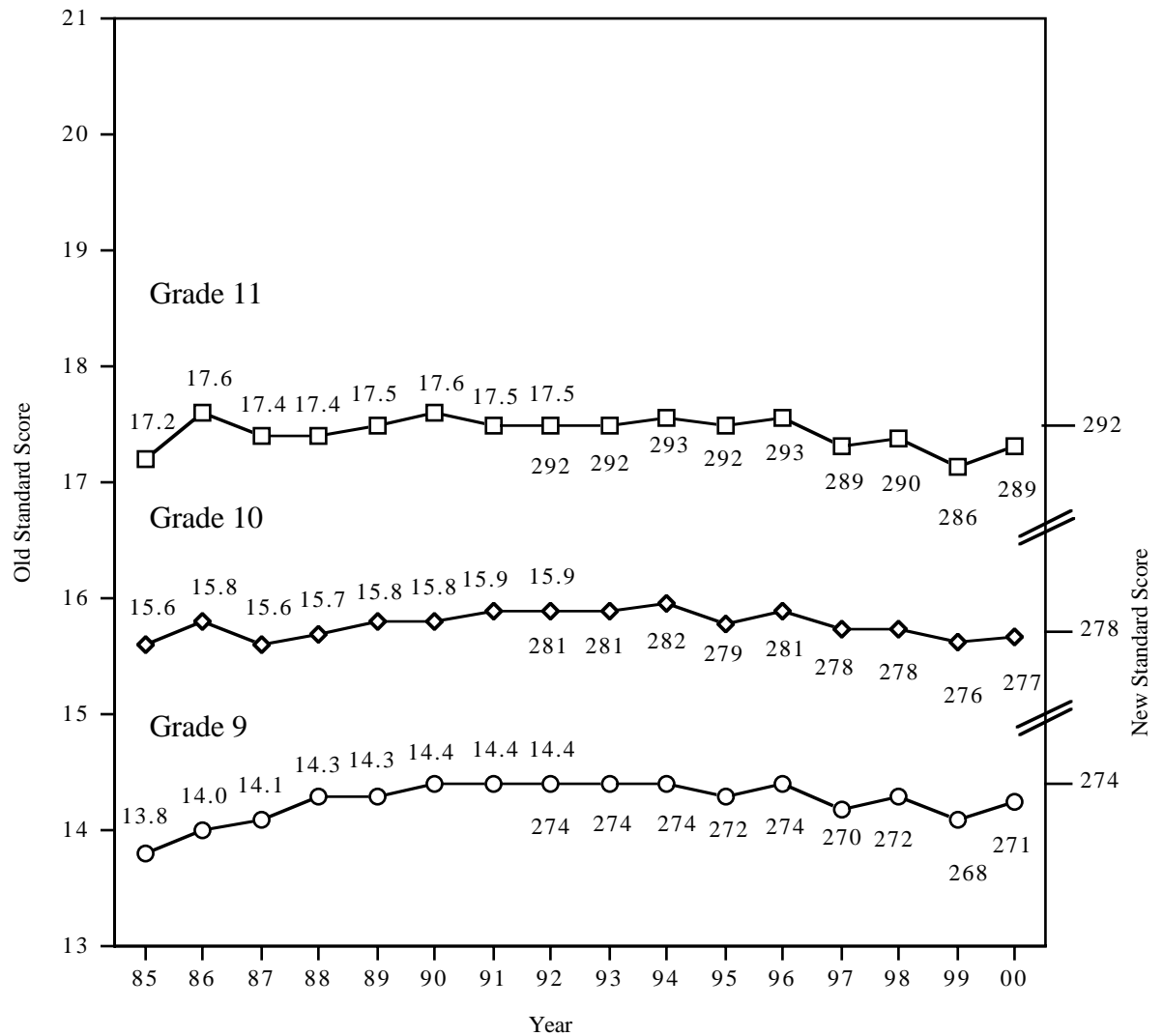
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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.

Figure 83 presents Iowa ITED average Content Area Reading scores from 1985 through 2001 for grades nine, ten, and eleven. Scores were stable through 1996 and have experienced a slight decline over the last four years.

Figure 83

**IOWA ITED AVERAGE CONTENT AREA READING SCORES
FOR GRADES 9-11
1985-2000**



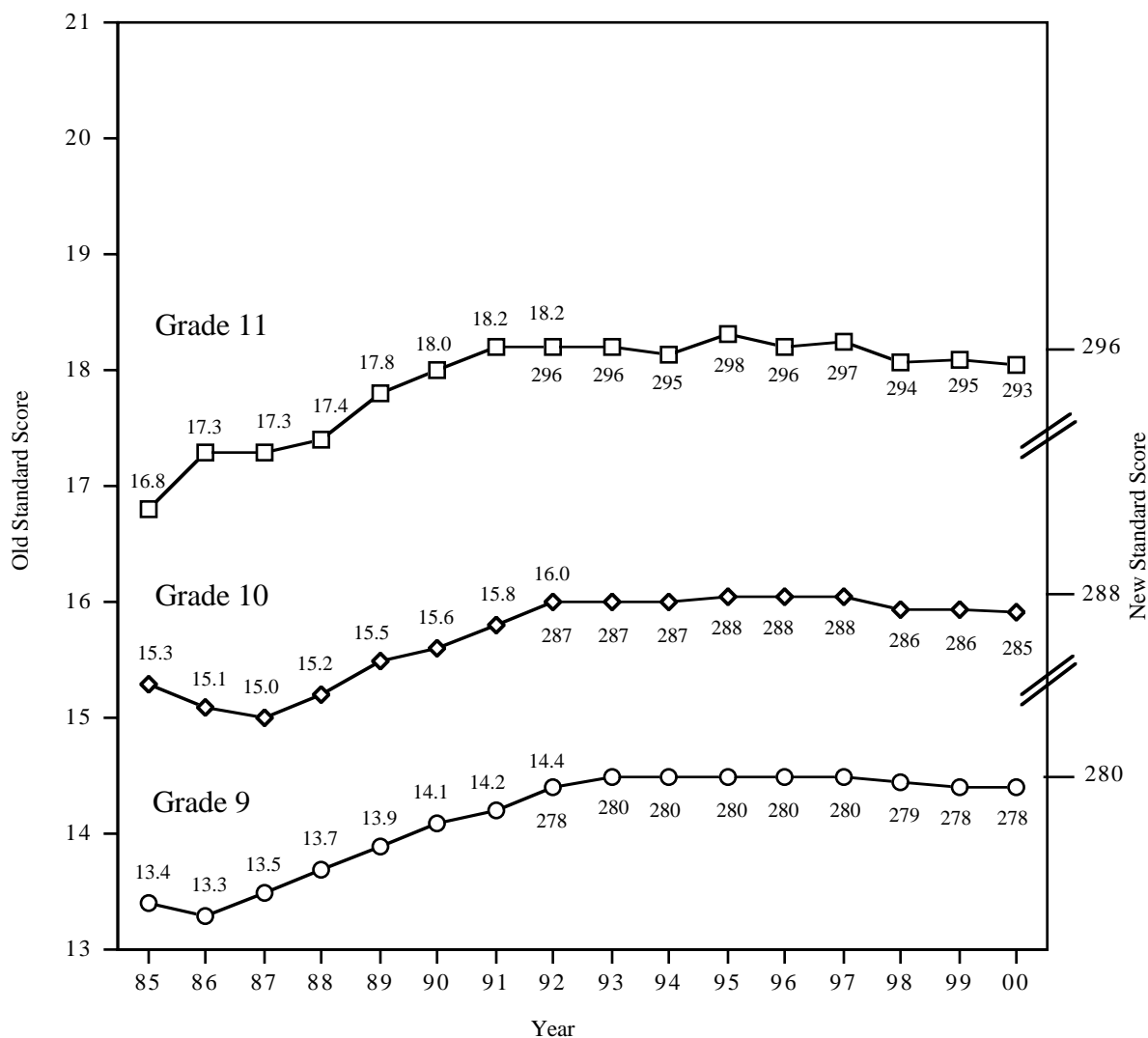
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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 Quantitative Thinking scores for Iowa students in grades nine through eleven showed a general upward trend from 1986 through 1992, with scores remaining generally stable through 2001 (Figure 84).

Figure 84

**IOWA ITED AVERAGE QUANTITATIVE THINKING SCORES
FOR GRADES 9-11
1985-2000**



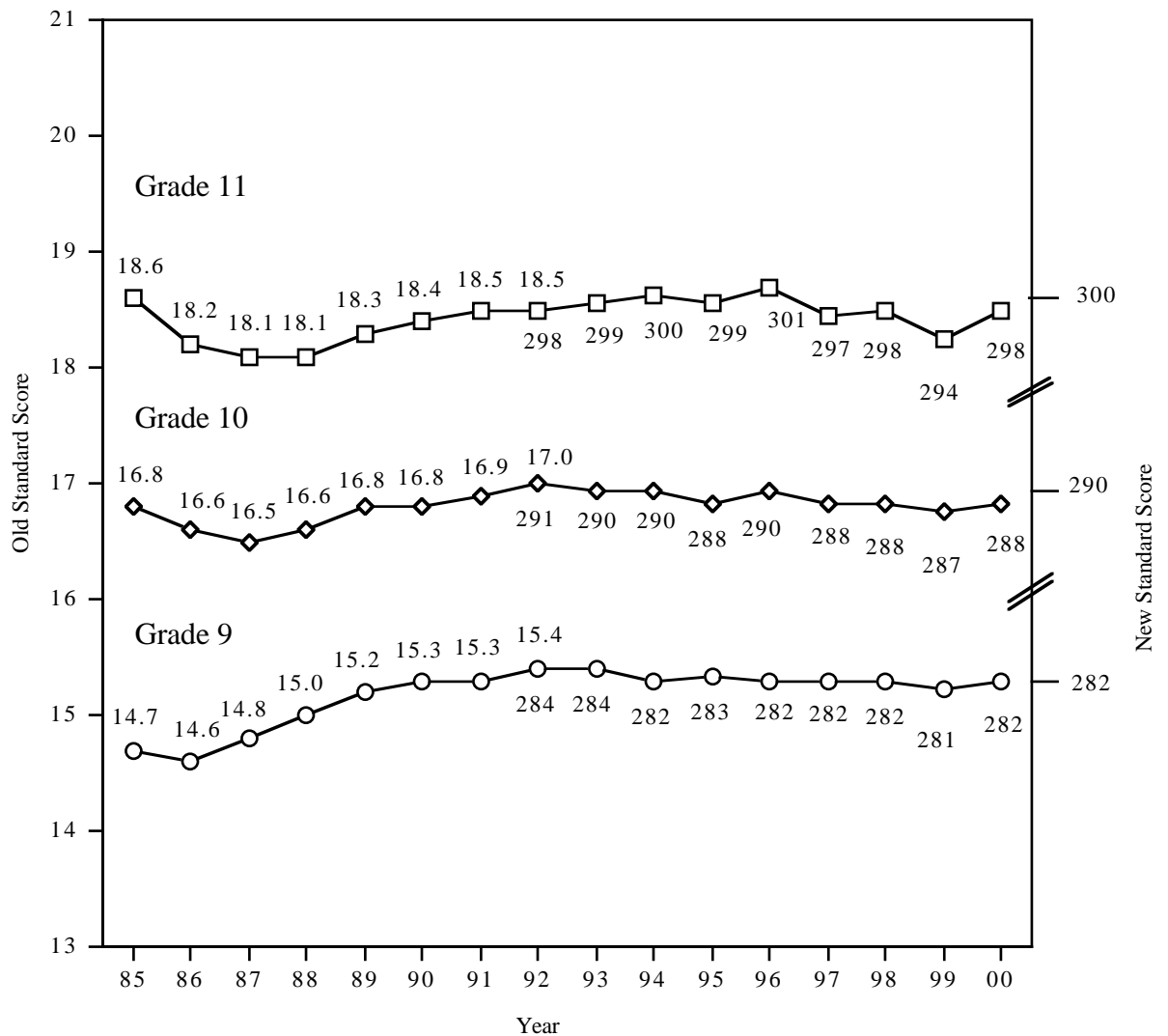
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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 Science scores for students in grades nine through eleven have shown a generally stable pattern from 1993 through 2001, after a period reflecting increases from 1986 through 1992 (Figure 85).

Figure 85

IOWA ITED AVERAGE SCIENCE SCORES FOR GRADES 9-11 1985-2000



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

Student achievement level distributions in reading and mathematics are reported for students in grades four, eight, and eleven. Achievement levels are reported for all students and by gender. The terms “low”, “intermediate”, and “high” are used to denote levels of student achievement. Descriptors for the terms accompany each figure. These descriptors identify characteristics typical of students achieving at each of the three achievement levels. Achievement level data are reported as two-year average percentages of Iowa students achieving at each the three levels.

Interpretive Notes for the Statewide Biennium Achievement Summaries

The following interpretive notes, prepared by the staff at Iowa Testing Programs have been included to provide guidance in interpreting achievement level data.

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 consecutive school years to describe annual achievement changes.

For many years, statewide achievement data from the ITBS and ITED have been shown in the annual Condition of Education report as average scores for each of grades 3-11. 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 also have been made available to describe Iowa statewide achievement trends in the Condition of Education report. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broad range of student performance rather than simply seeing 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 single year were used. Because all Iowa schools do not test every year in each of the three grades used for reporting (4, 8, and 11), annual data are subject to fluctuations due to these inconsistent annual testing patterns. Two-year averages help overcome this problem.

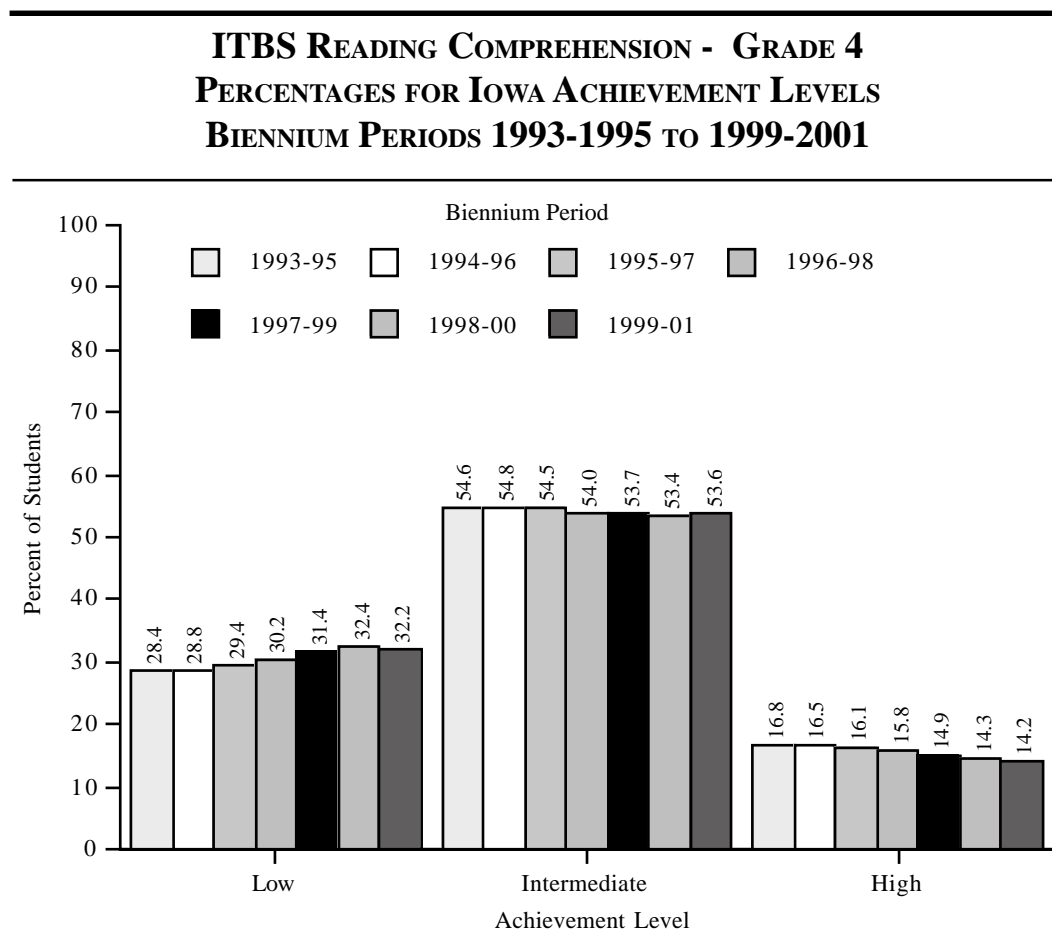
Several additional pieces of information about the achievement level summaries are needed for interpretive purposes. These are outlined below:

- 1. The approximate number of students per grade per year upon which the percentages for 1999-01 are based are: grade 4, 40,000; grade 8, 39,000; and grade 11, 33,000.*
- 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*
- 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.*
- 6. Separate figures show achievement level performance for all students and by subgroup.*

Achievement Levels for Reading Comprehension

In general, reading achievement levels for Iowa students in grades four, eight, and eleven in the biennium period 1999-2001 remained consistent with the six previous biennium periods, showing increases in the percentage of students designated as “low” performers and decreases in the percentage of students designated as “high” performers. The only exception was a decrease in the percent of fourth grade students in the “low” level. These results are noted in Figures 86, 87, and 88.

Figure 86



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

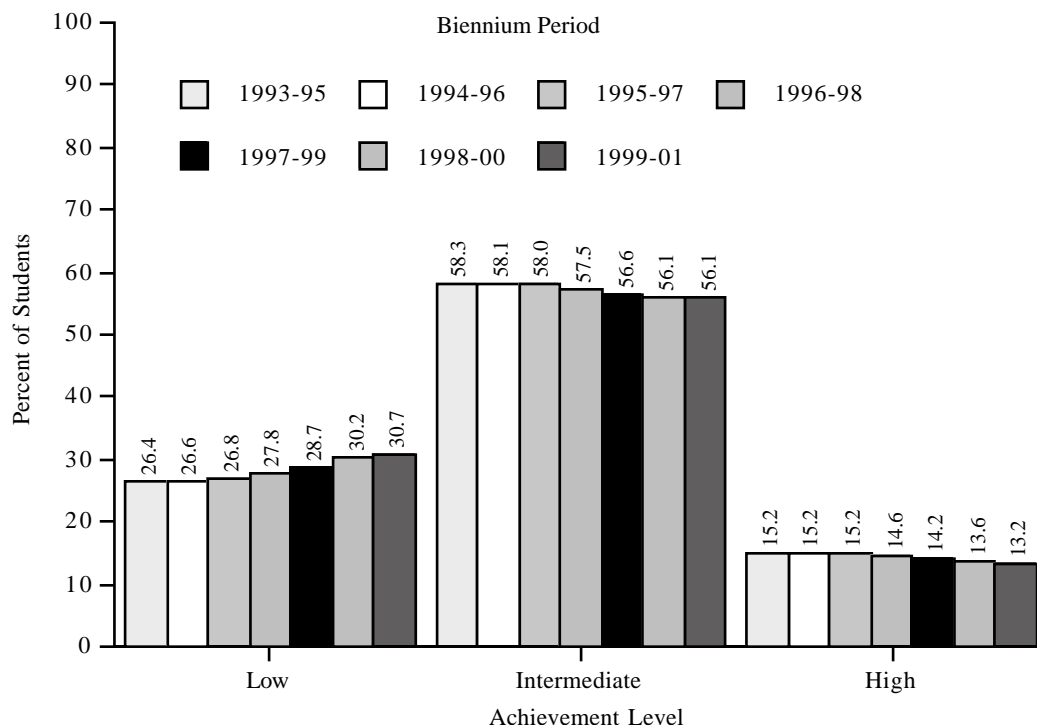
UNDERSTANDS LITTLE FACTUAL INFORMATION; SELDOM DRAWS CONCLUSIONS OR MAKES SIMPLE INFERENCES ABOUT CHARACTERS; RARELY GRASPS THE MAIN IDEA, EVALUATES THE STYLE AND STRUCTURE OF THE TEXT, OR INTERPRETS NONLITERAL LANGUAGE.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 87

**ITBS READING COMPREHENSION - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1995 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

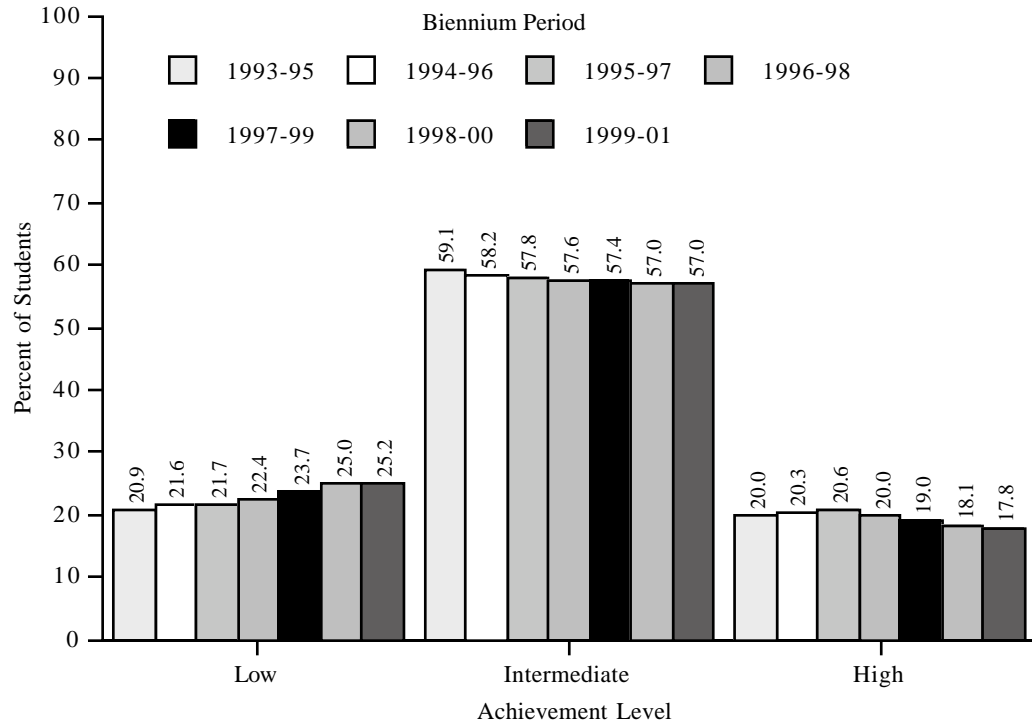
UNDERSTANDS LITTLE FACTUAL INFORMATION; CAN SELDOM DRAW CONCLUSIONS OR MAKE SIMPLE INFERENCES ABOUT CHARACTERS; USUALLY CANNOT APPLY WHAT HAS BEEN READ TO NEW SITUATIONS; CAN RARELY GRASP THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEXT, AND INTERPRET NONLITERAL LANGUAGE.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 88

**ITED CONTENT AREA READING - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1995 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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.

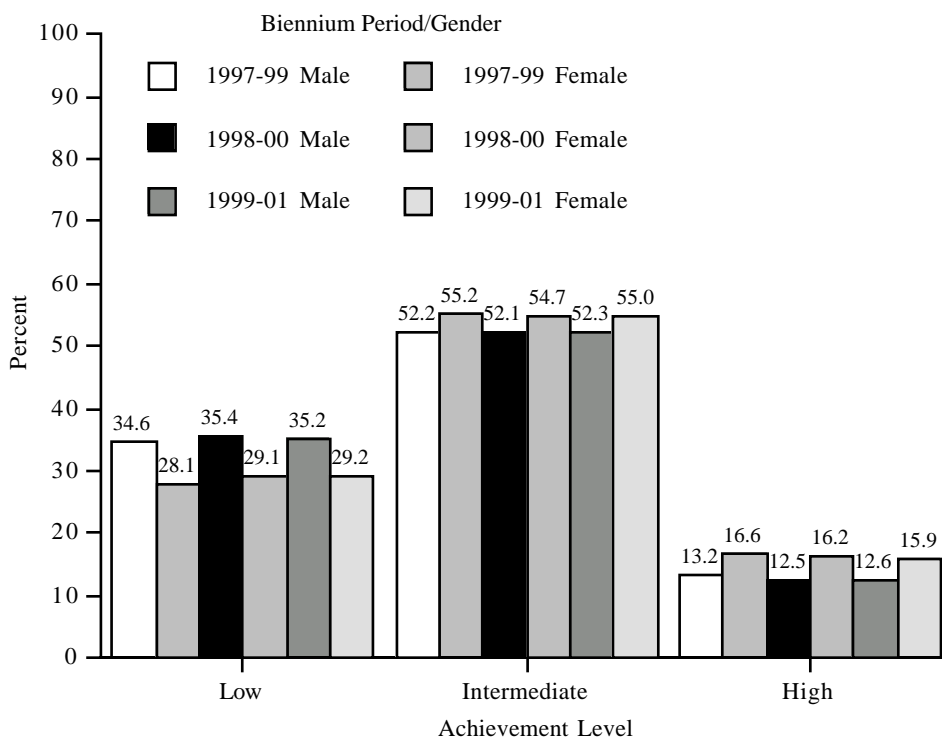
PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Reading achievement levels for Iowa students in grades four, eight, and eleven, are also reported by gender for the biennium periods 1997-1999 through 1999-2001 in Figures 89, 90, and 91. For all three grade levels a higher percentage of males were classified as “low” performers than females and a lower percentage of males were classified as “high” performers. Results for both males and females showed an increase in the percentage of students classified as “low” performers across the three biennium periods and a decrease in the percentage of males and females classified as “high” performers. The opposite pattern is shown for grade four for the current biennium.

Figure 89

ITBS READING COMPREHENSION - GRADE 4
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

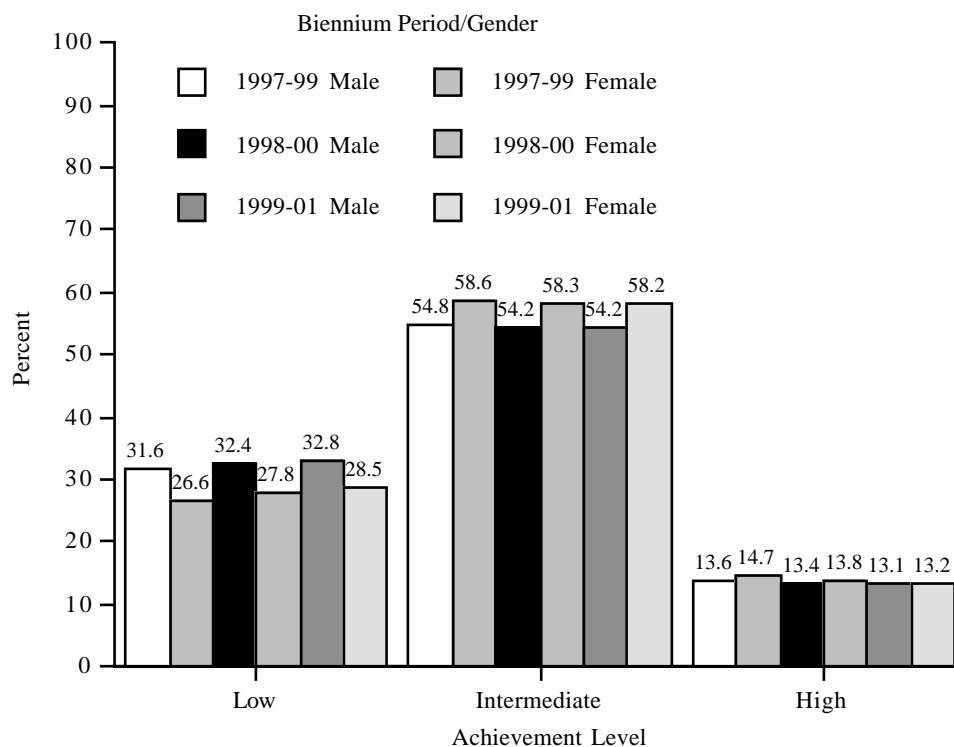
UNDERSTANDS LITTLE FACTUAL INFORMATION; SELDOM DRAWS CONCLUSIONS OR MAKES SIMPLE INFERENCES ABOUT CHARACTERS; RARELY GRASPS THE MAIN IDEA, EVALUATES THE STYLE AND STRUCTURE OF THE TEXT, OR INTERPRETS NONLITERAL LANGUAGE.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 90

ITBS READING COMPREHENSION - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

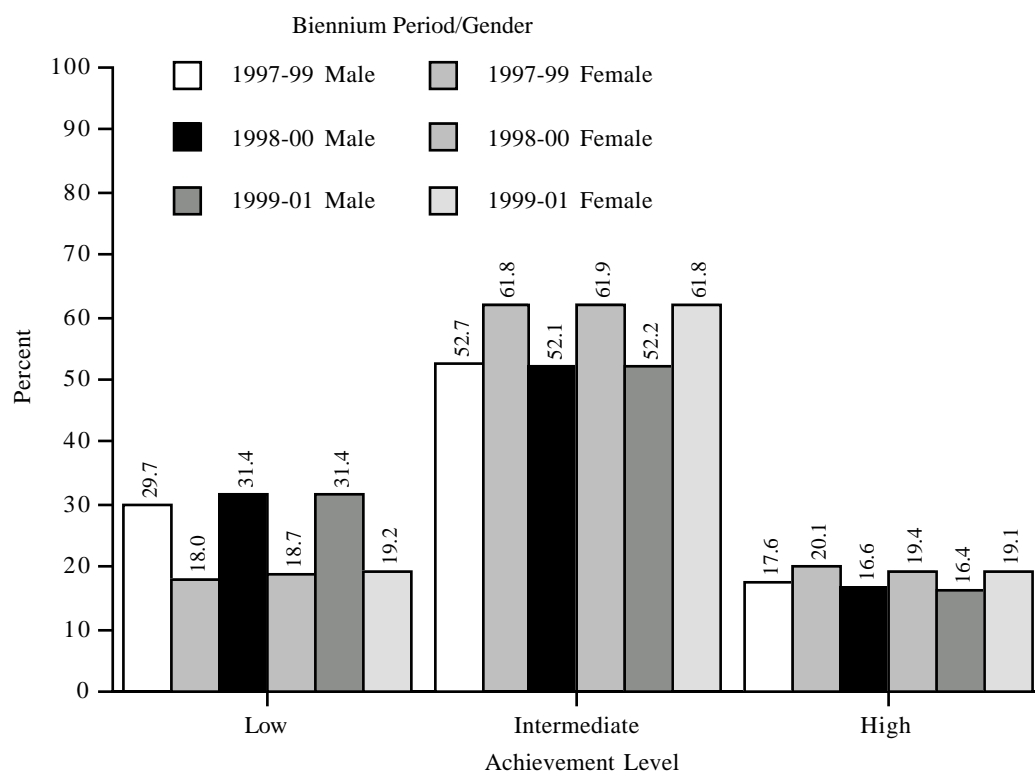
UNDERSTANDS LITTLE FACTUAL INFORMATION; CAN SELDOM DRAW CONCLUSIONS OR MAKE SIMPLE INFERENCES ABOUT CHARACTERS; USUALLY CANNOT APPLY WHAT HAS BEEN READ TO NEW SITUATIONS; CAN RARELY GRASP THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEXT, AND INTERPRET NONLITERAL LANGUAGE.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 91

**ITED CONTENT AREA READING - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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.

