

The Annual
CONDITION
OF EDUCATION
Report



2000



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

2000



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...

We are pleased to present our 11th annual *Condition of Education Report*. In the past decade, the *Report* has become an increasingly significant resource for state policymakers and community leaders.

This year, the *Report* takes on additional importance because it will support a new responsibility of local school districts: Reporting student achievement based on key indicators of academic success.

For the first time in our state's history, school districts will be reporting to their local parents, students, community leaders and to state officials on a set of core academic indicators, including:

- Mathematics, reading, and science achievement in grades four, eight and eleven;
- Grade 7-12 dropout rate;
- Postsecondary education pursuits;
- Core high school program completion; and
- Measures of probable postsecondary success

The local information — supported by state data in the *Condition of Education* report — will provide local school leaders and community residents with the tools necessary to create a better road map for higher student achievement and post-graduation success.

Of course you will find that the *Condition of Education Report* contains improved data on our statewide indicators. You will also find other important state-level information about education in Iowa, including data that highlights change over time. As we move into an era of greater accountability for student achievement, I urge local policymakers to analyze this state-level information in the context of the rich information that is available locally.

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

Ted Stilwill, Director
Iowa Department of Education

Acknowledgments...

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

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Introduction to Background Demographics...

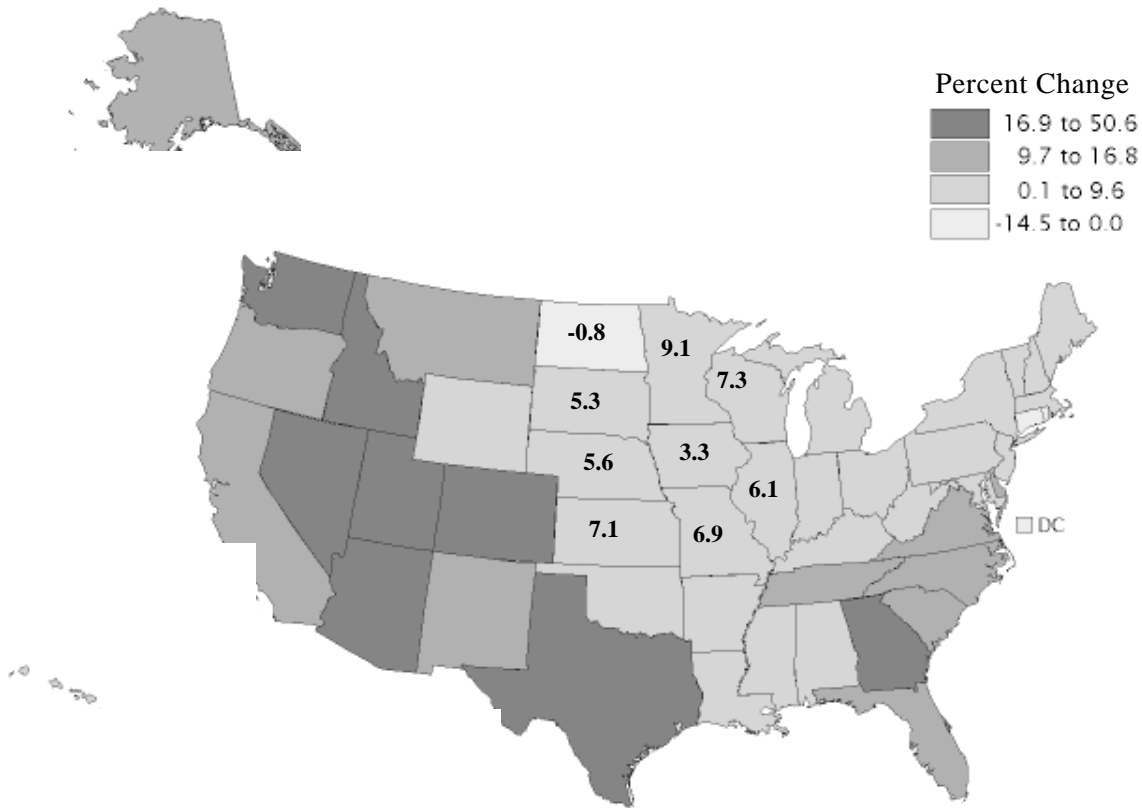
The year 2000 edition of the *Annual Condition of Education Report* represents the fourth year since the addition of the Background Demographics section. The intent has been to provide background information of a demographic, economic and social nature that serves as a framework for analyzing and interpreting the condition of education. The information within the background demographics pertains to changes and trends over several years, where possible, placing Iowa in perspective with other states and the nation.

The category of population demographics presents statistics that reveal population changes and trends, international population migration and vital events such as births, marriages, and dissolution of marriages. Economic characteristics include information about workforce unemployment trends, wage growth, economic growth, and general revenue. Social dynamics aspects include poverty measures, reports of child abuse and neglect, the availability of medical doctors, rankings of most livable states, juvenile violent crime arrest rates, and out-of-wedlock births.

Population and Demographics...

U.S. Population Change

FIGURE 1B — U.S. ESTIMATED POPULATION CHANGE BY STATE
1990 TO 1999



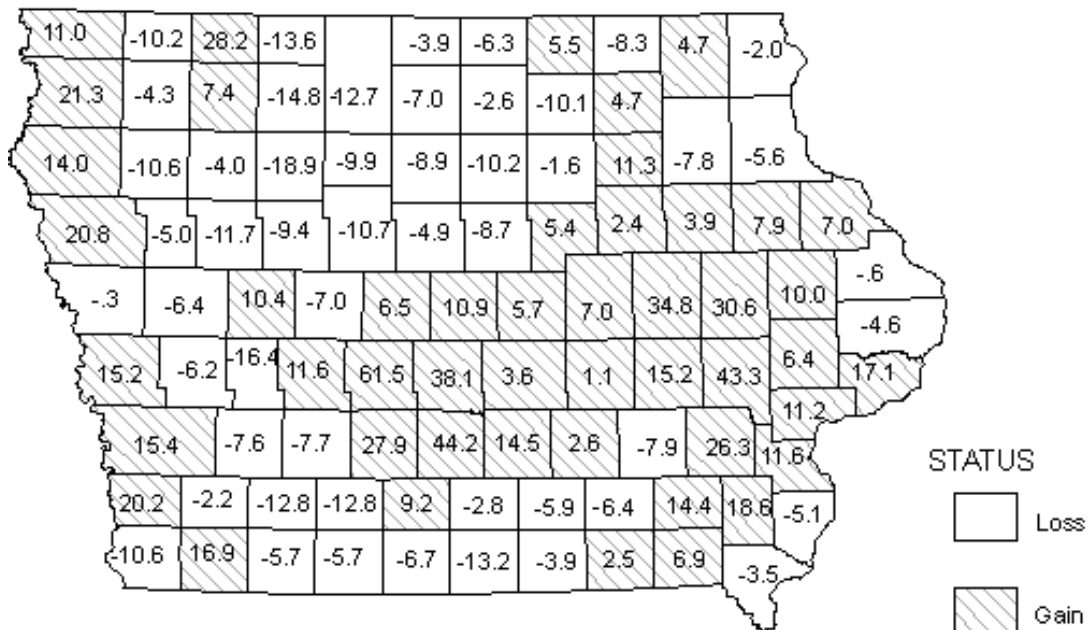
Source: U.S. Census Bureau, Population Estimates Program, 1999.
Note: U.S. percent change for 1990-1999 was estimated at 9.6%.

- The percent change in estimated U.S. population over the period from 1990 to 1999 was 9.6 percent, about equal to the U.S. population change from 1980 to 1990 (9.8 percent).
- Iowa experienced a 3.3 percent net population gain for the nine-year period.
- States showing the largest percentage gains in estimated population were Nevada (50.6), Arizona (30.4), and Idaho (24.3). Of the nine midwest states only North Dakota had a lower growth rate than Iowa from 1990 to 1999.

Population and Demographics...

Iowa Population Change

FIGURE 2B — IOWA PROJECTED POPULATION CHANGE BY COUNTY
1990-2020



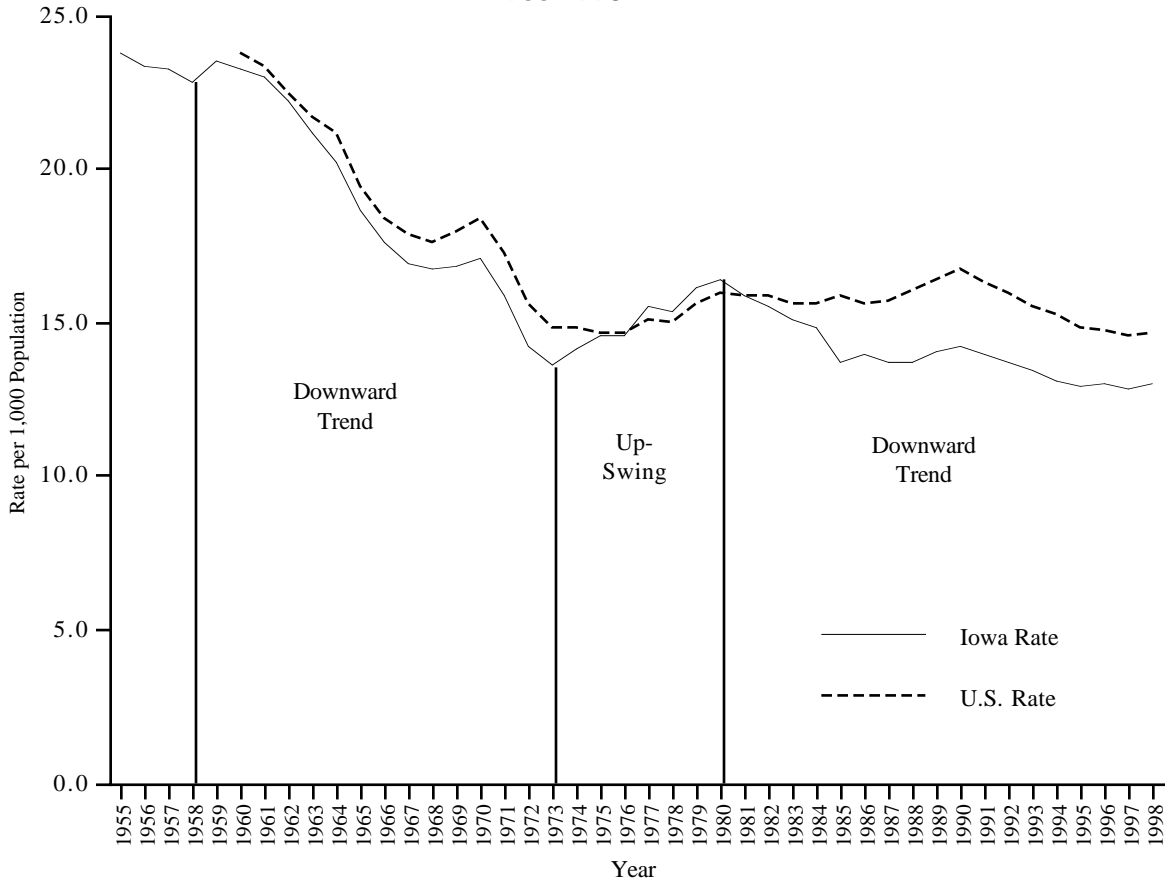
Source: Woods and Poole Economics, 2000.
 Notes: Projected population changes for Iowa and for the nation from 1990 to 2020 are estimated at 12.9 percent and 29.7 percent respectively.
 Figures within counties represent projected percent change in population.

- From 1990 to 2020, 51 of Iowa’s 99 counties are projected to show a loss in population. Less than one-quarter of Iowa counties are projected to have population gains above the state average of 12.9 percent. Six counties are expected to show increases above the projected increase for the U.S. of 29.7 percent.
- County population changes from 1990 to 2020 are projected to range from a decrease of 18.9 percent for Pocahontas county in northwest Iowa to an increase 61.5 percent for Dallas county in central Iowa.
- Other counties projected to increase in population for the time period of 1990 to 2020 by 30 percent or more are Warren, Johnson, Polk, Benton, and Linn.

Population and Demographics...

Iowa and U.S. Births and Birth Rates

FIGURE 3B —IOWA AND U.S. BIRTH RATE TRENDS
1955-1998



Source: Iowa Department of Public Health, Center for Health Statistics, Birth rate per 1,000 population, 1955-1993.
National Center for Health Statistics, National Vital Statistics Report, Vol. 48, No. 3, March 28, 2000.

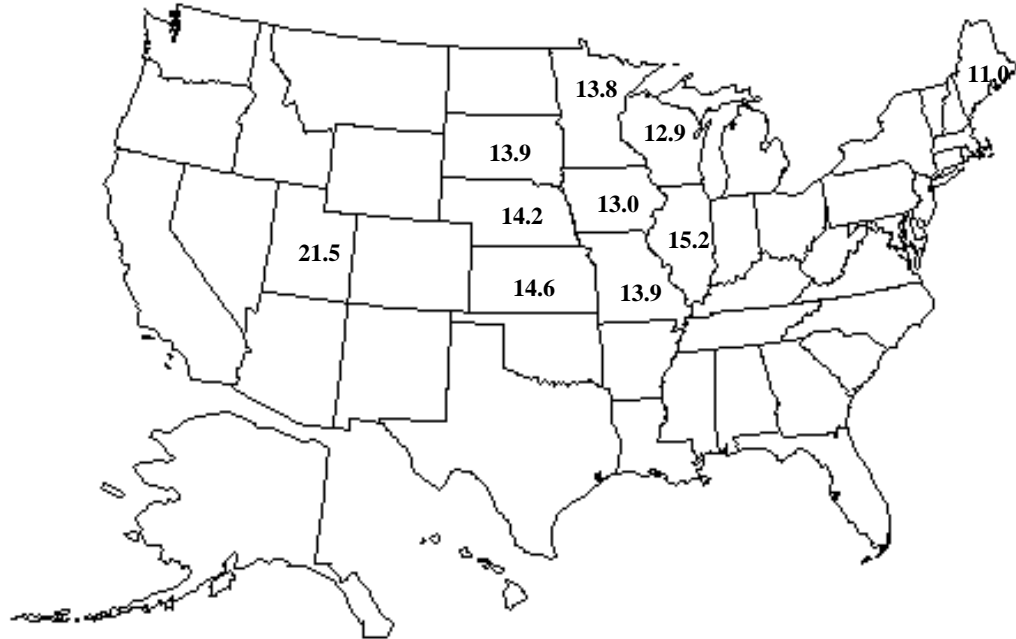
Note: National birth rates prior to 1960 were not available for all years because of exclusion of Alaska and Hawaii.

- In general, the number of Iowa resident live births per thousand population has been less than the national birth rate except for the time period from 1977 to 1981.
- U.S. births per thousand-population (14.6) continued to exceed the Iowa rate (13.0) in 1998.
- The largest difference in birth rates between the U.S. and Iowa occurred in 1990 when the U.S. rate surpassed the Iowa rate by 2.5 births per 1,000 persons. Since then, the gap between the U.S. and Iowa birth rate has narrowed in each successive year.

Population and Demographics...

Iowa and U.S. Births and Birth Rates

FIGURE 4B — BIRTHS PER THOUSAND POPULATION FOR IOWA AND SELECTED STATES, 1998



Source: National Center for Health Statistics, National Vital Statistics Report, Vol. 48, No. 3, March 28, 2000.

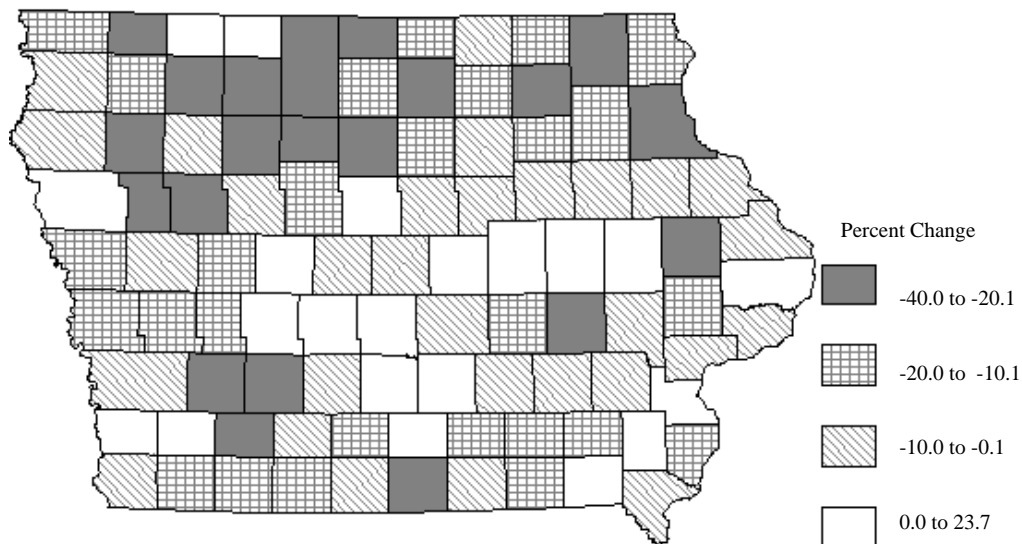
Note: The U.S. average was 14.6 births per thousand population.

- In 1998 the number of resident live births per thousand population for the states surrounding Iowa generally exceeded the Iowa birth rate of 13.0 per 1,000.
- State birth rates for 1998 ranged from a low of 11.0 births per thousand-population for Maine to a high of 21.5 births per thousand population for Utah.

Population and Demographics...