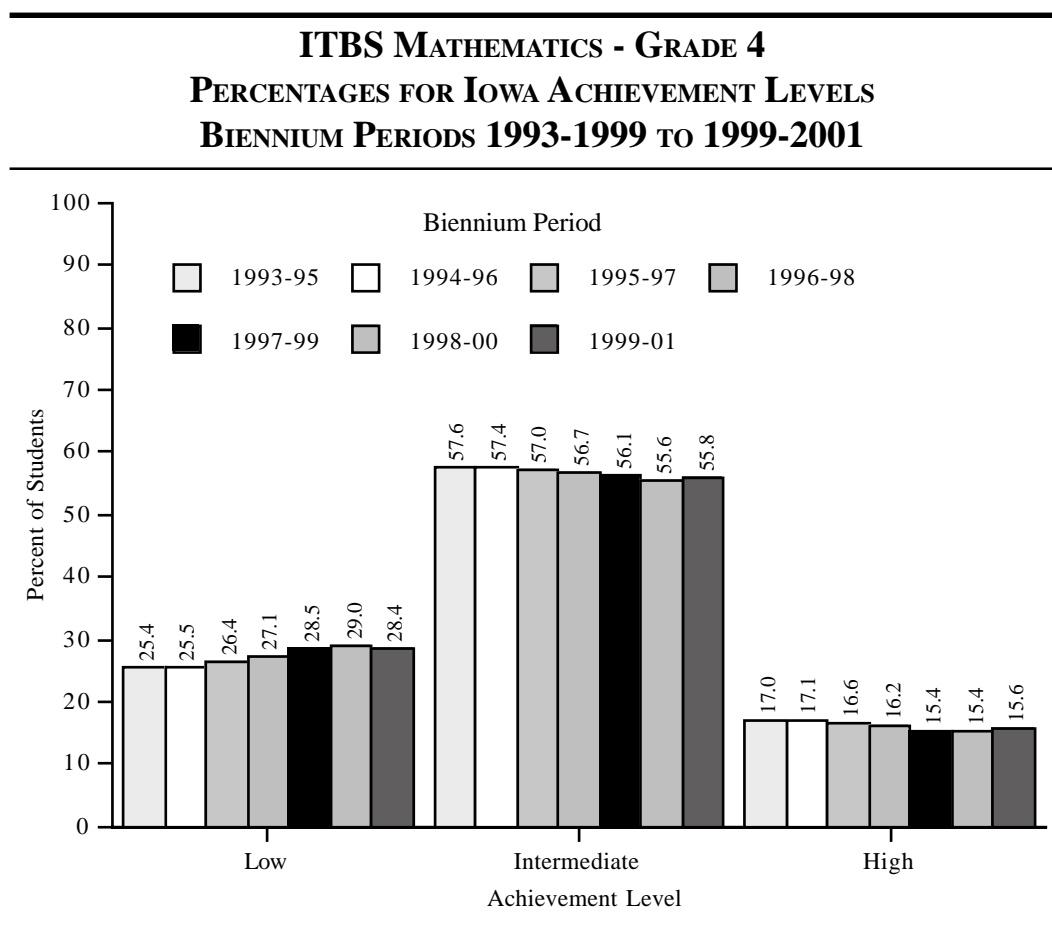
PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Achievement Levels for Mathematics

Achievement levels for ITBS and ITED test-takers in mathematics for grades four, eight, and eleven across the seven biennium periods have generally shown increases in the percentage of students performing at the “low” achievement level, while the percentage of students classified at the “high” achievement level showed a general decline for grades four and eight. The opposite pattern holds for grade four in the most recent biennium. Grade eleven students have shown a decline only since the 1996-1998 biennium period. (Figures 92 to 94).

Figure 92



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

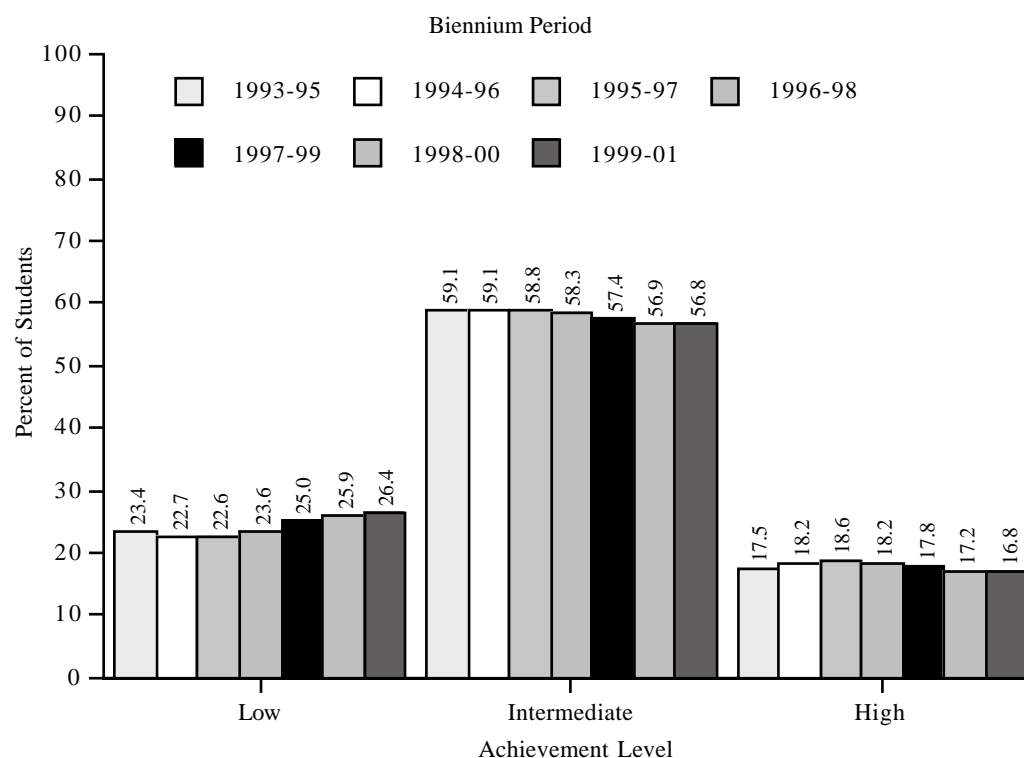
IS BEGINNING TO DEVELOP AN UNDERSTANDING OF MANY MATH CONCEPTS AND AN ABILITY TO SOLVE SIMPLE WORD PROBLEMS, IS GENERALLY UNABLE TO USE ESTIMATION METHODS, AND IS SELDOM ABLE TO INTERPRET DATA FROM GRAPHS AND TABLES.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 93

ITBS MATHEMATICS - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIIUM PERIODS 1993-1995 TO 1999-2001



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

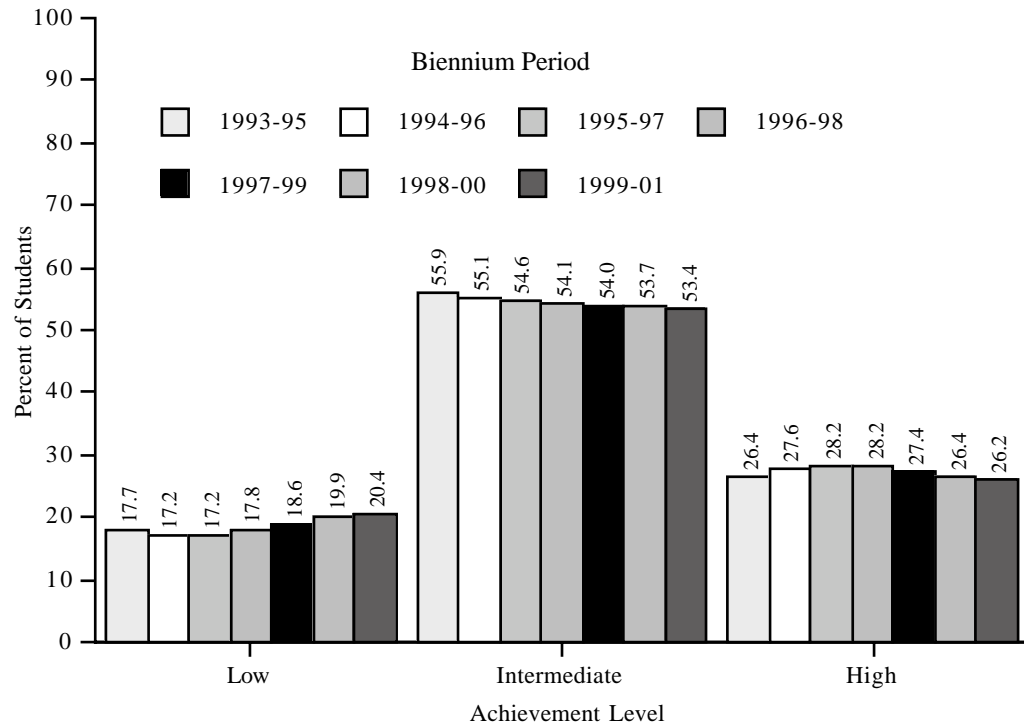
UNDERSTANDS LITTLE ABOUT MATH CONCEPTS, IS UNABLE TO SOLVE MOST SIMPLE WORD PROBLEMS OR USE ESTIMATION METHODS, AND IS SELDOM ABLE TO INTERPRET DATA FROM GRAPHS AND TABLES.

PERCENTAGES FOR EACH BIENNIIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 94

ITED QUANTITATIVE THINKING - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1999 TO 1999-2001



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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.

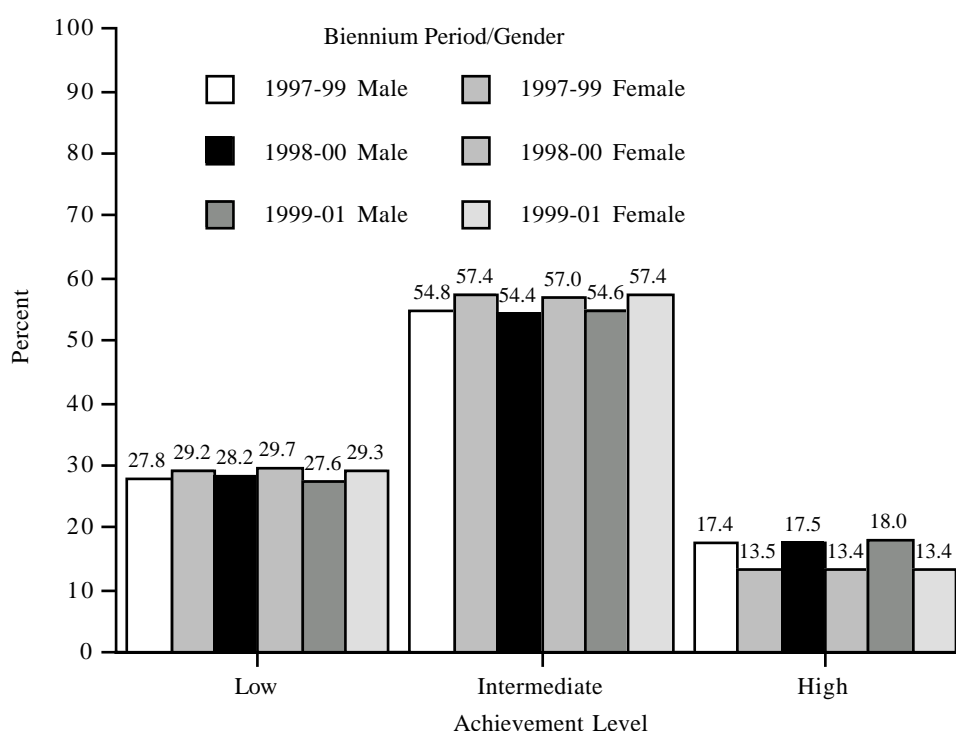
PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

ITBS and ITED mathematics achievement for grades four, eight, and eleven showed comparable percentages of males and females performing at the “low” achievement level across biennium periods. For each of the three biennium periods a higher percentage of males than females performed at the “high” achievement level in each of the three grade levels. For the most recent biennium, the percentage of males and females in the “low” level decreased, and the percentage of males in the “high” group increased. In grades eight and eleven, both groups showed increases in the “low” category and decreases in the “high” category (Figures 95-97).

Figure 95

**ITBS IOWA MATHEMATICS ACHIEVEMENT - GRADE 4
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BY GENDER
BIENNIUM PERIODS 1997-1999 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

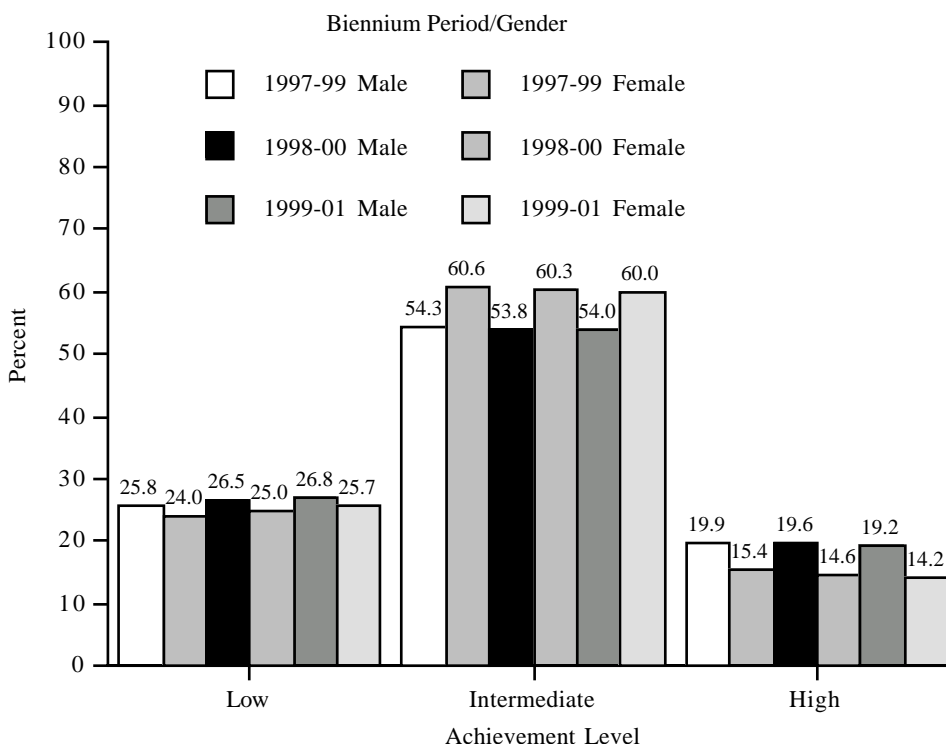
IS BEGINNING TO DEVELOP AN UNDERSTANDING OF MANY MATH CONCEPTS AND AN ABILITY TO SOLVE SIMPLE WORD PROBLEMS, IS GENERALLY UNABLE TO USE ESTIMATION METHODS, AND IS SELDOM ABLE TO INTERPRET DATA FROM GRAPHS AND TABLES.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 96

ITBS IOWA MATHEMATICS ACHIEVEMENT - GRADE 8 **PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BY GENDER** **BIENNIUM PERIODS 1997-1999 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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

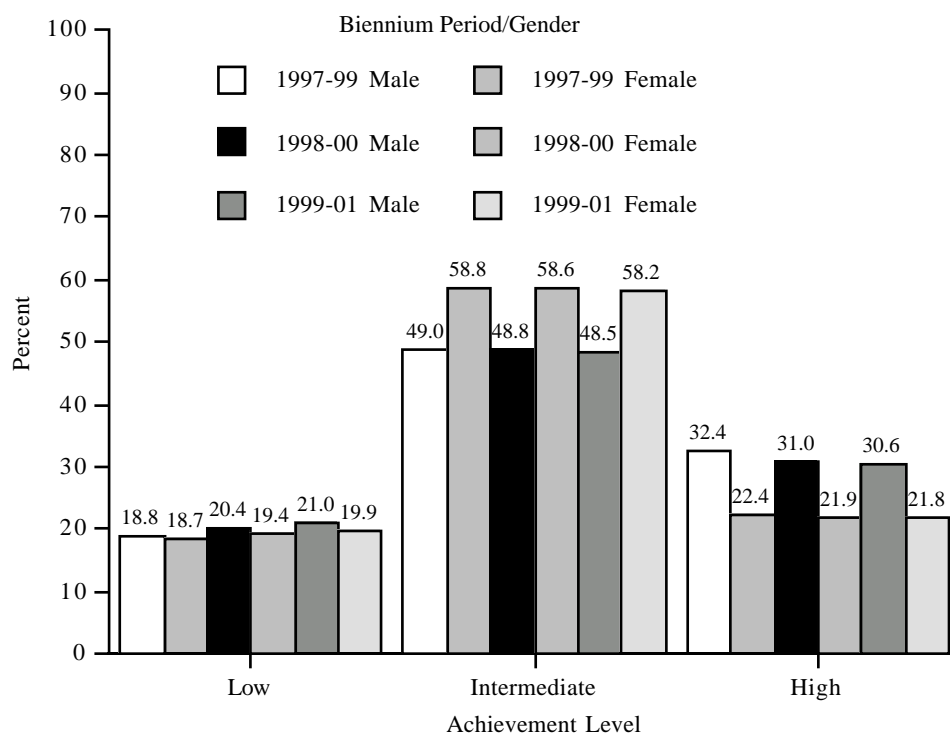
UNDERSTANDS LITTLE ABOUT MATH CONCEPTS, IS UNABLE TO SOLVE MOST SIMPLE WORD PROBLEMS OR USE ESTIMATION METHODS, AND IS SELDOM ABLE TO INTERPRET DATA FROM GRAPHS AND TABLES.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

Figure 97

ITED IOWA QUANTITATIVE THINKING ACHIEVEMENT - GRADE 11 **PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS BY GENDER** **BIENNIUM PERIODS 1997-1999 TO 1999-2001**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: 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.

PERCENTAGES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGE PERCENTAGES FOR THE TWO SCHOOL YEARS REPRESENTED, E.G., 1997-1999 REPRESENTS THE AVERAGE PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL FOR THE 1997-1998 AND 1998-1999 SCHOOL YEAR.

FIGURES MAY NOT TOTAL 100 PERCENT DUE TO ROUNDING.

State Participation Rates for Public and Nonpublic Students taking the ITBS and ITED Tests

Iowa public school districts and non-public schools participate in the Iowa Testing Program, University of Iowa, College of Education on a voluntary basis. Participation rates are shown in Table 104 for the biennium periods 1997-1999 through 1999-2001 for students in grades four, eight, and eleven for both reading and mathematics. Participation rates for reading and mathematics for all three grade levels have shown steady increases across the biennium periods.

Table 104

IOWA STUDENT STATE PARTICIPATION RATES IN IOWA TESTS OF BASIC SKILLS AND IOWA TESTS OF EDUCATIONAL DEVELOPMENT READING AND MATHEMATICS TESTING

Testing Area	Grade	Biennium Period 1997-1999			Biennium Period 1998-2000			Biennium Period 1999-2001		
		Average			Average			Average		
		Average Enrollment	Number Tested	Percent Tested	Average Enrollment	Number Tested	Percent Tested	Average Enrollment	Number Tested	Percent Tested
Reading	4	39,293	37,000	94.2%	40,182	38,700	96.3%	40,415	39,200	96.7%
	8	41,088	36,000	87.6%	41,267	38,800	94.0%	40,198	38,700	96.3%
	11	40,628	29,000	71.4%	40,407	31,100	77.0%	39,964	32,300	80.8%
Mathematics	4	39,293	37,000	94.2%	40,182	38,400	95.6%	40,415	40,195	99.5%
	8	41,088	36,000	87.6%	41,267	38,600	93.5%	40,198	38,300	95.3%
	11	40,628	29,000	71.4%	40,407	31,700	78.5%	39,964	33,300	83.3%

SOURCES: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA AND IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

American College Testing (ACT) Assessments

American College Testing designed the ACT Assessments to measure high school students' general educational development and their ability to be successful at the college level. The ACT offers assessments for English, mathematics, reading, and science reasoning. A composite ACT score is also provided and offers a measure of overall educational development. Scores on the ACT range from a low of 1 to a high of 36. ACT reports scores for various subgroups of students. The primary subgroups reported here include high school program type completed and gender. High school program types are classified by ACT as "core" and "non-core" programs. ACT defines a "core" high school program as consisting of four years of English and three or more years of mathematics, natural science, and social studies. Students not meeting the "core" program standard are considered as "non-core" completers.

ACT also reports scores by race/ethnicity subgroups, however, since the number of ACT test-takers for each minority race/ethnicity category is not sufficient to be considered representative of Iowa's minority students, ACT scores by race/ethnicity are not reported in the Annual Condition of Education Report.

Table 105 and Figure 98 show the percentage of Iowa graduating classes taking the ACT from 1985 through 2001. In 2001 nearly 25,000 students took the ACT representing 67 percent of the 2001 graduating class. This is up from 57.8 percent in 1985.

Table 105

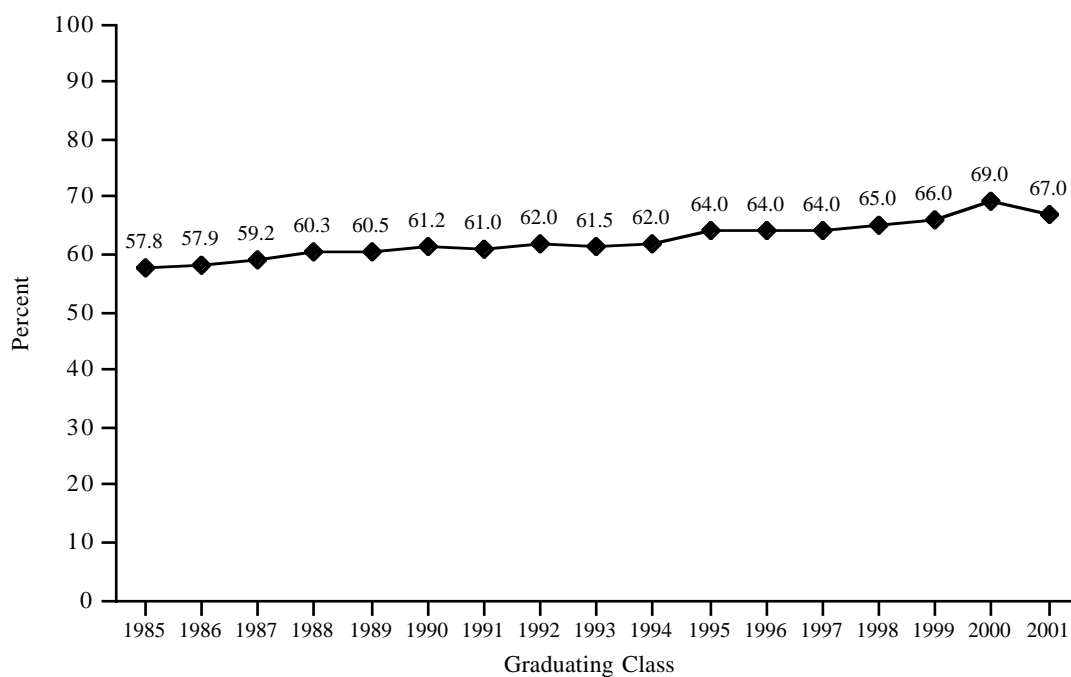
PERCENT OF IOWA GRADUATES TAKING THE ACT

Graduating Class	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
2000	69.0
2001	67.0

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

Figure 98

PERCENT OF IOWA GRADUATES TAKING THE ACT



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

National Ranking

Iowa's national ranking in terms of ACT composite scores is reported in Table 106. Since 1989 Iowa has been ranked as high as number one and as low as number three among states where the ACT was the primary college entrance examination taken by students. From 1990 through 1994 Iowa ranked first in the nation on ACT average composite scores. For the graduating class of 2001 Iowa ranked third in the nation behind Wisconsin and Minnesota.

Table 106

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

Graduating Class	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
2000	22.0	2 tied with MN.
2001	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 107 reports average ACT composite scores for Iowa, the nation and other midwest states for the graduating classes of 1999, 2000, and 2001. Of the three highest ranking states, Wisconsin and Iowa remained the same in 2001 while scores for Minnesota showed a slight increase. Only Minnesota and Nebraska had a higher percentage of ACT test-takers completing a "core" high school program than Iowa.

Table 107

ACT AVERAGE COMPOSITE SCORES FOR IOWA, THE NATION AND MIDWEST STATES — 1999 TO 2001

Nation & State	Class of 1999			Class of 2000			Class of 2001		
	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers
Nation	21.0	36 %	60 %	21.0	38 %	61 %	21.0	38 %	60 %
Iowa	22.0	66	66	22.0	69	66	22.0	67	66
Illinois	21.4	67	51	21.5	72	52	21.6	71	53
Kansas	21.5	75	54	21.6	77	57	21.6	78	66
Minnesota	22.1	64	69	22.0	66	69	22.1	66	67
Missouri	21.6	67	61	21.6	69	60	21.4	70	59
Nebraska	21.7	73	67	21.7	74	67	21.6	74	67
North Dakota	21.4	79	63	21.4	80	63	21.4	80	63
South Dakota	21.2	70	63	21.5	72	63	21.4	70	62
Wisconsin	22.3	67	61	22.2	69	61	22.2	68	62

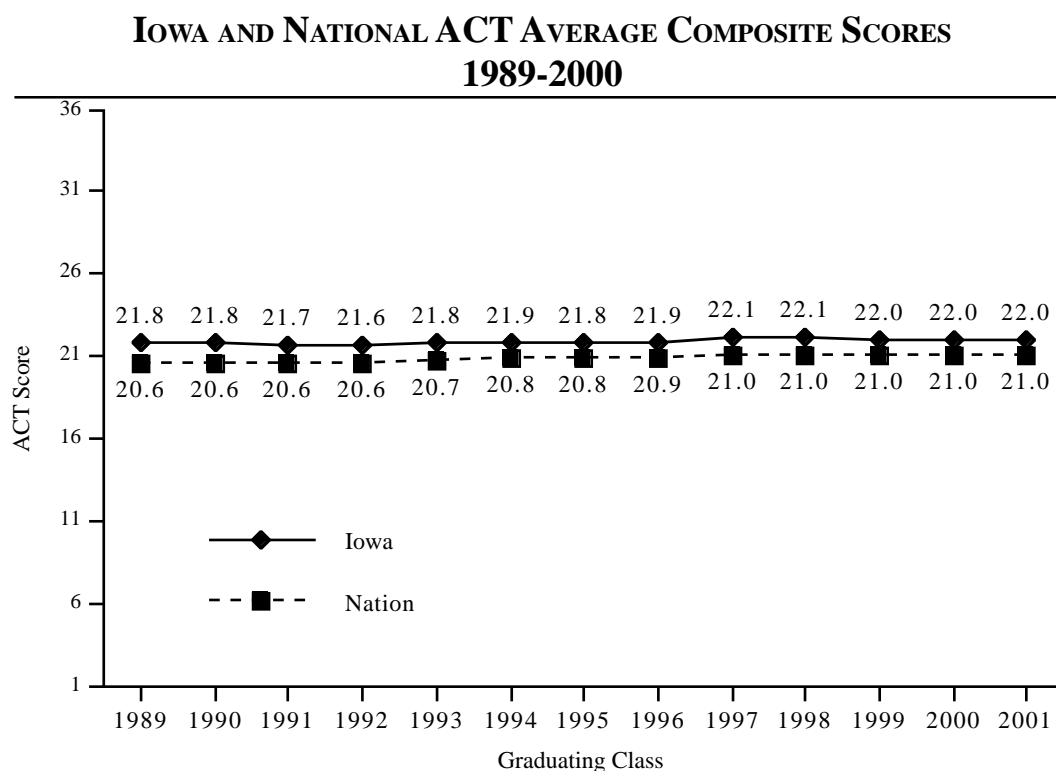
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT ASSESSMENT RESULTS.

NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEARS OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS "CORE" PROGRAMS.

ACT Composite Score Comparisons for Iowa and the Nation

Comparison data for Iowa and the nation reported in Figure 99 and Table 108 are based on a national sample of 38 percent for the nation and 67 percent for Iowa for 2001. Average ACT composite scores for both Iowa and the nation have remained generally stable since 1989 with Iowa scores consistently above scores for the nation, while participation rates for Iowa have increased from 60.5 percent in 1989 to 67 percent in 2001. Participation rates for the nation have remained in the mid to upper 30 percent range.

Figure 99



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

Table 108

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES				
Class of	Average ACT Composite Score - Iowa	Percent Iowa Student Participation*	Average ACT Composite Score - Nation	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
2000	22.0	69.0	21.0	38.0
2001	22.0	67.0	21.0	38.0

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

NOTES: *FROM 1989-1992, AND 1994-2001 ACT NEWS RELEASES.

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

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

Average ACT scores for mathematics, English, reading, and science reasoning for Iowa and the nation show that Iowa scores exceeded scores for the nation for each year presented. In the areas of mathematics and science reasoning, increases in average ACT scores occurred for both Iowa and for the nation since 1991, while average scores for both Iowa and the nation in English and reading have, in general, remained stable (Table 109 and Figures 100 to 103).