Iowa Births

FIGURE 5B — PERCENT CHANGE IN IOWA LIVE BIRTHS BY COUNTY
1989-1998



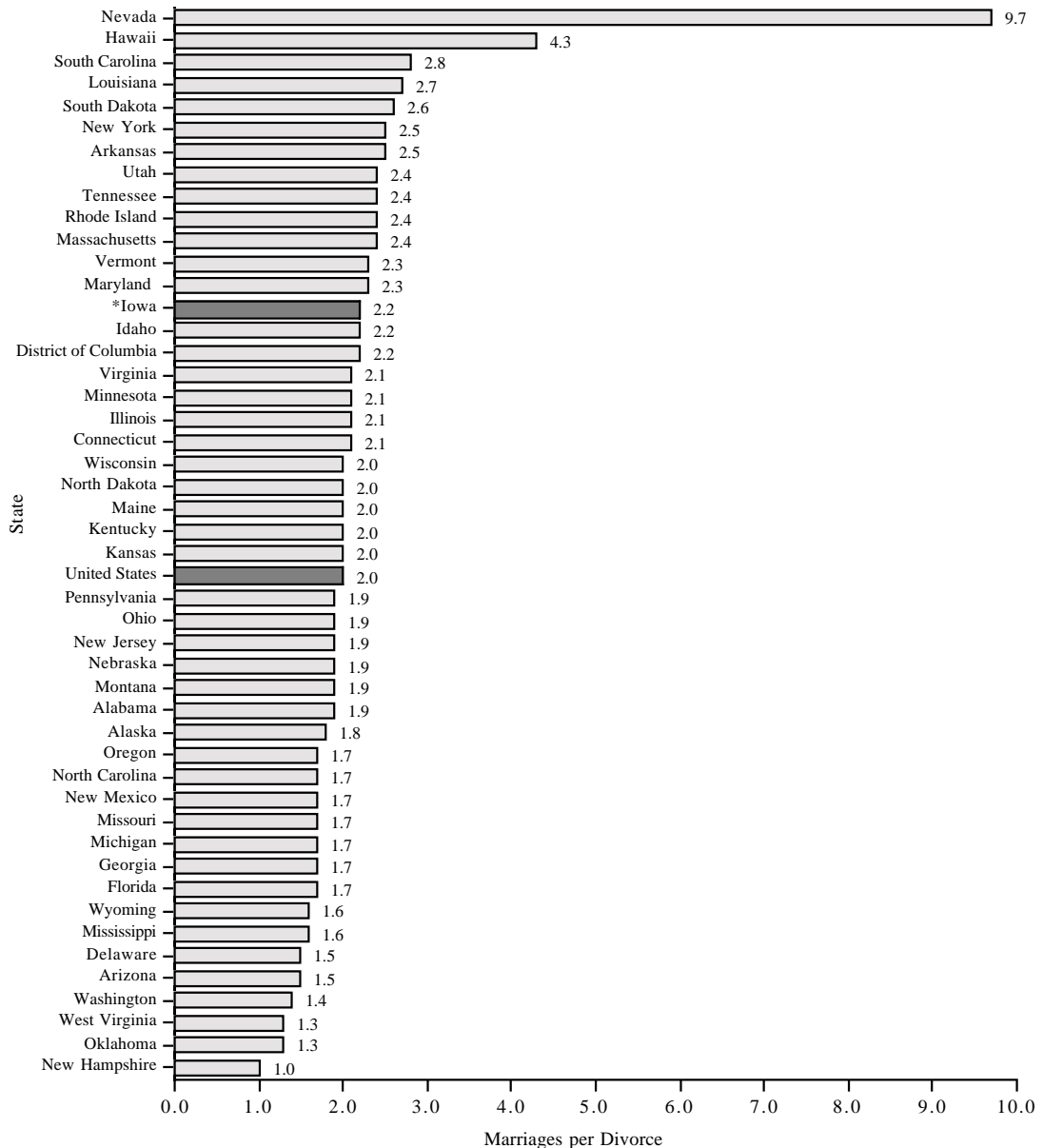
Source: Iowa Department of Public Health.

- The percentage change in county resident live births for Iowa during the time period from 1989 to 1998 ranged from a decline of 40 percent to an increase of 23.7 percent.
- Of the 99 Iowa counties, 78 declined while 21 showed increases in the percentage of live births, over the 10-year period from 1989 to 1998.
- The counties with the highest percentage increases in live births for the 10-year period included Lucas, Dallas, Louisa, Mills, and Van Buren. The counties with the greatest decline were Ida, Pocahontas, Clay, Chickasaw, and Adair.

Population and Demographics...

U.S. Marriages per Divorce

FIGURE 6B — MARRIAGES PER DIVORCE FOR THE U.S. BY STATE, 1998



Source: U.S. Department of Health and Human Services, National Center for Health Statistics, Provisional data.
Iowa Department of Public Health, 1999.

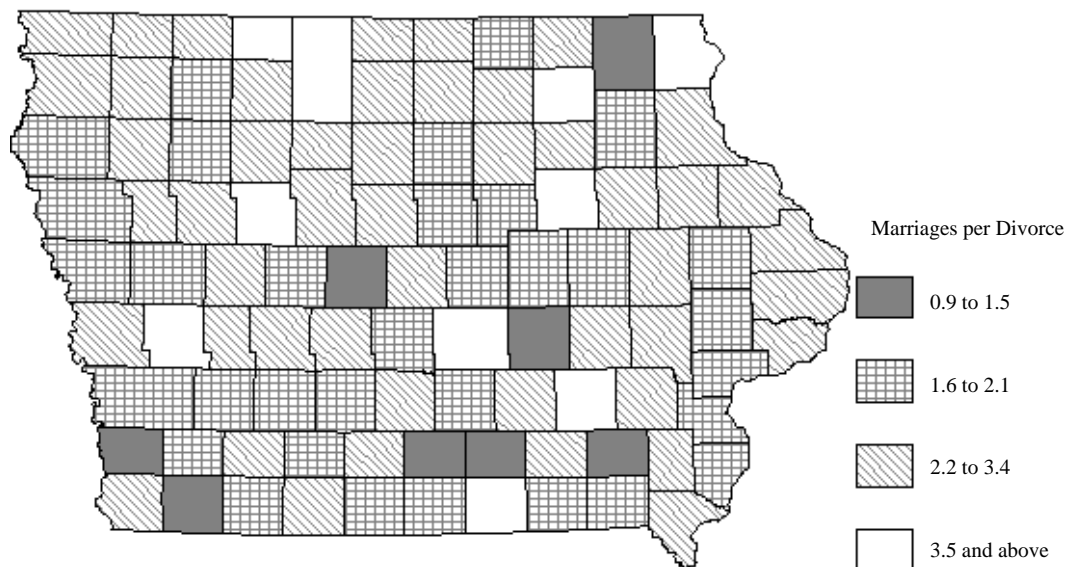
Notes: *Provisional data may vary from final data due to elimination of duplicate records. Iowa data for 1998 were final data.
Only 47 states and the District of Columbia reported.
California, Colorado, Indiana, and Texas were not reported.

- In 1998 marriages in the nation totaled 2,224,000 while divorces 1,135,000 for a ratio of 2.0 marriages per divorce.
- There were 22 reporting states below the U.S. ratio of 2.0 marriages per divorce and 25 reporting states at or above the U.S. rate.
- Iowa was tied with Idaho and the District of Columbia with 2.2 marriages per divorce and ranked 15th of 47 reporting states and the District of Columbia in 1998.

Population and Demographics...

Iowa Marriages per Divorce

FIGURE 7B — IOWA MARRIAGES PER DIVORCE BY COUNTY, 1998



Source: Iowa Department of Public Health.

Notes: State - 2.2 marriages per divorce.

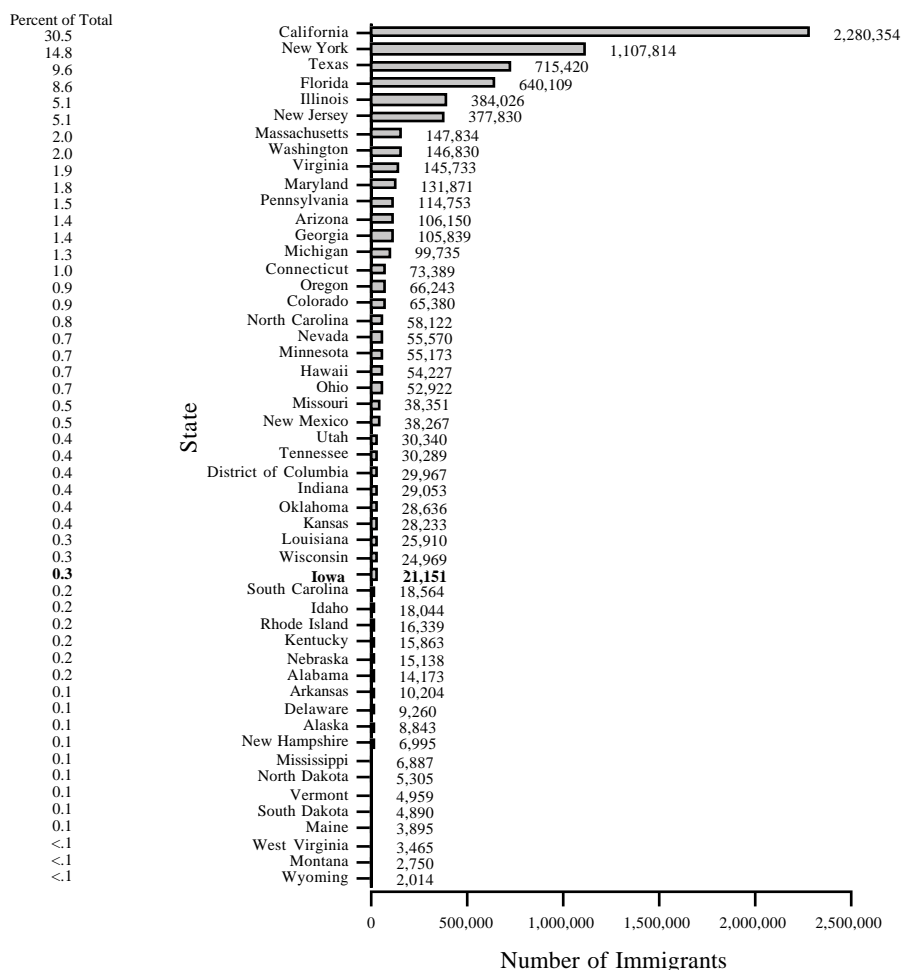
Ratio of marriages to divorces is based on occurrence data (county where the event occurred), which is not necessarily the county of residence.

- There were 21,567 marriages and 9,864 divorces or dissolutions of marriage recorded in Iowa in 1998. The ratio of marriages to divorces dropped slightly from the 1997 ratio of marriages to divorces or dissolutions.
- The 10 counties with the highest ratio of marriages to divorces in 1998 included Chickasaw (The Little Brown Church), Keokuk, Sioux, Appanoose, Emmet, Kossuth, Calhoun, Allamakee, Jasper, and Blackhawk.
- The eight counties with the lowest ratio of marriages to divorces in 1998 were Lucas, Boone, Monroe, Page, Woodbury, Jefferson, Mills, and Poweshiek.

Population and Demographics...

Net International Migration to the U.S.

FIGURE 8B — ESTIMATED NET INTERNATIONAL MIGRATION TO THE U.S.
1990-1999



Source: U.S. Census Bureau, Population Estimates Program, 2000.

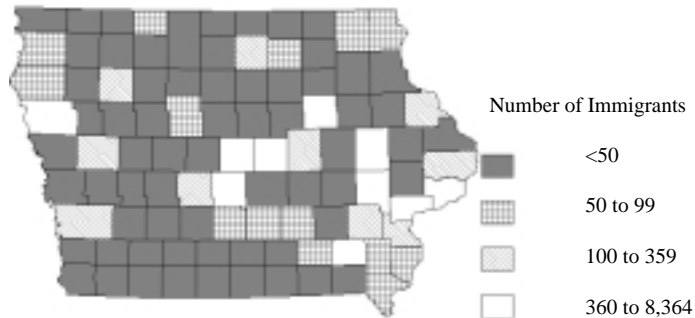
Note: International Migration to the U.S. in 1990 to 1999 estimated at 7,478,078.

- There were an estimated 7.5 million immigrants who relocated into the U.S. from 1990 to 1999.
- The number of immigrants by state ranged from 2,014 (<.1 percent of all immigrants) to 2,280,354 (30.5 percent). The states with the most immigrants included California (30.5 percent), New York (14.8 percent), Texas (9.6 percent), and Florida (8.6 percent).
- States with the least number of immigrants were Wyoming, Montana, and West Virginia (all under 0.1 percent of the total).
- Iowa ranked 31st of 50 states and the District of Columbia with an estimated 21,151 immigrants of international origin. This was three-tenths of one percent of the total immigrants to the U.S. from 1990 to 1999.

Population and Demographics...

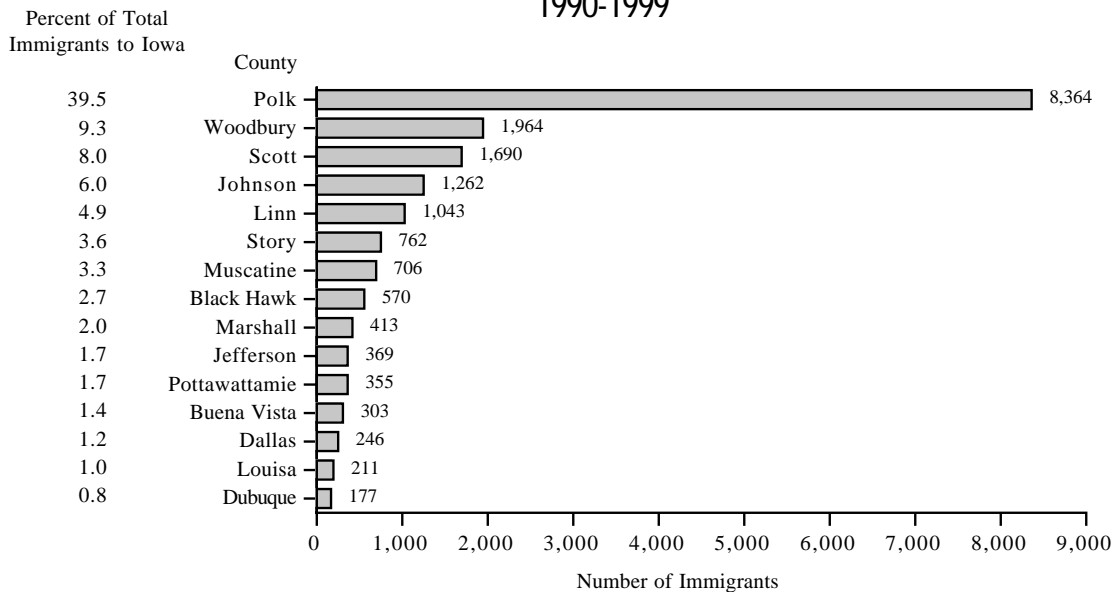
Net International Migration to Iowa

FIGURE 9B — ESTIMATED NET INTERNATIONAL IMMIGRATION TO IOWA BY COUNTY
1990-1999



Source: U.S. Census Bureau, Population Estimates Program, 2000.
Note: The total net international immigration to Iowa from 1990-1999 was 21,151.

FIGURE 10B — ESTIMATED NET INTERNATIONAL IMMIGRATION FOR THE 15 IOWA
COUNTIES WITH THE GREATEST NUMBER OF IMMIGRANTS
1990-1999



Source: U.S. Census Bureau, Population Estimates Program, 2000.

- Nearly two-thirds of all Iowa counties received fewer than 50 international migrants or two-tenths of a percent or less, for the period from 1990 to 1999.
- Polk, Woodbury, Scott, Johnson and Linn counties are in metropolitan statistical areas and accounted for nearly 68 percent of the immigrants to Iowa from 1990 to 1999.
- Lyon and Ringgold were the only counties to experience a net loss in international migration from 1990 to 1999.

Economics...

U.S. and Iowa Workforce Unemployment

FIGURE 11B — IOWA VS. U.S. UNEMPLOYMENT RATES
1990-1999



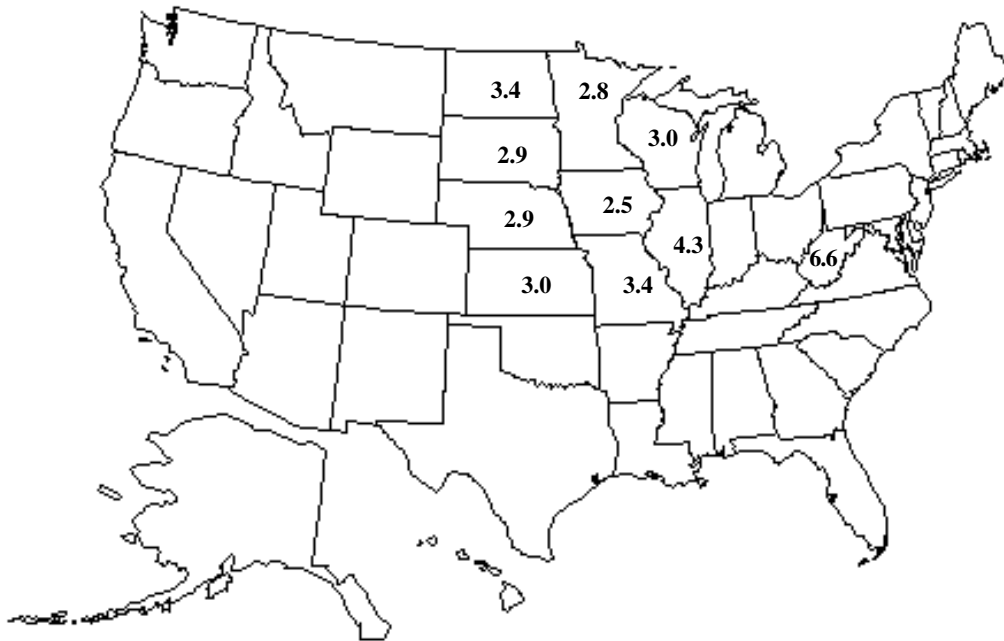
Sources: Iowa Workforce Development, Labor Market Information Bureau, and U.S. Department of Labor, Bureau of Labor Statistics, 2000.

- The year 1999 was the third consecutive year that the Iowa unemployment rate declined.
- The 1999 Iowa unemployment rate of 2.5 percent was substantially lower than the 1990 rate of 4.3 percent.
- The unemployment rate for Iowa has been well below the U.S. average for the years 1990 through 1999.

Economics...

U.S. and Iowa Workforce Unemployment

FIGURE 12B —IOWA VS. SELECTED STATE UNEMPLOYMENT RATES, 1999



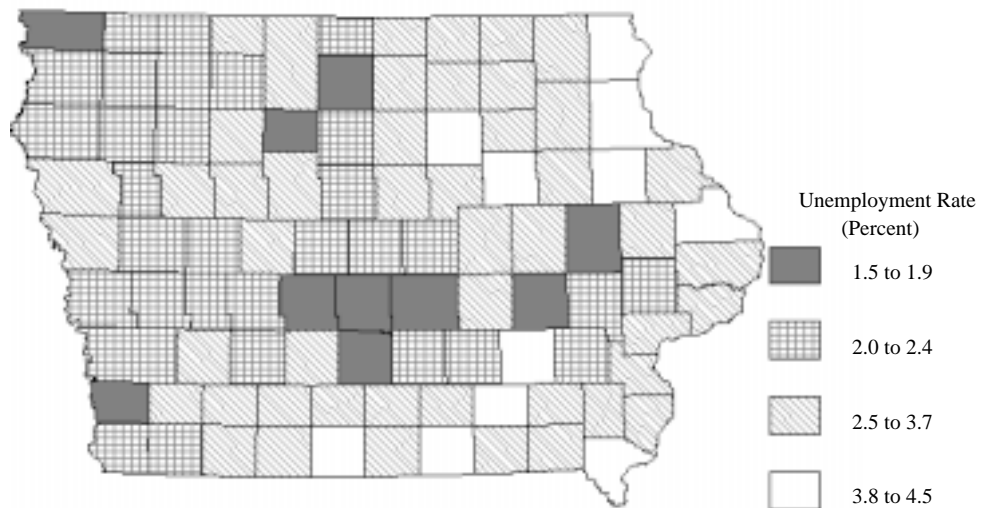
Source: U.S. Department of Labor, Bureau of Labor Statistics, State and Regional Unemployment, 1999 Annual Averages, 2000.
Note: The U.S. annual average unemployment rate for 1999 was 4.2 percent.

- The Iowa unemployment rate of 2.5 percent for 1999 was the lowest unemployment rate of any state in the United States.
- West Virginia with 6.6 percent unemployment for 1999, reported the highest rate in the U.S.
- Surrounding Midwest states ranged from a low of 2.8 percent unemployment in Minnesota to a high of 4.3 percent in Illinois.

Economics...

Iowa Workforce Unemployment Rate

FIGURE 13B — IOWA UNEMPLOYMENT RATE BY COUNTY, 1999



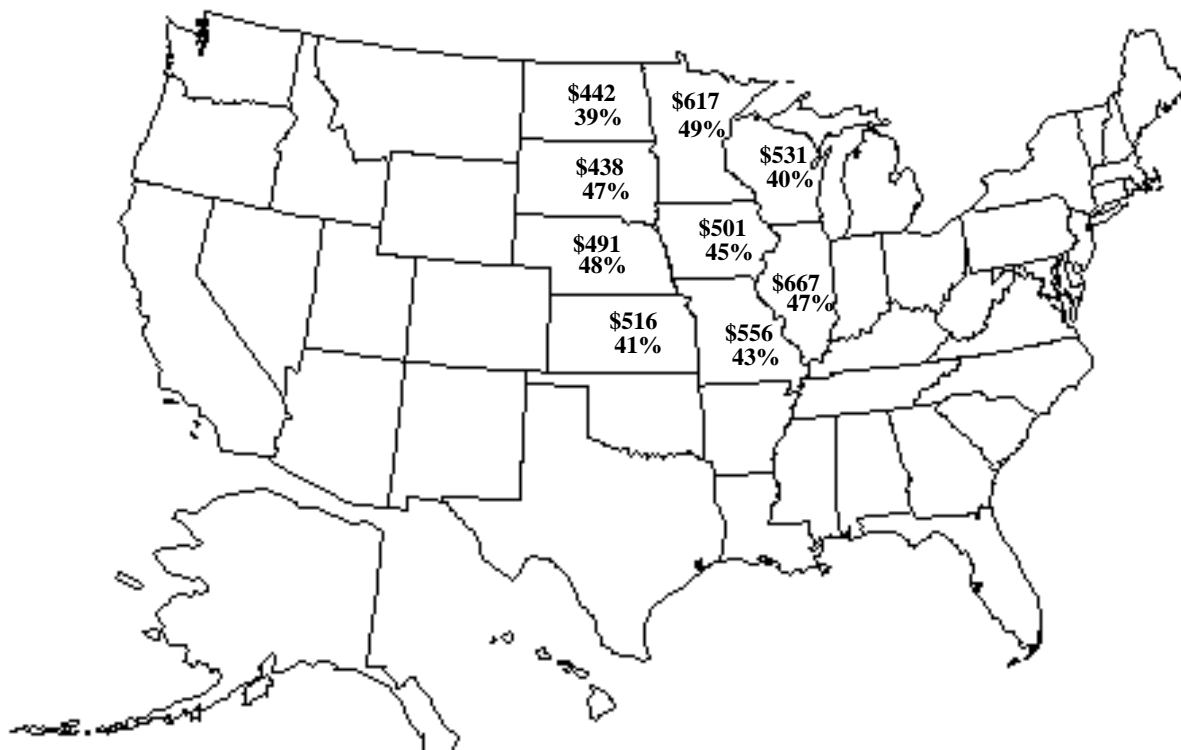
Source: Iowa Workforce Development, 1999 Annual Average, 2000.
Note: The Iowa unemployment rate for 1999 was 2.5 percent.

- Annual Average 1999 Iowa county unemployment rates ranged from 1.5 percent in Hancock county to 4.5 percent in Butler county.
- Forty-one of the 99 Iowa counties were below the state unemployment rate of 2.5 percent for 1999. The five counties reporting the lowest rates for 1999 were Hancock, Warren, Iowa, Dallas, and Lyon.
- The counties with the five highest unemployment rates were Butler, Keokuk, Clayton, Decatur, and Appanoose.

Economics...

Wages

FIGURE 14B — AVERAGE WEEKLY WAGE CHANGE FOR THE U.S., IOWA, AND SELECTED MIDWEST STATES 1988-1998



Source: Iowa Workforce Development Labor Market Information Branch, 2000.

Notes: The U.S. average weekly wage was \$614 in 1998 and increased by 46 percent from 1988 to 1998.

Figures within states represent average weekly wages and percent change from 1988 to 1998.

- The average weekly wage for Iowa workers increased by 45 percent from 1988 to 1998, compared to an increase of 46 percent for the nation.
- In 1998, the average weekly wage for Iowa was \$501 or \$113 dollars less than the nation.
- Iowa's average weekly wage for 1998 was surpassed by that of Illinois, \$667; Minnesota, \$617; Missouri, \$556; Wisconsin, \$531; and Kansas, \$516.

Economics...

Annual Pay

FIGURE 15B — AVERAGE ANNUAL PAY AND RANK FOR IOWA AND SELECTED STATES, 1997



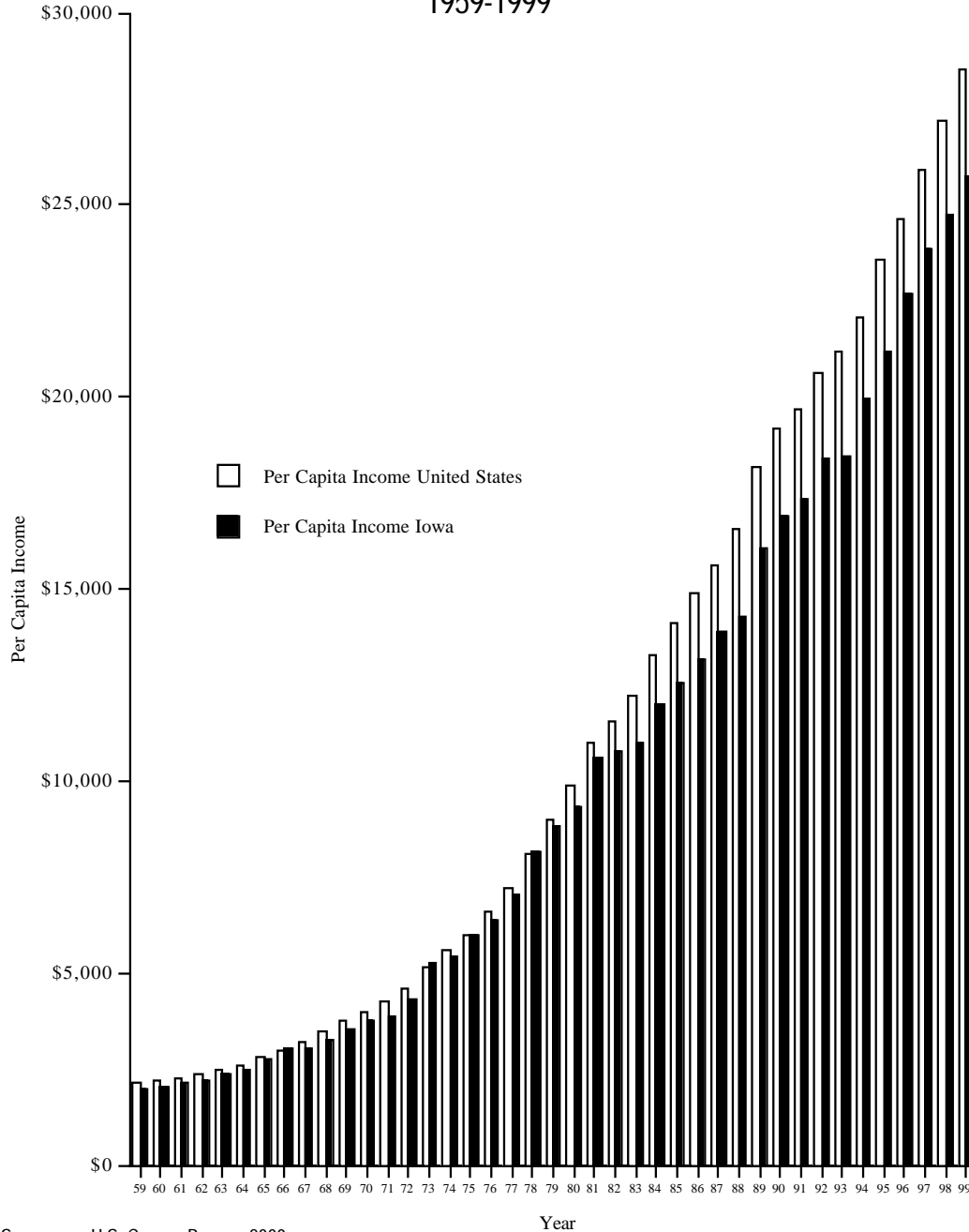
Source: U.S. Department of Labor, 1999.
Notes: Includes average annual pay and ranking for all covered employment.
The U.S. average annual pay in 1997 was \$30,336.
Figures in states represent average pay and rank.
Ranks are based on 50 states and the District of Columbia.

- Iowa ranked 40th of 50 states and the District of Columbia, in average annual pay (\$24,811) for 1997 and just over \$5,500 less than the U.S. average of \$30,336.
- All states surrounding Iowa exceeded Iowa's average annual pay for 1997 except for Nebraska, North Dakota and South Dakota which ranked 43rd, 49th, and 51st respectively.
- The District of Columbia ranked 1st in the nation with an annual average pay for 1997 of \$46,775.

Economics...

Per Capita Income

FIGURE 16B — PER CAPITA INCOME IN IOWA AND THE U.S.
1959-1999



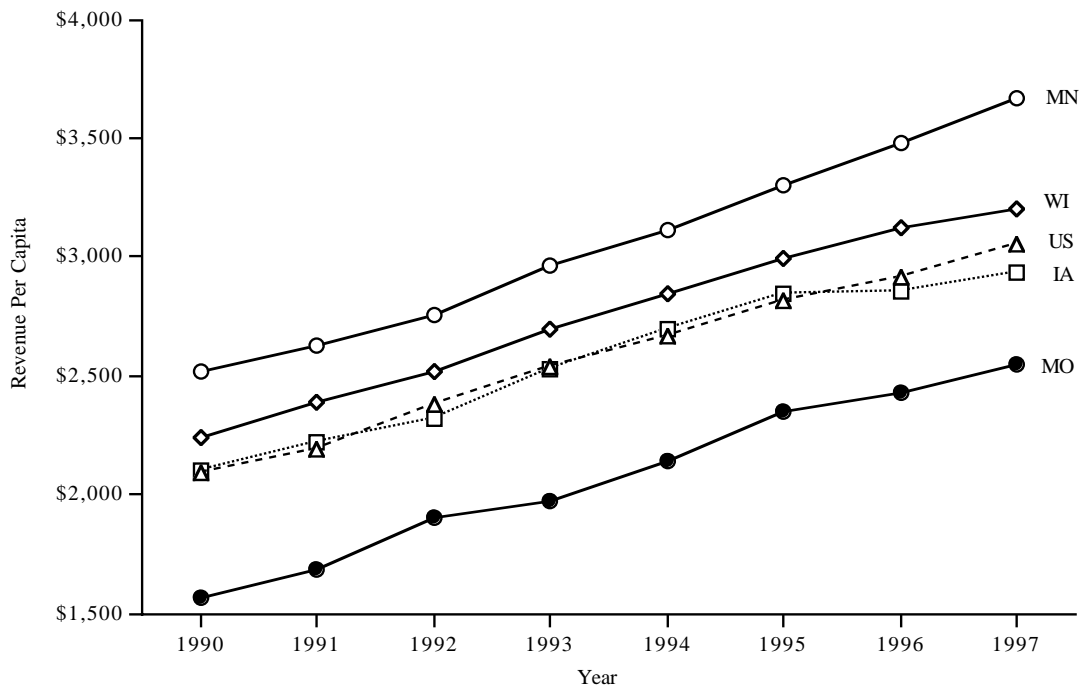
Source: U.S. Census Bureau, 2000.

- Over the period from 1959 to 1999, Iowa's per capita personal income was less than the U.S. in all but four years.
- In 1978, Iowa's per capita income exceeded U.S. per capita income by just over one percent and was only 90 percent or \$2,791 below U.S. per capita income in 1999.

Economics...

Per Capita Revenue

FIGURE 17B — STATE GOVERNMENT GENERAL REVENUE PER CAPITA FOR THE U.S., IOWA AND SELECTED MIDWEST STATES 1990-1997



Source: U.S. Census Bureau, State Government Finances, 1992-1999.

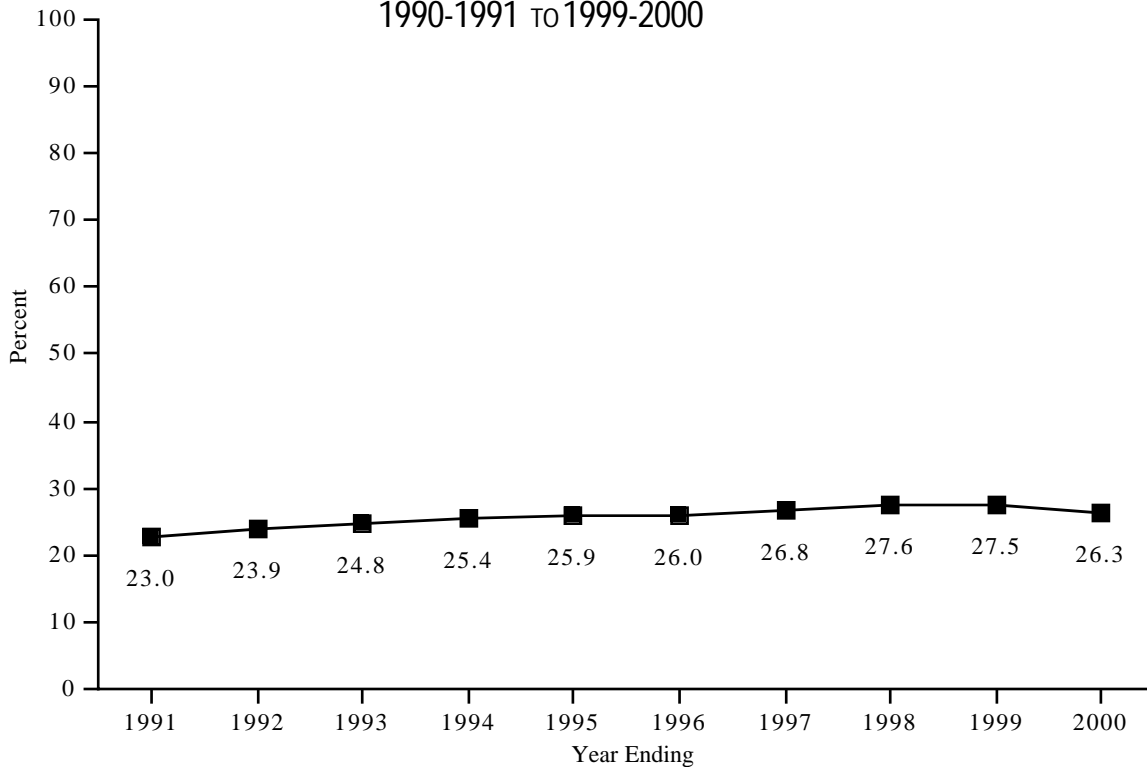
Note: Abbreviations used for Iowa (IA), Minnesota (MN), Missouri (MO), Wisconsin (WI) and the United States (U.S).

- The per capita general revenue for Iowa, in general, approximated that of the nation from 1990 to 1997. U.S. general revenue per capita for the period exceeded the Iowa per capita revenue by about \$19. The nation surpassed Iowa per capita general revenue by \$54 in 1996 and by \$119 in 1997.
- In 1997, Iowa ranked 25th of 50 states and the District of Columbia in per capita state government general revenue, with an average of \$2,927 per person.
- General revenue per capita for Minnesota and Wisconsin consistently surpassed Iowa per capita general revenue over the period from 1990 to 1997, with an average difference of \$492 and \$191 respectively.

Social...

Poverty

FIGURE 18B — PERCENT OF IOWA PUBLIC SCHOOL STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS 1990-1991 TO 1999-2000



Source: Iowa Department of Education, Bureau of Food and Nutrition, Claim Files October 1991 through October 1997, Free or Reduced Price Meal Eligibility Survey; and Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free or Reduced Price Eligibility Files, 1999 and 2000; Enrollment Files, 1991-2000.

- Over the ten year period from 1990-1991 to 1999-2000 the percent of Iowa public school students eligible for free or reduced price meals has ranged from a low of 23.0 percent in 1990-91 to 27.6 percent in 1997-98.
- The average annual percent of students eligible for free or reduced priced meals for the 10 year period from 1990-1991 to 1999-2000 was 25.7 percent.

Social...

Poverty

TABLE 1B — PERCENT OF IOWA PUBLIC SCHOOL STUDENTS
ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ENROLLMENT CATEGORY
1998-1999 TO 1999-2000

Enrollment Category	1998-1999 Free or Reduced Eligible Students		1999-2000 Free or Reduced Eligible Students	
	Number	Percent	Number	Percent
<250	1,256	39.1	1,317	37.4
250-399	5,127	31.3	5,543	30.3
400-599	8,812	25.4	9,150	24.9
600-999	20,981	24.8	19,019	22.9
1,000-2,499	31,151	24.9	30,771	24.2
2,500-7,499	22,843	22.6	21,247	21.9
7,500+	45,407	35.4	43,887	33.4
State	135,577	27.5	130,934	26.3

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

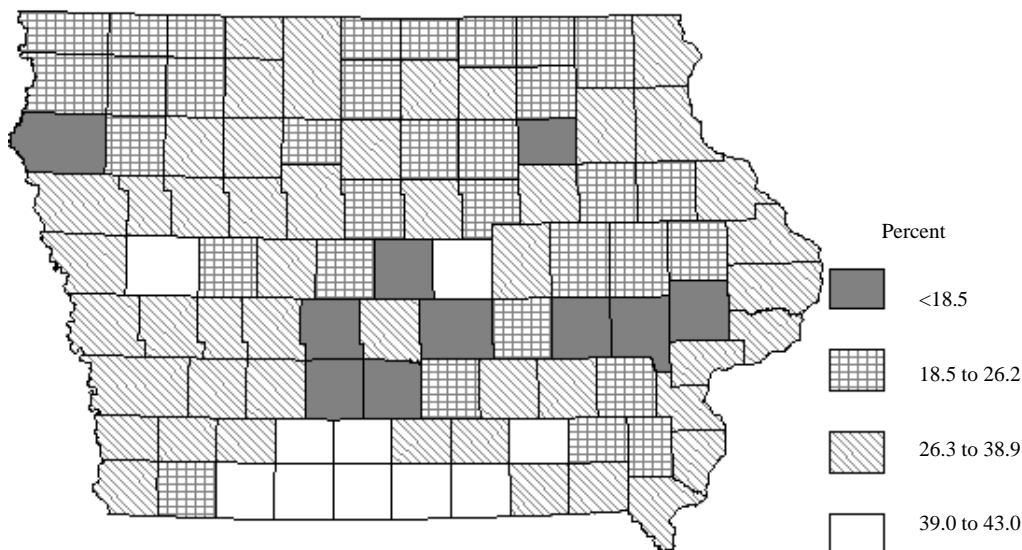
Note: Enrollment categories are based on certified enrollments. Percentages are based on dividing the number of PK-12 students eligible for free or reduced price meals by the PK-12 Basic Educational Data Survey head count taken the third Friday in September of each school year.