Table 109

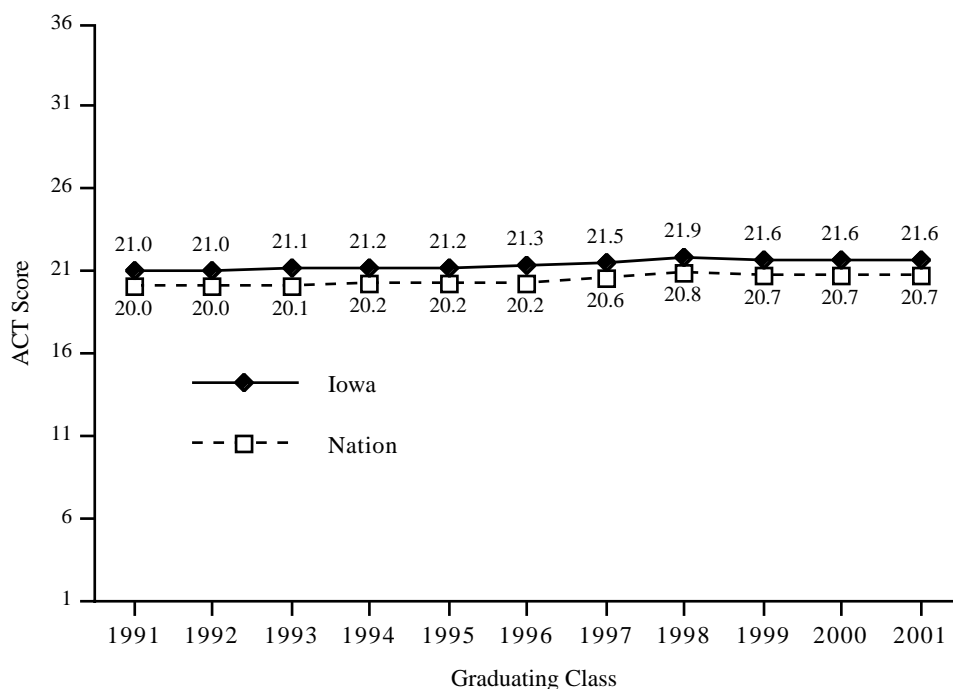
AVERAGE ACT SCORES FOR IOWA AND THE NATION GRADUATING CLASSES 1991 - 2001

Class of	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
2000	21.6	21.3	22.3	22.1	20.7	20.5	21.4	21.0
2001	21.6	21.3	22.3	22.2	20.7	20.5	21.3	21.0

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

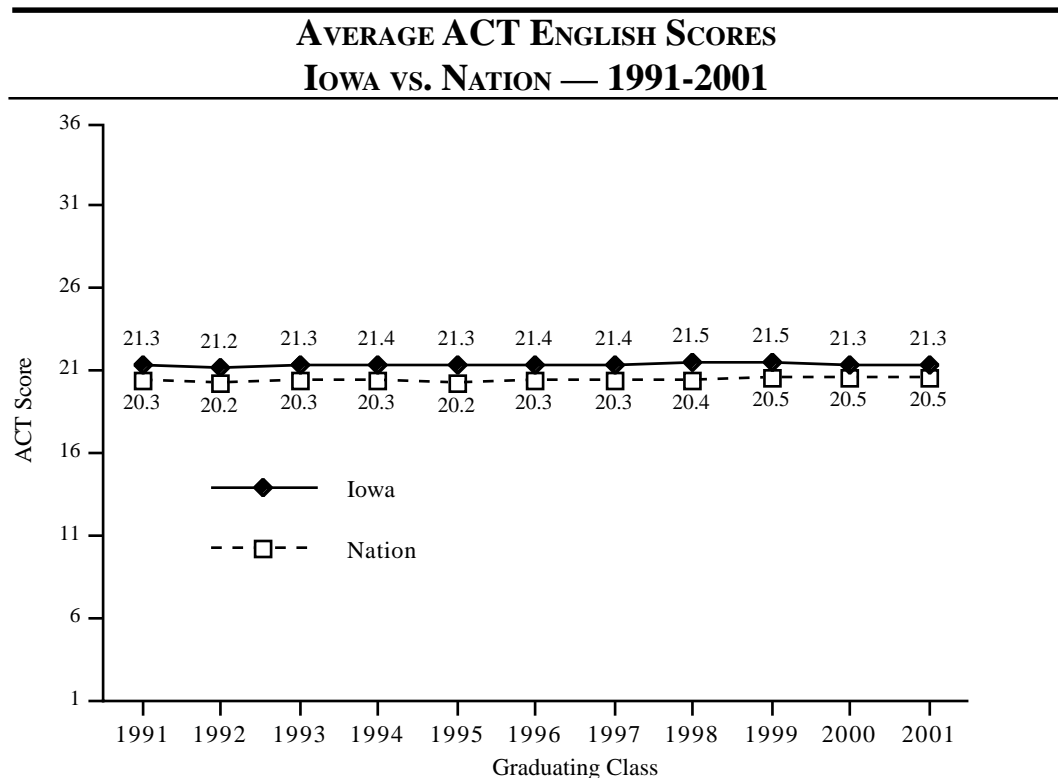
Figure 100

AVERAGE ACT MATHEMATICS SCORES IOWA VS. NATION — 1991-2001



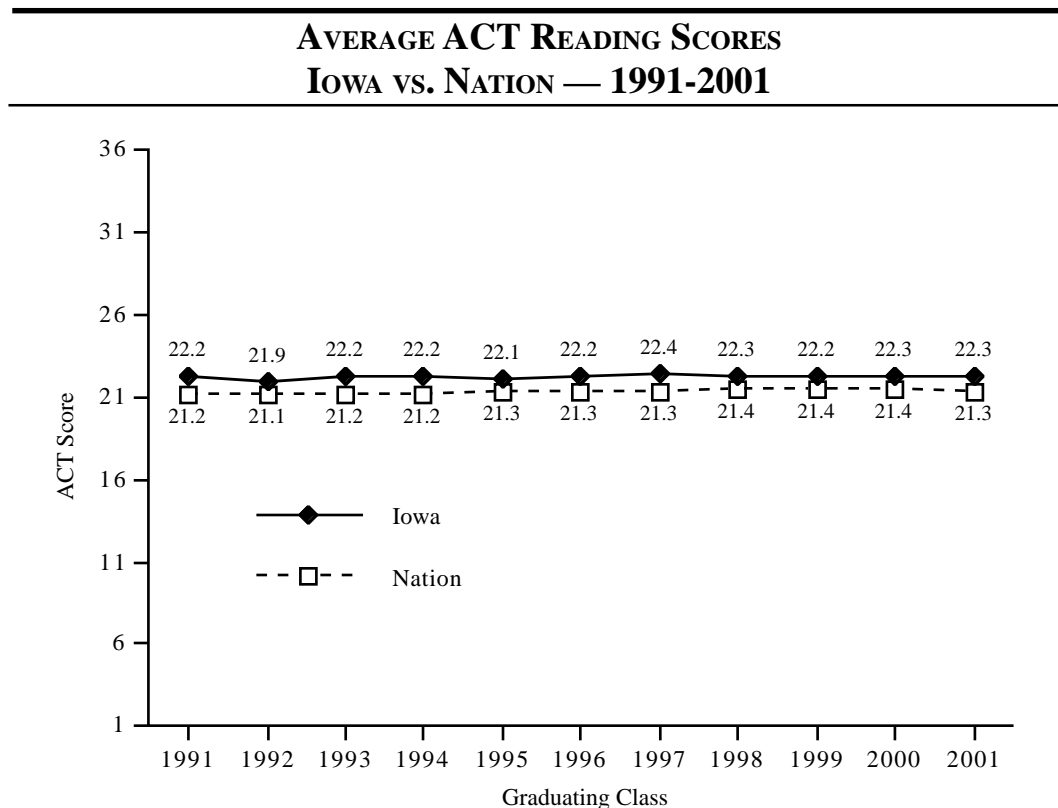
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Figure 101

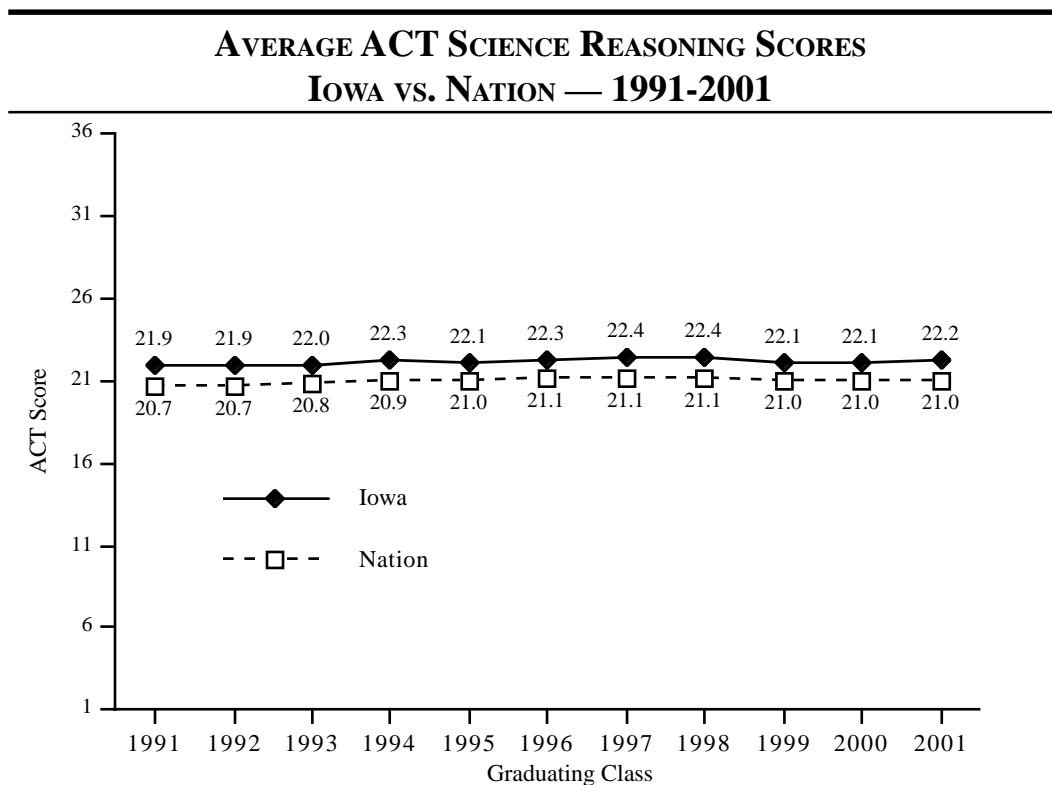


SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

Figure 102



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

Figure 103

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

ACT Scores for Core and Non-Core Students

Scores on the ACT are reported by the type of high school program test-takers have completed. High school programs are classified by ACT as “core” and “non-core” programs. ACT defines a “core” program as a college preparatory program consisting of four or more years of English, and three or more years each of mathematics, natural science, and social studies. The classification as “core” and “non-core” is self-reported by students at the time of testing. To further define “core” high school program ACT provides additional details in describing how credits are considered for English, mathematics, social sciences, and natural sciences. These are displayed in Table 110.

Table 110

ACT STANDARDS FOR CORE HIGH SCHOOL PROGRAMS			
Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry Trigonometry and Calculus	1 year each
		Other math courses beyond Algebra II, Computer math/computer science	1/2 year each
Social Science	3 or more	American history, world history, American government	1 year each
Natural Science	3 or more	General, physical, earth science, biology, chemistry, physics.	1 year each

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, IOWA ACT ASSESSMENT RESULTS, HIGHLIGHTS AND TRENDS, HIGH SCHOOL CLASS OF 2001.

NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEARS OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS “CORE” PROGRAMS.

The percentage of students completing a “core” high school program has shown substantial growth since 1990 for both Iowa and the nation. Iowa students completing a “core” program increased by nearly 13 percentage points since 1990 while “core” program completion for the nation increased by nearly 15 percentage points over the same period (Table 111 and Figure 104).

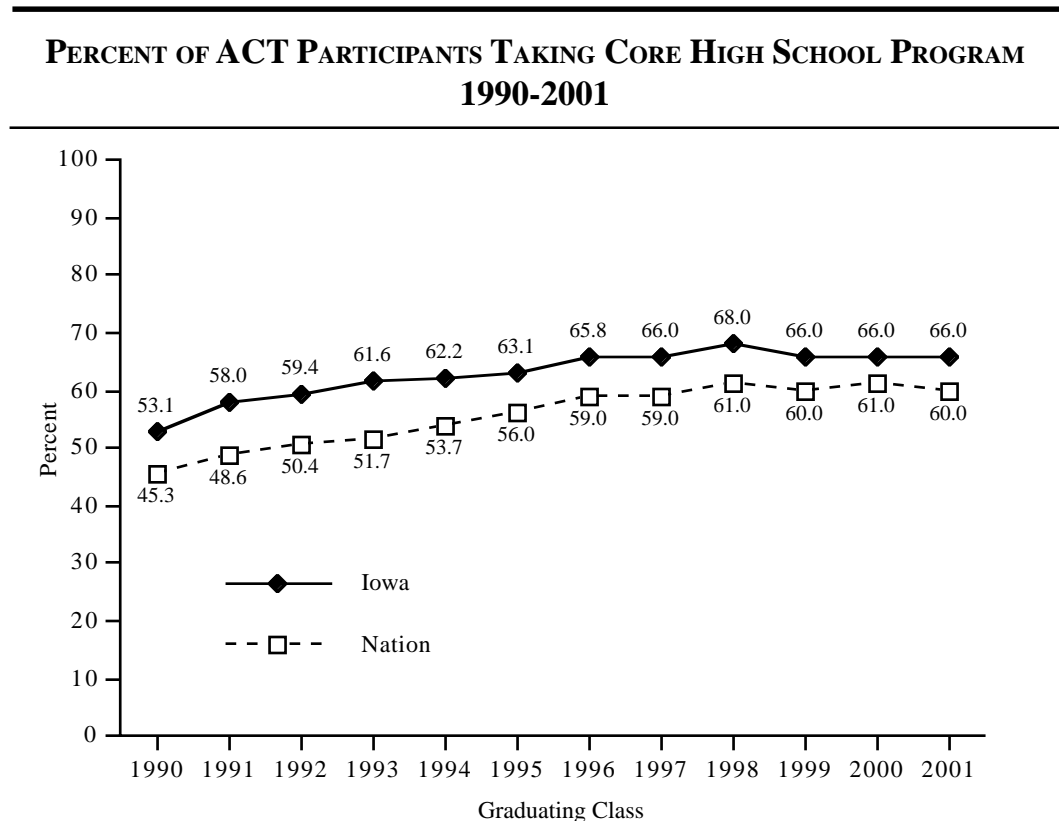
Table 111

PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1990-2001		
Graduating Class	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
2000	66.0	61.0
2001	66.0	60.0

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

NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEARS OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS “CORE” PROGRAMS.

Figure 104



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

NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEARS OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS “CORE” PROGRAMS.

ACT average composite scores for “core” completers have historically been higher than average scores for “non-core” completers for both Iowa and the nation as shown in Table 112 and Figure 105. Average ACT composite scores for both Iowa “core” completers and “non-core” completers have consistently exceeded scores for the nation for both groups of completers. Average ACT scores for “core” completers have decreased slightly for both Iowa and the nation since 1990, while scores for “non-core” completers showed a slight increase for Iowa and for the nation.

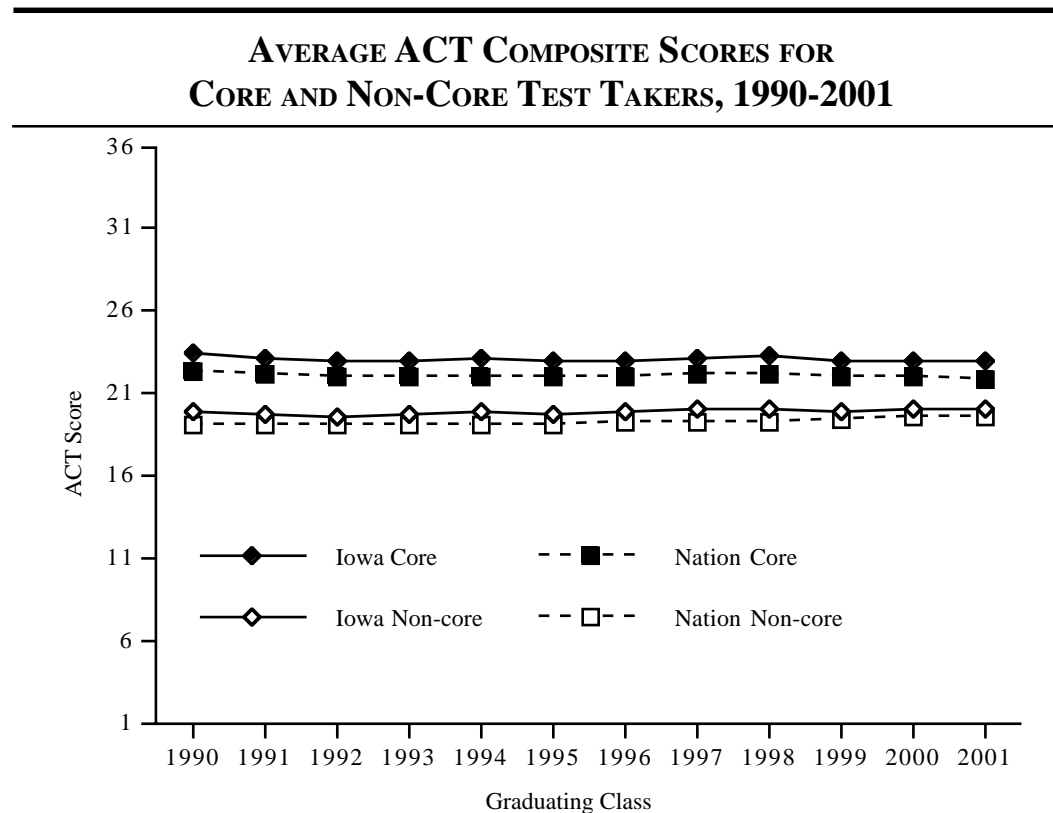
Table 112

AVERAGE ACT COMPOSITE SCORES FOR CORE AND NON-CORE TEST TAKERS, 1990-2001				
Graduating Class	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
2000	23.0	20.0	22.0	19.5
2001	22.9	20.0	21.9	19.5

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

NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEAR OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS “CORE” PROGRAMS.

Figure 105



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

NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEARS OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS “CORE” PROGRAMS.

ACT Score Distributions

Score distributions for Iowa ACT composite scores are presented in Table 113 and Figure 106. Score distributions of Iowa students were markedly similar across years reported. The national average composite ACT score for the years shown was approximately 21 and the range of Iowa ACT test-takers equaling or exceeding a score of 21 was between approximately 58 and 60 percent for the years shown. The percentage of Iowa students achieving an ACT composite score of 25 or above has shown increases from 1991 to 2001 rising from 26.2 percent to 28.1 percent.

Table 113

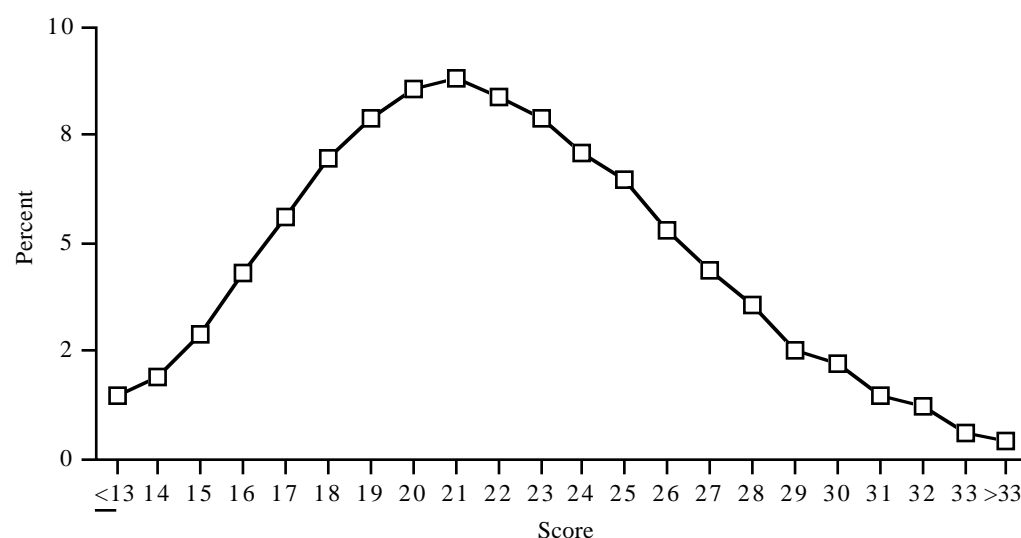
IOWA ACT COMPOSITE SCORE DISTRIBUTIONS 1991, 1994, 2000 AND 2001

Score	1991		1994		2000		2001	
	Percent At	Percent at and Above	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	1.4	100.0	1.5	100.0
14	1.8	98.6	1.7	98.5	1.7	98.6	1.9	98.5
15	3.1	96.8	3.1	97.0	2.9	96.8	2.9	96.6
16	4.6	93.7	4.4	93.9	4.2	94.0	4.3	93.7
17	6.2	89.1	5.9	89.5	5.6	89.7	5.6	89.4
18	7.6	82.9	7.0	83.6	7.3	84.2	7.0	83.8
19	8.2	75.3	7.7	76.6	8.1	76.9	7.9	76.8
20	8.8	67.1	9.1	68.9	8.6	68.8	8.6	68.9
21	8.7	58.3	9.2	59.8	8.4	60.3	8.8	60.3
22	8.6	49.6	8.3	50.6	8.7	51.9	8.4	51.5
23	7.9	41.0	7.9	42.3	7.8	43.1	7.9	43.1
24	6.9	33.1	7.2	34.4	7.0	35.4	7.1	35.2
25	6.3	26.2	6.3	27.2	6.6	28.3	6.4	28.1
26	5.2	19.9	5.4	20.9	5.5	21.8	5.3	21.7
27	4.3	14.7	4.4	15.5	4.7	16.3	4.4	16.4
28	3.2	10.4	3.4	11.1	3.6	11.7	3.6	12.0
29	2.6	7.2	2.6	7.7	2.7	8.1	2.5	8.4
30	1.9	4.6	2.1	5.1	2.1	5.4	2.2	5.9
31	1.4	2.7	1.4	3.0	1.4	3.3	1.5	3.7
32	0.6	1.3	0.9	1.6	0.9	1.9	1.2	2.2
33	0.4	0.7	0.5	0.7	0.5	1.0	0.6	1.0
>33	0.3	0.3	0.2	0.2	0.5	0.5	0.4	0.4

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

Figure 106

DISTRIBUTION OF IOWA ACT COMPOSITE SCORES - 2001



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

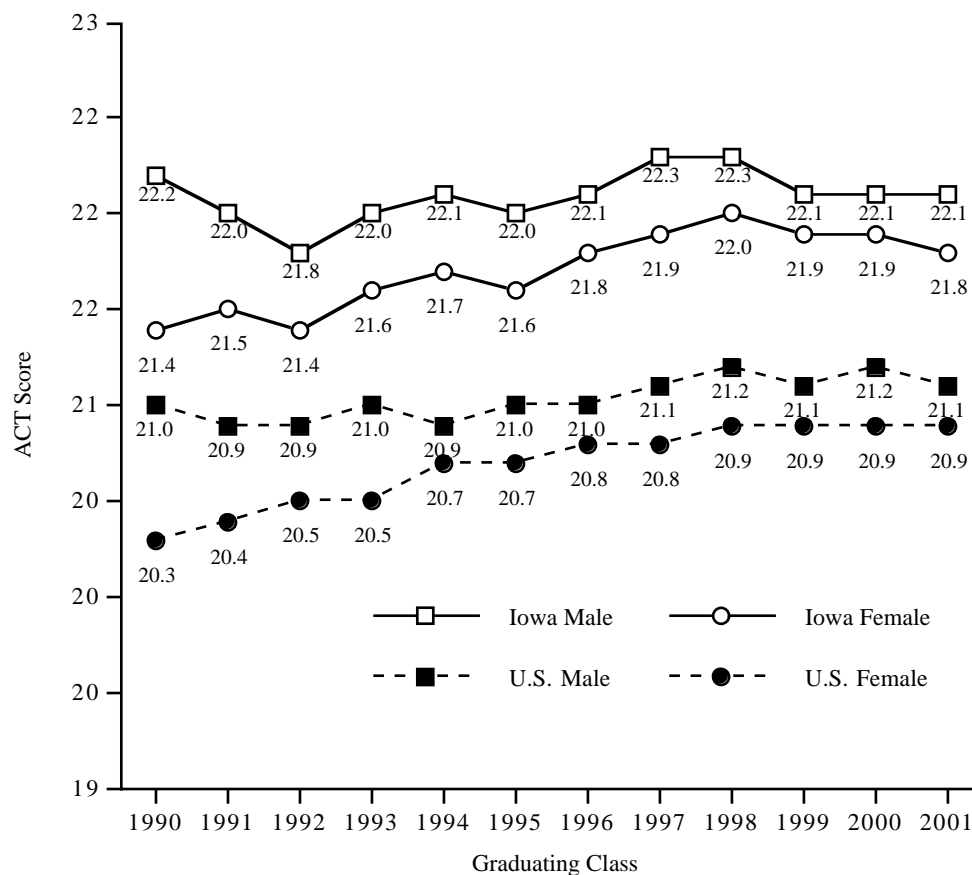
ACT Scores by Gender

Average ACT composite scores by gender subgroups for Iowa and for the nation show that both Iowa males and females consistently score above their national counterparts (Figure 107). ACT average composite scores for males were consistently higher than for females from 1990 through 2001 for both Iowa and the nation. However, score differences between Iowa and U.S. males and females have generally decreased since the early 1990s.

Gender differences in Iowa ACT scores for English, mathematics, reading, and science reasoning, reported in Table 114, for the graduating classes of 2000 and 2001 indicate that Iowa females achieve higher scores than Iowa males on the English and reading ACT sub-tests and achieve lower scores than males on the mathematics, science reasoning, and composite scores.

Figure 107

ACT AVERAGE COMPOSITE SCORES BY GENDER 1990 - 2001



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

Table 114

IOWA AVERAGE ACT SCORES BY GENDER												
Year	2000	2001	Average ACT Scores									
			English		Mathematics		Reading		Science Reasoning		Composite	
Gender	Number of Test-takers		2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
Male	11,226	11,000	20.8	20.8	22.4	22.4	22.1	22.1	22.7	22.8	22.1	22.1
Female	13,849	13,632	21.8	21.7	21.0	21.0	22.4	22.4	21.7	21.7	21.9	21.8
Unreported*	107	98										
SOURCE:	AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.											
NOTE:	*ACT TEST-TAKERS NOT REPORTING GENDER.											

ACT Composite Scores by Planned Educational Majors

Students taking the ACT self-report their intended college majors. Subgroup scores for intended college majors are reported annually by ACT. Average ACT composite scores for student self-reported planned college majors are reported for the graduating classes of 1991 through 2001 in Table 115, while Iowa and national average composite scores and rankings, for the class of 2001 are reported in Table 116. In 2001 the five highest ACT average composite scores were reported for Iowa students with planned college majors in mathematics, letters (letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics), engineering, sciences, and foreign languages respectively. For the nation, the five highest average ACT composite scores were reported for letters, mathematics, science, cross-disciplinary studies, and foreign languages, respectively. The five lowest Iowa average ACT composite scores were reported for human/family/consumer science, community and personal services, trade and industrial, business and office, and marketing and distribution. The five lowest score categories for the nation were the same but also included agriculture science technologies. The planned college majors of education and teacher education ranked 17th and 16th for Iowa and 16th and 17th for the nation.

Table 115

ACT AVERAGE COMPOSITE SCORES BY PLANNED EDUCATIONAL MAJORS 1991-2001

Planned Major	Year	Average ACT Composite Score											Number of Students 2001
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Agriculture Science/ Technologies	Iowa	20.0	19.8	20.1	20.2	20.3	20.4	20.4	20.6	20.3	20.3	20.5	779
	Nation	19.0	19.0	19.2	19.2	19.2	19.4	19.5	19.4	19.3	19.1	19.0	19,590
Architecture & Envi- ronmental Design	Iowa	21.9	21.2	21.2	21.5	21.7	21.7	22.0	21.8	21.8	21.6	21.6	602
	Nation	20.5	20.4	20.4	20.4	20.5	20.7	20.8	20.9	20.8	20.8	20.8	24,410
Business & Management	Iowa	21.4	21.2	21.4	21.4	21.2	21.5	21.6	21.6	21.5	21.4	21.5	2,575
	Nation	20.2	20.1	20.2	20.2	20.3	20.4	20.5	20.6	20.6	20.6	20.5	101,892
Business & Office	Iowa	18.9	18.6	19.1	19.1	18.8	18.8	19.1	19.6	19.4	19.5	19.9	250
	Nation	17.7	17.5	17.6	17.7	17.7	18.0	18.0	18.2	18.3	18.5	18.8	8,305
Marketing & Distribution	Iowa	18.7	19.1	19.2	19.7	19.3	19.4	19.8	20.2	20.5	20.4	20.4	162
	Nation	18.7	18.6	18.6	18.7	18.8	19.0	19.2	19.4	19.6	19.6	19.9	6,822
Communications & Comm. Tech.	Iowa	21.7	21.8	21.6	21.9	21.9	22.1	22.3	22.4	22.3	22.4	22.3	983
	Nation	20.9	20.9	20.9	20.9	21.0	21.2	21.2	21.4	21.5	21.4	21.4	41,580
Community & Personal Service	Iowa	19.3	19.2	19.5	19.5	19.4	19.5	19.7	20.0	19.9	20.0	19.8	708
	Nation	18.3	18.3	18.5	18.5	18.6	18.6	18.7	18.9	18.8	18.8	18.7	26,998
Computer and Information Science	Iowa	22.1	22.0	22.1	22.6	22.5	22.8	22.9	23.1	23.0	22.6	22.5	1,001
	Nation	20.0	20.0	20.3	20.5	20.8	20.9	21.1	21.4	21.4	21.3	21.3	46,637
Cross-Disciplinary Studies	Iowa	22.7	22.7	21.9	24.0	23.6	23.7	22.3	23.4	23.7	24.3	23.5	40
	Nation	23.3	23.3	23.0	23.3	23.1	23.2	23.5	23.0	23.8	23.3	23.3	1,382
Education	Iowa	21.0	20.7	20.9	21.1	20.8	20.8	21.0	21.2	20.9	20.8	21.0	1,476
	Nation	20.0	20.0	20.1	20.1	20.1	20.1	20.2	20.3	20.3	20.3	20.3	54,338
Teacher Education	Iowa	21.3	21.0	21.1	21.1	21.0	21.3	21.3	21.6	21.2	21.2	21.2	887
	Nation	20.0	20.0	20.1	20.1	20.1	20.2	20.3	20.4	20.3	20.3	20.2	33,279
Engineering	Iowa	24.4	24.4	24.8	24.7	24.7	24.6	24.8	24.7	24.1	24.1	24.1	1,231
	Nation	22.9	22.9	23.0	22.9	22.8	22.7	22.9	22.8	22.6	22.6	22.5	54,175
Engineering-Related Technologies	Iowa	21.6	21.3	21.9	22.1	21.9	21.8	22.6	22.5	22.3	22.5	22.8	445
	Nation	20.5	20.5	20.5	20.5	20.5	20.6	20.9	21.1	21.1	21.4	21.6	23,876
Foreign Language	Iowa	24.1	23.8	24.1	24.0	23.6	24.2	23.0	24.0	24.0	23.9	23.6	101
	Nation	23.0	22.9	23.0	23.0	23.0	23.1	23.1	23.4	23.5	23.4	23.2	3,895
Health Science & Allied Health Fields	Iowa	22.1	21.9	22.0	22.1	22.1	22.3	22.3	22.4	22.2	22.2	22.1	3,493
	Nation	20.6	20.5	20.6	20.7	20.7	20.9	20.9	21.0	20.9	20.9	20.8	170,771
Human/Family/ Consumer Science	Iowa	19.0	18.7	19.1	19.1	19.2	19.6	19.6	19.7	19.4	19.7	19.7	254
	Nation	18.2	18.2	18.2	18.3	18.4	18.7	18.9	18.8	18.9	18.8	18.9	9,447
Letters	Iowa	25.1	24.3	25.6	24.7	24.7	25.1	25.1	25.1	24.8	25.0	24.9	157
	Nation	24.4	24.5	24.5	24.3	24.5	24.6	24.8	24.7	24.6	24.7	24.6	6,705
Mathematics	Iowa	25.1	25.2	24.8	25.7	25.1	25.2	25.8	25.7	25.6	25.5	25.3	122
	Nation	24.0	23.9	24.0	24.1	24.1	24.2	24.3	24.4	24.3	24.3	24.3	4,191
Philosophy, Religion & Theology	Iowa	23.1	21.9	21.7	22.1	23.3	23.0	23.6	23.4	23.3	23.1	23.4	189
	Nation	21.7	21.7	21.8	21.9	22.2	22.3	22.4	22.4	22.4	22.5	22.6	7,160
Sciences	Iowa	23.9	24.6	24.2	24.3	24.2	23.9	24.2	24.3	24.1	24.0	23.9	1,032
	Nation	23.3	23.3	23.3	23.3	23.3	23.4	23.5	23.5	23.3	23.3	23.3	46,041
Social Sciences	Iowa	22.6	22.7	22.7	22.6	22.7	22.8	22.9	23.1	23.0	22.8	22.9	1,723
	Nation	21.5	21.5	21.5	21.6	21.6	21.7	21.8	22.0	21.9	21.9	21.9	84,428
Trade & Industrial	Iowa	119.5	20.2	19.9	19.2	19.4	19.3	19.8	19.8	19.3	19.7	19.8	368
	Nation	18.7	18.7	18.6	18.5	18.5	18.5	18.7	18.8	18.8	18.9	19.0	11,168
Visual & Performing Arts	Iowa	22.2	21.5	21.8	22.0	22.1	22.1	22.3	22.5	22.1	22.2	22.0	1,398
	Nation	20.7	20.7	20.9	21.0	21.0	21.2	21.3	21.3	21.3	21.3	21.1	60,275

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

NOTE: LETTERS CONSISTS OF PREPARATION IN THE AREAS OF CLASSICS, COMPARATIVE LITERATURE, CREATIVE WRITING, GENERAL ENGLISH, LINGUISTICS, LITERATURE, SPEECH, DEBATE, AND FORENSICS

Table 116

**ACT AVERAGE COMPOSITE SCORES BY
PLANNED EDUCATIONAL MAJORS
2001**

Planned Major	Composite Score Iowa	Rank within Iowa Planned Majors	Composite Score Nation	Rank within Nation Planned Majors
Mathematics	25.3	1	24.3	2
Letters*	24.9	2	24.6	1
Engineering	24.1	3	22.5	7
Sciences	23.9	4	23.3	3.5
Foreign Language	23.6	5	23.2	5
Cross-Disciplinary Studies	23.5	6	23.3	3.5
Philosophy, Religion, & Theology	23.4	7	22.6	6
Social Sciences	22.9	8	21.9	8
Engineer-Related Technologies	22.8	9	21.6	9
Computer & Information Science	22.5	10	21.3	11
Communication & Communication Tech.	22.3	11	21.4	10
Health Science & Allied Health Fields	22.1	12	20.8	13.5
Visual & Performing Arts	22.0	13	21.1	12
Architecture & Environmental Design	21.6	14	20.8	13.5
Business & Management	21.5	15	20.5	15
Teacher Education	21.2	16	20.2	17
Education	21.0	17	20.3	16
Agriculture Science/Technologies	20.5	18	19.0	19.5
Marketing & Distribution	20.4	19	19.9	18
Business & Office	19.9	20	18.8	22
Trade & Industrial	19.8	21.5	19.0	19.5
Community & Personal Services	19.8	21.5	18.7	23
Human/Family/Consumer Science	19.7	23	18.9	21

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

NOTE: *LETTERS CONSISTS OF PREPARATION IN THE AREAS OF CLASSICS, COMPARATIVE LITERATURE, CREATIVE WRITING, GENERAL ENGLISH, LINGUISTICS, LITERATURE, SPEECH, DEBATE, AND FORENSICS

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

Average ACT composite scores by student self-reported grade point average (GPA) are reported in Table 117 for the graduating class of 2001 and by student self-reported high school class rank in terms of quartiles in Figure 108. For the graduating class of 2001, average ACT scores for Iowa students showed increases with successively higher GPA categories for all ACT sub-test categories as well as for composite scores.