- The number of public school students eligible for free or reduced price meals decreased by more than 4,600 students from 1998-99 to 1999-2000. The percentage of students eligible for free or reduced price meals declined from 27.5 percent to 26.3 percent over the same time period.
- In 1998-99 and in 1999-2000 the lowest percentages of public school PK-12 students eligible for free or reduced price meals occurred in enrollment categories of 400 to 7,499, while the highest percentages occurred in districts with enrollments under 400 and equal to or above 7,500.

Social...

Poverty

FIGURE 19B — PERCENT OF IOWA PUBLIC SCHOOL STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ¹COUNTY, OCTOBER 1999



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Price Meal Eligibility Files, October, 1999.

Note: ¹School districts are grouped by county on the basis of the location of the administrative office. Since a substantial number of school district boundaries cross county lines, classification by county should be considered somewhat artificial.

- 26.3 percent of Iowa public school students were eligible for free or reduced priced meals in 1999.
- The percent of students eligible for free or reduced price meals ranged from 13.3 percent of public school students in Warren county to 43.0 percent in Appanoose county.
- In addition to Appanoose; the southern tier counties of Wayne, Decatur, and Ringgold were among the counties with the highest percentage of students eligible for free or reduced price meals.

Social...

Child Abuse and Neglect

TABLE 2B — NUMBER AND PERCENTAGE OF REPORTED CHILD ABUSE AND NEGLECT FOR IOWA AND SELECTED SURROUNDING STATES 1996 AND 1997

State	1996 Number of Reported Abused and Neglected Children	Percent of Population Under 18 Reported as Abused or Neglected	1997 Number of Reported Abused and Neglected Children	Percent of Population Under 18 Reported as Abused or Neglected
Illinois	124,129	4.6	115,344	3.6
Iowa	32,801	4.6	31,539	4.3
Kansas	30,562	4.4	45,459	6.6
Minnesota	25,435	2.0	26,252	2.1
Missouri	83,875	6.0	80,185	5.7
Nebraska	16,749	3.8	16,654	3.7
North Dakota	7,292	4.3	6,870	4.2
South Dakota	9,051	4.4	4,874	2.5
Wisconsin	45,479	3.3	43,406	3.2
United States	3,031,597	4.4	2,943,829	4.2

Sources: U.S. Department of Health and Human Services, 1999.
Iowa Department of Human Services, 2000.

- Nationwide, reports of neglect and abuse dropped to 2.9 million in 1997, from over three million for 1996. The percent of the U.S. population under the age of 18 reported as abused or neglected was 4.2 percent in 1997 compared to 4.3 percent in Iowa. Percentages for both Iowa and the nation were down from 1996 figures.
- Kansas and Missouri were the only two comparison states that exceeded Iowa in 1997 in the percent of the population under the age of 18 reported as neglected or abused.

Social...

Healthiest States

TABLE 3B — RANKINGS OF HEALTHIEST STATES FOR IOWA AND SELECTED MIDWEST STATES, 1993-2000

State	1993	1994	1995	1996	1997	1998	1999	2000	Change in Rank 1993-2000
Iowa	20	21	8	1	8	7	6	15	5
Illinois	32	32	27	30	17	26	30	26	6
Kansas	23	18	12	8	26	6	8	11	12
Minnesota	6	1	6	5	2	2	1	3	3
Missouri	48	27	42	46	43	48	38	36	12
Nebraska	10	4	13	9	9	10	5	10	0
North Dakota	8	10	25	13	24	29	13	23	-15
South Dakota	37	41	40	36	46	47	39	40	-3
Wisconsin	21	20	16	18	23	23	15	22	-1

Source: State Rankings, Morgan Quitno Press, 1993-2000.

Note: Based on average rankings of the following 21 factors:

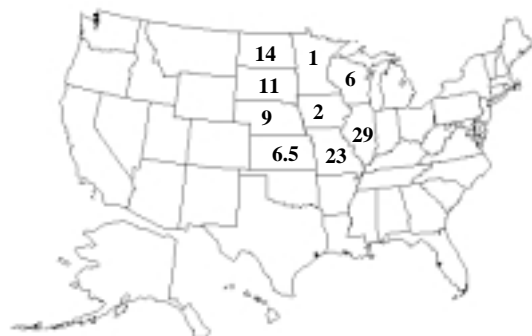
1. Births of Low Birthweight as a Percent of All Births, 2. Births to Teenage Mothers as a Percent of Live Births, 3. Percent of Mothers Receiving Late or No Prenatal Care, 4. Age-Adjusted Death Rate, 5. Infant Mortality Rate, 6. Age-Adjusted Death Rate by Malignant Neoplasms, 7. Age-Adjusted Death Rate by Suicide, 8. Health Care Expenditures as a Percent of Gross State Product, 9. Per Capita Personal Health Expenditures, 10. Percent of Population Not Covered by Health Insurance, 11. Estimated Rate of New Cancer Cases, 12. AIDS Rate, 13. Sexually Transmitted Disease Rate, 14. Percent of Population Lacking Access to Primary Care, 15. Percent of Adults Who Are Binge Drinkers, 16. Percent of Adults Who Smoke, 17. Percent of Adults Overweight, 18. Number of Days in Past Month When Physical Health was "Not Good," 19. Beds in Community Hospitals per 100,000 Populations, 20. Percent of Children Aged 19-35 Months Fully Immunized, 21. Safety Belt Usage Rate.

- Iowa was considered the 15th healthiest state in 2000. This was a decline from 1999 when Iowa was the 6th healthiest state and in 1993 when Iowa ranked first.
- Midwest states which were ranked as healthier than Iowa in 2000 included Minnesota (3rd), Nebraska (10th), and Kansas (11th); while Wisconsin (22nd), North Dakota (23rd), Illinois (26th), Missouri (36th), and South Dakota (40th) were ranked less healthy than Iowa.
- New Hampshire was ranked the healthiest state in 2000 while Mississippi was ranked the least healthy.

Social...

Most Livable States

FIGURE 20B— MOST LIVABLE STATES:
RANKINGS FOR IOWA AND
SELECTED MIDWEST STATES, 2000



Source: State Ranking 1999, Morgan Quitno Press.

TABLE 4B — TOP TEN MOST
LIVABLE STATES
1997-2000

State	2000 Rank	1999 Rank	1998 Rank	1997 Rank
Minnesota	1	1	1	1
Iowa	2	3	3	8
Colorado	3	2	8	14
Utah	4	5	4	4
New Hampshire	5	8	11	2
Kansas	6	4	10	6
Wisconsin	6	7	5	3
Virginia	8	12	15	9
Nebraska	9	6	2	5
Massachusetts	10	9	7	7

Source: State Rankings, Morgan Quitno Press, 1997-2000.

*Note: Based on average rankings of the following 43 categories:

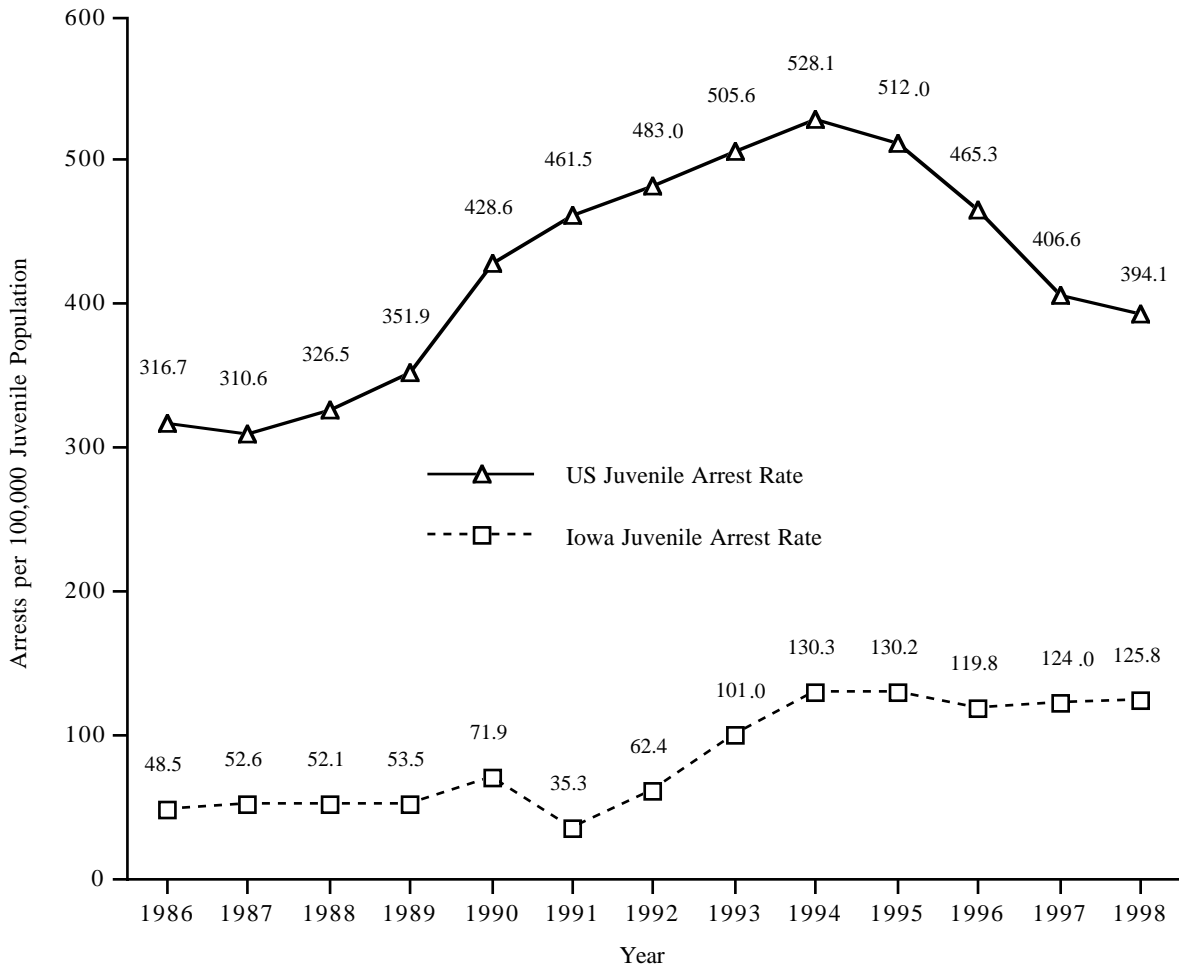
*1. Percent Change in Number of Crimes, 2. Crime Rate, 3. State Prisoner Incarceration Rates, 4. Pupil-Teacher Ratio in Public Elementary and Secondary Schools, 5. Unemployment Rates, 6. Percent of Nonfarm Employees in Government, 7. Per Capita Energy Expenditures, 8. Hazardous Waste Sites on the National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

- Iowa moved from 3rd among the 50 states in 1998 and 1999 to 2nd in the most livable states rankings in 2000, second only to Minnesota.
- Other Midwest states that were in the top ten most livable states in 2000 included Kansas and Wisconsin (tied for 6th) and Nebraska (9th).

Social...

Juvenile Arrest Rates

FIGURE 21B— IOWA VS. U.S. JUVENILE ARREST RATES FOR VIOLENT CRIMES 1986-1998



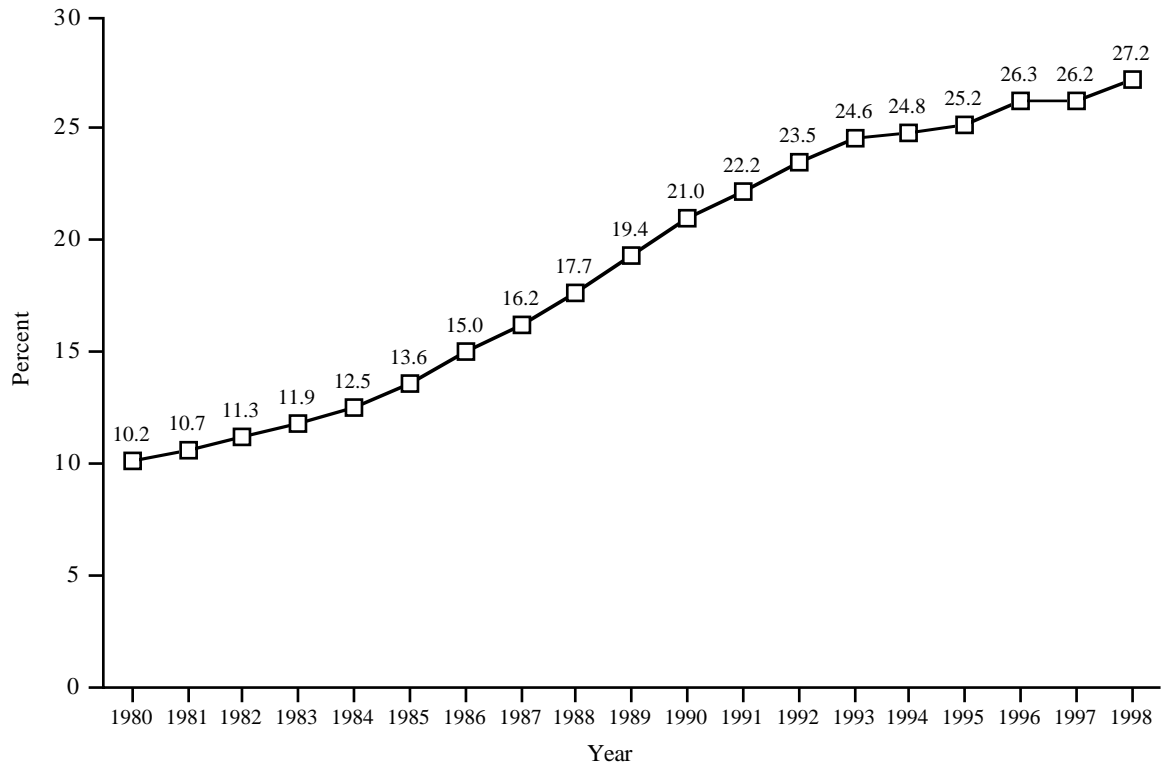
Sources: U.S. Department of Justice, Bureau of Justice Statistics, 2000, and Iowa Department of Public Safety.
Note: Includes juveniles under the age of 18.

- Nationally, the juvenile arrest rate of 528.1 arrests per 100,000 juvenile population in 1994 continued to decline through 1998.
- The juvenile arrest rate for violent crimes in Iowa was slightly less than one third of the U.S. average rate in 1998 and has, in general, remained relatively constant since 1994. The Iowa rate in the middle to late 1990's was more than twice as high as the rate in the middle to late 1980's.

Social...

Out-of-Wedlock Births

FIGURE 22B— IOWA, OUT-OF-WEDLOCK BIRTHS AS A PERCENT OF
TOTAL RESIDENT LIVE BIRTHS
1980-1998



Source: Iowa Department of Public Health, Center for Health Statistics, Resident Live Births, 1980-1998.

- Over the time period from 1980 to 1998, the percent of Iowa resident live births that were out-of-wedlock has been increasing.
- The percentage of Iowa resident live births occurring out-of-wedlock nearly tripled from 1980 to 1998.

Introduction

In 1999-2000 Iowa public school districts and nonpublic schools served 540,836 students, 6,478 more students than were served during the 1985-86 school year and about 170,000 fewer students than in 1972-73. In 1999-2000 Iowa had 9.3 percent fewer public school attendance centers than in 1985-86 and 10 percent fewer approved nonpublic schools. Iowa's 375 public school districts operated a total of 367 high schools, nearly 60 percent of which enrolled fewer than 300 students in grades 9-12.

The total number of licensed staff serving Iowa students in 1999-2000 was 45,382. Of these, 39,472 were employed in public school districts, 3,313 in approved nonpublic schools and 2,597 were employed by area education agencies.

Iowa's public and approved nonpublic schools are served by 15 area education agencies providing three basic kinds of services to schools. The major services provided by area education agencies include; general programs and services to provide leadership in the areas of school improvement and support of proven and emerging educational practices, school-community planning, professional development, curriculum, special education, instructional media services, and school technology.

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

Enrollment

Enrollment statistics present information for the 1999-2000 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

Combined Iowa public and nonpublic enrollments in 1972-73 totaled more than 711,000, with public school enrollments totaling more than 645,000 and nonpublic enrollments nearly 66,000. Since the 1972-73 school year public school enrollments declined over a 16-year period through 1988-89. Public school enrollments then increased eight consecutive years until 1996-97. Over the past three school years enrollments again declined. Since the 1972-73 school year public school enrollment has declined by about 23 percent or nearly 147,000 students.

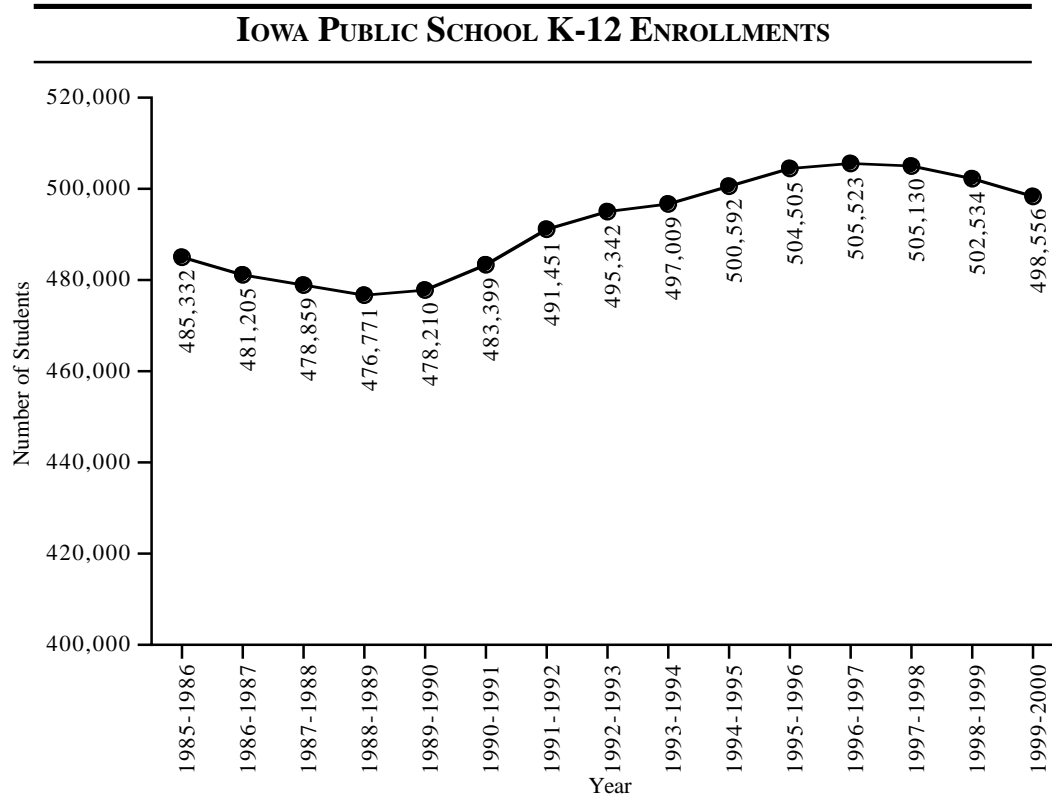
Iowa enrollments are shown for both public and nonpublic schools in Table 1 and in Figures 1 and 2. Since 1985-86 public school enrollments increased 2.7 percent, while nonpublic enrollments were down about 14 percent.