Average ACT composite scores, for Iowa students self-reported class rank in 2001 paralleled student scores for GPA with higher scores reported in each successively higher quartile. The 2001 results were consistent with previous years patterns for ACT scores by high school class rank.

Table 117

2001 IOWA AVERAGE ACT SCORES BY STUDENT SELF-REPORTED HIGH SCHOOL GRADE POINT AVERAGE (GPA)

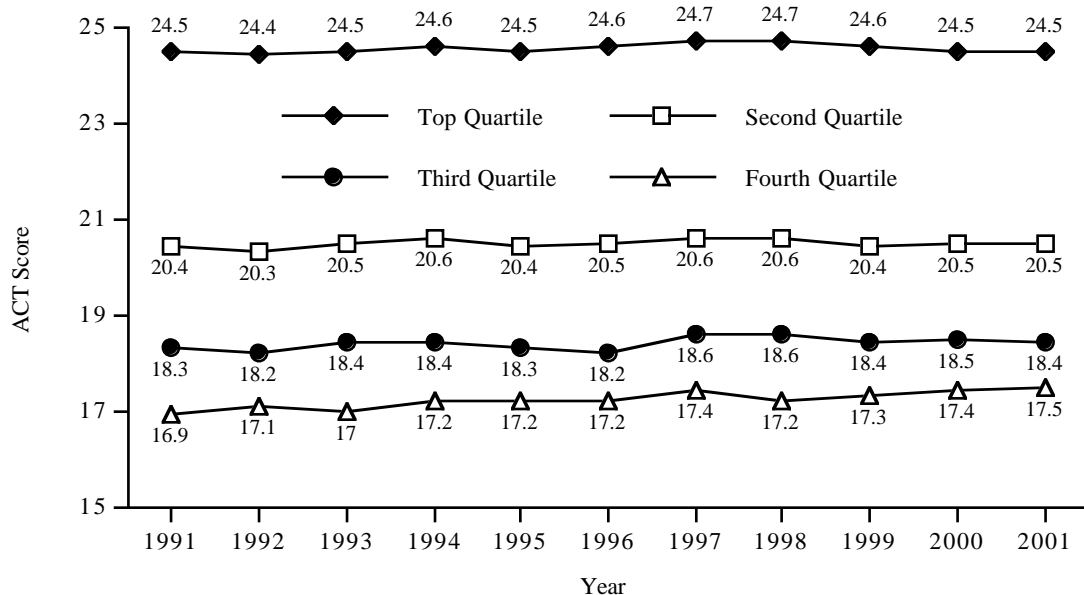
GPA	Number*	Percent	Average ACT Scores				
			English	Mathematics	Reading	Science Reasoning	Composite
3.5+	10,195	44.8%	24.3	24.4	25.1	24.5	24.7
3.0 - 3.49	6,434	28.3	20.4	20.6	21.4	21.5	21.1
2.5 - 2.99	3,848	16.9	18.3	18.7	19.4	19.9	19.2
2.0 - 2.49	1,850	8.1	17.0	17.7	18.0	18.8	18.0
<2.0	443	1.9	16.4	16.9	17.4	18.3	17.4

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

NOTE*: 1,960 STUDENTS WERE NOT INCLUDED SINCE THEY DID NOT REPORT GPA.

Figure 108

IOWA ACT AVERAGE COMPOSITE SCORES BY STUDENT SELF-REPORTED HIGH SCHOOL RANK



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

NOTE: QUARTILE: ONE OF THREE POINTS THAT DIVIDE THE SCORES (HIGH SCHOOL RANK IN THIS CASE) IN A DISTRIBUTION INTO FOUR GROUPS OF EQUAL SIZE. THE FIRST QUARTILE, OR 25TH PERCENTILE, SEPARATES THE LOWEST FOURTH OF THE GROUP; THE MIDDLE QUARTILE, THE 50TH PERCENTILE OR MEDIAN, DIVIDES THE SECOND FOURTH OF THE CASES FROM THE THIRD; AND THE THIRD QUARTILE, THE 75TH PERCENTILE, SEPARATES THE TOP QUARTILE.

Student Satisfaction with Selected Aspects of the Local High School

Students who take the ACT test have the opportunity to express opinions with respect to the degree to which they are satisfied or dissatisfied with various aspects of their high school programs. Table 118 reports student ratings of classroom instruction and the variety of course offerings in Iowa high schools. With respect to classroom instruction, 47 percent of Iowa ACT test-takers in 2001 expressed satisfaction, while 37 percent expressed neutrality on the issue and 10 percent indicated dissatisfaction with classroom instruction. Regarding the number and variety of course offerings, 46 percent of Iowa ACT test-takers in 2001 expressed satisfaction, 25 percent were neutral on the issue, while 23 percent expressed dissatisfaction with the number and variety of course offerings in their high school programs.

Table 118

2001 IOWA ACT TEST-TAKERS' DEGREE OF SATISFACTION WITH SELECTED ASPECTS OF HIGH SCHOOL PROGRAM

Program Area	Satisfied (No change necessary)		Neutral		Dissatisfied (Improvement Needed)		No Experience	
	N	%	N	%	N	%	N	%
Classroom Instruction	11,500	47	9,129	37	2,433	10	1,668	6
Number & Variety of Course Offerings	11,277	46	6,105	25	5,689	23	1,659	6

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, HIGH SCHOOL PROFILE REPORT, HIGH SCHOOL GRADUATING CLASS OF 2001, IOWA.
NOTE: THE TOTAL NUMBER OF IOWA STUDENTS TESTED IN 2001 WAS 24,730.

Scholastic Assessment Test (SAT)

The SAT, published by The College Board is a college entrance examination taken nationwide by about 1.28 million students in 2001. This represented approximately 45 percent of the year 2001 graduating class. The national profile of SAT test-takers in 2001 shows; 36 percent of test-takers were first generation college students; 34 percent of test-takers came from families with incomes under \$40,000; 73 percent planned to apply for financial aid; and 38 percent of students in grade 12 worked part-time while attending school.

SAT scores presented in this section are taken from the SAT Reasoning Test which yields both mathematics and verbal scores. Scores for the mathematics and verbal components of the SAT range from a low of 200 to a high of 800.

In the Iowa class of 2001, about five percent or 1,764 students took the SAT. This percentage has been consistent with past years and has remained relatively unchanged. The majority of Iowa college-bound students currently and historically take the ACT, since Iowa students primarily attend Iowa and midwestern colleges and universities where the ACT is required for admission.

Iowa SAT verbal and mathematics scores for the graduating classes of 1987 through 2001 are shown in Table 119 and Figure 109. Across the period, Iowa average SAT scores for both the verbal and mathematics components have substantially exceeded average SAT scores for the nation. Average SAT verbal scores for both Iowa and for the nation have generally been stable from 1987 through 2001, while average SAT mathematics scores for Iowa and the nation have shown overall increases across the time period.

Table 119

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1987-2001

Graduating Class	SAT Verbal		SAT Math	
	Iowa	Nation	Iowa	Nation
1987	588	507	588	501
1988	587	505	590	501
1989	585	504	586	502
1990	584	500	591	501
1991	588	499	591	500
1992	585	500	596	501
1993	593	500	595	503
1994	580	499	586	504
1995	589	504	595	506
1996	590	505	600	508
1997	589	505	601	511
1998	593	505	601	512
1999	594	505	598	511
2000	589	505	600	514
2001	593	506	603	514

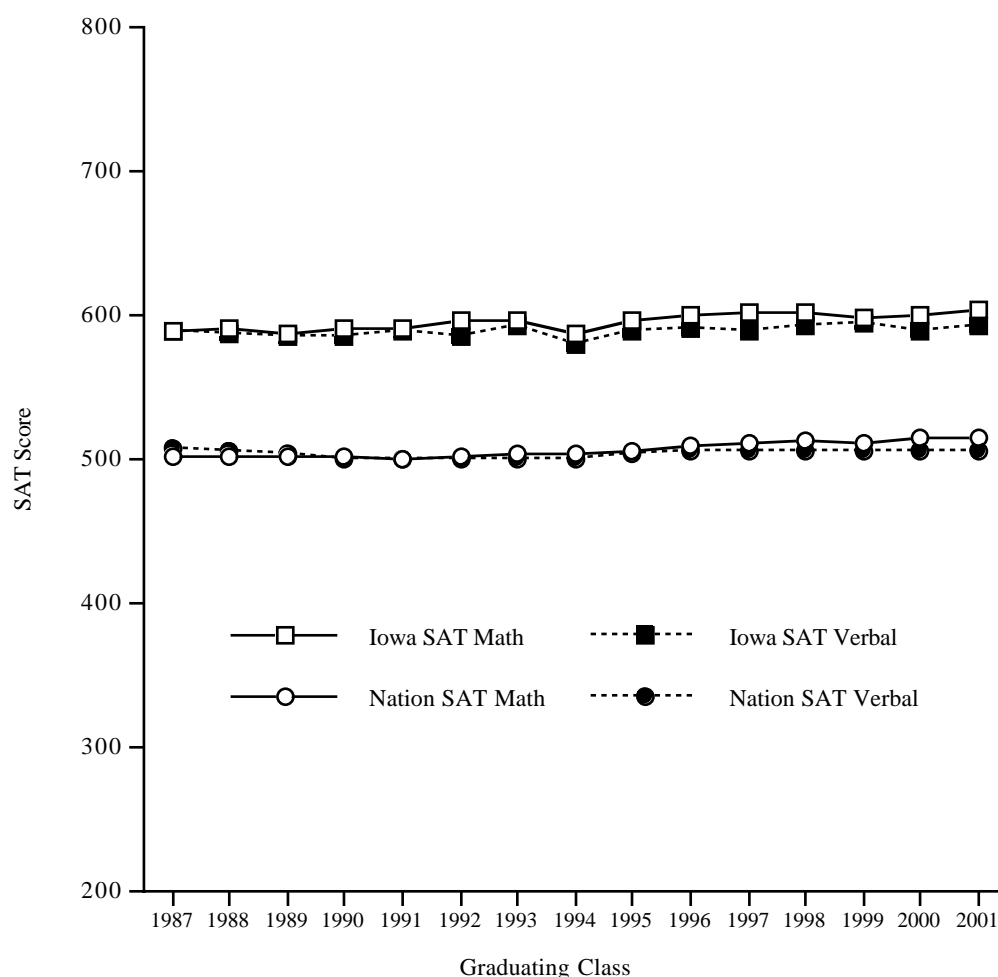
SOURCE: THE COLLEGE BOARD, 2001 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTES: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2001 WAS FIVE PERCENT.

HISTORICALLY, IOWA SCORES ARE BASED ON A SAMPLE OF THREE TO FIVE PERCENT OF THE GRADUATING CLASS.

Figure 109

**TRENDS OF AVERAGE SAT SCORES
FOR IOWA AND THE NATION**



SOURCE: THE COLLEGE BOARD, 2001 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2001 WAS FIVE PERCENT.

HISTORICALLY, IOWA SCORES ARE BASED ON A SAMPLE OF THREE TO FIVE PERCENT OF THE GRADUATING CLASS.

Comparisons of average SAT scores for Iowa and other midwest states with similar percentages of graduates taking the SAT are reported in Table 120. Although SAT provides average SAT scores for all states, comparisons are only made within this section of Iowa scores to those scores of midwest states with similar percentages of students taking the SAT. It should be noted that only a very small percentage of Iowa students are represented as SAT test-takers and, therefore, comparisons with other states with substantially higher percentages of SAT test-takers should not be made, since the Iowa sample is most likely not representative of all demographic and non-school factors that can have a substantial impact on scores.

Table 120

**AVERAGE SAT SCORES FOR
IOWA, THE NATION AND MIDWEST STATES
1991, 1996, 2000, AND 2001**

Nation and State	V=Verbal M=Math		Graduating Class								% of Graduating Class of 2001 Taking SAT
	1991		1996		2000		2001				
	V	M	V	M	V	M	V	M			
Iowa	588	590	590	600	589	600	593	603	5 %		
Nation	499	500	505	508	505	514	506	514	45		
Illinois	546	553	564	575	568	586	576	589	12		
Kansas	567	562	579	571	574	580	577	580	9		
Minnesota	555	560	582	593	581	594	580	589	9		
Missouri	551`	545	570	569	572	577	577	577	8		
Nebraska	556	560	567	568	560	571	562	568	8		
North Dakota	576	583	596	599	588	609	592	599	4		
South Dakota	570	567	574	566	587	588	577	582	4		
Wisconsin	556	558	577	586	584	597	584	596	6		
Iowa’s Rank in Nation	1	1	2	1	1	2	1	1			

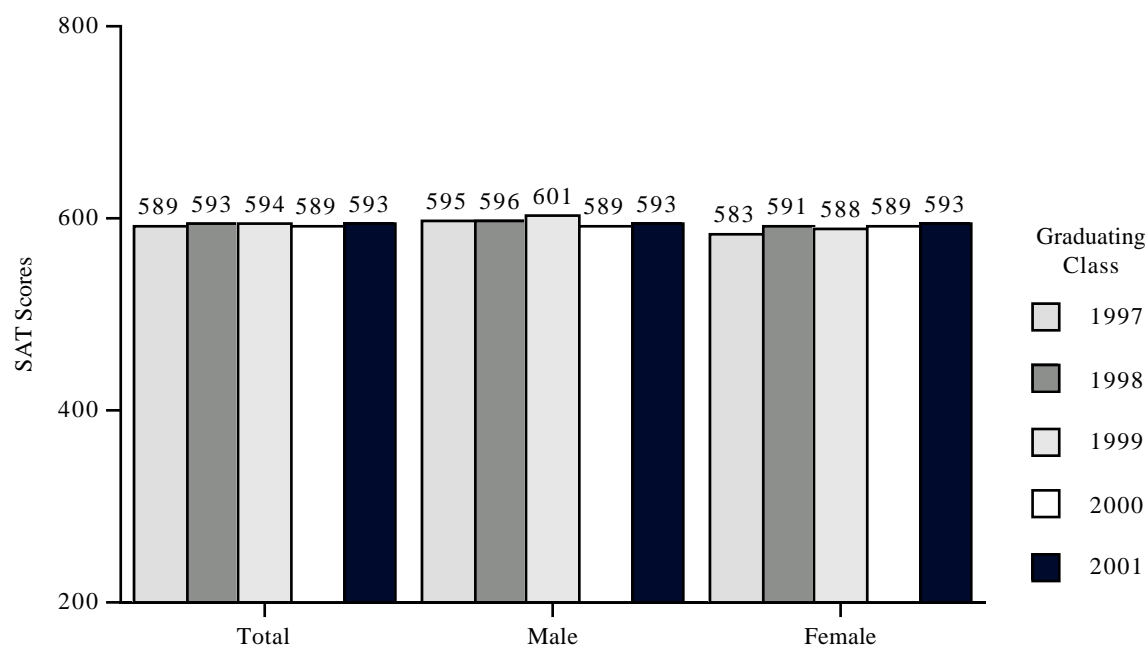
SOURCE: THE COLLEGE BOARD, 2000 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTE: HISTORICALLY, IOWA SCORES ARE BASED ON A SAMPLE OF THREE TO FIVE PERCENT OF THE GRADUATING CLASS.

Average Iowa SAT verbal and mathematics scores are shown in Figures 110 and 111 by gender for the graduating classes 1997 to 2001. Both verbal and mathematics scores for Iowa males tended to be higher than scores for females, with mathematics scores being substantially higher for Iowa males. SAT verbal and mathematics scores for Iowa males were relatively stable from 1997 to 2001, while average scores for Iowa females showed increases in both the verbal and mathematics components of SAT.

Figure 110

IOWA AVERAGE SAT VERBAL SCORES BY GENDER



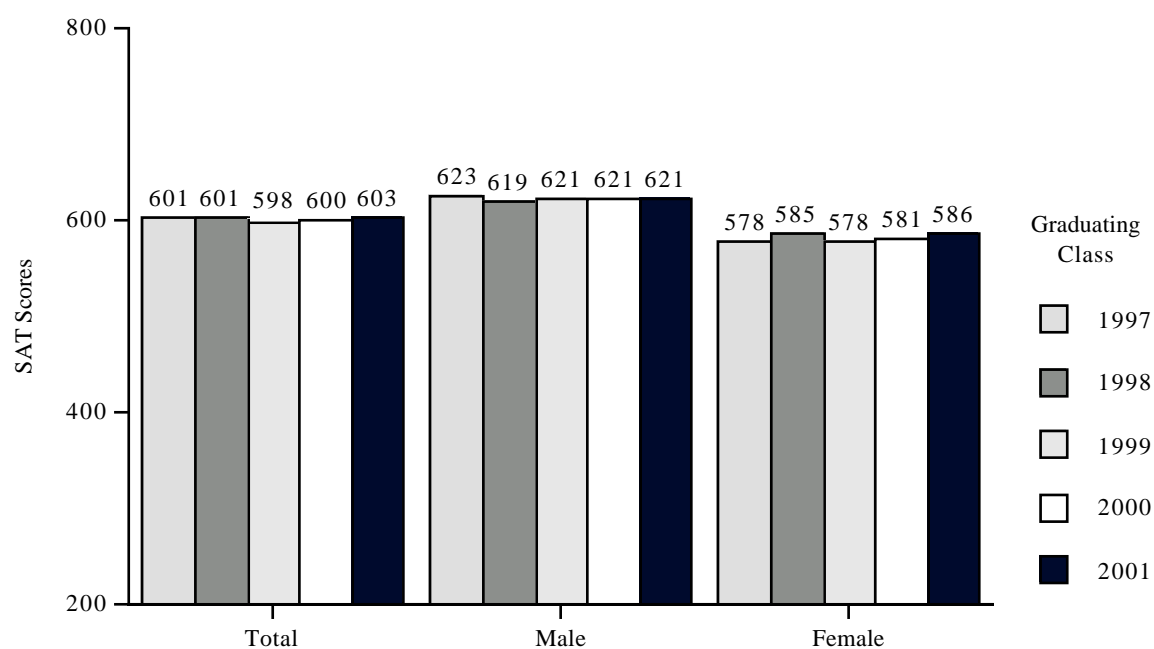
SOURCE: THE COLLEGE BOARD, 2001 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTES: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2001 WAS FIVE PERCENT.

HISTORICALLY, IOWA SCORES ARE BASED ON A SAMPLE OF THREE TO FIVE PERCENT OF THE GRADUATING CLASS.

Figure 111

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER



SOURCE: THE COLLEGE BOARD, 2001 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTES: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2001 WAS FIVE PERCENT.

HISTORICALLY, IOWA SCORES ARE BASED ON A SAMPLE OF THREE TO FIVE PERCENT OF THE GRADUATING CLASS.

Advanced Placement (AP)

The College Board's Advanced Placement program affords high school students opportunities to earn college credit for Advanced Placement (AP) approved courses. Approved AP courses, taught by AP accredited teachers, are scored on the basis of a five-point scale: 1-no recommendation for college credit; 2-interpreted as possibly qualified; 3-indicates qualified; 4-indicates well qualified; and 5-indicates extremely well qualified.

In the year 2000, nearly 750,000 high school students nationwide were participants in the AP program. Students in the U.S. took more than 1.24 million AP examinations. In the U.S., participation in the AP program more than doubled in the decade of the nineties.

Iowa AP participation has grown from 1,375 students in 1990 to more than 3,800 students in 2000 (Table 121). Increases in the number of Iowa AP candidates have slowed since 1997, averaging 5.1 percent year over year increases. The number of examinations taken by Iowa high school students has also grown since 1990. The average number of examinations taken by Iowa AP candidates in 1990 was 1.26 compared to an average of 1.45 exams per candidate in 2000. The total number of Iowa AP exams taken in 2000 was 5,591 compared to 1,797 in 1990.

Table 121

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS 1989-2000				
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
1999	3,659	5.4	5,241	7.5
2000	3,844	5.1	5,591	6.7

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

Average AP scores for candidates from Iowa and the nation are shown in Table 122. Scores for Iowa AP candidates, compared to candidates in the nation, have been consistently higher than scores for the nation.

Table 122

AVERAGE ADVANCED PLACEMENT EXAMINATION SCORES FOR ALL CANDIDATES				
Year	Iowa		Nation	
	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score
1993	2,788	3.13	623,933	3.00
1994	3,037	3.27	684,449	3.06
1995	3,627	3.11	767,881	2.96
1996	4,112	3.14	824,329	2.99
1997	4,647	3.11	899,463	3.02
1998	4,874	3.13	991,952	3.02
1999	5,241	3.16	1,122,414	3.02
2000	5,591	3.16	1,242,324	3.01

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 Iowa AP scores is shown in Table 123 for the years 1990 through 2000. The percentage of Iowa candidates scoring at each of the five levels is indicated in Table 123 as well as the percentage of Iowa AP candidates with scores of three and above (a score of three indicates that a student is qualified, four indicates well qualified, and five indicates extremely well qualified). In 2000, 71.3 percent of Iowa AP candidates achieved an AP score of three or above, compared to 71.9 percent in 1990.

Table 123

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTION FOR IOWA STUDENTS - 1990-2000						
Year	AP Score Distributions					Percent of Candidates with Score of 3 and Above
	1	2	3	4	5	
1990	5.4%	22.7%	32.2%	24.1%	15.6%	71.9%
1991	4.3	23.1	34.9	22.4	15.3	72.6
1992	5.9	22.7	35.3	22.3	13.8	71.4
1993	6.5	24.4	33.0	22.2	13.9	69.1
1994	3.8	21.4	35.5	22.6	16.7	74.8
1995	6.6	24.6	33.2	22.8	12.8	68.8
1996	5.8	24.1	33.9	23.1	13.2	70.2
1997	7.6	23.4	32.3	23.8	12.9	69.0
1998	6.2	23.8	33.7	23.4	12.9	70.0
1999	6.9	23.3	31.6	23.1	15.1	69.8
2000	6.5	22.2	33.6	24.5	13.2	71.3

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.

Distributions of Iowa AP scores are presented by gender in Tables 124 and 125. For the years 1990 through 2000 a higher percentage of Iowa male AP candidates achieved a score of three or above on AP exams taken. In 2000, 74.6 percent of Iowa male AP candidates achieved a score of three or above compared to 68.1 percent of Iowa female candidates. The percentage of both Iowa male and female AP candidates achieving a score of one (no recommendation) across the time period 1990 to 2000 has ranged from 3.4 to 7.8 percent.

Table 124

ADVANCED PLACEMENT SCORE DISTRIBUTIONS FOR IOWA MALES						
Year	AP Score Distributions					Percent of Candidates with AP Scores of 3 and Above
	1	2	3	4	5	
1990	5.5%	19.2%	31.0%	24.6%	19.7%	75.3%
1991	4.6	19.5	34.6	23.3	18.0	75.9
1992	6.1	20.8	32.9	24.0	16.2	73.1
1993	6.6	24.5	29.8	23.7	15.4	68.9
1994	3.4	19.4	33.7	25.0	18.5	77.2
1995	6.6	22.4	30.8	24.1	16.1	71.0
1996	5.3	22.3	32.0	24.5	15.9	72.4
1997	7.5	21.5	31.4	24.4	15.2	71.0
1998	6.1	21.7	31.7	24.8	15.7	72.2
1999	6.2	21.0	29.5	24.9	18.4	72.8
2000	5.8	19.6	32.3	26.4	15.9	74.6

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 125

ADVANCED PLACEMENT SCORE DISTRIBUTIONS FOR IOWA FEMALES						
Year	AP Score Distributions					Percent of Candidates with AP Scores of 3 and Above
	1	2	3	4	5	
1990	5.5%	26.9%	33.6%	23.5%	10.7%	67.8%
1991	3.9	27.1	35.2	21.4	12.4	69.0
1992	5.5	24.8	38.1	20.4	11.2	69.7
1993	6.3	24.4	35.9	20.8	12.6	69.3
1994	4.2	23.3	37.3	20.2	15.0	72.5
1995	6.6	26.6	35.5	21.6	9.7	66.8
1996	6.3	25.8	35.7	21.6	10.6	67.9
1997	7.8	25.5	33.1	23.1	10.5	66.7
1998	6.3	25.7	35.5	22.1	10.4	68.0
1999	7.6	25.7	33.8	21.1	11.8	66.7
2000	7.2	24.7	34.9	22.6	10.6	68.1

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.

AP score distributions for 1990 and 2000 are shown for Iowa and the nation in Table 126 and Figure 112. The percentage of Iowa AP candidates achieving a score of three or above in 2000 was 71.3 percent compared to 63.7 percent for the nation. In

both 1990 and 2000 the percentage of Iowa AP candidates receiving the the lowest AP score (1) was only about half that of the nation. In 1990, 15.6 percent of Iowa AP candidates achieved the highest AP score (5) compared to only 14.6 percent for the nation. However, in 2000, 14.7 percent of AP candidates nationwide achieved a score of five compared to 13.2 percent of Iowa candidates.

Table 126

DISTRIBUTION OF AP SCORES FOR IOWA AND THE NATION 1990 AND 2000				
Score	1990		2000	
	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation
1	5.4%	10.9%	6.5%	12.9%
2	22.7	22.7	22.2	23.4
3	32.2	30.9	33.6	28.0
4	24.1	20.9	24.5	21.0
5	15.6	14.6	13.2	14.7
	100.0	100.0	100.0	100.0

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 112

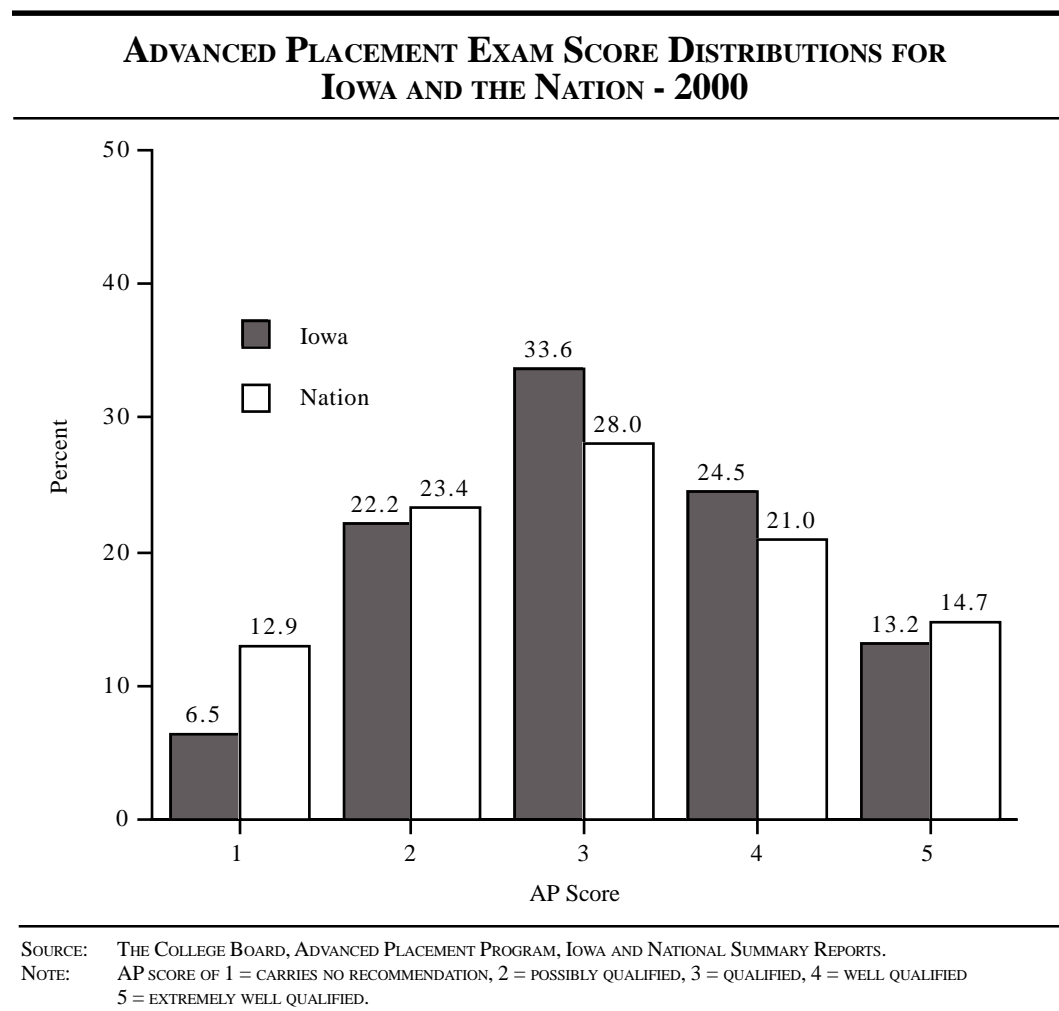


Table 127 shows the percentage of schools by state participating in the Advanced Placement program. Information is provided for the years 1991 through 2000. The average percentage of schools for the nation participating in the AP program has grown from 44 percent in 1991 to just over 57 percent in 2000, compared to Iowa participation which increased from 18 percent in 1991 to just over 33 percent in 2000. Iowa's rank in AP participation, based on the percentage of schools, was 42.5 in 2000 out of 50 states and the District of Columbia.