Table 1

IOWA PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1985-1986 TO 1999-2000			
Year	Public	Nonpublic	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	498,556	42,280	540,836

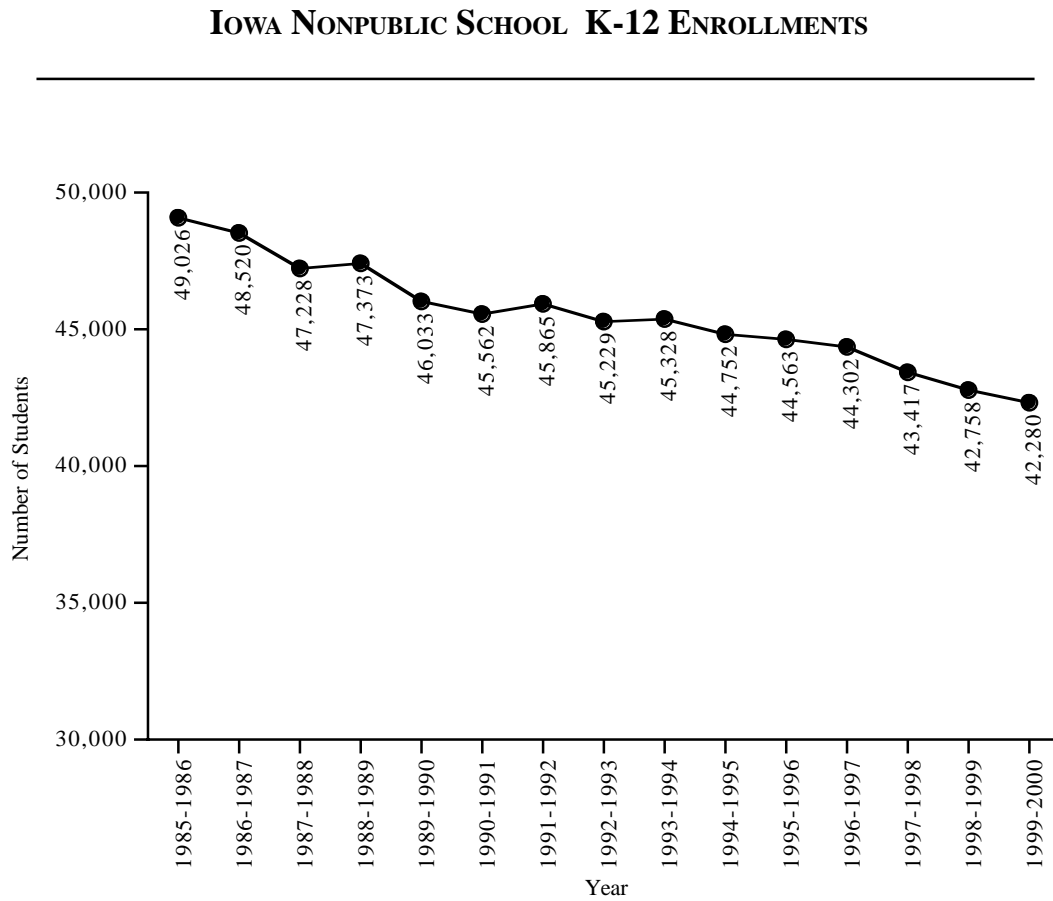
SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ENROLLMENT FILES, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

Figure 1



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.

Table 2 reports public school enrollments by grade level for the 1985-86 school year and for the two most current school years. The most substantial change in grade level enrollments occurred for kindergarten where enrollments decreased by more than 15 percent from 1985-86 to 1999-2000. Gains of eight percent or more were reflected in grades four through eight across the period. Total public school enrollments were down just over three-quarters of a percent in 1999-2000 over the previous year.

Table 2

IOWA PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL 1985-1986, 1998-1999, AND 1999-2000					
Grade Level	1985-1986	1998-1999	1999-2000	1998-1999 to 1999-2000 % Change	1985-1986 to 1999-2000 % Change
K	40,925	35,772	34,596	-3.29%	-15.46%
1	38,110	35,699	35,137	-1.57	-7.80
2	35,387	35,866	35,666	-0.56	0.79
3	34,508	36,500	36,162	-0.93	4.79
4	32,977	35,776	36,766	2.77	11.49
5	33,327	35,106	36,147	2.97	8.46
6	32,038	35,429	35,819	1.10	11.80
7	32,653	37,529	36,307	-3.26	11.19
8	35,136	38,374	37,966	-1.06	8.05
9	39,688	40,741	41,394	1.60	4.30
10	39,337	39,652	39,159	-1.24	-0.46
11	37,203	38,275	37,829	-1.17	1.68
12	35,906	37,166	37,124	-0.11	3.39
Other*	18,137	20,649	18,484	(NA)	(NA)
State	485,332	502,534	498,566	-0.79	2.72

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.

Changes in Iowa public school certified enrollments are also reported in Table 3 by enrollment category. Changes reflect year-over-year comparisons of 1998-99 and 1999-2000. Four of the seven enrollment categories experienced losses over the one year period. Districts under 600 enrollment reported increases from the previous school year ranging from about one percent to nearly 11 percent. The highest percentage increase for the period was 10.8 percent in districts under 250, while the greatest percentage decline was 4.6 percent in districts with enrollments of 600-999. Iowa public school districts lost 3,978 students in the one-year period from 1998-99 to 1999-2000.

Table 3

IOWA PUBLIC SCHOOL ENROLLMENT CHANGES BY ENROLLMENT CATEGORY 1998-1999 TO 1999-2000					
Enrollment Category	1998-1999 Enrollment	1999-2000 Enrollment	Absolute Enrollment Change	Percent Change	Number of Districts in 1999-2000
<250	4,154	4,604	450	10.8%	24
250-399	16,948	18,453	1,505	8.9	55
400-599	36,284	36,675	391	1.1	72
600-999	86,153	82,230	-3,923	-4.6	108
1,000-2,499	128,859	126,718	-2,141	-1.7	83
2,500-7,499	96,897	96,817	-80	-0.1	24
7,500+	133,239	133,059	-180	-0.1	9
State	502,534	498,556	-3,978	-0.8	375

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

National Enrollment Trends

Table 4 shows fall enrollments for Iowa, the nation, and other states in the region. With the exception of North and South Dakota where enrollment declined, the percentage increase in enrollment for Iowa from 1986 to 1998 and from 1992 to 1998 was lower than all other states compared, increasing 4.4 percent from 1992 to 1998 and by 1.5 percent from 1986 to 1998. Over the two time periods, enrollments for the nation increased 8.5 percent and 16.1 percent respectively.

Table 4

PUBLIC SCHOOL K-12 ENROLLMENT TRENDS FOR IOWA, THE NATION AND OTHER STATES IN THE REGION

State	School Year Beginning					Percent Change 1992-1998	Percent Change 1986-1998
	1986	1992	1994	1996	1998		
Nation	39,881,460	42,661,294	43,901,214	45,351,937	46,286,051	8.5%	16.1%
Iowa	481,205	495,342	500,592	505,523	502,534	1.5	4.4
Illinois	1,825,185	1,873,567	1,916,172	1,973,040	2,011,530	7.4	10.2
Kansas	416,091	451,586	460,905	466,367	469,758	4.0	12.9
Minnesota	693,134	792,807	813,103	845,804	856,421	8.0	23.6
Missouri	800,606	840,409	862,459	883,327	895,304	6.5	11.8
Nebraska	266,604	281,367	285,842	290,890	289,981	3.1	8.8
North Dakota	118,703	118,734	119,288	118,433	114,597	-3.5	-3.5
South Dakota	124,607	132,973	135,494	135,126	131,764	-0.9	5.7
Wisconsin	767,819	829,415	860,686	879,259	879,535	6.0	14.5

SOURCES: NATIONAL EDUCATION ASSOCIATION, RANKINGS OF THE STATES, NATIONAL CENTER FOR EDUCATION STATISTICS, DIGEST OF EDUCATION STATISTICS.

Projected Iowa Enrollments

Annual enrollment projections are made for individual public school districts and statewide projections are made by grade level. Only statewide projections are made for nonpublic schools. Individual public school district enrollment histories and projections are available on the Department's web site:

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

Public school enrollment projections, provided in Table 5, indicate declining enrollments during the next five years. An indication that further enrollment declines are expected can be seen in the comparison of kindergarten and twelfth grade enrollments. In 1997-98 incoming kindergarten enrollment was exceeded by twelfth grade enrollment for the first time since the 1983-84 school year. From 1989-90 through 1996-97, kindergarten enrollments exceeded twelfth grade enrollments by an average of about 4,000 students. In 1998-99 there were approximately 1,400 fewer kindergarten students than twelfth grade students, and in 1999-2000 the twelfth grade enrollment exceeded kindergarten enrollment by more than 2,500 students.

Table 5

Year	GRADE LEVEL							Other*	Grand Total
	K	1-3	4-5	6-8	9-11	12	Total		
ENROLLMENTS									
1990-1991	38,778	111,331	75,050	106,176	100,523	30,928	462,786	20,613	483,399
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	498,556
PROJECTED ENROLLMENTS									
2000-2001	35,393	104,349	73,211	109,629	118,254	36,708	477,544	20,343	497,887
2001-2002	35,190	102,936	72,305	111,511	116,702	36,487	475,131	20,241	495,372
2002-2003	35,430	102,067	71,129	112,665	114,521	37,443	473,255	20,161	493,416
2003-2004	35,446	102,877	68,927	112,546	114,152	36,605	470,553	20,046	490,599
2004-2005	35,344	102,928	68,249	110,839	116,137	35,124	468,621	19,963	488,584

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.

Nonpublic enrollments since 1990-91 and projected nonpublic enrollments through 2004-05 are reported in Table 6. Nonpublic enrollments continue to reflect a downward trend. Since 1974-75 nonpublic enrollments decreased about 33 percent or nearly 20,600 students. Since 1985-86 nonpublic enrollments have declined nearly 5,900 students or about 12 percent. Nonpublic enrollments since 1990-91 declined by 7.2 percent and totaled 3,282 students. Nonpublic enrollments are also projected to decline through 2004-2005.

Table 6

**IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS
FOR 1990-1991 THROUGH 1999-2000 AND PROJECTED ENROLLMENTS
FOR 2000-2001 THROUGH 2004-2005**

Year	GRADE LEVEL						Total
	K	1-3	4-5	6-8	9-11	12	
ENROLLMENTS							
1990-1991	3,994	13,442	8,698	10,282	6,985	2,161	45,562
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
PROJECTED ENROLLMENTS							
2000-2001	3,873	11,557	7,541	9,664	6,855	2,236	41,726
2001-2002	3,851	11,556	7,393	9,599	6,778	2,124	41,301
2002-2003	3,877	11,571	7,226	9,578	6,683	2,109	41,044
2003-2004	3,879	11,562	7,239	9,372	6,599	2,152	40,803
2004-2005	3,868	11,568	7,275	9,219	6,562	2,055	40,547

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

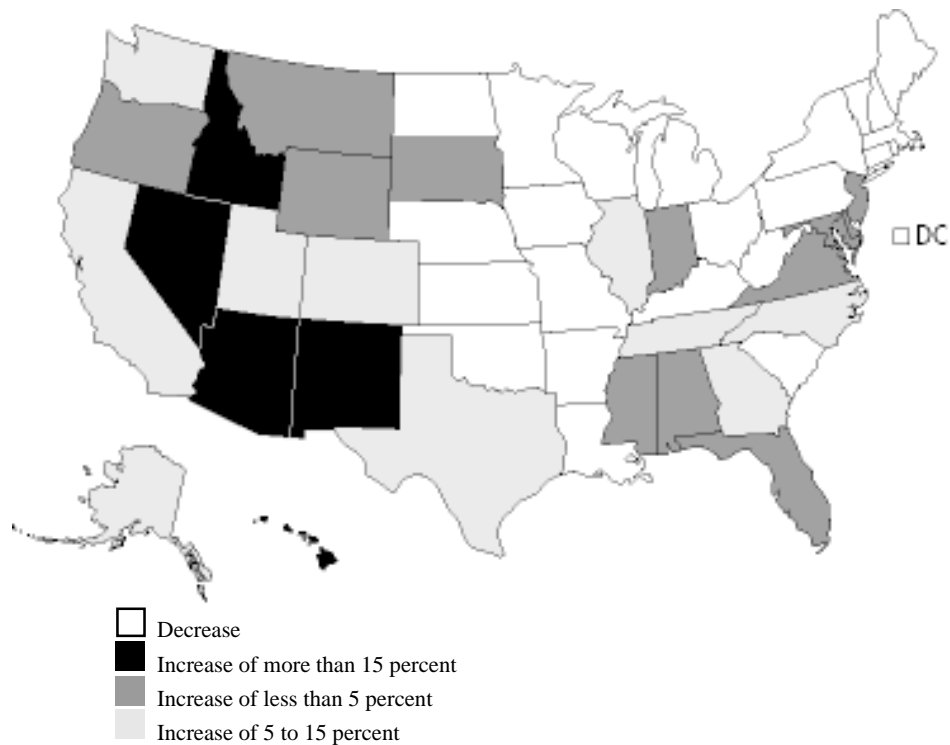
NOTES: ALL ENROLLMENTS ARE AS OF THE THIRD FRIDAY IN SEPTEMBER. THE NONPUBLIC SCHOOL ENROLLMENT PROJECTIONS ARE BASED UPON TRENDS OBSERVED IN THE NUMBER OF STUDENTS MOVING FROM GRADE TO GRADE. THE TREND, CALCULATED AS AN AVERAGE COHORT SURVIVAL RATIO, WAS USED TO ESTIMATE ENROLLMENTS FOR FIRST THROUGH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

Projected Changes in Enrollment in the Nation

Figure 3 shows projected changes in the K-12 public school enrollments for the fifty states. Percentage changes are projected for the period from fall 1997 to fall 2009. Iowa and states contiguous to Iowa, with the exception of Illinois and South Dakota are projected to experience enrollment declines over the period. Increases in K-12 public school enrollments are projected for all western states and for the majority of states in the southeast.

Figure 3

PERCENT CHANGE IN K-12 ENROLLMENT IN PUBLIC SCHOOLS, BY STATE FALL 1997 TO FALL 2009



SOURCE: INTERNET URL, [HTTP://NCES.ED.GOV/PUBS2000/QTRLYWINTER/6CROSS/6-ESQ14-A.HTML](http://nces.ed.gov/pubs2000/qtrlywinter/6cross/6-esq14-a.html)

Distribution of Public School Students and Districts

An overview of the number of Iowa school districts from 1950-51 through 1999-2000 is provided in Table 7 and Figure 4. Prior to July 1, 1966 Iowa allowed non-high school districts to operate. After July 1, 1966 all Iowa public schools were required to operate as K-12 districts. The most active periods of school reorganization during the period from 1950-51 to 1999-2000 occurred from 1955-56 to 1960-61, from 1960-61 to 1965-66 and from 1965-66 to 1970-71.

Table 7

**NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS
1950-1985 BY FIVE-YEAR INCREMENTS AND
1986 THROUGH 1999 BY ONE-YEAR INCREMENTS**

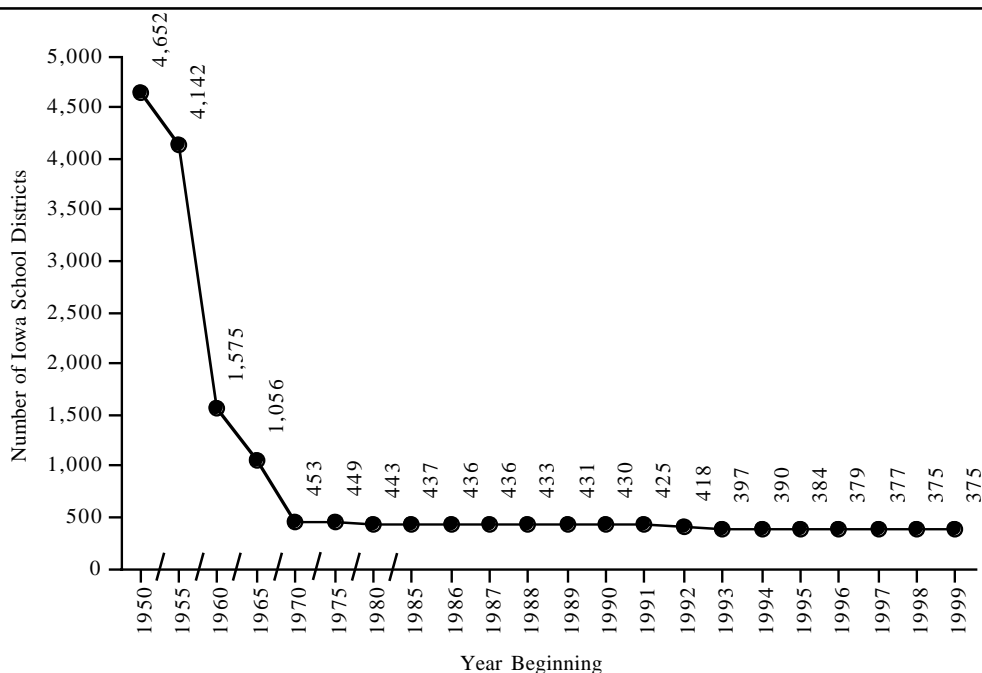
Year Beginning	Number of Iowa Public School Districts	Percent Decrease from Previous Number
1950	4,652	—
1955	4,142	10.96 %
1960	1,575	61.97
1965	1,056	32.95
1970	453	57.10
1975	449	0.88
1980	443	1.34
1985	437	1.35
1986	436	0.23
1987	436	0.00
1988	433	0.69
1989	431	0.46
1990	430	0.23
1991	425	1.16
1992	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

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

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

Figure 4

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS



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

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

The distribution of Iowa public school students and districts, with respect to the seven standard enrollment categories, has undergone substantial change since the 1985-86 school year as reflected in Table 8. In 1985-86, districts with enrollments under 600 accounted for 17.7 percent of all students and 54 percent of Iowa's school districts, compared to 12 percent and 40.3 percent respectively in 1999-2000. In 1999-2000 more than 46 percent of Iowa public school students were enrolled in the 33 largest school districts.

Average public school district enrollment in 1985-86 was about 1,100 with a median enrollment of 560 compared to an average of 1,329 and a median enrollment of 697 in 1999-2000.