Table 127

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT											
Rank Based on 2000 Data	State	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
1	Dist. of Col.	94.7	72.5	73.2	82.5	100	100	78	81	76	97
2	New Jersey	87.8	87.4	83.7	85.0	85	83	80	78	77	75
3	Massachusetts	86.4	82.5	82.3	80.4	80	78	78	75	74	73
4	Connecticut	85.2	87.9	82.3	82.1	84	80	78	78	77	77
5	New Hampshire	79.5	75.0	69.0	71.2	68	69	62	60	58	53
6	Maryland	79.3	74.9	74.1	72.5	71	69	72	69	68	68
7	Utah	78.6	69.4	71.6	73.0	70	70	74	68	69	63
8	New York	76.7	75.2	74.6	73.7	72	71	69	68	66	65
9.5	California	74.7	72.3	69.7	68.9	69	66	65	64	63	60
9.5	Virginia	74.7	71.8	69.5	69.4	70	68	69	69	67	66
11	South Carolina	74.0	71.4	70.0	70.6	70	70	67	66	65	66
12	Hawaii	72.7	82.7	73.3	69.9	68	65	65	72	68	65
13	Vermont	72.2	76.8	69.5	74.7	66	66	61	65	61	56
14	Rhode Island	70.1	76.1	74.6	72.6	74	73	68	63	66	59
15	North Carolina	67.7	67.6	63.3	63.9	64	64	67	67	60	57
16	Kentucky	66.4	64.8	60.0	62.5	62	58	60	59	58	53
17	Wisconsin	65.3	64.1	60.1	56.9	56	52	52	47	46	36
18	Georgia	65.0	60.5	58.5	57.8	59	59	61	60	53	49
19	Florida	64.8	62.7	57.5	56.8	57	55	55	55	52	52
20	Delaware	64.4	63.3	47.4	46.8	46	42	62	62	58	58
21	Pennsylvania	63.4	61.7	60.6	60.9	60	56	53	52	51	48
22	Maine	63.3	63.1	57.4	58.5	58	54	56	53	50	45
23.5	Ohio	63.1	61.0	59.7	58.5	58	56	53	54	53	51
23.5	Texas	63.1	60.7	56.9	56.3	51	45	38	35	32	29
25	Indiana	59.1	57.0	56.2	56.4	55	55	57	53	49	45
26	Washington	58.1	58.4	54.7	52.8	53	48	47	48	50	48
	United States	57.3	56.0	53.8	52.9	52	50	49	48	46	44
27	Michigan	56.7	56.5	54.1	53.1	52	50	51	51	48	47
28	West Virginia	55.2	49.4	55.3	57.5	63	64	60	59	59	55
29	Illinois	54.1	52.0	51.8	52.2	50	49	47	45	44	42
30	Tennessee	53.1	53.2	50.6	50.2	50	47	45	45	43	44
31	Arizona	51.0	50.2	53.9	46.6	57	51	55	55	54	52
32	Oregon	50.2	48.7	48.5	42.5	44	45	44	45	44	40
33	New Mexico	50.0	48.4	43.9	39.0	42	40	39	34	31	28
34	Colorado	49.9	50.7	47.8	47.9	50	50	47	47	44	43
35	Minnesota	44.6	45.3	43.1	43.1	44	42	35	34	30	30
36.5	Idaho	42.0	49.0	42.7	42.8	39	41	37	40	35	37
36.5	Oklahoma	42.0	33.7	24.8	18.0	16	17	17	15	15	16
38.5	Mississippi	38.7	36.4	38.2	36.4	38	33	34	30	31	31
38.5	Nevada	38.7	41.0	40.2	52.2	56	53	52	52	48	44
40	Alabama	36.3	38.3	36.9	41.9	44	45	45	46	46	45
41	Montana	34.3	33.2	32.3	35.0	31	31	28	27	26	22
42.5	Iowa	33.3	35.6	36.3	31.9	29	30	27	25	22	18
42.5	Wyoming	33.3	30.5	29.1	30.4	30	30	34	34	33	31
44	Arkansas	33.0	32.2	30.5	30.2	27	22	23	21	20	19
45	Missouri	32.6	30.2	27.1	24.9	26	26	24	20	19	20
46	Louisiana	24.6	24.4	23.8	23.9	24	25	24	24	23	21
47	Kansas	24.4	26.0	24.1	22.8	24	25	22	20	20	18
48	Nebraska	21.7	22.5	22.7	21.7	19	22	20	21	20	18
49	South Dakota	19.2	21.1	19.0	15.9	14	19	9	9	7	12
50	Alaska	12.6	13.9	12.8	11.7	12	12	13	12	10	10
51	North Dakota	8.8	8.2	7.6	7.4	7	5	5	5	5	4

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS, 1991-2000.

Table 128 presents a comparison by state of the number of AP examinations per 1,000, 11th and 12th grade students. In 2000, the average for the nation was 178 AP examinations per 1,000, 11th and 12th grade students, compared to 62 per 1,000 for Iowa. Iowa ranked 46th in the nation, based on this measure, out of 50 states and the District of Columbia.

Table 128

NUMBER OF ADVANCED PLACEMENT EXAMINATIONS TAKEN PER THOUSAND 11TH AND 12TH GRADERS											
Rank Based on 2000 Data	State	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
1	Dist. of Col.	423	388	359	331	277	249	251	221	220	283
2	Virginia	316	302	249	241	227	221	209	184	170	161
3	New York	290	276	256	237	218	195	192	180	170	157
4	California	259	238	221	206	195	178	167	157	147	139
5	Maryland	256	234	216	201	188	177	164	157	145	135
6	Connecticut	250	233	218	188	171	152	144	138	134	123
7	Utah	242	235	231	232	221	229	239	215	211	193
8	Florida	241	226	215	183	197	190	189	171	181	156
9.5	Massachusetts	239	230	213	202	180	162	153	145	134	121
9.5	New Jersey	239	245	210	206	195	163	155	143	136	121
11	North Carolina	235	219	190	178	167	170	145	119	95	81
12	Texas	210	178	149	136	115	103	82	69	57	52
13	South Carolina	190	193	191	184	178	171	165	152	141	130
14	Delaware	187	182	176	168	155	136	132	135	120	103
15	Georgia	186	169	144	122	110	144	154	125	85	77
16	Colorado	179	158	147	131	124	119	122	121	123	115
	United States	178	165	150	139	130	122	116	106	98	89
17	Hawaii	173	164	157	142	129	140	136	127	129	118
18	Illinois	161	144	144	136	130	122	115	106	101	90
19	Alaska	157	145	150	108	101	91	97	103	98	94
20.5	New Hampshire	150	147	138	127	122	111	95	91	83	74
20.5	Rhode Island	150	140	131	122	118	104	98	90	89	86
22	Maine	141	137	118	125	104	96	84	80	71	63
23.5	Pennsylvania	140	131	116	110	102	91	90	86	79	72
23.5	Wisconsin	140	125	117	106	96	85	74	64	48	39
25	Vermont	136	142	123	107	94	87	102	94	84	82
26.5	Michigan	130	122	112	107	105	91	84	82	76	70
26.5	Nevada	130	124	118	100	103	101	97	87	80	80
28	Tennessee	126	121	104	97	94	88	89	80	74	70
29	Kentucky	122	112	98	94	86	79	78	74	69	59
30	Minnesota	120	123	105	80	75	77	51	46	40	35
31	New Mexico	114	106	83	80	76	74	78	74	80	72
32	Ohio	113	112	103	96	88	83	72	68	63	55
33.5	Indiana	107	98	91	89	97	92	84	68	59	50
33.5	Oklahoma	107	93	71	56	49	45	51	48	42	37
35	Washington	106	93	82	74	63	57	60	58	57	54
36	Arizona	103	99	107	102	98	92	105	94	85	66
37	South Dakota	88	72	68	48	37	35	23	24	18	18
38	Montana	86	82	72	64	63	52	51	44	44	41
39	Idaho	85	77	67	60	46	50	56	52	47	44
40	Arkansas	84	72	62	54	42	41	37	32	29	29
41	Oregon	82	77	75	70	58	60	65	65	65	61
42	West Virginia	81	72	66	72	68	68	62	58	55	48
43	Alabama	79	82	84	94	88	88	81	73	70	62
44	Missouri	71	64	56	51	48	47	47	44	38	34
45	Kansas	63	56	51	48	47	41	40	38	35	36
46	Iowa	62	59	54	53	48	44	39	37	31	27
47	Mississippi	58	65	58	58	54	48	45	39	38	36
48	Wyoming	50	44	31	30	34	45	48	42	42	33
49.5	Louisiana	48	46	42	39	38	36	39	37	34	34
49.5	North Dakota	48	41	38	28	32	24	21	19	19	19
51	Nebraska	47	45	50	49	44	48	46	47	41	39

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS, 1991-2000.

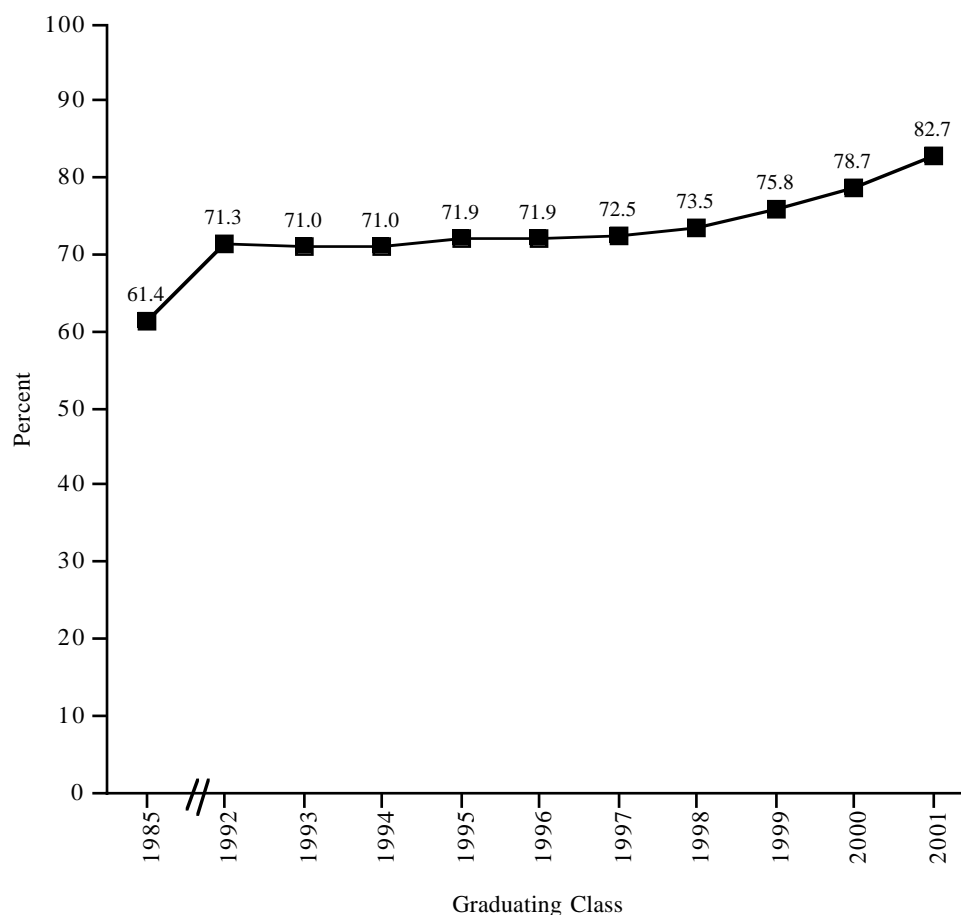
Pursuit of Postsecondary Education/Training

Information presented in this section contains both graduate follow-up data one year following graduation and intentions of seniors before leaving school. Data for the years 1985 and 1992 through 1996 are reported as graduate follow-up information. Data from 1997 through 1999 represent both follow-up data from graduates and intentions of high school seniors. This is due to the transition from web-based reporting to submission of individual student records via electronic data interchange (EDI), since electronic student records are no longer maintained for students who have graduated. Data for the years 1999-2000 and 2000-2001 represent postsecondary education/training intentions for high school seniors late in the school year.

The percentage of Iowa public school graduates or seniors who were pursuing or intending to pursue postsecondary education or training has risen steadily from 61.4 percent in 1985 to just under 83 percent in the 2000-2001 school year (Figure 113).

Figure 113

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992-2001



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, GRADUATE FOLLOW-UP/INTENTIONS FILE.

NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1997, 1998, AND 1999 REPRESENT CALCULATED ESTIMATES.

The pursuit of postsecondary education is shown by enrollment category in Table 129. All enrollment categories have shown substantial increases in the percentage of graduates/seniors pursuing or intending to pursue postsecondary education since 1985, with most all enrollment categories reporting increases each year from 1995 through 2001.

Table 129

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1995 THROUGH 2001								
Graduating Class	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
1985	66.5%	63.0%	66.0%	64.3%	62.2%	62.2%	52.3%	61.4%
1995	65.9	68.3	72.2	73.2	71.1	70.8	73.4	71.9
1996	59.5	69.2	71.5	73.3	73.4	68.8	72.6	71.9
1997	76.6	72.4	68.4	73.4	74.9	68.4	74.0	72.5
1998	69.7	70.2	70.8	73.2	74.6	72.5	75.8	73.7
1999	69.9	74.7	73.4	76.4	76.9	76.6	74.5	75.8
2000	80.5	82.5	80.1	78.9	79.0	76.0	79.1	78.7
2001	73.9	81.3	81.0	82.5	83.1	81.9	84.3	82.7
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, GRADUATE FOLLOW-UP/INTENTIONS FILES. NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1997, 1998, AND 1999 REPRESENT CALCULATED ESTIMATES.								

A comparison by gender is provided in Table 130 of Iowa public school students pursuing or intending to pursue postsecondary education or training. Data are presented for the graduating classes 1998 through 2001 and show that a higher percentage of Iowa females than Iowa males pursued, or intended to pursue, postsecondary education or training. The difference between the percentage of males and females was about ten percentage points across the four-year period.

Table 130

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY GENDER				
Graduating Class	Gender			Total
	Male		Female	
1998	68.8%		78.4%	73.7%
1999	70.7		80.9	75.8
2000	74.5		82.9	78.7
2001	77.8		87.5	82.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, GRADUATE FOLLOW-UP/INTENTIONS FILES.

NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1998 AND 1999 REPRESENT CALCULATED ESTIMATES.

Table 131 presents postsecondary education/training pursuits of Iowa graduates/seniors by institution type for 1985 and 1996 through 2001. The percentages of graduates/seniors pursuing, or intending to pursue, postsecondary education or training have remained relatively constant for private and public four-year colleges, private two-year colleges, and for other training (including trade schools and apprenticeship programs), while the community college category has increased from 18.2 percent in 1985 to 31 percent in 2001.

Table 131

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY POSTSECONDARY INSTITUTION							
Postsecondary Institution	1985	1996	1997	Graduating Class		2000	2001
				1998	1999		
Private 4-Year College	12.3%	13.3%	13.1%	13.3%	14.0%	12.6%	14.9%
Public 4-Year College	23.3	25.3	25.1	26.6	25.9	28.0	27.3
Private 2-Year College	1.4	1.2	1.3	1.0	2.0	5.8	5.2
Community College	18.2	28.3	29.4	28.8	30.4	28.9	31.0
Other Training	6.2	3.8	3.6	4.0	3.6	3.3	4.3
Total	61.4	71.9	72.5	73.7	75.8	78.7	82.7

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, GRADUATE FOLLOW-UP/INTENTIONS FILES.

NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1997, 1998, AND 1999 REPRESENT CALCULATED ESTIMATES.

Table 132 and Figure 114 compare combined information from two-year and four-year colleges. Two-year colleges include private two-year colleges and community colleges, and four-year colleges include both private and public colleges. Results

indicate moderate growth in the percentage of graduates/seniors pursuing or intending to pursue postsecondary education at four-year colleges and substantial growth in two-year colleges where percentages increased from 19.6 percent in 1985 to 36.2 percent in 2001.

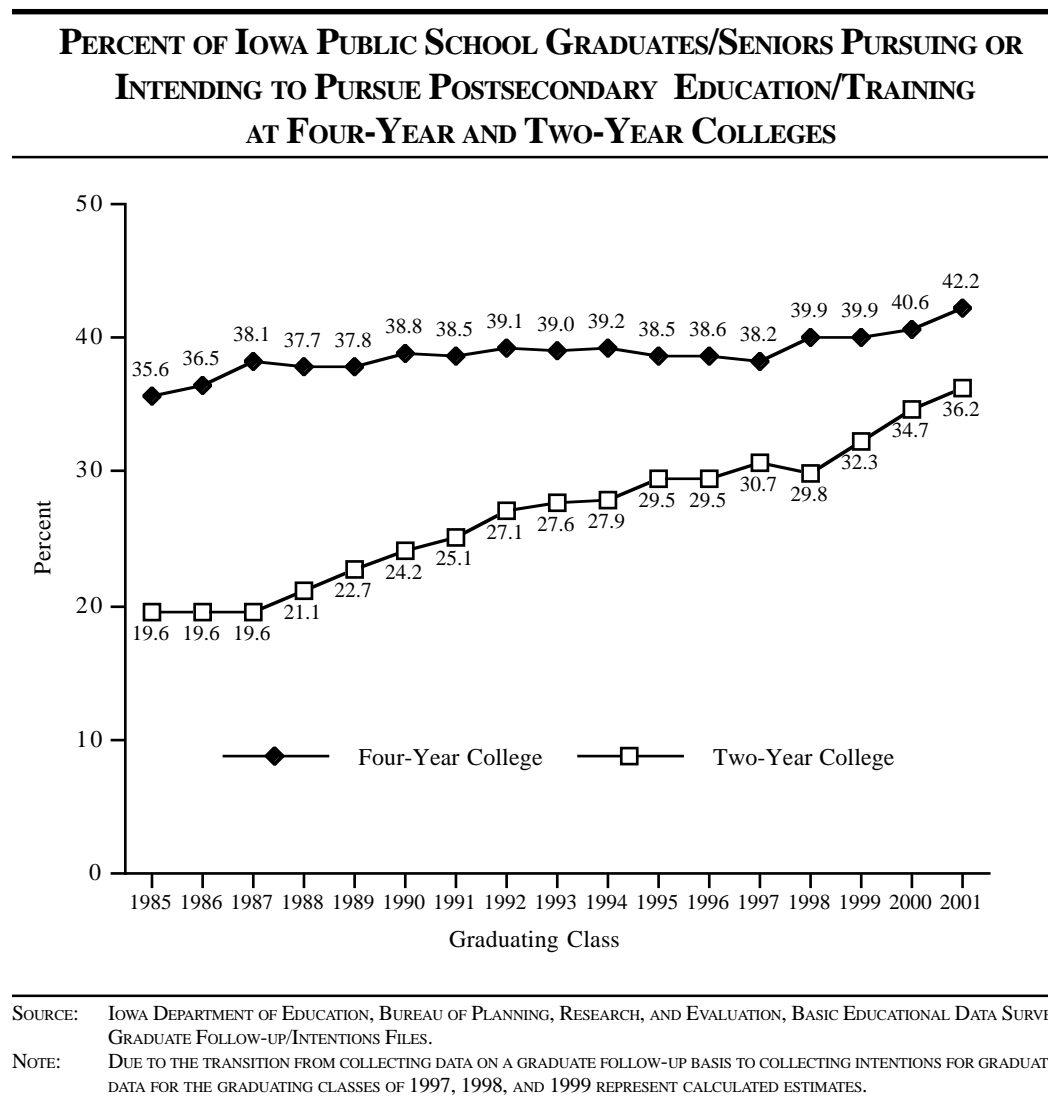
Table 132

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING AT FOUR-YEAR AND TWO-YEAR COLLEGES							
Postsecondary Institution	Graduating Class						
	1985	1996	1997	1998	1999	2000	2001
Four-Year College	35.6%	38.6%	38.2%	39.9%	39.9%	40.6%	42.2%
Two-Year College	19.6	29.5	30.7	29.8	32.3	34.7	36.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, GRADUATE FOLLOW-UP/INTENTIONS FILES.

NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1997, 1998, AND 1999 REPRESENT CALCULATED ESTIMATES.

Figure 114



Postsecondary Enrollment Options

Chapter 261C of the Iowa Code provides an opportunity for high school students in Iowa to earn college credit in high school. Eligibility is limited to students in eleventh and twelfth grade and ninth and tenth grade students identified as gifted and talented as determined by school district criteria and procedures. Participating school districts are required to pay a fee to postsecondary institutions providing the courses offered for college credit. According to Chapter 261C, the fee is the amount equal to the lesser of “actual and customary costs of tuition, textbooks, materials, and fees directly related to the course taken,” or the sum of \$250.

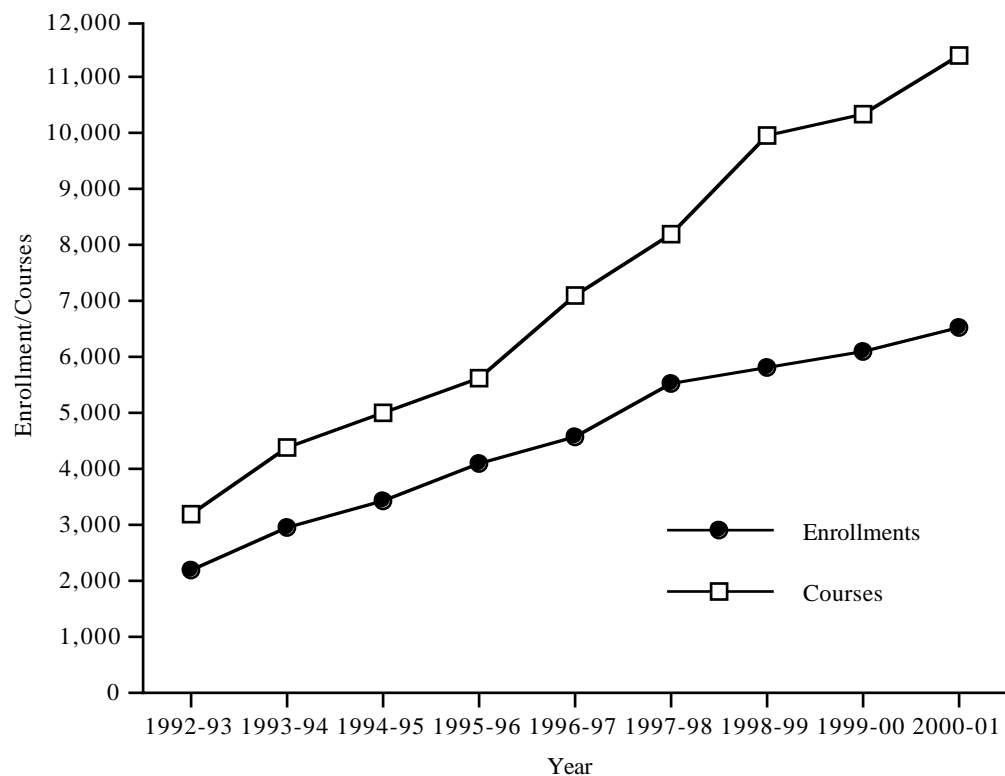
Enrollments in postsecondary enrollment options courses increased nearly threefold from 1992-1993 to 2000-2001 and the number of courses taken under the program increased by more than 3.5 times over the same time period. In 1992-1993, the average number of courses taken per enrolled student was 1.46 compared to an average of 1.74 in 2000-2001 (Table 133 and Figure 115).

Table 133

IOWA POSTSECONDARY ENROLLMENT OPTIONS ENROLLMENTS AND COURSES 1992-1993 TO 2000-2001		
Year	Enrollments	Courses
1992-1993	2,219	3,229
1993-1994	2,978	4,421
1994-1995	3,465	5,016
1995-1996	4,098	5,645
1996-1997	4,577	7,125
1997-1998	5,524	8,226
1998-1999	5,815	9,991
1999-2000	6,121	10,361
2000-2001	6,556	11,408
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILES.		

Figure 115

**IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES - 1992-1993 TO 2000-2001**



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILES.

A comparison of postsecondary enrollments and courses in 1992-1993 and 2000-2001 by institution type is shown in Tables 134 and 135. Since 1992-1993 the number of courses taken under the Postsecondary Enrollment Options Act (PSEO) in each of the five course categories increased over 200 percent, with career options and vocational technical courses increasing 494 percent and 515 percent respectively. The number of juniors and seniors enrolled in these courses increased 296 percent and 170 percent respectively from 1992-1993 to 2000-2001. In 1992-1993, 79 percent of the juniors and seniors taking postsecondary enrollment options courses participated through community colleges compared to 83 percent in 2000-2001. Figure 116 graphically displays the distribution of high school juniors and seniors enrolled in PSEO courses by institution type for 1995-1996 through 2000-2001.

Table 134

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	0	6	6	8	0	0	2	0	1
TOTALS ¹	378	1,809	2,187	368	285	929	1,154	233	260

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILE.

NOTE: ¹EXCLUDED FROM TOTAL ENROLLMENTS ARE 32 FRESHMEN AND SOPHOMORES.

Table 135

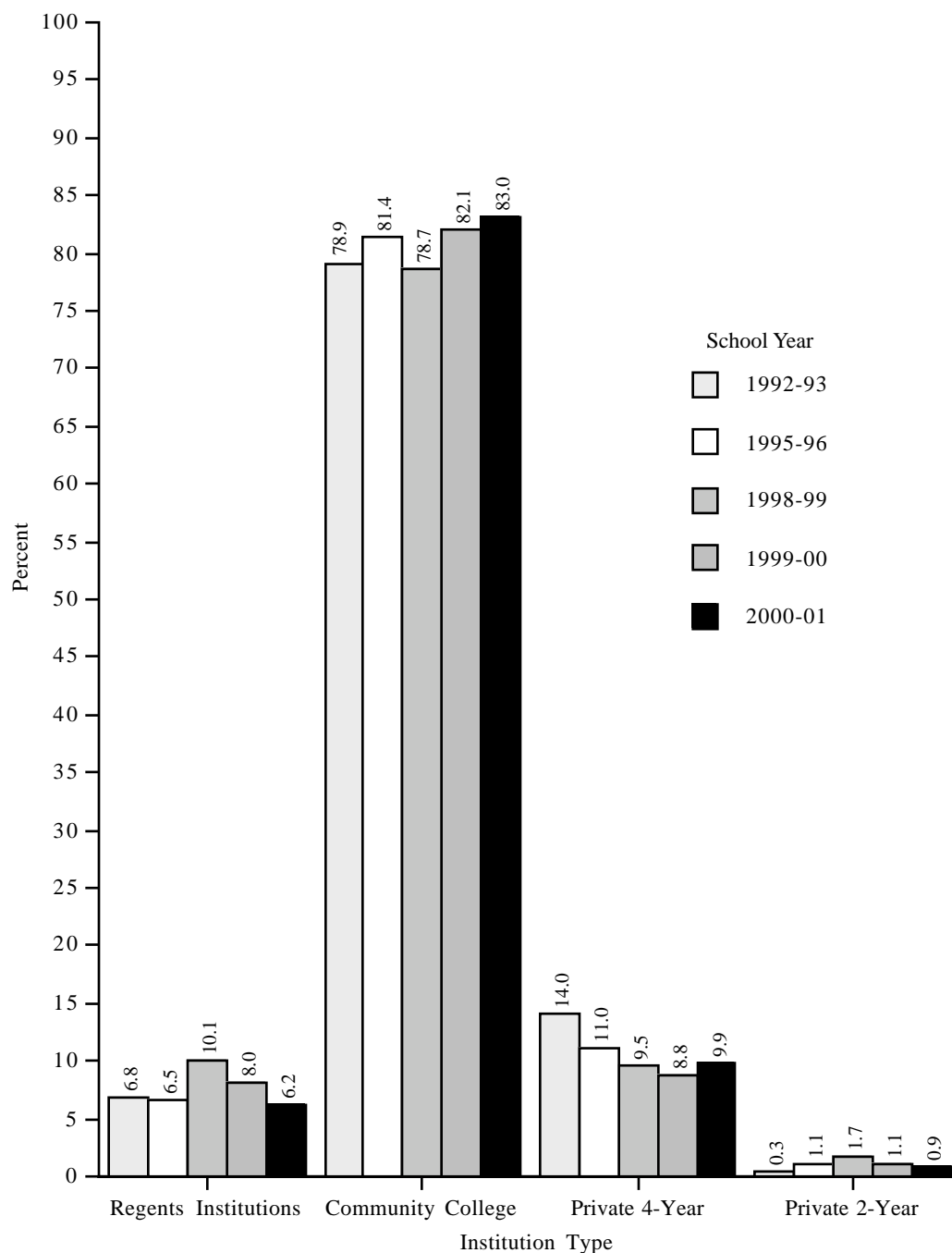
2000-2001 IOWA POSTSECONDARY ENROLLMENT OPTIONS ACT									
ENROLLMENT BY TYPE OF INSTITUTION AND TYPE OF COURSE									
INSTITUTION	ENROLLMENTS			NUMBER OF COURSES TAKEN DURING THE YEAR					
	JUNIORS	SENIORS	JUNIOR-SENIOR TOTAL	MATH	SCIENCE	SOCIAL SCIENCE	HUMANITIES	CAREER OPTIONS	VOCATIONAL TECHNICAL
REGENTS INSTITUTION	108	289	397	162	137	94	178	15	14
COMMUNITY COLLEGE	1,244	4,056	5,300	879	605	2,385	3,031	1,330	1,572
PRIVATE 4 Yr. COLLEGE	141	494	635	151	130	386	286	35	6
PRIVATE 2 Yr. COLLEGE	5	52	57	52	3	41	23	5	8
TOTALS ¹	1,498	4,891	6,389	1,224	875	2,806	3,518	1,385	1,600

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILE.