Table 8

**DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS AND STUDENTS BY
ENROLLMENT CATEGORY
1985-1986 vs. 1999-2000**

District Enrollment Category	1985-1986				1999-2000			
	Districts N	Districts %	Students N	Students %	Districts N	Districts %	Students N	Students %
<250	52	11.9%	10,124	2.1%	24	6.4%	4,604	0.9%
250-399	90	20.6	29,060	6.0	55	14.7	18,453	3.7
400-599	94	21.5	46,544	9.6	72	19.2	36,675	7.4
600-999	97	22.2	72,595	15.0	108	28.8	82,230	16.5
1,000-2,499	72	16.5	109,551	22.5	83	22.1	126,718	25.4
2,500-7,499	24	5.5	95,189	19.6	24	6.4	96,817	19.4
7,500+	8	1.8	122,269	25.2	9	2.4	133,059	26.7
State	437		485,332		375		498,556	

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

School Level Enrollment Distribution

Table 9 reports the distribution of Iowa public schools by type of organization. Just over 55 percent of Iowa public schools were classified as elementary schools, 14.4 percent were middle schools, 3.2 percent were junior high schools, and nearly 24 percent were high schools. In 1999-2000 Iowa had a total of 1,533 public schools.

Table 9

**IOWA PUBLIC SCHOOL DISTRIBUTION BY TYPE
1999-2000**

Type	Number	Percent
High School	367	23.9%
Junior High School	49	3.2
Middle School	221	14.4
Elementary School	848	55.3
Special Education School	10	0.7
Alternative School	38	2.5
Total	1,533	100.0

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

Table 10 shows the distribution of nonpublic schools by type of organization. The vast majority of the 206 approved Iowa nonpublic schools in 1999-2000 were elementary schools. In 1999-2000 there were 26 nonpublic high schools and two schools encompassing grades K-12.

Table 10

**IOWA NONPUBLIC SCHOOL DISTRIBUTION BY TYPE
1999-2000**

Type	Number	Percent
Nonpublic High School	26	12.6%
Nonpublic Elementary	178	86.4
Nonpublic K-12	2	1.0
Total	206	100.0

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

The distribution of Iowa public high schools is presented in Table 11. Enrollments for high schools reported represent enrollments in grades nine through twelve. Nearly 60 percent of Iowa high schools had fewer than 300 students in 1999-2000, while 51 high schools, or about 14 percent, had enrollments of 700 or more students. Iowa's 20 smallest high school reported 1,549 students in grades nine through twelve, while the 15 largest high schools reported 25,387 students.

Table 11

IOWA PUBLIC HIGH SCHOOL ENROLLMENT DISTRIBUTION 1999-2000				
Grade 9-12 Enrollment	Number of High Schools	Percent of High Schools	Cumulative Number of High Schools	Cumulative Percent
<100	20	5.5%	20	5.4%
100-199	104	28.3	124	33.8
200-299	94	25.6	218	59.4
300-399	48	13.7	266	72.5
400-499	16	4.4	282	76.8
500-599	23	6.3	305	83.1
600-699	11	3.0	316	86.1
700-799	6	1.6	322	87.7
800-899	2	0.5	324	88.3
900-999	2	0.5	326	88.8
1,000-1,099	5	1.4	331	90.2
1,100-1,199	4	1.1	335	91.3
1,200-1,299	8	2.2	343	93.5
1,300-1,399	6	1.6	349	95.1
1,400-1,499	3	0.8	352	95.9
1,500-1,599	6	1.6	358	97.5
1,600-1,699	4	1.1	362	98.6
1,700-1,799	3	0.8	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

The 1999-2000 enrollment distributions by area education agency (AEA) are presented in Table 12. Both public and nonpublic school enrollments are included. Three area education agencies, AEA 9, AEA 10, and AEA 11 accounted for 46.2 percent of all students in terms of public school enrollments while AEA 1, AEA 10, and AEA 11 served 47 percent of nonpublic school students. Since 1997-1998 only two area education agencies, AEA 10 and AEA 11, have realized increases in enrollments.

Table 12

**DISTRIBUTION OF IOWA SCHOOL K-12 ENROLLMENTS BY AEA
1999-2000**

AEA	Public School Enrollments		Nonpublic School Enrollments		Percent of Combined Enrollments
	Number	Percent	Number	Percent	
1	33,220	6.7%	7,205	17.0%	7.5%
2	21,287	4.3	1,271	3.0	4.2
3	12,251	2.4	1,174	2.8	2.5
4	10,797	2.2	3,140	7.4	2.6
5	25,053	5.0	1,800	4.2	5.0
6	16,552	3.3	389	0.9	3.1
7	31,713	6.3	3,543	8.4	6.5
9	51,236	10.3	4,056	9.6	10.2
10	63,637	12.8	4,729	11.2	12.6
11	115,128	23.1	7,899	18.7	22.7
12	30,833	6.2	3,577	8.5	6.4
13	33,042	6.6	1,452	3.4	6.4
14	11,878	2.4	124	0.3	2.2
15	23,604	4.7	578	1.4	4.5
16	18,325	3.7	1,343	3.2	3.6
State	498,556	100.0	42,280	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.

Racial/Ethnic Distribution of Students

Changes in Iowa public school minority enrollments are shown in Table 13. Total minority enrollment in Iowa public schools has more than doubled since the 1985-86 school year to nearly 46,000 students in 1999-2000. Minority enrollment in the public schools represented 9.2 percent of enrollments in 1999-2000 compared to 4.6 percent in 1985-86. Hispanic enrollment accounted for the largest increases, nearly tripling since 1985-86. Hispanic enrollment increased by nearly 22 percent over the last two school years, while the enrollment of majority students decreased 2.4 percent since the 1985-86 school year.

Table 13

**IOWA PUBLIC SCHOOL PK-12 ENROLLMENTS
BY RACIAL/ETHNIC GROUP
1985-1986, 1998-1999, AND 1999-2000**

Racial/ Ethnic Group	1985-1986		1998-1999		1999-2000		%Change 1998-1999 to 1999-2000	%Change 1985-1986 to 1999-2000
	N	%	N	%	N	%		
American Indian	1,090	0.2%	2,372	0.5%	2,490	0.5%	5.0%	128.4%
Hispanic	4,069	0.8	14,059	2.8	15,836	3.2	12.6	289.2
Asian	5,310	1.1	8,332	1.7	8,435	1.7	1.2	58.9
African American	12,308	2.5	18,115	3.6	19,092	3.8	5.4	55.1
White	462,555	95.4	455,336	91.4	451,448	90.8	-0.9	-2.4
Total	485,332	100.0	498,214	100.0	497,301	100.0	-0.2	2.5

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.

Minority enrollments in nonpublic schools have also shown growth since 1985-86 through 1999-2000, increasing from 2.5 percent of total nonpublic enrollments to 4.4 percent (Table 14). Majority enrollments in nonpublic schools fell by 10.8 percent from 1985-86 to 1999-2000.

Table 14

**IOWA NONPUBLIC SCHOOL PK-12 ENROLLMENTS
BY RACIAL/ETHNIC GROUP
1985-1986, 1998-1999, AND 1999-2000**

Racial/ Ethnic Group	1985-1986		1998-1999		1999-2000		%Change 1998-1999 to 1999-2000	%Change 1985-1986 to 1999-2000
	N	%	N	%	N	%		
American Indian	42	0.1%	92	0.2%	90	0.2%	-2.2%	114.3%
Hispanic	527	1.1	751	1.6	788	1.7	4.9	49.5
Asian	344	0.7	537	1.2	530	1.2	-1.3	54.1
African American	273	0.6	541	1.2	590	1.3	9.1	116.1
White	48,372	97.5	43,681	95.8	43,146	95.6	-1.2	-10.8
Total	49,558	100.0	45,602	100.0	45,144	100.0	-1.0	-8.9

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

NOTE: INCLUDES PK THROUGH GRADE 12 STUDENTS.

Total minority enrollments for the nation are depicted in Table 15. Minority enrollments in the U.S. since the fall of 1986 have increased about seven percentage points. The total minority enrollment in the nation was 36.5 percent in 1997 compared to 29.6 percent in 1986. Four states had a lower percentage of minority students than Iowa's 8.2 percent minority student population in 1997.

Table 15

**ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS,
BY RACE/ETHNICITY AND STATE: FALL 1986 AND FALL 1997**

State or other area	Percent Distribution, fall 1986		Percent Distribution, fall 1997						Minority %age point Change 1986 to 1997
	White ¹	Total Minority	White ¹	Total Minority	African American	Hispanic	Asian	Ameri- can Indian	
United States	70.4	29.6	63.5	36.5	17.0	14.4	3.9	1.2	+6.9
Alabama	62.0	38.0	61.7	38.3	36.0	0.8	0.7	0.8	+0.3
Alaska	65.7	34.3	62.8	37.2	4.7	3.0	4.8	24.8	+2.9
Arizona	62.2	37.8	56.0	44.0	4.4	30.8	1.8	7.0	+6.2
Arkansas	74.7	25.3	73.1	26.9	23.5	2.2	0.8	0.4	+1.6
California	53.7	46.3	38.8	61.2	8.8	40.5	11.1	0.9	+14.9
Colorado	78.7	21.3	71.3	28.7	5.6	19.3	2.7	1.1	+7.4
Connecticut	77.2	22.8	71.5	28.5	13.7	12.1	2.5	0.2	+5.7
Delaware	68.3	31.7	63.2	36.8	30.1	4.6	1.9	0.2	+5.1
District of Columbia	4.0	96.0	4.0	96.0	87.0	7.5	1.5	(²)	0.0
Florida	65.4	34.6	56.2	43.8	25.4	16.4	1.8	0.2	+9.2
Georgia	60.7	39.3	57.1	42.9	38.0	2.9	1.9	0.1	+3.6
Hawaii	23.5	76.5	21.6	78.4	2.6	4.7	70.7	0.4	+1.9
Idaho	92.6	7.4	87.6	12.4	0.7	9.2	1.2	1.3	+5.0
Illinois	69.8	30.2	62.0	38.0	21.3	13.4	3.1	0.2	+7.8
Indiana	88.7	11.3	85.1	14.9	11.3	2.6	0.8	0.2	+3.6
Iowa	94.6	5.4	91.8	8.2	3.6	2.6	1.6	0.5	+2.8
Kansas	85.6	14.4	81.3	18.7	8.6	7.0	2.0	1.1	+4.3
Kentucky	89.2	10.8	88.6	11.4	10.3	0.5	0.5	0.1	+0.6
Louisiana	56.5	43.5	50.2	49.8	46.7	1.2	1.3	0.6	+6.3
Maine	98.3	1.7	97.1	2.9	0.9	0.5	0.9	0.6	+1.2
Maryland	59.7	40.3	55.9	44.1	36.1	3.7	4.0	0.3	+3.8
Massachusetts	83.7	16.3	77.5	22.5	8.5	9.7	4.1	0.2	+6.2
Michigan	76.4	23.6	75.6	24.4	18.8	2.9	1.6	1.0	+0.8
Minnesota	93.9	6.1	85.5	14.5	5.6	2.5	4.4	2.0	+8.4
Mississippi	43.9	56.1	47.8	52.2	51.0	0.4	0.6	0.1	-3.9
Missouri	83.4	16.6	80.7	19.3	16.7	1.3	1.1	0.3	+2.7
Montana	92.7	7.3	87.1	12.9	0.6	1.4	0.8	10.0	+5.6
Nebraska	91.4	8.6	85.7	14.3	6.2	5.3	1.4	1.5	+5.7
Nevada	77.4	22.6	63.2	36.8	9.7	20.5	4.8	1.9	+14.2
New Hampshire	98.0	2.0	96.3	3.7	1.0	1.4	1.1	0.2	+1.7
New Jersey	69.1	30.9	61.9	38.1	18.3	14.0	5.7	0.2	+7.2
New Mexico	43.1	56.9	38.0	62.0	2.4	48.0	1.0	10.6	+5.1
New York	68.4	31.6	55.9	44.1	20.4	17.8	5.4	0.5	+12.5
North Carolina	68.4	31.6	63.2	36.8	31.0	2.7	1.6	1.5	+5.2
North Dakota	92.4	7.6	88.9	11.1	0.9	1.1	0.8	8.3	+3.5
Ohio	83.1	16.9	81.7	18.3	15.6	1.5	1.0	0.1	+1.4
Oklahoma	79.0	21.0	68.1	31.9	10.6	4.5	1.3	15.5	+10.9
Oregon	89.8	10.2	83.7	16.3	2.6	8.1	3.5	2.1	+6.1
Pennsylvania	84.4	15.6	79.7	20.3	14.5	3.9	1.8	0.1	+4.7
Rhode Island	87.9	12.1	77.2	22.8	7.5	11.5	3.4	0.5	+10.7
South Carolina	54.6	45.4	55.7	44.3	42.3	1.0	0.8	0.2	-1.1
South Dakota	90.6	9.4	82.9	17.1	1.0	0.9	0.8	14.4	+7.7
Tennessee	76.5	23.5	74.0	26.0	23.7	1.1	1.0	0.1	+2.5
Texas	51.0	49.0	45.0	55.0	14.4	37.9	2.4	0.3	+6.0
Utah	93.7	6.3	88.7	11.3	0.8	6.5	2.5	1.5	+5.0
Vermont	98.4	1.6	97.1	2.9	0.9	0.4	1.1	0.5	+1.3
Virginia	72.6	27.4	65.5	34.5	27.0	3.6	3.6	0.2	+7.1
Washington	84.5	15.5	76.8	23.2	4.9	8.6	6.9	2.8	+7.7
West Virginia	95.9	4.1	95.1	4.9	4.1	0.5	0.3	0.1	+0.8
Wisconsin	86.6	13.4	82.2	17.8	9.8	3.6	3.0	1.4	+4.4
Wyoming	90.7	9.3	88.6	11.4	1.1	6.6	0.8	2.9	+2.1
Other Areas									
American Samoa	—	—	—	100.0	—	—	100.0	—	—
Guam	—	—	3.1	96.9	0.6	0.3	95.9	0.1	—
Northern Marianas	—	—	0.9	99.1	—	—	99.1	—	—
Puerto Rico	—	—	—	100.0	—	100.0	—	—	—
Virgin Islands	—	—	0.9	99.1	84.8	14.0	0.3	(²)	—

¹ Excludes persons of Hispanic origin.

² Less than 0.05 percent.

—Data not available.

Note: The 1986-87 data were derived from the 1986 Elementary and Secondary School Civil Rights sample survey of public school districts. Because of rounding, details may not add to totals.

SOURCE: U.S. DEPARTMENT OF EDUCATION, DIGEST OF EDUCATION STATISTICS, 1999.

Weighted Limited English Proficient and Total Limited English Proficient Students

Chapter 280.4 of the Iowa code states that limited English proficient (LEP) “means a student’s background 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”.

Iowa students with a primary language other than English have been grouped into one of two categories for the purpose of reporting. Those students who meet the criteria for generating additional funds for the school districts they attend are classified as weighted limited English proficient students. Weighted LEP students are eligible to generate additional monies, generally for a period of up to three years. Under certain circumstances this period can be extended. Only public school LEP students are eligible for weighting. The total LEP student category includes not only the weighted LEP students but all other students whose primary language is not English. The total LEP student category also includes nonpublic students as well as public school students and, in addition, includes pre-kindergarten students.

Weighted Limited English Proficient Students

Table 16 presents current and historical information on weighted limited English proficient students in Iowa public schools. The number of weighted LEP students

Table 16

DISTRIBUTION OF IOWA WEIGHTED LIMITED ENGLISH PROFICIENT STUDENTS GRADES K-12 PUBLIC SCHOOL STUDENTS¹ BY ENROLLMENT CATEGORY 1993-1994, 1998-1999, AND 1999-2000

Enrollment Category	1993-1994		1998-1999		1999-2000		Percent Change in Weighted LEP Enrollment	
	Basic Enrollment Total	Weighted LEP Enrollment	Basic Enrollment Total	Weighted LEP Enrollment	Basic Enrollment Total	Weighted LEP Enrollment	1998-1999 to 1999-2000	1993-1994 to 1999-2000
<250	6,956	17	4,154	2	4,604	2	0%	-88.2%
250-399	17,794	21	16,948	50	18,453	93	86.0	342.9
400-599	47,617	72	36,284	87	36,675	54	-37.9	-25.0
600-999	79,260	229	86,153	592	82,230	486	-17.9	112.2
1,000-2,499	119,988	706	128,859	1,318	126,718	1,632	23.8	131.1
2,500-7,499	94,422	488	96,897	988	96,817	1,216	23.1	149.2
7,500+	130,970	2,252	133,239	3,650	133,059	3,964	8.6	76.0
State	497,007	3,785	502,534	6,687	498,556	7,447	11.4	96.8

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.

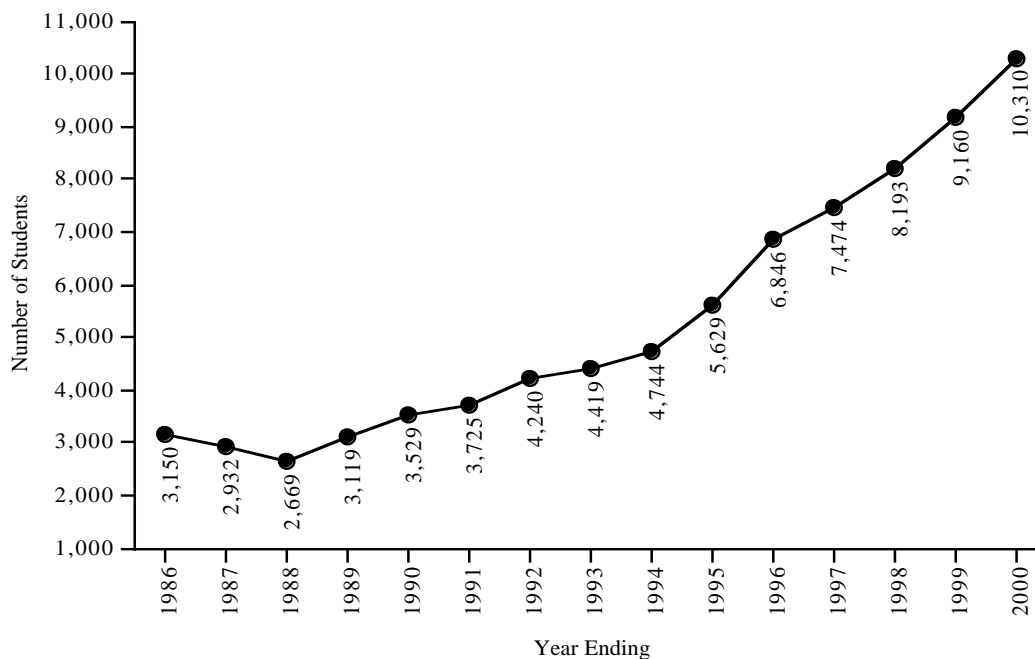
has almost doubled since the 1993-94 school year, increasing from 3,785 to 7,447 in 1999-2000. Over the past two school years the number of weighted LEP students increased an average of 12.2 percent per year. More than 53 percent of the weighted LEP students in 1999-2000 were enrolled in Iowa's nine largest school districts, down from just over 59 percent in 1993-94 and 54.6 percent in 1998-99. In 1999-2000 all but two enrollment categories registered increases in weighted LEP students over the previous school year.

Total Limited English Proficient Students

Total LEP student enrollments in Iowa school districts and nonpublic schools reflect pre-kindergarten through grade twelve enrollments (Figure 5). Since the 1987-88 school year LEP enrollments have trended upward, rising to 10,310 in 1999-2000. Over the last five school years, year-over-year increases have averaged about 13 percent. The largest percentage increase over the period was 21.6 percent and occurred between the school year ending in 1995 and the school year ending in 1996.