NOTE: ¹EXCLUDED FROM TOTAL ENROLLMENTS ARE 167 FRESHMEN AND SOPHOMORES.

Figure 116

**PERCENTAGE DISTRIBUTION OF IOWA HIGH SCHOOL JUNIORS
AND SENIORS POSTSECONDARY ENROLLMENT OPTIONS ENROLLMENTS
1992-1993, 1995-1996, AND 1998-1999 TO 2000-2001**



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILES.

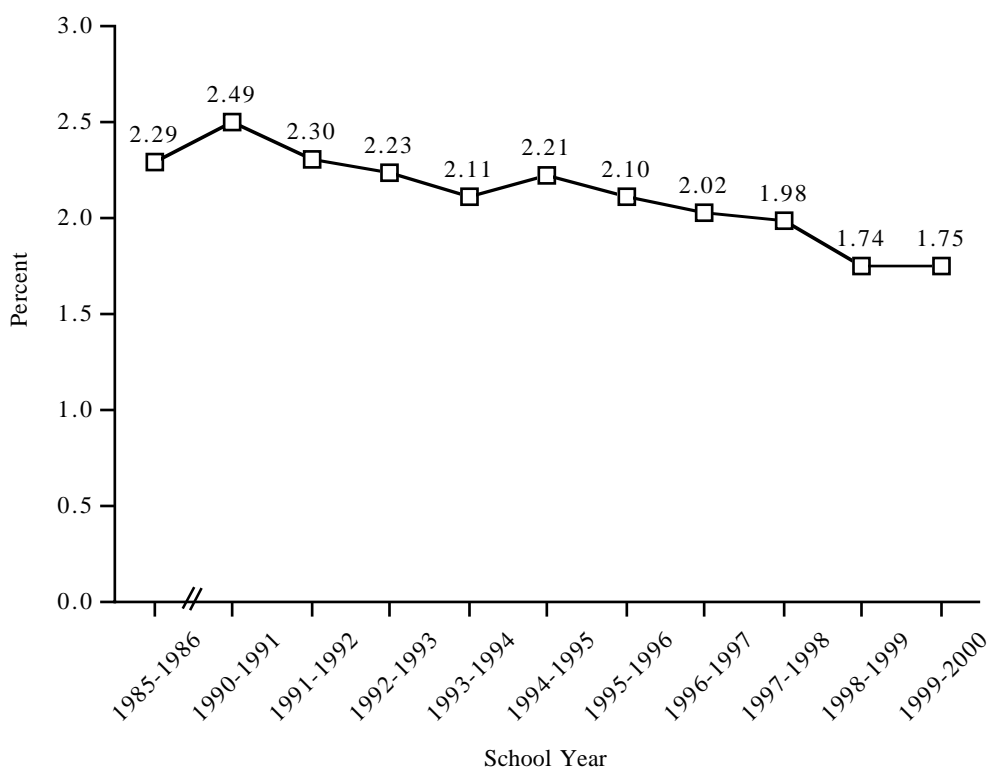
Dropouts

School districts report dropouts in grades 7-12 each fall through the Basic Educational Data Survey (BEDS). A student is considered a dropout if he or she does not complete a district approved K-12 program. Information on dropouts is collected on the basis of criteria set by the National Center for Education Statistics. Dropout data are collected from Iowa school districts by gender and race/ethnicity within grade levels. The dropout statistic is calculated by dividing the total number of dropouts by the sum of the total enrollment for the corresponding grades.

The percentage of Iowa 7-12 public school students considered as dropouts has ranged from a high of 2.49 percent in 1990-1991 to an all-time low of 1.74 percent in 1998-1999. The percentage of grade 7-12 dropouts in 1999-2000 increased slightly from the previous year to 1.75 percent. Dropout statistics for 1985-1986 and for 1990-1991 through 1999-2000 are reported in Figure 117.

Figure 117

IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Table 136 shows dropout statistics for the state and for each of the seven enrollment categories. As in all previous years, the highest dropout percentages occurred in the largest enrollment categories in 1999-2000. Districts in enrollment categories of 1,000 and above accounted for 70.8 percent of all grade 7-12 enrollments, and 82.2 percent of all grade 7-12 dropouts. A total of 1,237, of the state's 4,027 dropouts, was reported for grade 12. Prior to 1998-1999 the greatest number of dropouts came from grade 11.

Table 136

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY ENROLLMENT CATEGORY 1999-2000										
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	1	2	9	4	16	0.4%	0.6%	1.10%
250-399	0	0	10	12	34	46	102	2.6	3.7	1.21
400-599	0	1	6	37	54	59	157	3.9	7.9	0.86
600-999	0	2	35	76	150	177	440	10.9	17.0	1.13
1,000-2,499	0	2	95	186	286	293	862	21.4	26.3	1.43
2,500-7,499	0	0	123	234	277	289	923	22.9	19.6	2.05
7,500+	5	15	365	367	406	369	1,527	37.9	24.9	2.67
State	5	20	635	914	1,216	1,237	4,027	100.0	100.0	1.75

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Table 137 shows dropout statistics for the years 1993-1994 through 1999-2000 by gender. Males have represented the major portion of Iowa public school dropouts across the time periods shown. In 1999-2000, males accounted for almost 58 percent of dropouts, while accounting for only about 51 percent of the total grade 7-12 enrollment.

Table 137

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY GENDER 1993-1994 — 1999-2000								
	1993- 1994	1994- 1995	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	
Dropout Percent Female	1.83%	1.87%	1.81%	1.75%	1.73%	1.59%	1.51%	
Dropout Percent Male	2.39	2.54	2.38	2.27	2.22	1.87	1.99	
Female Dropouts as a Percent of Total Dropouts	42.60	41.70	42.20	42.60	42.94	44.89	42.04	
Female Enrollment as a Percent of Total Enrollment	49.30	49.20	49.00	49.10	49.05	48.94	48.88	

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Dropouts by race/ethnicity are shown in Table 138. Dropout rates were higher for all minority groups than for the majority in 1999-2000. All minorities represented 7.6 percent of combined grade 7-12 enrollments in 1999-2000, while representing 16.5 percent of total grade 7-12 dropouts.

Table 138

1999-2000 IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY RACE/ETHNICITY					
Race/ Ethnicity Group	Dropout Rate as a % of Enrollment	Total Dropouts	% of Total Dropouts	Grade 7-12 Enrollment	% of 7-12 Enrollment
Non-Minority	1.59	3,364	83.5%	212,235	92.4%
All Minority	3.78	663	16.5	17,544	7.6
American Indian	5.03	51	1.3	1,014	0.4
Asian	1.59	63	1.6	3,967	1.7
Hispanic	5.20	295	7.3	5,668	2.5
African American	3.68	254	6.3	6,895	3.0
State	1.75	4,027	100.0	229,779	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILE.

A comparison of 1999-2000 minority dropout information with data from 1993-1994 reflects that minority students, as a group, represented a higher percentage of total dropouts in 1999-2000 than in 1993-1994. In 1993-1994, minority students represented 14.5 percent of total dropouts, while representing 5.8 percent of grade 7-12 enrollments, compared to 16.5 percent of dropouts, and 7.6 percent of grade 7-12 enrollments in 1999-2000. (Table 139 and Figure 118)

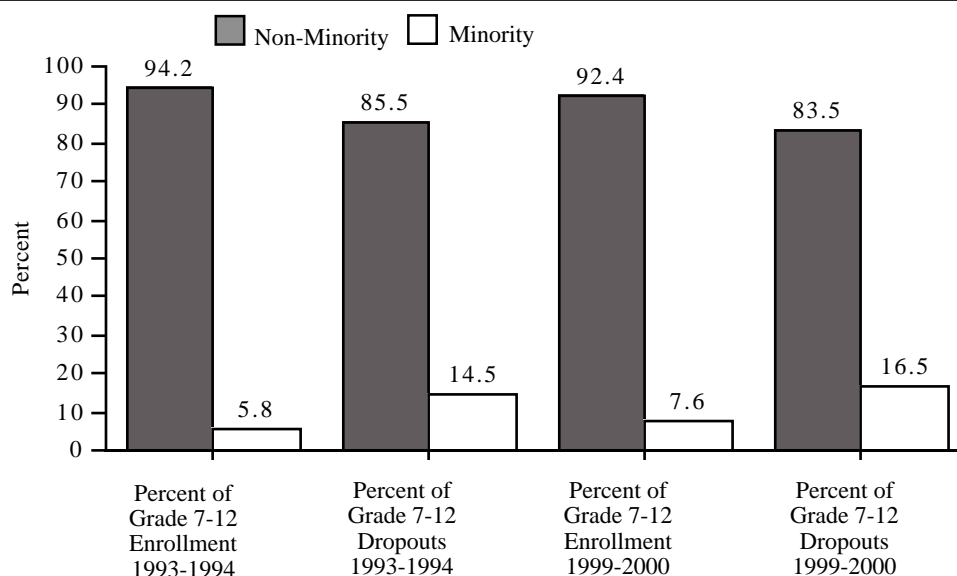
Table 139

PERCENT OF DROPOUTS AND PERCENT OF ENROLLMENT FOR IOWA PUBLIC SCHOOL GRADES 7-12 BY RACE/ETHNICITY 1993-1994 TO 1999-2000							
Racial/Ethnic Group	% of 7-12 Total Dropouts						
	1993- 1994	1994- 1995	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000
White	85.5%	87.8%	83.6%	84.8%	83.3%	83.0%	83.5%
African American	8.0	5.6	9.0	7.6	7.4	6.4	6.3
Hispanic	3.8	4.3	4.6	5.4	6.7	7.7	7.3
Asian	1.7	1.3	1.6	1.3	1.4	1.6	1.6
American Indian	1.0	1.0	1.2	0.9	1.2	1.3	1.3
Racial/Ethnic Group	% of 7-12 Enrollment						
	1993- 1994	1994- 1995	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000
White	94.2%	94.0%	93.7%	93.4%	93.1%	92.8%	92.4%
African American	2.6	2.7	2.7	2.8	2.8	2.9	3.0
Hispanic	1.5	1.5	1.7	1.9	2.1	2.2	2.5
Asian	1.4	1.5	1.5	1.6	1.6	1.7	1.7
American Indian	0.3	0.3	0.4	0.3	0.4	0.4	0.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Figure 118

**COMPARISON OF THE PERCENTAGE OF GRADE 7-12 ENROLLMENTS AND
GRADE 7-12 DROPOUTS REPRESENTED BY
MINORITY AND NON-MINORITY IOWA PUBLIC SCHOOL STUDENTS
1993-1994 AND 1999-2000**



SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Table 140 provides an interval distribution of grade 7-12 dropout rates expressed as a percent of the combined grade 7-12 enrollments. The data indicate that for the 1999-2000 school year, 23 percent of Iowa public school districts had no dropouts, while 8.1 percent of public school districts had grade 7-12 dropout percentages in excess of three percent. The median dropout rate for 1999-2000 was .9 percent with a range of 0 to 8.43 percent.

Table 140

**DISTRIBUTION OF 7-12 DROPOUT RATES FOR IOWA PUBLIC SCHOOLS
1999-2000**

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0	86	23.0	23.0
.01-.50	51	13.6	36.6
.51-1.00	66	17.6	54.2
1.01-1.50	53	14.2	68.4
1.51-2.00	46	12.3	80.7
2.01-2.50	24	6.4	87.1
2.51-3.00	18	4.8	91.9
3.01-3.50	10	2.7	94.6
3.51-4.00	8	2.1	96.7
>4.00	12	3.2	100.0

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

NOTE: DROPOUT RATES ARE COMBINED GRADE 7-12 DROPOUTS DIVIDED BY COMBINED GRADE 7-12 ENROLLMENT AND EXPRESSED AS A PERCENT.

Data from the National Center for Education Statistics (NCES) are shown in Table 141 on dropout rates for students in grades 9-12. Dropout rates are shown for the years 1993-1994 through 1997-1998. According to NCES, Iowa had the third lowest grade 9-12 dropout rate, 2.9 percent, in both 1996-1997 and 1997-1998. Two other midwestern states, North Dakota and Wisconsin were ranked above Iowa in 1996-1997 and 1997-1998 with grade 9-12 dropout rates of 2.7 and 2.8 percent respectively.

Table 141

**PUBLIC HIGH SCHOOL - GRADE 9-12
DROPOUT RATES BY STATES 1993-1994 TO 1997-1998**

	1993-1994		1994-1995		1995-1996		1996-1997		1997-1998	
	PERCENT DROPOUT	NAT'L RANK	PERCENT DROPOUT	NAT'L RANK	PERCENT DROPOUT	NAT'L RANK	PERCENT DROPOUT	NAT'L RANK	PERCENT DROPOUT	NAT'L RANK
North Dakota	2.7	1	2.5	1	2.5	1	2.7	1.5	2.8	1.5
Wisconsin ¹	-	-	-	-	-	-	2.7	1.5	2.8	1.5
Iowa	3.2	3	3.5	4.5	3.1	2.5	2.9	3	2.9	3
South Dakota ¹	-	-	-	-	-	-	4.5	14	3.1	4
Maine	3.1	2	3.4	3	3.1	2.5	3.2	4	3.2	5.5
Massachusetts	3.7	4.5	3.6	6.5	3.3	4	3.4	5.5	3.2	5.5
New Jersey ¹	-	-	-	-	-	-	3.7	8	3.5	7.5
Connecticut	4.9	11.5	5.0	15	4.8	14	3.9	9.5	3.5	7.5
Pennsylvania	3.8	6	4.1	8.5	4.0	7	3.9	9.5	3.9	9
West Virginia	-	-	4.2	10	3.8	6	4.1	11	4.1	10
Kansas	5.0	13	5.1	16	4.7	13	4.6	16.5	4.2	11
Maryland ¹	-	-	-	-	-	-	4.9	19.5	4.3	12
Nebraska	4.6	8.5	4.5	11	4.5	10.5	4.3	12	4.4	13.5
Montana	-	-	-	-	5.6	17	5.1	23.5	4.4	13.5
Alaska	-	-	-	-	-	-	4.9	19.5	4.6	15
Delaware	4.6	8.5	4.6	12.5	4.5	10.5	4.5	14	4.7	16
Virginia ¹	-	-	-	-	-	-	4.6	16.5	4.8	17.5
Alabama ¹	-	-	-	-	-	-	5.3	26	4.8	17.5
Rhode Island	4.9	11.5	4.6	12.5	4.6	12	4.7	18	4.9	19.5
Minnesota	5.1	14	5.2	17	5.3	15	5.5	27	4.9	19.5
Tennessee ¹	-	-	-	-	-	-	5.1	23.5	5.0	21
Ohio	-	-	5.3	18	5.4	16	5.2	25	5.1	22
Utah	-	-	3.6	6.5	4.4	9	4.5	14	5.2	24.5
Vermont ¹	-	-	-	-	-	-	5.0	21.5	5.2	24.5
Missouri	7.1	17	7.1	21.5	6.6	20	5.8	28	5.2	24.5
Kentucky	-	-	-	-	-	-	-	-	5.2	24.5
Arkansas	5.3	15	4.9	14	4.1	8	5.0	21.5	5.4	27
Mississippi	6.1	16	6.4	19	6.2	19	6.0	29.5	5.8	28.5
Colorado ¹	-	-	-	-	-	-	6.0	29.5	5.8	28.5
Wyoming	-	-	6.7	20	5.7	18	6.2	31	6.4	30
Idaho ¹	-	-	-	-	-	-	7.2	32	6.7	31
Illinois ¹	-	-	-	-	-	-	8.8	35	6.9	32
New Mexico	8.1	19	8.5	23	-	-	7.5	33	7.1	33
Georgia	8.7	20	9.0	24	8.5	22	8.2	34	7.3	34
Arizona ¹	-	-	-	-	-	-	10.0	36	9.4	35
Nevada	9.8	22	10.3	25	9.6	23	10.2	37	10.1	36
Louisiana ²	4.7	10	3.5	4.5	11.6	24	11.6	38	11.4	37
District of Columbia	9.6	21	10.6	26	-	-	-	-	12.8	38
New York	4.0	7	4.1	8.5	3.7	5	3.4	5.5	-	-
Texas	3.7	4.5	2.7	2	-	-	3.6	7	-	-
Oregon	7.3	18	7.1	21.5	7.0	21	-	-	-	-

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, DROPOUT RATES IN THE UNITED STATES: 1999.

NOTES: "-" DATA NOT AVAILABLE.

¹ STATES WERE ASKED TO REPORT ON AN OCTOBER THROUGH SEPTEMBER CYCLE, THIS STATE REPORTED ON AN ALTERNATIVE JULY THROUGH JUNE CYCLE IN THE 1996-97 AND 1997-98 COLLECTIONS.

² EFFECTIVE IN THE 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 APPARENT INCREASE IN THE DROPOUT RATE IS PARTLY DUE TO THE INCREASED ABILITY TO TRACK STUDENTS.

OF THE 37 STATES AND THE DISTRICT OF COLUMBIA, THAT REPORTED DROPOUTS IN 1997-98, 26 SAID THAT THEY ADHERED EXACTLY TO THE STANDARD DEFINITION AND COLLECTION PROCEDURES.

National Assessment of Educational Progress (NAEP) Grade 4 Mathematics

The National Assessment of Educational Progress (NAEP) is a national effort to assess and report the progress of students within various subject matter areas over time. Results were released this year for the 2000 mathematics component.

Participation in NAEP is voluntary for each state and therefore not all states participate in each assessment cycle. Results are reported in Table 142 on the percentage of grade four public school students within each of the NAEP mathematics achievement levels. NAEP achievement levels include: below basic, basic, proficient, and advanced. NAEP provides the following descriptions for achievement levels: Basic — denotes partial mastery of prerequisite knowledge and skills that is fundamental for proficient work at each grade level; Proficient — represents solid academic performance for each grade assessed, students reaching this level have demonstrated competencies over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter; Advanced — advanced signifies superior performance.

Table 142 also reports the status of each state, compared to the nation, by indicating whether the performance was higher than the nation, the same as the nation, or lower than the nation, as determined by statistical analyses.

Statistical analyses performed by NAEP indicate whether state percentages are significantly different from the percentages for the nation; in other words, differences did not occur by chance. The results show that the distribution of percentages of Iowa public school fourth grade students in mathematics and 20 other states was not statistically different than the nation in 2000.

Four states had distributions that were significantly higher than the nation, while 15 states and the District of Columbia had distributions that were significantly lower than the nation.

Table 142

**PERCENTAGE OF FOURTH GRADE PUBLIC SCHOOL STUDENTS
WITHIN EACH NAEP MATHEMATICS ACHIEVEMENT LEVEL
2000**

State	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Performance Compared to Nation*
Alabama	43	43	13	1	Lower
Alaska					
Arizona	42	42	15	2	Lower
Arkansas	44	43	13	1	Lower
California	48	38	14	1	Lower
Colorado					
Connecticut	23	45	29	3	Higher
Delaware					
District of Columbia	76	19	5	1	Lower
Florida					
Georgia	42	40	17	1	Lower
Hawaii	45	41	13	1	Lower
Idaho	29	49	20	1	Same
Illinois	34	44	20	2	Same
Indiana	22	48	28	3	Higher
Iowa	22	50	26	2	Same
Kansas	25	46	27	3	Same
Kentucky	40	43	16	1	Lower
Louisiana	43	43	13	1	Lower
Maine	26	50	22	2	Same
Maryland	39	39	20	2	Same
Massachusetts	21	45	30	3	Higher
Michigan	28	43	26	3	Same
Minnesota	22	44	31	3	Higher
Mississippi	55	36	9	0	Lower
Missouri	28	49	22	2	Same
Montana	27	48	23	2	Same
Nebraska	33	43	22	2	Same
Nevada	39	44	15	1	Lower
New Hampshire					
New Jersey					
New Mexico	49	39	11	1	Lower
New York	33	45	20	2	Same
North Carolina	24	48	25	3	Same
North Dakota	25	50	23	2	Same
Ohio	27	48	24	2	Same
Oklahoma	31	53	16	1	Lower
Oregon	33	44	21	3	Same
Pennsylvania					
Rhode Island	33	44	21	2	Same
South Carolina	40	42	16	2	Lower
South Dakota					
Tennessee	40	42	17	1	Lower
Texas	23	50	25	2	Same
United States	33	42	22	2	
Utah	30	46	22	2	Same
Vermont	27	44	26	4	Same
Virginia	27	47	23	2	Same
Washington					
West Virginia	32	49	17	1	Lower
Wisconsin					
Wyoming	27	48	23	2	Same

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, U.S. DEPARTMENT OF EDUCATION OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT NAEP MATHEMATICS, REPORT CARD FOR THE NATION AND THE STATES.

NOTES: **NAEP ACHIEVEMENT LEVELS:**

BASIC: DENOTES PARTIAL MASTERY OF PREREQUISITE KNOWLEDGE AND SKILLS THAT IS FUNDAMENTAL FOR PROFICIENT WORK AT EACH GRADE.

PROFICIENT: REPRESENTS SOLID ACADEMIC PERFORMANCE FOR EACH GRADE ASSESSED. STUDENTS REACHING THIS LEVEL HAVE DEMONSTRATED COMPETENCIES OVER CHALLENGING SUBJECT MATTER, INCLUDING SUBJECT MATTER KNOWLEDGE, APPLICATION OF SUCH KNOWLEDGE TO REAL-WORLD SITUATIONS, AND ANALYTICAL SKILLS APPROPRIATE TO THE SUBJECT MATTER.

ADVANCED: SIGNIFIES SUPERIOR PERFORMANCE.

NOT ALL STATES PARTICIPATED IN THE STATE NAEP ASSESSMENT EACH YEAR, THEREFORE, SOME SCORES ARE MISSING.

*STATISTICAL ANALYSES PERFORMED BY NAEP INDICATE STATE PERCENTAGS WERE SIGNIFICANTLY DIFFERENT FROM THE NATION. **HIGHER** INDICATES RESULTS FOR A STATE WERE SIGNIFICANTLY HIGHER THAN RESULTS FOR THE NATION. **SAME** INDICATES RESULTS WERE NOT SIGNIFICANTLY DIFFERENT THAN THE NATION, AND **LOWER** INDICATES RESULTS WERE SIGNIFICANTLY LOWER THAN FOR THE NATION.

Finance

In this year's edition of the *Annual Condition of Education Report* the finance chapter has been significantly expanded. The chapter provides baseline, historical information, and data reflecting the current status. The primary sources of information are the *Certified Annual Financial Report*, the Department of Management's database used to develop each school district's Aid and Levy Worksheet, commonly referred to as the School Budget Master File; Program and Budget Summary, and data available from the Legislative Fiscal Bureau. Actual revenue and expenditure data is not available until the close of a fiscal year, thus the most recent information available is from the 1999-2000 school year. However, information regarding budgets, taxes, and state aid is available for the 2001-2002 year and is included.

Information on expenditures by function and object categories, revenues, property taxes, state aid, income surtaxes, and debt are included in this chapter. Where meaningful, the information is also reported by enrollment category. Information on revenue sources and tax rates for the fund groups of general, management, physical plant and equipment, public education and recreation, and debt service is included. The income surtax information has also been expanded over past reports and new information is included on instructional support. New sections on budget guarantees, information on bond referendums, local option sales and services tax for school infrastructure are also included.

Function Category Expenditures

Expenditures by function categories in the 1985-1986, 1998-1999, and 1999-2000 school years are shown in Table 143. Function categories are displayed by instruction, student support services, staff support services, administrative services, student transportation, operations and maintenance, central support services, food services subsidy, and community service/education.

Since 1985-1986, the percent of total expenditures on instruction has continued to increase, reaching 69.2 percent in 1999-2000. Student support services have also increased since 1985-1986, showing slight gains from 1998-1999. The percent of total expenditures for administrative services remained at 9.6 percent in 1999-2000. In 1999-2000, the percent of general fund expenditures going toward operations and maintenance was 8.7 percent compared to 12.2 percent in 1985-1986.

Table 143

**FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF
TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
1985-1986, 1998-1999, AND 1999-2000**

Function Category	1985-1986	Year 1998-1999	1999-2000
Instruction	65.3%	69.1%	69.2%
Student Support Services	2.9	3.7	3.8
Staff Support Services	3.2	4.0	3.9
Administrative Services	10.2	9.6	9.6
Operations and Maintenance	12.2	8.8	8.7
Student Transportation	5.2	3.9	3.9
Central Support Services	0.6	0.6	0.6
Food Services Subsidy	0.2	0.1	0.1
Community Service and Education	0.2	0.2	0.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORTS.

Table 144 displays function category expenditures in 1999-2000 as a percent of total expenditures by enrollment category. The smallest districts spent a higher percent of their general fund on instruction. The percent of general fund expended for administrative services and transportation tended to be higher in smaller districts, while the percent expended for student support services, staff support services, and operations and maintenance tended to increase as the size of the district increased.

Table 144

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1999-2000								
Function Category	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	71.6	69.7	69.0	68.7	69.4	69.8	68.8	69.2
Student Support Services	1.6	2.5	2.8	3.0	3.7	3.9	4.8	3.8
Staff Support Services	2.5	2.8	3.2	3.3	4.2	4.8	4.0	3.9
Administrative Services	12.1	12.2	11.5	10.7	9.6	8.6	8.6	9.6
Operations and Maintenance	6.8	7.8	8.1	8.6	8.5	8.8	9.3	8.7
Student Transportation	4.9	4.7	4.8	5.3	4.2	3.4	2.6	3.9
Central Support Services	0.1	0.1	0.1	0.1	0.2	0.6	1.4	0.6
Food Services Subsidy	0.3	0.1	0.1	0.1	0.0	0.0	0.1	0.1
Community Service and Ed.	0.2	0.1	0.2	0.2	0.2	0.1	0.4	0.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORT.

Object Category Expenditures

Object category expenditures, as a percent of total general fund expenditures, are displayed in Table 145. Object categories include salaries, benefits, purchased services, supplies, property, and other object expenditures. In 1985-1986, the percent expended for salaries and benefits totaled 81 percent. In 1999-2000, the total salary and benefits, as a percent of general fund expenditures, was 80.4 percent. The percent of expenditures for salaries has dropped since 1985-1986 from 68.1 percent while expenditures for benefits have increased from 12.9 percent in 1985-1986 to 15.8 percent in 1999-2000.

Table 145

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986, 1998-1999, AND 1999-2000			
Object Category	Year		
	1985-1986 Percent	1998-1999 Percent	1999-2000 Percent
Salaries	68.1%	64.7%	64.6%
Benefits	12.9	15.5	15.8
Purchased Services	9.9	10.1	10.3
Supplies	5.7	6.3	6.3
Property	2.6	3.0	2.6
Other Objects	0.8	0.4	0.4

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORTS.

NOTE: PROPERTY INCLUDES EXPENDITURES FOR THE INITIAL, ADDITIONAL, AND REPLACEMENT ITEMS OF EQUIPMENT, VEHICLES, AND FURNITURE.

Table 146 displays the percent of general fund expenditures by object categories and by enrollment category. Districts with more students spend a higher percent on salaries and a higher percent on benefits than do smaller districts. Smaller districts expend a higher percent on purchased services probably associated with whole grade sharing, purchasing instructional and administrative services. These purchases are also reflected in lower expenditures for salaries and benefits in low enrollment districts.

Table 146

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1999-2000								
Object Category	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Salaries	50.3%	59.5%	61.8%	62.7%	64.8%	66.2%	66.6%	64.6%
Benefits	12.4	14.0	14.3	15.2	15.8	16.0	16.8	15.8
Purchased Services	28.5	15.8	13.0	11.3	9.2	9.0	9.3	10.3
Supplies	6.2	7.6	7.4	7.5	6.9	5.8	5.0	6.3
Property	2.2	2.7	3.0	3.1	3.0	2.5	2.1	2.6
Other Objects	0.4	0.4	0.5	0.3	0.4	0.5	0.2	0.4
SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORT. NOTE: TOTALS MAY NOT EQUAL 100 PERCENT DUE TO ROUNDING.								

Revenues

Table 147 displays the source of general fund revenues for the baseline year 1985-1986, 1998-1999, and 1999-2000. State foundation aid and local taxes are the primary sources of revenue and have been since 1985-1986. The mix of state aid and local revenues, however, has changed since 1985-1986. The percent from local sources has decreased and the percent from state sources has increased. The percent derived from local taxes was 47.3 percent in 1985-1986 and was 31.6 percent in 1999-2000. State foundation aid has increased from 46 percent in 1985-1986 to 52.9 percent in 1999-2000.

“Other State Sources” which consist of instructional support, state aid, and categorical aid such as Phase I, II, and III of Educational Excellence; technology, school improvement, and class size reduction block grants, has increased from less than one percent to over five percent of total general revenues. The percent of revenue from federal sources has also increased from 2.4 percent in 1985-1986 to 3.3 percent in 1999-2000.

Table 147

**REVENUES BY SOURCE AS A PERCENT OF TOTAL
GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS
1985-1986, 1998-1999, AND 1999-2000**

Source of Revenue	1985-1986	Year 1998-1999	1999-2000
Local Taxes	47.3%	33.2%	31.6%
Interagency	1.4	3.6	3.9
Other Local Sources	1.8	2.4	2.6
Intermediate Sources	0.1	0.3	0.2
State Foundation Aid	46.0	52.4	52.9
Other State Sources	0.7	5.0	5.3
Federal Sources	2.4	2.8	3.3
Other Financing Sources	0.3	0.3	0.2

SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORTS.

NOTES: INTERAGENCY INCLUDES REVENUES FROM SERVICES PROVIDED TO OTHER LEAs SUCH AS TUITION, TRANSPORTATION SERVICES, AND OTHER PURCHASED SERVICES.

INTERMEDIATE INCLUDES GRANTS-IN-AID REVENUES IN LIEU OF TAXES RECEIVED FROM AEAs, CITIES AND COUNTIES.

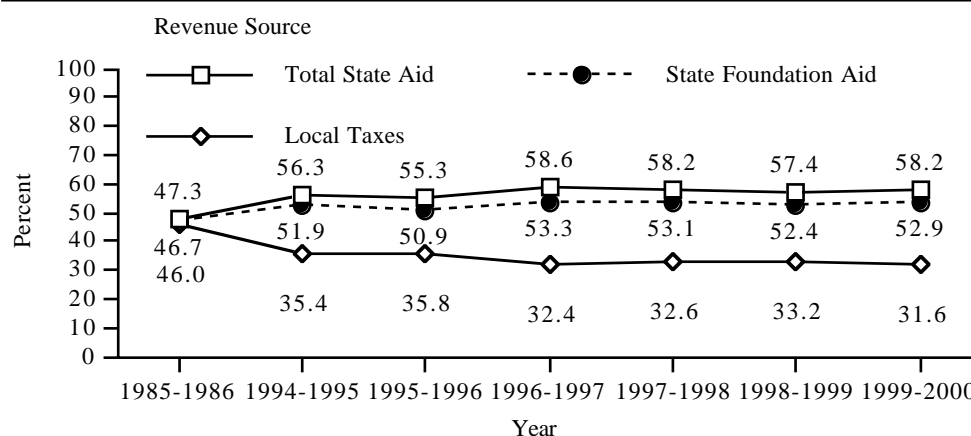
OTHER LOCAL SOURCES INCLUDES INTEREST, TEXTBOOK SALES, RENTS AND FINES, STUDENT FEES, AND COMMUNITY SERVICE FEES.

OTHER FINANCING SOURCES INCLUDES THE PROCEEDS FROM LONG-TERM DEBT SUCH AS LOANS AND CAPITAL LEASES AND INSURANCE SETTLEMENTS FOR LOSS OF FIXED ASSETS.

Figure 119 shows the percent of general fund revenue derived from local taxes, state foundation aid, and other state aid. The percent of revenues derived from local taxes has

Figure 119

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES, STATE
FOUNDATION AID, AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS
1985-1986 AND 1994-1995 TO 1999-2000**



SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORTS.

dropped from 47.3 percent in 1985-1986 to 31.6 percent in 1999-2000. The percent of revenues from state foundation aid and categorical state aid have increased approximately the same amount as the local taxes have decreased. In 1999-2000, approximately 58 percent of the total revenues were from state sources.

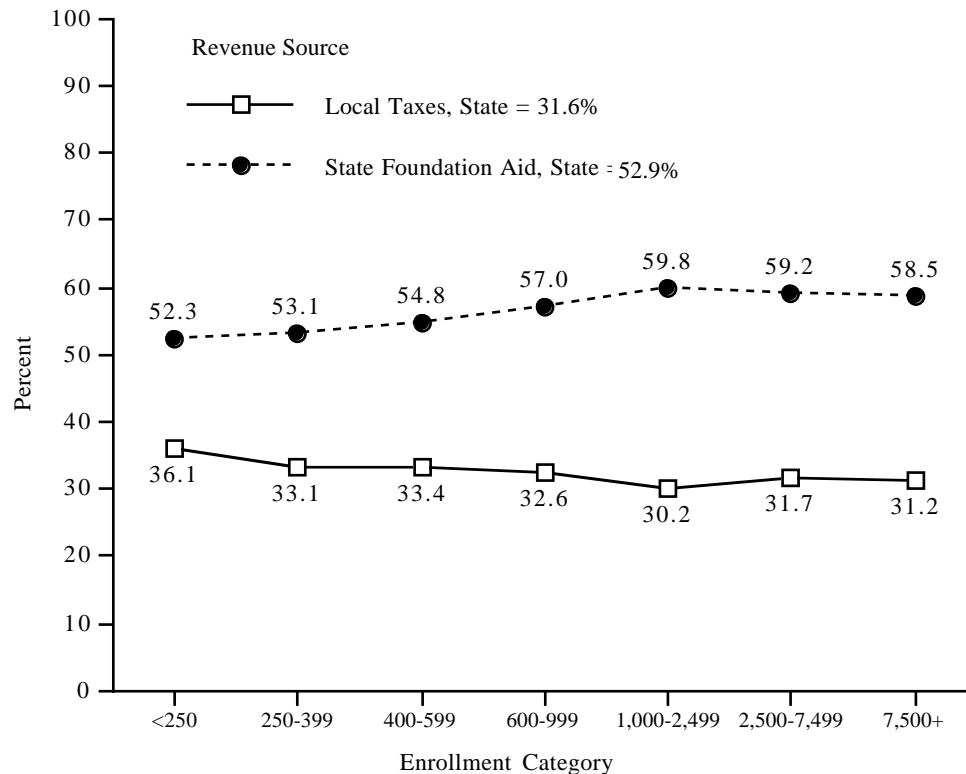
Table 148 and Figure 120 show the revenue by source for enrollment categories in 1999-2000. In general, state foundation aid, as a percent of general fund revenue, increased with the increase in enrollment. Other state aid was the highest in districts under 400 enrollment. Other state aid was 7.7 percent of total revenues in districts under 250 enrollment in 1999-2000. Correspondingly, local taxes, as a percent of general fund revenue, decreased as enrollment increased. The percent of revenue from federal sources varied from 2.6 percent in districts with enrollment of 2,500 to 7,499 to 4.5 percent in the largest districts. As enrollments decrease, a higher percentage of revenues come from tuition, transportation, or purchased services as reflected under interagency transfers and other local sources in Table 148.

Table 148

REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS 1999-2000								
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	36.1%	33.1%	33.4%	32.6%	30.2%	31.7%	31.2%	31.6%
Interagency	5.4	7.3	5.9	4.8	4.2	3.6	2.1	3.9
Other Local Sources	2.7	2.8	2.6	2.4	2.4	2.7	2.9	2.6
Intermediate Sources	0.1	0.1	0.1	0.1	0.1	0.0	0.7	0.2
State Foundation Aid	44.6	47.2	49.3	51.9	54.6	54.3	53.4	52.9
Other State Sources	7.7	5.9	5.6	5.2	5.2	5.0	5.2	5.3
Federal Sources	3.3	3.4	3.0	2.8	3.0	2.6	4.5	3.3
Other Financing Sources	0.1	0.2	0.1	0.2	0.3	0.1	0.0	0.2
SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORTS. NOTES: INTERAGENCY INCLUDES REVENUES FROM SERVICES PROVIDED TO OTHER LEAs SUCH AS TUITION, TRANSPORTATION SERVICES, AND OTHER PURCHASED SERVICES. INTERMEDIATE INCLUDES GRANTS-IN-AID REVENUES IN LIEU OF TAXES RECEIVED FROM AEAs, CITIES AND COUNTIES. OTHER LOCAL SOURCES INCLUDES INTEREST, TEXTBOOK SALES, RENTS AND FINES, STUDENT FEES, AND COMMUNITY SERVICE FEES. OTHER FINANCING SOURCES INCLUDES THE PROCEEDS FROM LONG-TERM DEBT SUCH AS LOANS AND CAPITAL LEASES AND INSURANCE SETTLEMENTS FOR LOSS OF FIXED ASSETS.								

Figure 120

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL
TAXES AND STATE FOUNDATION AID IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1999-2000**



SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORTS.

Taxable Valuation

The taxable valuation in each school district determines the amount of state aid the district will receive. The Iowa school foundation aid plan requires all school districts to levy a uniform levy of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the differing amount of revenue raised in each district. The relative property wealth is the primary factor in determining the property tax rates in a school district.

Taxable valuation represents the adjusted-equalized value of real property. The state has 112 assessing jurisdictions and the property in each of these jurisdictions is equalized by the state through the Iowa Department of Revenue and Finance every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values which are based on productivity. Adjustments are based on assessment/sales ratio studies as well as investigations and appraisals done by the state. The productivity formula for agriculture land use is based on agriculture prices and expenses. The state orders an adjustment if reported valuations are more than five percent above or below those determined by the state. Taxes are assessed against equalized property values and the rates are expressed per \$1,000 of valuation.

Figure 121 shows the total statewide taxable valuation per pupil from 1995-1996 to 2000-2001. The statewide taxable valuation per pupil increased 4.9 percent between 1999-2000 and 2000-2001. This increase is comparable to the increases that occurred between, 1997-1998, 1998-1999, and 1999-2000 of 5.1 and 4.7 percent respectively. The maximum taxable valuation per pupil was \$549,020 in 2000-2001 and the minimum was \$92,573 (Table 150).

Figure 121

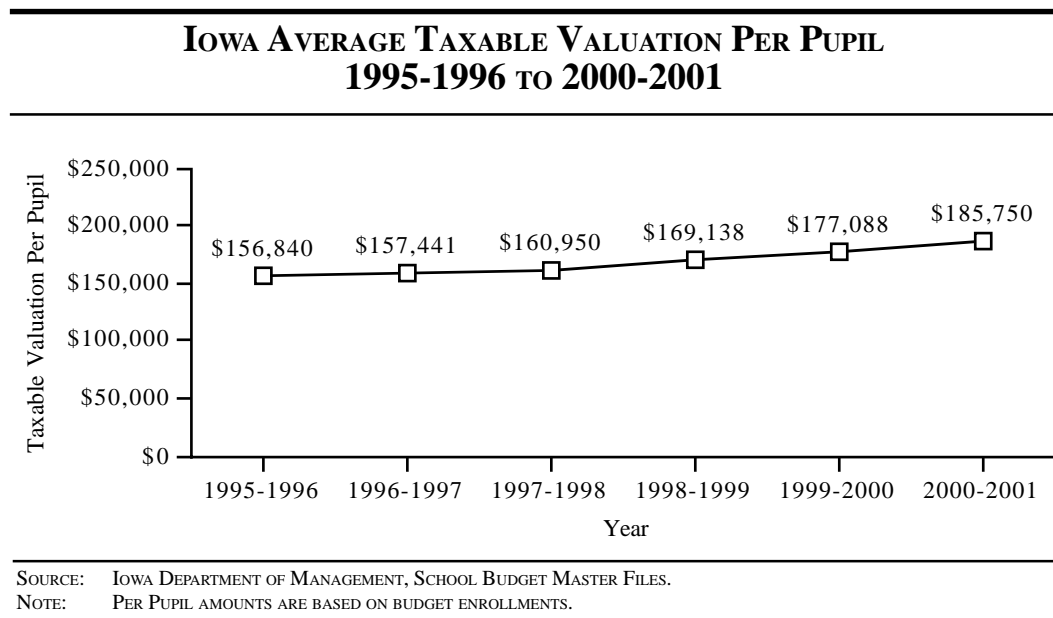


Table 149 shows the taxable valuation per pupil by enrollment category from 1995-1996 to 2000-2001. Taxable valuations per pupil generally increased with successively smaller enrollment categories. Districts with enrollments of 1,000 students, or greater, tend to have similar taxable valuations per pupil. Both of these trends; taxable valuations per pupil higher in the smaller districts, and similar valuations in districts with enrollments of 1,000 students or more, are consistent from 1995-1996 to 2000-2001.

Table 149

IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY 1995-1996 TO 2000-2001						
Enrollment Category	Per Pupil Taxable Valuation					
	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
<250	\$239,705	\$231,315	\$230,928	\$243,617	\$262,531	\$278,913
250-399	203,297	201,621	204,350	215,148	216,057	229,985
400-599	181,824	181,877	185,960	194,922	208,769	222,895
600-999	173,055	172,377	172,337	184,123	191,868	201,732
1,000-2,499	148,700	149,434	153,096	158,097	165,805	175,204
2,500-7,499	142,837	144,390	148,747	158,190	166,072	175,250
7,500+	148,207	150,060	155,558	162,587	169,218	174,108
State	156,840	157,441	160,950	169,138	177,088	185,750

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, SCHOOL BUDGET MASTER FILES.
NOTE: PER PUPIL AMOUNTS ARE BASED ON BUDGET ENROLLMENTS.

The minimum and maximum taxable valuation per pupil by enrollment size category in 1990-1991, 1995-1996, and 2000-2001 is shown in Table 150. In 1990-1991, the maximum valuation per pupil was 6.8 times greater than the lowest valuation per pupil. In 2000-2001, the maximum valuation was 5.9 times greater than the lowest valuation per pupil. Maximum valuation per pupil in 2000-2001 was somewhat similar in districts over 1,000 enrollment. Minimum valuations per pupil in 2000-2001 were somewhat similar in all size categories with enrollments of 400 or greater.

Table 150

NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT 1990-1991, 1995-1996, AND 2000-2001						
Enrollment Category	1990-1991		1995-1996		2000-2001	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
<250	\$87,290	\$488,392	\$131,836	\$451,574	\$152,131	\$549,020
250-399	99,198	429,137	119,684	397,123	133,380	451,583
400-599	74,347	352,329	75,914	329,716	92,573	350,373
600-999	86,841	318,591	92,043	321,774	111,465	409,970
1,000-2,499	71,421	283,402	83,181	347,173	93,339	370,462
2,500-7,499	78,340	231,016	93,575	251,331	104,148	313,393
7,500+	90,952	188,506	94,562	269,000	114,143	327,747
State	71,421	488,392	75,914	451,574	92,573	549,020
SOURCE: IOWA DEPARTMENT OF MANAGEMENT, SCHOOL BUDGET MASTER FILES. NOTE: ENROLLMENT CATEGORIES DETERMINED BY BUDGET ENROLLMENT RATHER THAN CERTIFIED ENROLLMENT.						

Expenditures Per Pupil

Total general fund expenditures were divided by budget enrollments to determine expenditures per pupil. General fund expenditures include expenditures for instruction, student support services, administration, operation and maintenance, student transportation, and central support. Excluded expenditures were community services, adult education, nonpublic education, co-curricular activities, financial support for food service program, area agency flow through, inter-fund transfers, facility acquisitions, debt services, and interagency revenues from other school districts and area education agencies for services sold.

Table 151 shows the per pupil general fund expenditures in 1985-1986, and 1996-1997 through 1999-2000. Table 151 also shows the expenditure per pupil by enrollment category. The average general fund expenditure per pupil in 1999-2000 was \$5,630. Expenditures on a statewide basis for 1999-2000 increased 5.3 percent over 1998-1999 expenditures. The average general fund expenditures of an enrollment category were highest in the districts under 250 enrollment, \$6,402 per pupil, followed by districts in the largest enrollment category at \$5,936 per pupil. The lowest average amounts expended per pupil were in the districts with enrollments between 600 and 2,500 pupils.

Table 151

AVERAGE GENERAL FUND PER PUPIL EXPENDITURES FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1985-1986, AND 1996-1997 THROUGH 1999-2000					
Enrollment Category	1985-1986	1996-1997	Year 1997-1998	1998-1999	1999-2000
<250	\$3,368	\$5,567	\$5,726	\$6,209	\$6,402
250-399	3,000	5,179	5,339	5,610	5,835
400-599	2,917	4,867	5,025	5,296	5,591
600-999	2,869	4,833	4,985	5,220	5,477
1,000-2,499	2,819	4,721	4,881	5,152	5,447
2,500-7,499	2,899	4,827	5,055	5,231	5,515
7,500+	2,987	5,210	5,461	5,656	5,936
State	2,916	4,923	5,119	5,347	5,630

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

Table 152 and Figure 122 show the per pupil expenditures for Iowa, surrounding states, and the nation for 1999-2000, 1998-1999, and a base year of 1985-1986. The National Education Association's (NEA) publication, *Rankings of the States*, was used as the source for this information. Definitions of expenditures vary from those shown in Table 151 for each year shown in Table 152 and Figure 122. All expenditures per pupil figures are based upon NEA calculations using fall term enrollments. In 1999-2000, Iowa ranked 31st in expenditures per pupil. Compared to the national average expenditure per pupil of \$6,627, Iowa's per pupil expenditure of \$6,008 was 9.3 percent lower. In 1985-1986, Iowa ranked 25th in the nation in per pupil expenditures at \$3,357, or 3.6 percent below the national average. The rankings of most states have remained fairly constant since 1985-1986 with the exception of Iowa and South Dakota. The average expenditures per pupil in Iowa and South Dakota, when compared to other states, have not increased at the same rate as reflected in the change in ranking between 1985-1986 and 1999-2000.

Table 152

**IOWA AND SURROUNDING STATES PUBLIC SCHOOL AVERAGE
GENERAL FUND PER PUPIL EXPENDITURES
1985-1986, 1998-1999 AND 1999-2000**

State/Nation	Year 1985-1986	Rank	Year 1998-1999	Rank	Year 1999-2000	Rank
Iowa	\$3,357	25	\$5,583	34	\$6,008	31
Nation	3,481	—	6,232	—	6,627	—
Illinois	3,301	26	5,795	30	6,149	26
Kansas	3,573	19	5,801	28	6,386	23
Minnesota	3,766	15	6,934	14	7,435	14
Missouri	2,794	38	5,222	41	5,846	37
Nebraska	3,101	32	5,678	31	6,000	32
South Dakota	2,908	36	5,060	45	5,369	45
Wisconsin	3,878	12	7,185	8	7,886	11

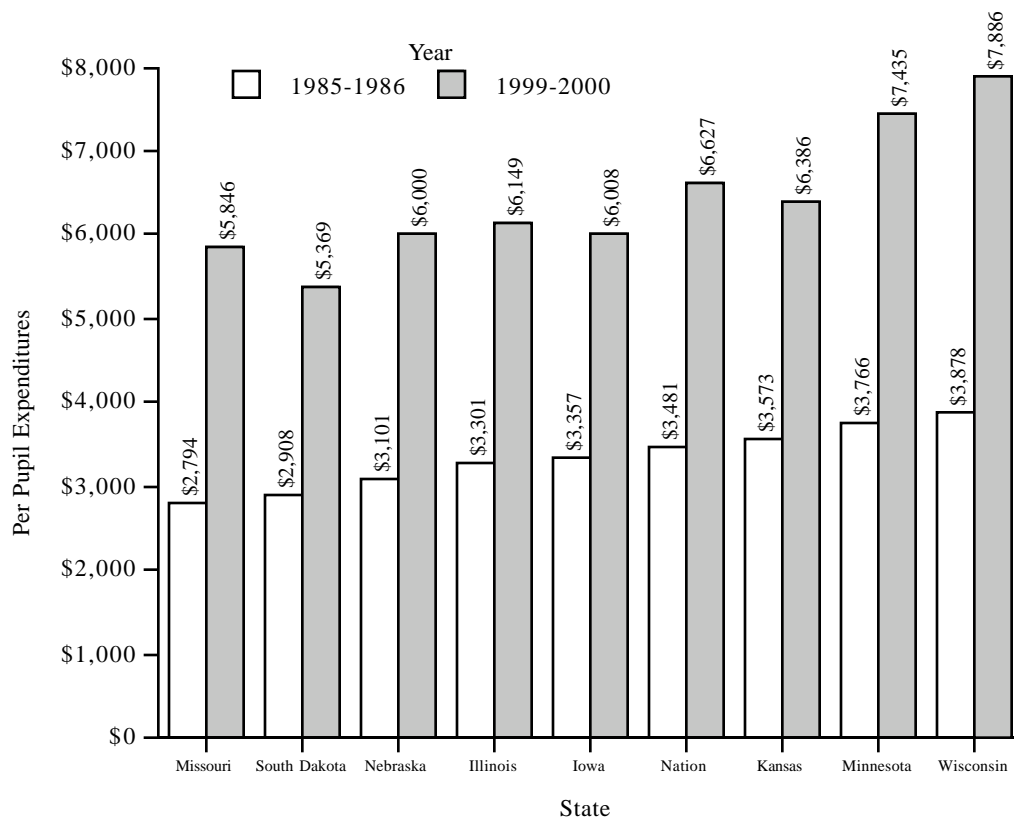
SOURCE: NATIONAL EDUCATION ASSOCIATION, RANKINGS OF THE STATES AND ESTIMATES OF SCHOOL STATISTICS.

NOTES: 1999-2000 FIGURES ARE ESTIMATED BY NEA.

BASED ON FALL ENROLLMENTS.

Figure 122

**IOWA AND SURROUNDING STATES PUBLIC SCHOOL
AVERAGE PER PUPIL EXPENDITURES
1985-1986 AND 1990-2000**



SOURCE: NATIONAL EDUCATION ASSOCIATION, RANKING OF THE STATES AND ESTIMATES OF SCHOOL STATISTICS.

State Aid

The total amount of State Foundation Aid, Education Excellence (Phase I, II, III), Instructional Support, Technology/School Improvement, and Class Size Reduction/School Improvement increased 2.4 percent between 2000-2001 and 2001-2002 as shown in Table 153. Total general fund appropriations decreased between 2000-2001 and 2001-2001 from \$4,880.1 million to \$4,846.8 million. The percent of the total general fund appropriations allocated to public school districts has increased from 38.8 percent in 2000-2001 to 40.0 percent in 2001-2001.

In 1996-1997, and in 1999-2000, increased property tax relief was provided through the school aid formula which is reflected in both the dollar increase as well as the increase in the percent of the general fund going to school districts. In 1996-1997, the foundation level was increased from 83 percent to 87.5 percent. In 1999-2000, the foundation aid percent for special education increased from 79 percent to 87.5 percent. Categorical funding for Technology/School Improvement, Class Size Reduction/School Improvement, and Educational Excellence was \$10 million, \$30 million, and \$80.9 million respectively in 2001-2002 which totaled \$120.9 million or approximately 6.2 percent in 2001-2002.

Table 153

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS)			
Year	State Aid to Districts	General Fund Appropriations	Percent Spent on Education
2001-2002	\$1,938.3	\$4,846.8	40.0%
2000-2001	1,893.0	4,880.1	38.8
1999-2000	1,840.3	4,786.6	38.4
1998-1999	1,739.7	4,522.0	38.5
1997-1998	1,686.0	4,359.9	38.7
1996-1997	1,615.8	4,122.2	39.2
1995-1996	1,425.5	3,842.0	37.1
1994-1995	1,360.5	3,615.6	37.6
1993-1994	1,324.8	3,471.7	38.2
1992-1993	1,273.1	3,394.3	37.5
1991-1992	1,185.4	3,178.8	37.3
1990-1991	1,147.7	3,130.9	36.7
1989-1990	1,047.8	2,853.4	36.7
1988-1989	964.1	2,667.5	36.1
1987-1988	905.7	2,422.3	37.4
1986-1987	761.1	2,190.2	34.8
1985-1986	712.3	2,207.0	32.3
1984-1985	708.5	2,088.6	33.9
1983-1984	660.3	1,976.6	33.4
1982-1983	642.3	1,870.9	34.3
1981-1982	621.0	1,762.6	35.2

SOURCE: LEGISLATIVE FISCAL BUREAU, SESSION FISCAL REPORT.

Property Taxes

Tables 154, 155, and 156 display the average property tax rates in the 2001-2002 school year for the general, management, physical plant and equipment levy, public education and recreation, and debt service levies. Also included is the number and percent of districts imposing the levies. Average general fund tax rates increase with each enrollment category with the smallest districts having a general fund rate of \$9.93 per \$1,000 valuation, and large districts having a general fund tax rate of \$12.17 per \$1,000 (Table 154).

Approximately 97 percent of all districts use the management levy, Table 154. This levy which is imposed by board action is used by 359 of Iowa's 371 districts. Only 11 districts with enrollment under 1,000, and one district over 1,000 enrollment, do not use the management levy.

Property taxes levied under the management fund totaled just over \$53 million in 2001-2002 with a statewide average per pupil amount of \$110. Across size categories the amounts per pupil varied from \$98 in districts with enrollment of 600-999 to \$123 in districts with enrollments of 250-399. This small variation in amounts raised per pupil is in contrast to the tax rate variation of \$0.40 per \$1,000 taxable valuation in districts with enrollments less than 250, to \$0.64 per \$1,000 taxable valuation in districts with enrollments of 7,500 or greater.

Table 154

PROPERTY TAX RATES AND NUMBER OF DISTRICTS LEVYING PROPERTY TAXES FOR THE GENERAL FUND AND MANAGEMENT FUND FOR THE 2001-2002 YEAR BY ENROLLMENT CATEGORY

Enrollment Category	General Fund Levy Number of Districts	Average Tax Rate	Number of Districts With Levy	Management Levy Percent of Districts With Levy	Average Tax Rate
<250	25	\$9.93820	23	92.00%	\$0.39872
250-399	53	9.93340	50	94.34	0.49963
400-599	71	9.98870	68	95.77	0.48725
600-999	105	10.31740	102	97.14	0.45563
1,000-2,499	84	10.91250	84	100.00	0.60462
2,500-7,499	24	11.81110	23	95.83	0.54371
7,500+	9	12.16600	9	100.00	0.64252
State	371	11.14530	359	96.77	0.55968

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.

NOTE: AVERAGE TAX RATE PER \$1,000 VALUATION

School boards may impose a physical plant and equipment levy (PPEL) up to \$0.33 per \$1,000 valuation. The levy may be increased by \$1.34 with voter approval for a maximum PPEL rate of \$1.67 per \$1,000 valuation. Almost all school boards, 98.4 percent, have imposed a physical plant and equipment levy through board action, Table 155. The schoolhouse levy, \$0.675 per \$1,000 valuation, is included under this count since the physical plant and equipment levy replaces and expands the schoolhouse levy and a district cannot have a voted PPEL and \$0.675 levy simultaneously. The statewide average tax rate for the voter-approved levy is \$0.73 per \$1,000 valuation with approximately 71 percent of the districts in the state having a voter-approved levy in 2001-2002.

Table 155

**PROPERTY TAX RATES AND NUMBER OF DISTRICTS LEVYING
PROPERTY TAXES FOR THE
REGULAR PHYSICAL PLANT AND EQUIPMENT LEVY AND THE
VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY FOR THE
2001-2002 YEAR BY ENROLLMENT CATEGORY**

Enrollment Category	Number of Districts	Regular PPEL		Average Tax Rate	Voter-Approved PPEL		
		Number of Districts With Levy	Percent of Districts With Levy		Number of Districts With Levy	Percent of Districts With Levy	Average Tax Rate
<250	25	25	100.00%	\$0.33000	20	80.00%	\$0.72714
250-399	53	50	94.34	0.32989	38	71.70	0.60644
400-599	71	69	97.18	0.32660	45	63.38	0.67093
600-999	105	105	100.00	0.32537	63	60.00	0.64261
1,000-2,499	84	83	98.81	0.32981	67	79.76	0.63775
2,500-7,499	24	24	100.00	0.33000	22	91.67	0.83632
7,500+	9	9	100.00	0.32984	8	88.89	0.78921
State	371	365	98.38	0.32881	263	70.89	0.72676

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.

NOTES: PPEL MEANS PHYSICAL PLANT AND EQUIPMENT LEVY.

AVERAGE TAX RATE PER \$1,000 VALUATION.

The playground equipment and recreation levy is used by 19 districts, or approximately five percent of the districts in 2001-2002. This voter-approved tax has a maximum rate of \$0.135 per \$1,000 valuation. Once approved, this tax remains

in effect until a referendum is held to rescind the tax. Also shown in Table 156 is the average tax rate for debt service. Approximately 58 percent of all districts levy property taxes for debt services. The highest average tax rates for debt services are in districts with enrollments of 400 to 599, \$2.11 per \$1,000 valuation. The debt service tax rate in districts with enrollments of 7,500 or more is \$0.66 per \$1,000 valuation in 2001-2002. The statewide average debt service tax rate in 2001-2002 is \$1.49 per \$1,000 valuation.

Table 156

**TOTAL PROPERTY TAXES FOR THE PUBLIC EDUCATION AND RECREATION
AND DEBT SERVICES LEVIES BY ENROLLMENT CATEGORY
2001-2002**

Enrollment Category	Number of Districts With Levy	PERL Levy Percent of Districts With Levy	Average Tax Rate	Number of Districts With Levy	Debt Service Levy Percent of Districts With Levy	Average Tax Rate
<250	3	12.00%	\$0.13500	5	20.00%	\$1.50664
250-399	4	7.55	0.13500	22	41.51	1.84892
400-599	1	1.41	0.13500	33	46.48	2.10624
600-999	5	4.76	0.13499	67	63.81	1.76803
1,000-2,499	1	1.19	0.10736	65	77.38	1.82069
2,500-7,499	3	12.50	0.13500	16	66.67	1.69222
7,500+	2	22.22	0.13500	6	66.67	0.66146
State	19	5.12	0.13366	214	57.68	1.48730

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES,
NOTES: PERL MEANS PUBLIC EDUCATION AND RECREATION LEVY.
AVERAGE TAX RATE PER \$1,000 VALUATION.

Tables 157, 158, and 159 show the total property tax and income surtax dollar amounts that are levied by the general, management, physical plant and equipment levy, playground and recreation, and debt services funds. Also shown in these tables is the amount of property taxes and income surtaxes per pupil.

Table 157

**TOTAL PROPERTY TAXES AND INCOME SURTAXES FOR THE
GENERAL FUND PROPERTY TAXES FOR THE
MANAGEMENT FUND AND AVERAGE AMOUNT PER PUPIL BY
ENROLLMENT CATEGORY
2001-2002**

Enrollment Category	Number of Districts	Property Tax	Income Surtax	General Fund		Number of Districts With Levy	Management Levy	
				Total	Average Combined Per Pupil		Property Tax	Average Property Tax Per Pupil
<250	25	\$14,239,913	\$969,868	\$15,209,781	\$3,231	23	\$538,565	\$122
250-399	53	42,836,274	3,072,350	45,908,624	2,615	50	2,042,934	123
400-599	71	84,386,633	4,382,641	88,769,274	2,470	68	3,941,679	114
600-999	105	176,069,816	9,933,457	186,003,273	2,329	102	7,564,493	98
1,000-2,499	84	257,878,708	11,236,405	269,115,113	2,114	84	14,288,027	112
2,500-7,499	24	210,291,901	3,008,126	213,300,027	2,212	23	9,345,215	102
7,500+	9	292,020,570	9,545,441	301,566,011	2,276	9	15,422,530	116
State	371	1,077,723,815	42,148,288	1,119,872,103	2,266	359	53,143,443	110

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.

NOTE: AVERAGE PER PUPIL AMOUNTS WERE CALCULATED USING BUDGET ENROLLMENT.

School Boards may impose a \$0.33 per \$1,000 valuation regular physical plant and equipment levy without a referendum. The 365 districts having such a levy in 2001-2002, will receive approximately \$33 million in property taxes, Table 158. The 25 districts with enrollments less than 250 will receive approximately \$101 per pupil in property taxes through this levy. The districts with enrollments of 7,500 or greater will receive approximately \$63 per pupil.

The voter-approved physical plant and equipment levy is approved for use through referendums in 263 districts for a total amount of \$65.7 million, Table 158. Property taxes accounted for \$59.4 million and income surtaxes accounted for \$6.3 million in 2001-2002. The amounts generated per pupil under the voter-approved physical plant and equipment levy were \$232 in districts with enrollments less than 250 students, and were \$151 per pupil in districts with enrollments of 1,000 to 2,499. Income surtaxes were not used as a source of revenue in any district with enrollments of 7,500 or greater. Table 158 also includes any district with a \$0.675 schoolhouse levy. All schoolhouse levies will expire in 2002 and may be replaced with the physical plant and equipment levy.