Figure 5

TRENDS IN GRADES PK-12 ENROLLMENTS OF TOTAL LIMITED ENGLISH PROFICIENT PUBLIC AND NONPUBLIC STUDENTS IN IOWA 1985-1986 TO 1999-2000



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

Since 1990-91 limited English proficient student enrollments in Iowa's public and nonpublic schools increased 177 percent. The trend line in Figure 5 shows incremental increases for each school year over the previous school year from 1988 through 2000.

Table 17 reflects the primary languages of the Iowa public and nonpublic LEP students for the 1999-2000 school year compared to the 1985-86 and 1998-99 school years. Spanish represented 60 percent of languages reported, followed by Serbo-Croatian at 9.5 percent and Vietnamese at 7.4 percent in 1999-2000.

Table 17

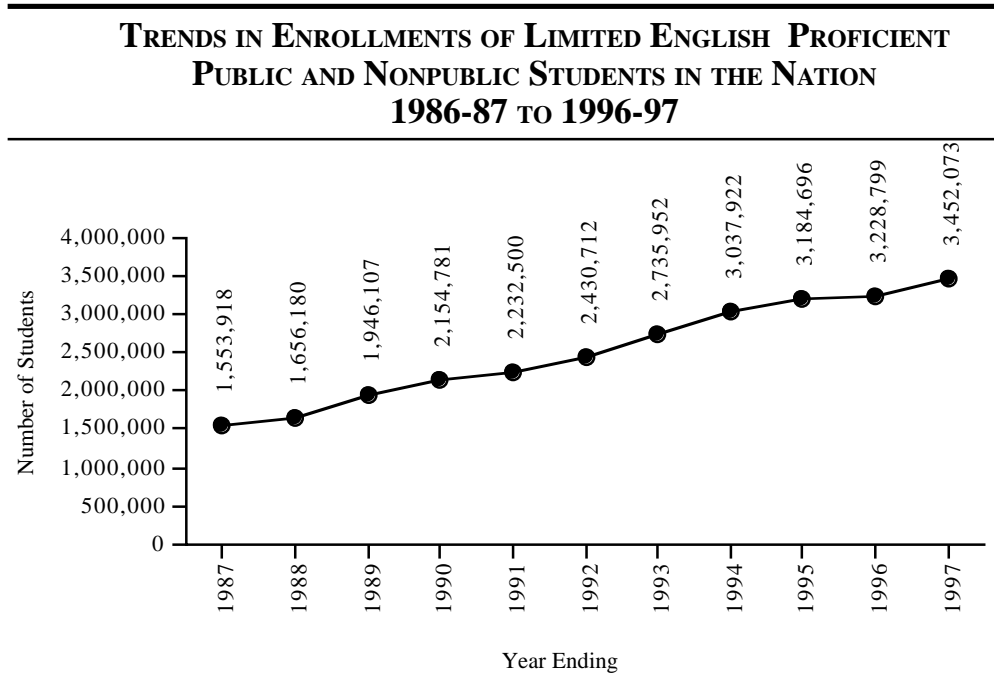
**LIMITED ENGLISH PROFICIENT STUDENT PRIMARY LANGUAGES
FOR PK-12 IOWA PUBLIC AND NONPUBLIC STUDENTS**

Primary Language	1985-1986	1998-1999	Year 1999-2000	Percent of Total LEP Students 1999-2000
Spanish	807	5,460	6,187	60.0%
Serbo-Croatian			979	9.5
Vietnamese	439	815	760	7.4
Laotian: Pha Xa Lao	548	488	400	3.9
Bosnian		660	283	2.7
German	24	150	206	2.0
Chinese: Zhongwen	89	115	108	1.0
Nuer		95	104	1.0
Cambodian: Khmer	239	133	99	1.0
Korean: Choson-O	136	113	96	.9
Arabic	26	60	75	.7
Russian			68	.7
Hmong	101	80	46	.4
Albanian: Shqip			34	.3
Japanese: Nihongo			31	.3
Somali			26	.3
French	20	27	21	.2
Hindi			20	.2
Thai	333	17	19	.2
Ukrainian			19	.2
Swahili			16	.2
Punjabi: Panjabi			14	.1
Portuguese			11	.1
Kurd			11	.1
(Afan) Oromo			10	.1
Polish			9	<.1
Tagalog			9	<.1
Sundanese			8	<.1
Croatian: Hrvatski			7	<.1
Urdu			7	<.1
Finnish: Suomi			7	<.1
Gujarati			6	<.1
Kinyarwanda			6	<.1
Italian	7	11	6	<.1
Indonesian: Bahasa I			6	<.1
Swedish: Svenska			6	<.1
Samoan			6	<.1
Serbian: Srpski			6	<.1
Estonian			5	<.1
Yoruba			5	<.1
Afrikaans			5	<.1
Malays			5	<.1
Malayalam			5	<.1
Turkish			5	<.1
Persian: Farsi			4	<.1
Hebrew: Iwriith			4	<.1
Singhalese			4	<.1
Bulgarian			3	<.1
Kirundi			3	<.1
Bengali: Bangla			3	<.1
Telugu			3	<.1
Burmese: Myanmasa			2	<.1
Tamil			2	<.1
Greek			2	<.1
Amharic			2	<.1
Armenian: Hayeren			1	<.1
Corsican			1	<.1
Romanian			1	<.1
Icelandic: Islenzk			1	<.1
Faroes			1	<.1
Georgian: Kartuli			1	<.1
Tibetan: Bodskad			1	<.1
Nepali			1	<.1
Marathi			1	<.1
Macedonian			1	<.1
Czech			1	<.1
Indian	20	2	1	<.1
Not Identified	361	934	504	4.9
State	3,150	9,160	10,310	

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

Figure 6 reflected similar growth in enrollments of LEP students for the nation where LEP enrollments increased 122 percent since 1987.

Figure 6



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

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

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

Table 18 reports LEP enrollments for Iowa and other states within the region. South Dakota, North Dakota, and Illinois reported the highest percentages of LEP enrollments in 1996-97.

Table 18

K-12 COMBINED PUBLIC AND NONPUBLIC LIMITED ENGLISH PROFICIENT STUDENT ENROLLMENTS, 1996-1997

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

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

Open Enrollment

Chapter 282.18 of the *Iowa Code* 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.”

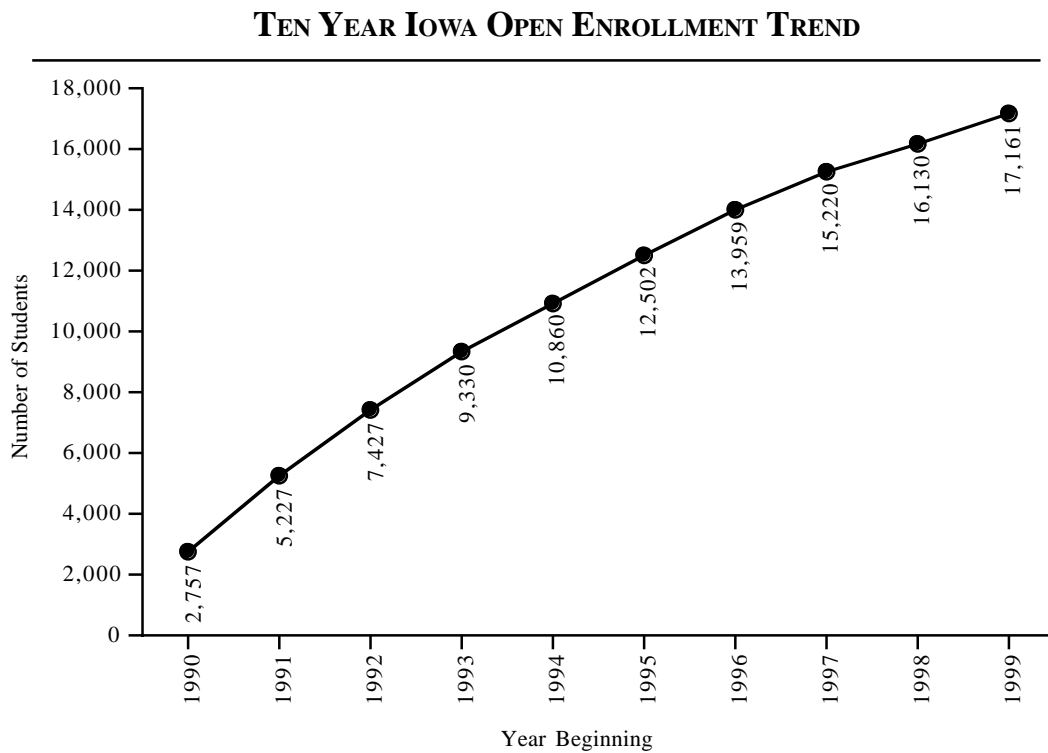
Just under 17,200 students open enrolled to other school districts in 1999-2000, compared to 16,130 in 1998-99 and 2,757 in 1990-91 (Table 19 and Figure 7). Open enrollment increased by 6.4 percent in 1999-2000 over the previous school year. Since the 1990-91 school year open enrollments increased by 14,404 students and represented an increase of about 522 percent.

Table 19

IOWA PUBLIC SCHOOL K-12 ENROLLMENTS AND OPEN ENROLLMENTS			
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	17,161	498,556	3.44

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

Figure 7



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

Table 20 shows the net change in open enrollments by enrollment category for 1990-1991, 1997-98, 1998-99, and 1999-2000. The net change in open enrollment “in” and “out” of school districts was similar in both 1990-1991 and in 1999-2000 in that school districts under 600 enrollment, and districts with enrollments of 7,500 and above, had more students open enroll “out” than open enroll “in” resulting in net losses. Districts with enrollments of 600-7,499 realized net gains from open enrollment in both 1990-91 and in 1999-2000.

Table 20

**NET OPEN ENROLLMENT CHANGE IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1990-1991, 1997-1998 TO 1999-2000**

Enrollment Category	Net Enrollment Change				Number of Students Open Enrolled
	1990-1991	1997-1998	1998-1999	1999-2000	
<250	-236	-441	-349	-433	593
250-399	-264	-325	-405	-219	1,405
400-599	-50	354	253	-70	2,124
600-999	66	-40	209	559	3,476
1,000-2,499	370	1,165	1,014	1,071	3,755
2,500-7,499	45	534	554	436	2,846
7,500+	-67	-1,334	-1,367	-1,445	2,962

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

Special Education Enrollment

The number of students enrolled in special education in Iowa public schools has increased by 20,644 students since the 1985-86 school year. This represented an increase of 49.3 percent. Special education enrollments have grown steadily with incremental increases each year from 1985-86 through 1999-2000. Special education enrollments in 1985-86 represented 8.63 percent of total certified enrollments and 12.54 percent in 1999-2000. The average year-over-year growth for special education enrollments since 1985-86 was 2.91 percent compared to an annual growth rate of .19 percent for certified enrollment (Table 21).

Table 21

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	483,396	1.08	46,593	4.50	9.64
1991-1992	491,451	1.67	48,201	3.45	9.81
1992-1993	495,342	0.79	49,848	3.42	10.06
1993-1994	497,009	0.34	51,022	2.36	10.27
1994-1995	500,592	0.72	53,151	4.17	10.62
1995-1996	504,505	0.78	55,514	4.45	11.00
1996-1997	505,523	0.20	57,845	4.20	11.44
1997-1998	505,130	-0.08	59,711	3.23	11.82
1998-1999	502,534	-0.51	61,079	2.29	12.15
1999-2000	498,556	-0.79	62,536	2.39	12.54

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

The staff section contains demographic and trend data on Iowa's licensed staff, including teachers, principals, superintendents, area education agency staff and instructional aides. Pupil-teacher ratios are also included. State summary data are presented as well as data by enrollment categories. Comparison information is presented, where available, for the nation and for states in the region. Salary information for teachers is compared to changes in the cost of living and consumer price indices. In most instances, data are presented for the two most currently available school years and for the baseline year, 1985-86.

Teacher Characteristics

Table 22 displays characteristics of Iowa's full-time public school teachers. Data are presented for 1999-2000 and for the previous school year as well as the base year 1985-86. Statistics showing increases from the 1985-86 school year include average age, percent female, percent minority, experience, and the number of teachers. Corresponding changes in characteristics for nonpublic teachers were also noted.

Table 22

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1985-86, 1998-99, AND 1999-2000						
Characteristics	85-86	Public 98-99	1999- 2000	85-86	Nonpublic 98-99	1999- 2000
Average Age	39.9	42.3	42.3	36.6	39.8	40.1
Percent Female	63.5	69.2	70.0	77.5	79.4	79.2
Percent Minority	1.2	1.7	1.7	0.5	0.9	0.8
Percent Advanced Degree	29.0	28.2	28.8	16.0	13.0	14.1
Average Total Experience	13.9	15.5	15.3	11.0	12.3	12.3
Average District Experience	10.6	12.0	12.2	5.7	8.3	8.9
Number of Full-Time Teachers	30,499	32,307	32,970	2,419	2,424	2,436

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

The most notable changes from 1985-86 to 1999-2000 in the characteristics of full-time public school teachers were the nearly seven percentage point increase in female teachers, the increase in average teacher age, and the average tenure of teachers within school districts. Also notable was the 8.1 percent increase in the number of full-time public school teachers. In 1999-2000 there were 32,970 full-time public school teachers serving Iowa students, up 2.1 percent from the previous year. The number of nonpublic teachers remained nearly constant over the time period.

Notable changes in nonpublic teacher characteristics included a substantial increase in average age from 1985-86 to 1999-2000 as well as an increase in average tenure of teachers within a school.

Teacher Age and Experience

Age distributions are provided for full-time public school teachers in Table 23 and Figure 8. Age distributions are compared for 1990-91 and 1999-2000. The data show that more than 67 percent of public school teachers were under age 46 in 1990-91 and in 1999-2000 just under 55 percent were under age 46.

Table 23

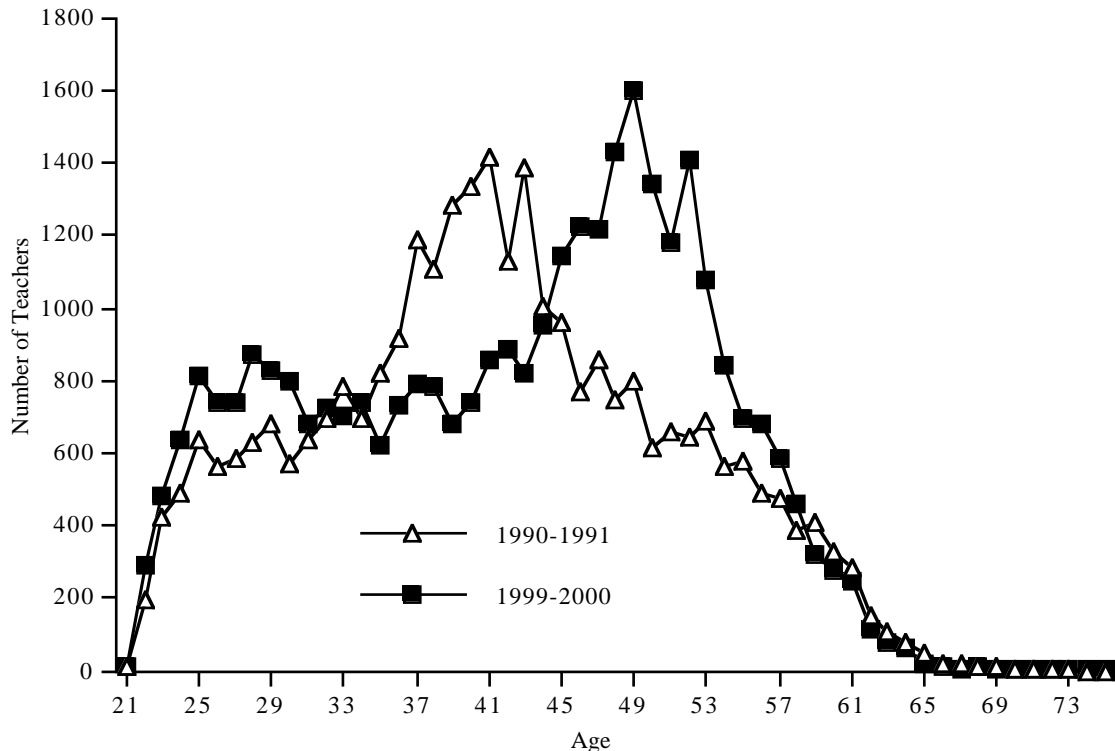
IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTION

Age Interval	Number	1990-1991		1999-2000			
		Cumulative Total	Cumulative Percent	Number	Cumulative Total	Cumulative Percent	Cumulative Percent
25 and Under	1,750	1,750	5.86%	2,237	2,237	6.78%	6.78%
26-30	3,031	4,781	10.15	3,977	6,214	12.06	18.85
31-35	3,633	8,414	12.16	3,459	9,673	10.49	29.34
36-40	5,832	14,246	19.53	3,725	13,398	11.30	40.64
41-45	5,893	20,139	19.73	4,658	18,056	14.13	54.76
46-50	3,780	23,919	12.66	6,807	24,863	20.65	75.41
51-55	3,129	27,048	10.48	5,203	30,066	15.78	91.19
56-60	2,082	29,130	6.97	2,327	32,393	7.06	98.25
61-65	667	29,797	2.23	521	32,914	1.58	99.83
66 and Older	69	29,866	0.23	56	32,970	0.17	100.00

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

Figure 8

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.

Table 24 and Figure 9 provide a distribution of combined age and total experience for Iowa public school teachers. Under the Iowa Public Employee Retirement System (IPERS) individuals are eligible to receive benefits, without a reduction for age, if they are 55 years old and age plus experience equals 88. In 1999-2000, 5.1 percent or 1,668 Iowa public school teachers met this criterion.