Table 158

**TOTAL PROPERTY TAXES AND INCOME SURTAXES FOR THE REGULAR AND
VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY
BY ENROLLMENT CATEGORY, 2001-2002**

Enrollment Category	Number of Districts	Number of Districts With Levy	Regular PPEL		Number of Districts With Levy	Voter-Approved PPEL			Average Per Pupil
			Property Tax	Average Per Pupil		Property Tax	Income Surtax	Total	
<250	25	25	\$474,965	\$101	20	\$823,023	\$61,360	\$884,383	\$232
250-399	53	50	1,341,011	81	38	2,045,928	459,322	2,505,250	197
400-599	71	69	2,725,709	78	45	3,678,943	828,846	4,507,789	197
600-999	105	105	5,773,547	72	63	7,080,713	1,608,749	8,689,462	178
1,000-2,499	84	83	8,187,897	65	67	12,595,848	3,067,928	15,663,776	151
2,500-7,499	29	24	6,235,825	65	22	14,811,022	276,859	15,087,881	166
7,500+	9	9	8,347,371	63	8	18,407,718	0	18,407,718	156
State	371	365	33,086,325	67	263	59,443,195	6,303,064	65,746,259	164

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.
 NOTES: PPEL MEANS PHYSICAL PLANT AND EQUIPMENT LEVY.
 AVERAGE PER PUPIL AMOUNTS WERE CALCULATED USING BUDGET ENROLLMENTS.

Table 159 displays the public education and recreation levy and the amount levied for debt service. The 19 districts that have imposed the public education and recreation levy generated approximately \$1.6 million in revenue. The additional amount raised per pupil varied from \$17 per pupil in districts with enrollments of 400 to 599, to \$38 per pupil in districts with enrollments less than 250 students. The total amount

Table 159

**TOTAL PROPERTY TAXES FOR THE PUBLIC EDUCATION AND RECREATION,
DEBT SERVICES LEVIES, AND AVERAGE AMOUNT PER PUPIL BY
ENROLLMENT CATEGORY, 2001-2002**

Enrollment Category	Number of Districts	PERL Levy		Average Per Pupil	Debt Service Levy		Average Per Pupil
		Number of Districts With Levy	Property Tax		Number of Districts With Levy	Property Tax	
<250	25	3	\$23,544	\$38	5	\$474,687	\$456
250-399	53	4	43,413	30	22	3,112,615	424
400-599	71	1	10,094	17	33	8,070,867	484
600-999	105	5	124,946	34	67	20,342,208	390
1,000-2,499	84	1	63,865	22	65	34,866,478	352
2,500-7,499	29	3	331,576	25	16	22,530,405	343
7,500+	9	2	1,048,330	26	6	12,277,994	130
State	371	19	1,645,768	26	214	101,675,254	302

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES
 NOTES: PERL MEANS PUBLIC EDUCATION AND RECREATION LEVY.
 AVERAGE PER PUPIL AMOUNTS WERE CALCULATED USING BUDGET ENROLLMENTS.

levied for debt services was approximately \$101.7 million in 2001-2002. Districts with enrollments greater than 7,500 raised \$130 per pupil with an average tax rate of \$0.66 per \$1,000 taxable valuation while districts with enrollments of 400 to 599 generated \$484 per pupil with a tax rate of \$2.11 per \$1,000 valuation.

Income Surtaxes

Table 160 shows the amount and usage of income surtaxes in 1990-1991, 1995-1996, and 2000-2001. Income surtaxes could be used with the voter-approved physical plant and equipment levy, instructional support levy, and educational improvement levy in 2000-2001. In 1995-1996, an income surtax could also have

Table 160

ENRICHMENT, ASBESTOS, EDUCATIONAL IMPROVEMENT, INSTRUCTIONAL SUPPORT, VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY 1990-1991, 1995-1996, AND 2000-2001

Enrollment Category	1990-1991				1995-1996				2000-2001			
	Number of Districts with Surtaxes	Percent of Districts with Surtaxes	Surtaxes Per Budget Enrollment	Average Surtax Rate	Number of Districts with Surtaxes	Percent of Districts with Surtaxes	Surtaxes Per Budget Enrollment	Average Surtax Rate	Number of Districts with Surtaxes	Percent of Districts with Surtaxes	Surtaxes Per Budget Enrollment	Average Surtax Rate
<250	30	56.60%	\$159	\$8.47	23	88.46%	\$173	\$11.25	20	83.33%	\$233	\$13.02
250-399	25	29.41	168	9.86	36	75.00	173	10.69	46	85.19	199	10.00
400-599	7	7.00	160	9.30	49	59.04	145	7.66	52	73.24	173	7.66
600-999	1	1.14	93	8.46	50	45.87	134	6.52	73	66.97	175	7.29
1,000-2,499	1	1.35	215	8.90	36	42.35	114	4.69	54	65.06	160	5.37
2,500-7,499	2	8.70	113	3.78	4	16.67	140	4.31	6	25.00	136	3.66
7,500+	1	12.50	173	4.61	1	11.11	231	4.71	3	33.33	173	3.59
State	67	15.55	153	5.96	199	51.82	140	5.80	254	67.91	168	5.46

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.

NOTES: ENROLLMENT CATEGORIES DETERMINED BY BUDGET ENROLLMENTS.

AVERAGE TAX RATE PER \$1,000 VALUATION.

SURTAXES INCLUDE ASBESTOS, EDUCATIONAL IMPROVEMENT, INSTRUCTIONAL SUPPORT, VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY.

been used for the asbestos program and in 1990-1991, the income surtax could have been used for the enrichment and asbestos programs. In both 1990-1991 and 1995-1996, districts with smaller enrollments imposed income surtaxes more frequently than did districts with greater enrollments. In 1990-1991, approximately 57 percent of the districts under 250 enrollment used an income surtax to generate a portion of their revenues compared to less than 10 percent for districts with enrollments of 400 to 7,499. In 1995-1996, 11 percent of the largest districts used an income surtax with the percent of the districts using an income surtax increasing as the enrollment size categories decreased. Approximately 88 percent of the districts under 250 enrollment had imposed an income surtax. In 2000-2001, approximately 68 percent of all districts statewide used an income surtax as a source of revenue; however, the trend across enrollment categories remained the same as previously noted.

The amount raised per pupil through income surtaxes has increased from a statewide average of \$153 in 1990-1991 to \$168 per pupil in 2000-2001 (Table 160). In 2000-2001, districts under 250 enrollment received \$233 per pupil from income surtaxes. Districts with enrollments of 2,500 to 7,499 generated \$136 per pupil through income surtaxes. Surtax rates in districts with enrollments under 250 were approximately 13 percent in 2000-2001 and surtax rates in districts with enrollments of 7,500 or greater were approximately 3.6 percent. Statewide, average surtax rates were approximately 6 percent in 1990-1991, 5.8 percent in 1995-1996, and 5.5 percent in 2000-2001.

Instructional Support

Table 161 and Figure 123 show the instructional support revenues from 1991-1992, the first year of the instructional support program, to the 2001-2002 year. Revenues for the districts using the program have increased from \$47.5 million in 1991-1992 to \$120.8 million in 2001-2002. The instructional support program funding is a combination of state aid and property taxes but may also include income surtaxes. The program may be enacted by local board action for up to five years or may be enacted through referendum for ten years. The maximum amount that a budget may be increased through this program is 10 percent of regular program costs.

Table 161

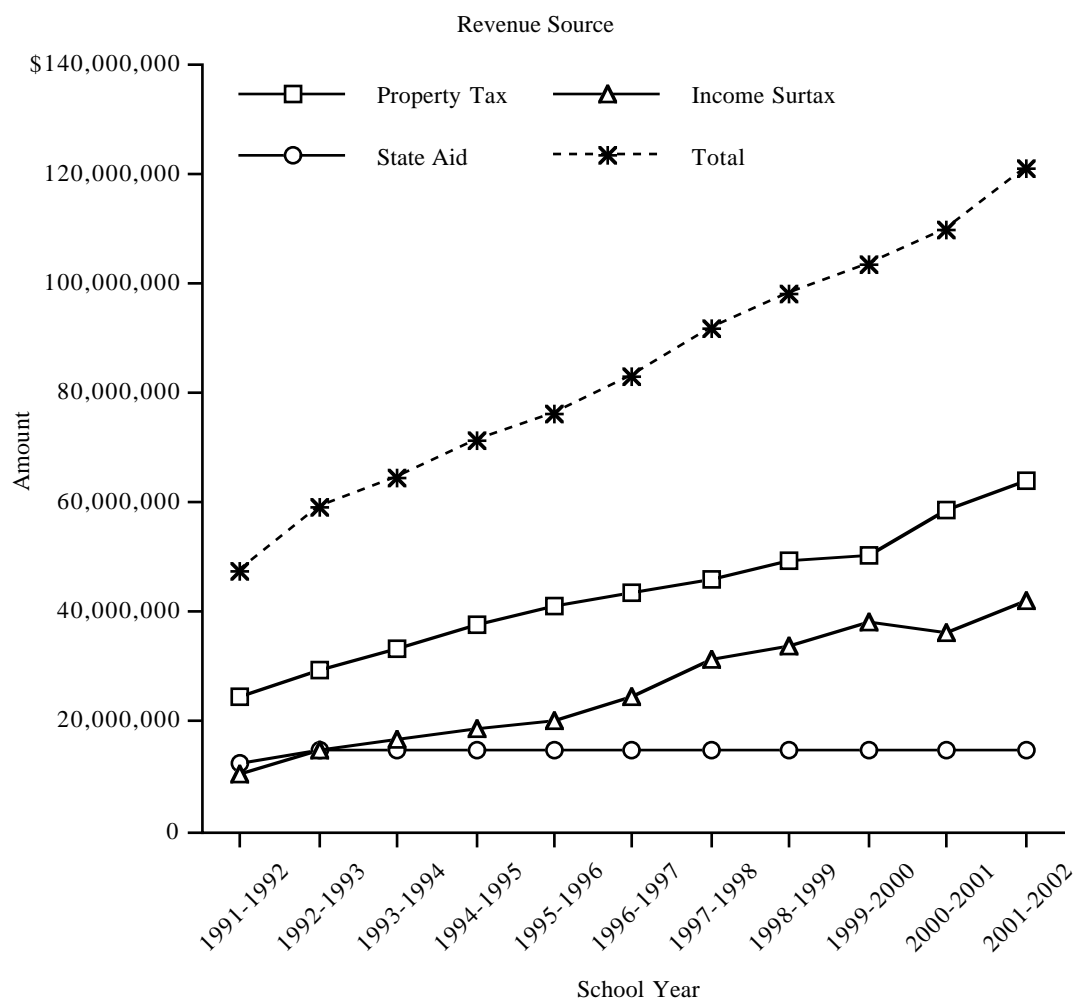
INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE PROPERTY TAX, INCOME SURTAX, OR STATE AID 1991-1992 TO 2001-2002

Fiscal Year	Property Tax	Income Surtax	State Aid	Total
1991-1992	\$24,396,419	\$10,610,537	\$12,507,656	\$47,514,612
1992-1993	29,480,409	14,787,371	14,798,225	59,066,005
1993-1994	33,179,223	16,612,565	14,798,227	64,590,015
1994-1995	37,824,551	18,661,622	14,798,227	71,284,400
1995-1996	41,057,909	20,334,907	14,798,227	76,191,036
1996-1997	43,266,948	24,605,939	14,798,227	82,671,109
1997-1998	45,836,992	31,165,860	14,798,227	91,801,074
1998-1999	49,381,901	33,770,990	14,798,227	97,951,116
1999-2000	50,360,669	38,144,264	14,798,227	103,303,156
2000-2001	58,678,106	36,273,229	14,798,227	109,749,562
2001-2002	63,925,572	42,063,966	14,798,227	120,787,765

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.

Figure 123

**INSTRUCTIONAL SUPPORT PROGRAM REVENUES
1991-1992 TO 2001-2002**



SOURCE: DEPARTMENT OF MANAGEMENT, AID LEVY WORKSHEETS.

The percent of revenues derived from state aid, property taxes, and income surtaxes is shown in Table 162 and Figure 124. The percent of revenues derived from property taxes has been between 49 and 54 percent over the last 11 years. State aid, however, has decreased from 26 percent of instructional support revenues in 1991-1992, to approximately 12 percent in 2001-2002. This decrease is a result of legislation that froze the state aid for instructional programs at approximately \$14.8 million in 1992-1993. As the number of districts adopting instructional programs increased, the state aid was spread to a greater number. As the percent of revenues from state aid decreased, income surtax revenues increased. The percent of the revenues from income surtaxes has increased from 22 percent in 1991-1992 to 35 percent in 2001-2002.

Table 162

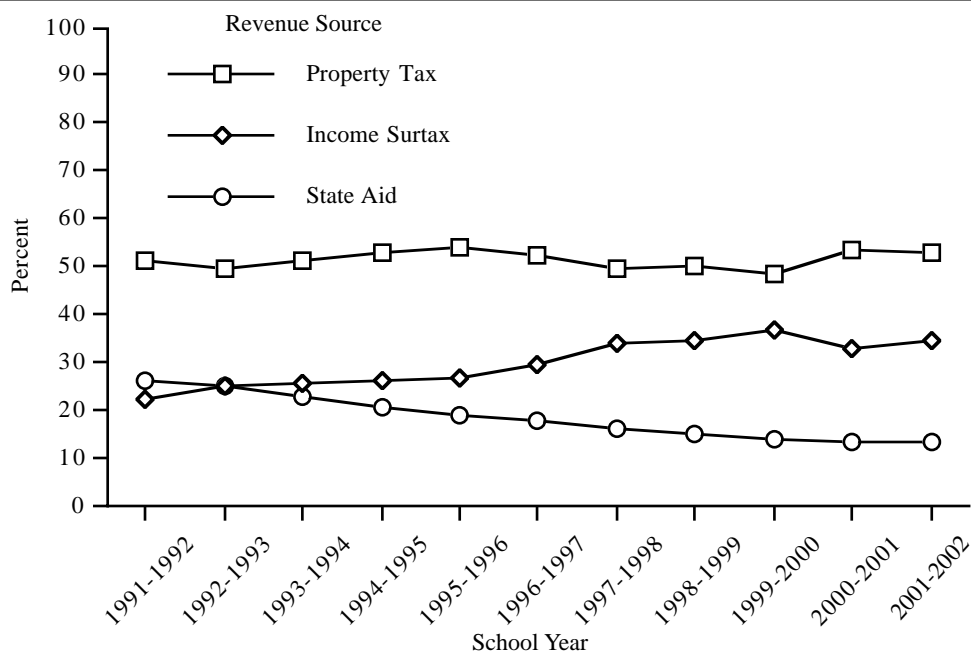
**PERCENT DISTRIBUTION OF
INSTRUCTIONAL SUPPORT PROGRAM REVENUES
1991-1992 TO 2001-2002**

School Year	Percent Property Tax	Percent Income Surtax	Percent State Aid
1991-1992	51.35%	22.33%	26.32%
1992-1993	49.91	25.04	25.05
1993-1994	51.37	25.72	22.91
1994-1995	53.06	26.18	20.76
1995-1996	53.89	26.69	19.42
1996-1997	52.34	29.76	17.90
1997-1998	49.93	33.95	16.12
1998-1999	50.41	34.48	15.11
1999-2000	48.75	36.92	14.33
2000-2001	53.47	33.05	13.48
2001-2002	52.93	34.82	12.25

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, ANNUAL AID AND LEVY WORKSHEETS.

Figure 124

**PERCENT DISTRIBUTION OF
INSTRUCTIONAL SUPPORT PROGRAM REVENUES
1991-1992 TO 2001-2002**



SOURCE: IOWA DEPARTMENT OF MANAGEMENT, ANNUAL AID AND LEVY WORKSHEETS.

In 2001-2002, 293 districts, 79 percent, were using the instructional support program compared to 156 districts with 37 percent in 1991-1992, Table 163. In 2001-2002, all districts with enrollments greater than 7,500 had an instructional support program in place and over 90 percent of the districts with enrollments less than 400 have an instructional support program. This pattern, of a higher percentage of the largest and smallest districts using the instructional support program, has been present since the initial year of the program. Since 1991-1992, an increasing percentage of districts in all size categories are using the instructional support program as can be noted in Table 163.

Table 163

INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY 1991-1992, 1995-1996, AND 2001-2002									
Enrollment Category	1991-1992			1995-1996			2001-2002		
	Number of Districts	Number of Districts With Instructional Support	Percent of Districts with Instructional Support	Number of Districts	Number of Districts With Instructional Support	Percent of Districts with Instructional Support	Number of Districts	Number of Districts With Instructional Support	Percent of Districts with Instructional Support
<250	41	18	43.90%	25	22	88.00%	25	24	96.00%
250-399	76	37	48.68	45	38	84.44	53	50	94.34
400-599	98	31	31.63	77	51	66.23	71	59	83.10
600-999	102	31	30.39	113	58	51.33	105	79	75.24
1,000-2,499	76	25	32.89	85	44	51.76	84	57	67.86
2,500-7,499	24	10	41.67	25	14	56.00	24	15	62.50
7,500+	8	4	50.00	9	8	88.89	9	9	100.00
State	425	156	36.71	379	235	62.01	371	293	78.98
SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.									
NOTE: ENROLLMENT CATEGORIES DETERMINED BY BUDGET ENROLLMENT.									

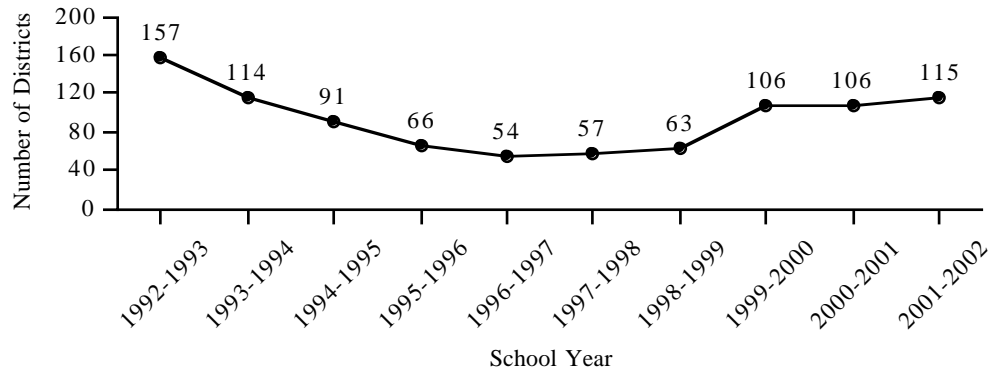
Budget Guarantee

The number of districts whose regular program budget has been guaranteed to remain at a prior year's level can be seen in Figure 125. The number declined from 157 districts in 1992-1993 to 54 in 1996-1997. Since 1996-1997, the number of districts on a budget guarantee has increased to 115 districts in 2001-2002. The percent of the districts on the budget guarantee has increased from 38 percent in 1992-1993, to

31 percent in 2001-2002, Table 164 and Figure 126. Over 50 percent of the districts with enrollments below 400 were on the budget guarantee in 1992-1993, 2000-2001, and 2001-2002. One district, with an enrollment over 7,500, was also on a budget guarantee in 1992-1993 and 2001-2002.

Figure 125

**NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS WITH
BUDGET GUARANTEE
1992-1993 TO 2001-2002**



SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.

Table 164

**NUMBER AND PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE AND
PER PUPIL AMOUNT OF THE GUARANTEE BY ENROLLMENT CATEGORY
1992-1993, 2000-2001, AND 2001-2002**

Enrollment Category	1992-1993				2000-2001				2001-2002			
	Number of Districts	Number of Districts with Guarantee	Percent of Districts with Guarantee	Average Per Pupil	Number of Districts	Number of Districts with Guarantee	Percent of Districts with Guarantee	Average Per Pupil	Number of Districts	Number of Districts with Guarantee	Percent of Districts with Guarantee	Average Per Pupil
<250	42	31	73.81%	\$251	24	13	54.17%	\$363	25	20	80.00%	\$342
250-399	74	45	60.81	142	54	28	51.85	166	53	31	58.49	181
400-599	98	48	48.98	109	71	24	33.80	137	71	29	40.85	151
600-999	95	21	22.11	86	109	25	22.94	90	105	24	22.86	76
1,000-2,499	77	10	12.99	59	83	16	19.28	35	84	10	11.90	47
2,500-7,499	23	1	4.35	249	24	0	0.00	0	24	0	0.00	0
7,500+	9	1	11.11	31	9	0	0.00	0	9	1	11.11	40
State	418	157	37.56	106	374	106	28.34	101	371	115	31.00	109

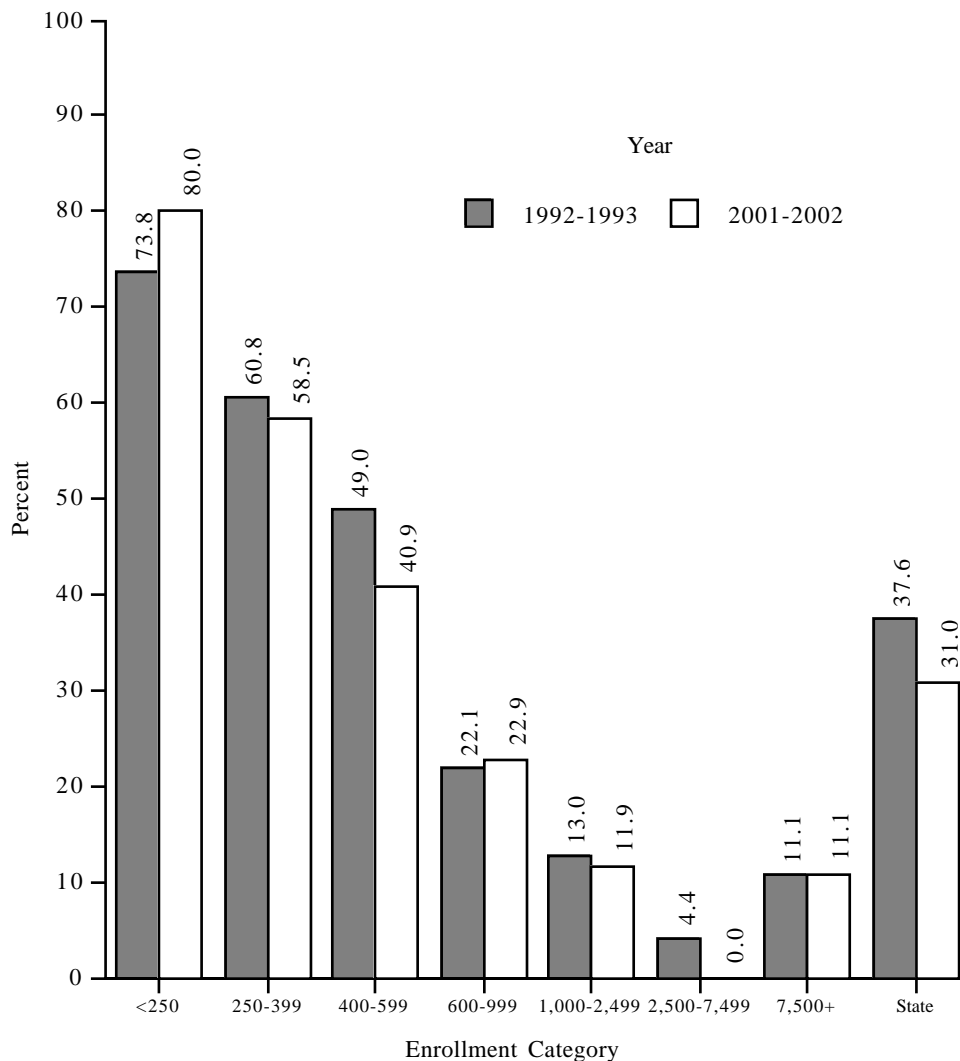
SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES

NOTES: ENROLLMENT CATEGORIES DETERMINED BY BUDGET ENROLLMENT.

AVERAGE PER PUPIL AMOUNTS WERE CALCULATED USING BUDGET ENROLLMENT.

Figure 126

**PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE
BY ENROLLMENT CATEGORY, 1992-1993 TO 2001-2002**



SOURCE: IOWA DEPARTMENT OF MANAGEMENT, MASTER BUDGET FILES.

Bond Elections

In 1985-1986, ten attempts were made by districts to receive voter approval to issue long-term bonded indebtedness, Table 165. Forty percent of the bond issues were passed. In addition, 40 percent received a simple majority approval but not the super majority passage rate required for approval of 60 percent. In 1998-1999, 35 issues were attempted, and in 1999-2000, 32 issues were attempted. The passage rate in each of the two most recent years, for which data is available, was 49 and 53 percent respectively. The percent of the issues that failed, but received over 50 percent approval, was 23 percent in 1998-1999, and 13 percent in 1999-2000.

Table 165

**NUMBER OF DISTRICTS ATTEMPTING BOND REFERENDUMS BY
PERCENT OF YES VOTES BY
ENROLLMENT CATEGORY
1985-1986, 1998-1999, AND 1999-2000**

Enrollment Category	1985-1986				1998-1999				1999-2000			
	Number Attempted	<50 Percent	50-59.9 Percent	60 Percent +	Number Attempted	<50 Percent	50-59.9 Percent	60 Percent +	Number Attempted	<50 Percent	50-59.9 Percent	60 Percent +
<250	0	0	0	0	7	0	2	5	5	2	1	2
250-399	4	1	0	3	8	3	1	4	7	2	2	3
400-599	0	0	0	0	6	1	2	3	4	1	1	2
600-999	2	0	1	1	8	1	3	4	7	2	0	5
1,000-2,499	2	1	1	0	4	4	0	0	5	2	0	3
2,500-7,499	1	0	1	0	2	1	0	1	4	2	0	2
7,500+	1	0	1	0	0	0	0	0	0	0	0	0
State	10	2	4	4	35	10	8	17	32	11	4	17

SOURCE: CERTIFIED ANNUAL REPORT.

NOTE: A DISTRICT COULD BE INCLUDED MORE THAN ONCE IF IT HAD MORE THAN ONE BOND ISSUE IN A YEAR, OR MORE THAN ONE ISSUE ON A BALLOT.

Local Option Sales and Services Tax for School Infrastructure

The local option sales and services tax for school infrastructure was first available to local school districts in 1998-1999. In 1998-1999, three counties passed the local option sales and services tax. By 2001-2002 an additional 14 counties had passed the tax for a total of 17 counties having the tax. In 2001-2002, an estimated \$131.7 million will be generated through the local option sales and service tax to be used for school infrastructure purposes. Of the state's 371 districts in 2001-2002, 34 percent are located partly, or wholly within counties that have passed the tax. These counties contain approximately 34 percent of the total enrollment in the state.

Table 166

**LOCAL OPTION SALES AND SERVICES TAX FOR
SCHOOL INFRASTRUCTURE
1998-1999 TO 2001-2002**

	1998-1999	1999-2000	2000-2001	2001-2002
Number of Counties with the Tax	3	9	15	17
Number of Districts Partly, or Wholly				
Located in those Counties	28	70	110	127
Resident Budget Enrollment in those Counties	28,858.0	91,889.1	171,150.6	182,218.9
Actual/Estimated Revenues	\$9,764,643	\$50,545,552	\$122,683,313	\$131,695,789
Percent of Counties Participating	3.03%	9.09%	15.15%	17.17%
Percent of Districts Located Partly, or Wholly				
in Participating Counties	7.47%	18.72%	29.41%	34.25%
Percent of Budget Enrollment residing in				
Participating Counties	5.71%	18.29%	34.33%	36.86%

SOURCE: IOWA DEPARTMENT OF EDUCATION, CERTIFIED ENROLLMENT FILES AND DEPARTMENT OF REVENUE AND FINANCE RECORDS.
NOTE: ESTIMATED REVENUES WERE USED FOR FISCAL YEAR 2001 AND FISCAL YEAR 2002.

Total Elementary and Secondary Education Budgets

In 2001-2002, total budgets for public elementary and secondary school districts are estimated to be \$3.4 billion. The majority of the budget and the basic funding for the day-to-day operations of school districts is the regular program costs. The percent of the budget under regular program costs has declined from 78.4 percent in 1985-1986 to 65.8 percent in 2001-2002. Areas that represent a larger percent of the total budget, when compared to prior years, include special education instructional cost, instructional support program, physical plant and equipment, and categorical state aid.

Only two areas of miscellaneous income are included in Table 167, state and federal. The state miscellaneous income is primarily categorical funds allocated to school districts. These categorical funds include the School Improvement/Class Size Reduction, Technology, Educational Excellence and Infrastructure funding. Miscellaneous income from sources other than state and federal sources is not included in these estimates although an amount was included under “other” miscellaneous revenue in the *Condition of Education Report* in prior years, the estimates were too unreliable.

Table 167

IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1985-1986, 2000-2001, AND 2001-2002

Source of Funds	1985-1986		2000-2001		2001-2002	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	\$1,263,768,116	78.4%	\$2,175,673,579	66.7%	\$2,242,743,669	65.8%
Guarantee Amount	3,161,077	0.2	6,629,840	0.2	7,727,414	0.2
Supplementary Weights	426,616	0.0	21,887,590	0.7	22,675,732	0.7
Special Education	90,438,951	5.6	278,121,047	8.5	297,092,912	8.7
AEA Media	10,865,134	0.7	19,184,863	0.6	19,731,031	0.6
AEA Ed Services	11,986,320	0.7	21,167,941	0.6	21,771,047	0.6
AEA Special Education	60,292,283	3.7	107,245,598	3.3	111,026,348	3.3
Tag SBRC	5,008,416	0.3	0	0.0	0	0.0
Dropout SBRC	1,702,264	0.1	40,504,621	1.2	44,178,995	1.3
Other SBRC	14,203,445	0.9	664,690	<.1	349,901	<.1
Instructional Support & Enrichment	4,092,470	0.3	109,749,562	3.4	120,787,765	3.5
Educational Improvement	0	0.0	317,837	<.1	608,096	0.0
Enrollment Audit Adjustment	0	0.0	(695,392)	0.0	(92,857)	0.0
Management	23,199,501	1.4	47,005,258	1.4	53,143,443	1.6
Physical Plant & Equipment	0	0.0	80,703,751	2.5	91,968,963	2.7
67.5 Cent Schoolhouse	0	0.0	668,203	<.1	560,557	<.1
Playground and Library	0	0.0	1,592,530	<.1	1,645,768	<.1
Debt Service	85,639,275	5.3	99,375,793	3.0	101,675,254	3.0
Miscellaneous*	0	0.0	0	0.0	0	0.0
Estimated Misc. State Categorical	0	0.0	147,121,263	4.5	168,320,000	4.9
Estimated Misc. Federal	38,100,000	2.4	104,000,000	3.2	109,000,000	3.2
AEA Prorated Budget Reduction					(7,499,974)	-0.2
Total	\$1,679,683,868	100.0	\$3,260,918,574	100.0	\$3,407,414,063	100.0

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

NOTES: FOR FISCAL YEAR 1986, THE ALLOCATION OF DOLLARS TO AEA MEDIA AND AEA Ed SERVICES HAS BEEN ESTIMATED.
FOR FISCAL YEAR 1986, PPEL, 67.5 CENT, PLAYGROUND, LIBRARY AND DEBT SERVICE LEVIES HAVE BEEN REPORTED AS ONE TOTAL FIGURE.

*MISCELLANEOUS INCOME IS AN ESTIMATED AMOUNT OF STATE AND FEDERAL INCOME.