Table 24

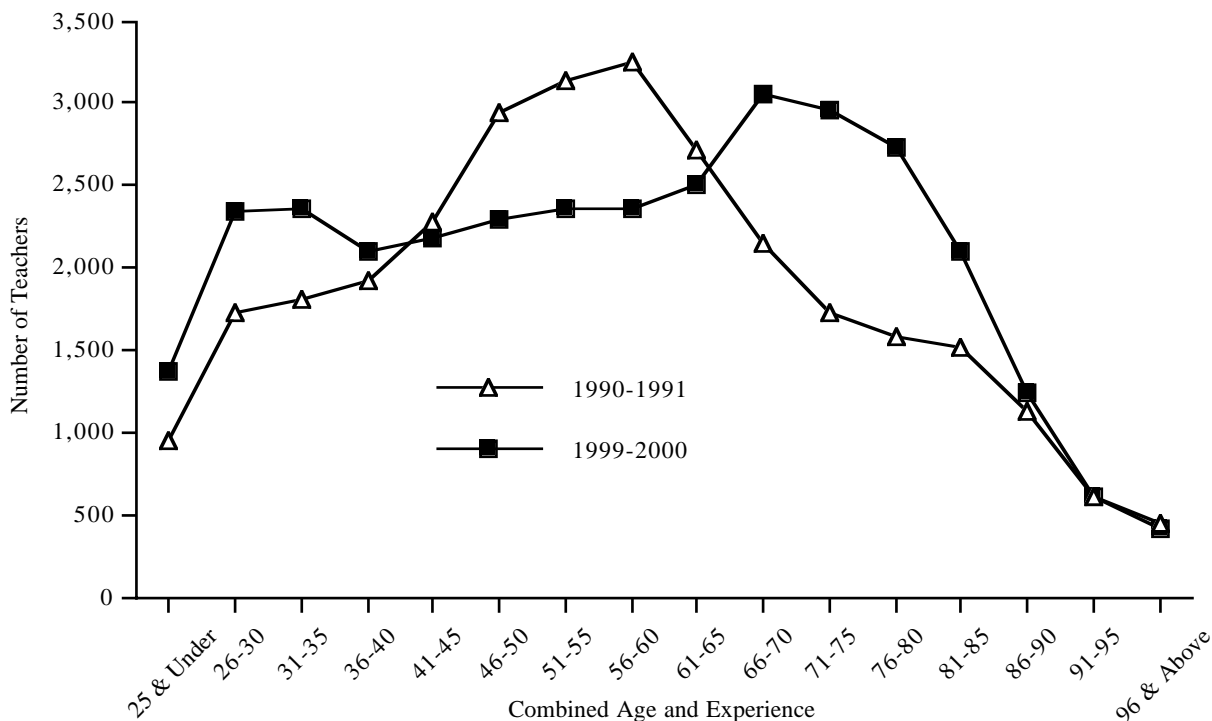
**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA
FULL-TIME PUBLIC SCHOOL TEACHERS
1990-1991 AND 1999-2000**

Combined Age and Experience Interval	1990-1991				1999-2000			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and Under	2,671	2,671	8.9%	8.9%	3,711	3,711	11.3%	11.3%
31-40	3,733	6,404	12.5	21.4	4,452	8,163	13.5	24.8
41-50	5,218	11,622	17.5	38.9	4,477	12,640	13.6	38.3
51-60	6,383	18,005	21.4	60.3	4,719	17,359	14.3	52.7
61-70	4,862	22,867	16.3	76.6	5,562	22,921	16.9	69.5
71-80	3,296	26,163	11.0	87.6	5,696	28,617	17.3	86.8
81-87	2,002	28,165	6.7	94.3	2,685	31,302	8.1	94.9

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

Figure 9

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



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

The distributions of both teacher age and combined age and experience since 1990-91 reflect the increases in the age and experience of Iowa public school teachers over the 10-year period.

Teacher Assignments

A comparison of the average number of unique teaching assignments for public school teachers in grades 9-12 is provided in Table 25 by enrollment category. The average number of assignments was calculated by dividing the total number of assignments for teachers in grades 9-12 reported on the Basic Educational Data Survey Staff Report by the total number of full-time equivalent public school teachers in grades 9-12.

For each of the years shown, the average number of teaching assignments decreased in successively larger enrollment categories. Across the three years shown, teachers in the smallest enrollment categories had, on average, about twice as many unique teaching assignments as their counterparts in the largest enrollment category. Since the 1985-86 school year the average number of assignments per 9-12 teacher has risen from about 2.7 assignments to just over three assignments per teacher in 1999-2000.

Table 25

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

Enrollment Category	1985-86			1998-99			1999-2000		
	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments	Number of Districts	Number of Grade 9-12 Teachers	Average Number of Assignments
<250	52	470	3.76	22	73	5.07	24	96	4.74
250-399	90	1,218	3.56	51	651	4.48	55	785	4.23
400-599	94	1,754	3.33	72	1,282	4.17	72	1,357	3.92
600-999	97	2,228	3.14	113	2,688	3.85	108	2,631	3.61
1,000-2,499	72	2,843	2.61	84	3,137	3.02	83	3,241	2.96
2,500-7,499	24	1,997	2.07	24	1,917	2.41	24	2,008	2.42
7,500+	8	2,349	1.98	9	2,268	2.21	9	2,365	2.22
State	437	12,859	2.71	375	12,016	3.16	375	12,483	3.07

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

Beginning Full-time Public School Teachers

Tables 26 and 27 report data on beginning full-time public school teachers. Table 26 presents the characteristics and the number of beginning teachers from 1995-96 to 1999-2000. The average number of beginning teachers over the five-year period was 1,188. The average year-over-year percentage increase in the number of beginning teachers was 15.4 percent, with the largest increase noted in 1999-2000. Consistent with the total Iowa teacher population, around 70 percent of beginning teachers

were females. A slightly higher percentage of beginning teachers were minorities compared to the total public school teacher population. The average age of beginning teachers over the five-year period from 1995-96 to 1999-2000 was 28.3 years. The steady increase in the average salary of beginning teachers was consistent with the increase in the percentage of beginning teachers with advanced degrees.

Table 26

CHARACTERISTICS OF BEGINNING FULL-TIME TEACHERS IN IOWA PUBLIC SCHOOLS 1995-96 THROUGH 1999-2000					
Characteristics	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000
Average Age	27.1	29.1	28.4	28.2	28.7
Percent Female	67.6%	68.7%	67.7%	71.9%	72.6%
Percent Minority	2.3%	3.3%	3.2%	3.6%	2.1%
Percent Advanced Degree	2.8%	3.1%	3.0%	6.7%	7.1%
Average Salary	\$21,481	\$22,005	\$22,712	\$24,132	\$25,275
Number of Beginning F-T Teachers*	920	1,014	1,133	1,258	1,616
Percent of Beginning F-T Teachers*	3.0%	3.2%	3.5%	3.9%	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.

Table 27 reflects the distribution of beginning teachers by enrollment category. The ratio of new teachers to total teachers was higher for districts with enrollments under 600 than for other districts, throughout the five-year period.

Table 27

DISTRIBUTIONS OF BEGINNING FULL-TIME TEACHERS IN IOWA PUBLIC SCHOOLS 1995-96 THROUGH 1999-2000										
Enrollment Category	Number of Beginning F-T Teachers*					Percent of Beginning F-T Teachers*				
	95-96	96-97	97-98	98-99	99-00	95-96	96-97	97-98	98-99	99-00
<250	35	18	24	20	37	10.1%	5.7%	8.1%	6.8%	11.1%
250-399	67	43	76	65	87	5.7	4.0	6.2	5.3	6.1
400-599	112	110	134	136	175	4.2	4.3	5.5	5.3	6.6
600-999	186	218	200	249	253	3.5	3.8	3.6	4.3	4.5
1,000-2,499	201	232	258	260	354	2.6	3.0	3.2	3.2	4.3
2,500-7,499	136	158	164	185	286	2.4	2.7	2.8	3.2	4.8
7,500+	168	222	260	334	416	2.2	2.9	3.3	4.2	5.1
AEA Teachers	15	13	17	9	8	2.6	2.2	3.6	2.1	1.9
State	920	1,014	1,133	1,258	1,616	3.0	3.2	3.5	3.9	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

Table 28 shows a comparison of the characteristics of public school minority and majority full-time teachers for the 1999-2000 school year. In 1999-2000 minority teachers composed 1.7 percent of the total public school teachers, unchanged from the previous school year. On average, minority teachers in 1999-2000 had four years less total experience and were just over two years younger than majority teachers. Average salaries for minority teachers were \$1,474 less than majority teacher salaries in 1999-2000. Nearly 31 percent of minority teachers held advanced degrees compared to 28.7 percent of majority teachers. In 1998-99, 29.4 percent of minority teachers held advanced degrees.

Table 28

CHARACTERISTICS OF IOWA FULL-TIME MINORITY PUBLIC SCHOOL TEACHERS — 1999-2000		
Characteristics	White	Minority
Number	32,397	573
Percent	98.3	1.7
Average Age	42.3	40.1
Percent Female	70.1	67.0
Percent Advanced Degree	28.7	30.9
Average Total Experience	15.3	11.3
Average District Experience	12.3	8.8
Average Salary*	\$35,686	\$35,212

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.

Teacher Salaries

Licensed staff information is furnished to the Department through the annual Basic Educational Data Survey (BEDS) staff report completed by school districts, area education agencies and nonpublic schools. Salaries are defined on the BEDS as the total contract salary for the school year. Salary amounts reported may reflect payments provided to teachers for some duties performed that would be considered “non-teaching” in nature.

Table 29 reflects average teacher salaries for full-time public school teachers for the 1985-86, 1998-99 and the 1999-2000 school years. Average teacher salaries in 1999-2000 for full-time public school teachers showed an increase of 1.9 percent over the previous school year, compared to increases of 3.8 percent for principals and 3.6 percent for superintendents, and were up 64.5 percent since 1985-86. The range in average salaries across enrollment categories in 1999-2000 was \$11,832 compared to a range of \$7,694 in 1985-86. In 1999-2000 as in 1985-86 districts with enrollments under 2,500 all reported average teacher salaries below the average for the state. Average salary differences across enrollment categories correspond to differences in average experience and the percentage of teachers with degrees beyond the baccalaureate level. Across enrollment categories, average experience varied by five years, while the percentage of teachers with advanced degrees ranged from nine percent in the smallest school districts to 41 percent in the largest school districts.

Table 29

**AVERAGE SALARIES, ADVANCED DEGREE, AND TOTAL EXPERIENCE
OF IOWA FULL-TIME PUBLIC SCHOOL
TEACHERS BY ENROLLMENT CATEGORY**

Enrollment Category	Average Salary			Number of Full-Time Teachers 1999-2000	% Salary Change 1985-86 to 1999-2000	% with Advanced Degree 1999-2000	Average Years Total Experience 1999-2000
	1985-86	1998-99*	1999-2000*				
<250	\$16,347	\$25,891	\$27,099	333	65.8%	9.0%	10.9
250-399	17,971	29,041	29,777	1,422	65.7	14.0	13.4
400-599	19,198	30,664	31,448	2,665	63.8	15.2	14.0
600-999	20,079	32,201	33,037	5,606	64.5	19.4	15.2
1,000-2,499	21,616	34,739	35,316	8,322	63.4	25.7	15.7
2,500-7,499	23,835	37,395	37,991	5,976	59.4	35.1	15.9
7,500+	24,041	38,235	38,931	8,230	61.9	41.0	15.4
State**	21,690	35,007	35,678	32,970	64.5	28.8	15.3

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

NOTES: *DOES NOT INCLUDE PHASE III FUNDS.

**STATE TOTAL INCLUDES AEA TEACHERS.

Teacher Salaries and Teaching Experience

In Tables 30-32 average salaries were compared by experience and degree level, the two factors having the greatest impact on salaries. This allows teacher salaries to be compared across enrollment categories on a more equivalent basis. Comparisons are made for three total experience categories, five or fewer years of experience, six to ten years of experience, and more than ten years of experience.

For each of the three experience groups and for both degree levels, baccalaureate and advanced, average salaries increased with increases in enrollment categories. The greatest increases in the range of average salaries across enrollment categories from 1985-86 to 1999-2000 occurred in the six to ten year experience and in the more than ten years experience categories. In the six to ten year category and in the more than ten year experience category the range in average salaries of baccalaureate degree teachers increased by 84.8 percent and by 69.5 percent respectively. The average salary range for teachers with advanced degrees, in the six to ten year experience, and the more than ten year experience categories, increased by 62.6 percent and 66.5 percent respectively.

Table 30

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF FIVE YEARS OR LESS
1985-86 vs. 1999-2000**

Enrollment Category	Average Salary Baccalaureate Degree Level		Average Salary Advanced Degree Level		Number of Teachers Baccalaureate Degree Advanced Degree	
	1985-86	1999-2000	1985-86	1999-2000	1985-86	1999-2000
<250	\$14,659	\$24,072	\$15,782	\$26,433	125	3
250-399	15,434	24,973	16,753	26,234	415	14
400-599	15,775	25,200	17,226	27,978	723	22
600-999	16,017	25,888	17,731	27,534	1,274	68
1,000-2,499	16,403	26,343	19,500	30,383	1,703	110
2,500-7,499	17,191	27,603	20,057	31,794	1,243	107
7,500+	17,156	27,922	21,143	34,186	1,786	245
State	16,211	26,636	19,545	31,729	7,269	569

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

NOTE: DOES NOT INCLUDE PHASE III FUNDS IN 1999-2000.

Table 31

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF SIX TO TEN YEARS
1985-86 vs. 1999-2000**

Enrollment Category	Average Salary Baccalaureate Degree Level		Average Salary Advanced Degree Level		Number of Teachers Baccalaureate Degree Advanced Degree	
	1985-86	1999-2000	1985-86	1999-2000	1985-86	1999-2000
<250	\$16,218	\$25,997	\$16,704	\$29,740	52	4
250-399	17,423	27,754	18,537	28,880	210	18
400-599	18,419	29,401	19,704	31,074	387	41
600-999	18,874	30,175	20,026	32,202	709	105
1,000-2,499	19,543	31,573	21,360	33,843	961	215
2,500-7,499	20,570	33,236	23,174	37,174	671	185
7,500+	20,686	34,256	23,104	39,400	886	366
State	19,335	31,720	21,919	36,261	3,876	934

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

NOTE: DOES NOT INCLUDE PHASE III FUNDS IN 1999-2000.

Table 32

**AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL
FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF MORE THAN TEN YEARS
1985-86 vs. 1999-2000**

Enrollment Category	Average Salary Baccalaureate Degree Level		Average Salary Advanced Degree Level		Number of Teachers Baccalaureate Degree Advanced Degree	
	1985-86	1999-2000	1985-86	1999-2000	1985-86	1999-2000
<250	\$17,821	\$29,583	\$18,985	\$32,057	126	23
250-399	19,324	32,441	21,260	35,098	597	167
400-599	20,559	34,309	22,583	37,633	1,151	341
600-999	21,381	35,497	23,632	38,905	2,536	914
1,000-2,499	22,495	37,526	25,440	41,908	3,517	1,813
2,500-7,499	23,804	39,102	28,044	46,141	1,962	1,808
7,500+	23,594	39,726	28,110	47,247	2,169	2,766
State	22,196	37,110	26,528	44,060	12,058	7,832

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

NOTE: DOES NOT INCLUDE PHASE III FUNDS IN 1999-2000.

Teacher Salary Comparisons – Nation and Surrounding States

Salary comparisons of classroom teachers for Iowa, the nation and other states in the region are reported in Table 33. In 1999-2000 Iowa ranked fifth compared to eight other states in the region, with an average salary of \$35,678. In 1999-2000 Iowa ranked 34th in the nation in average teacher salaries, and Iowa average teacher salaries were \$5,897 below the national average.

Table 33

**AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR
IOWA AND MIDWEST STATES FOR 1998-99 AND 1999-2000**

Nation and State	1998-99		1999-2000**	
	Salary	National Rank	Salary	National Rank
Nation	\$40,582		\$41,575	
Iowa*	\$35,007	34	\$35,678	34
Illinois	45,569	9	46,861	8
Kansas	37,731	24	38,527	23
Minnesota**	39,975	19	40,278	19
Missouri	34,680	35	35,565	37
Nebraska	33,400 **	40	33,473	42
North Dakota	28,976	50	29,610	49
South Dakota**	27,775	51	29,145	50
Wisconsin**	40,775	15	41,502	16

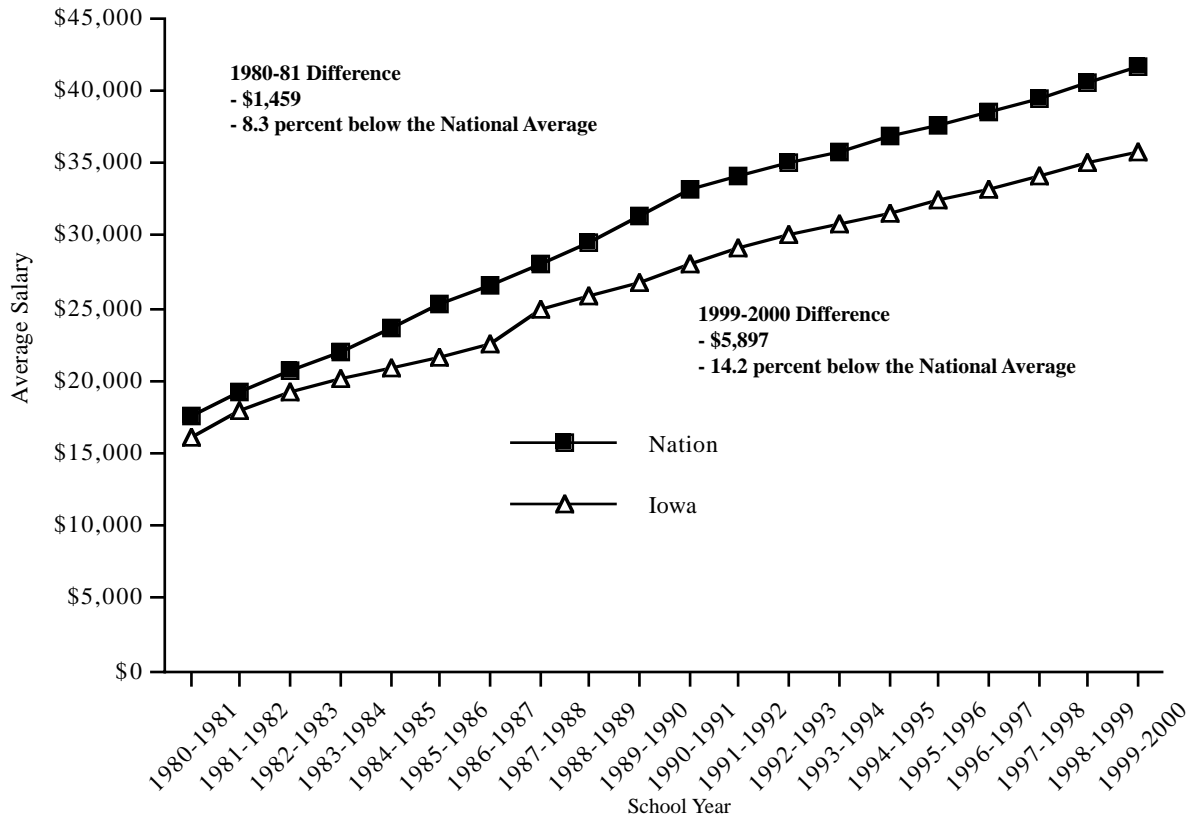
SOURCE: NATIONAL EDUCATION ASSOCIATION, RANKINGS OF THE STATES AND ESTIMATES OF SCHOOL STATISTICS.

NOTES: *DOES NOT INCLUDE PHASE III FUNDS. **EXCEPT FOR IOWA, DATA ARE ESTIMATED BY NEA.

Figure 10 provides a comparison of the average teacher salaries for Iowa and the nation from 1980-81 to 1999-2000. The trend line indicates that the discrepancy in average teacher salaries between Iowa and the nation has continued to widen across the time period. In 1980-81 the average salary for Iowa public school teachers was 8.3 percent below the national average and was 13.9 percent below the national average in 1999-2000.

Figure 10

**AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR
IOWA AND THE NATION, 1980-81 TO 1999-2000**



SOURCE: NATIONAL EDUCATION ASSOCIATION, RANKINGS OF THE STATES AND ESTIMATES OF SCHOOL STATISTICS.
NOTE: EXCEPT FOR IOWA, DATA ARE ESTIMATED BY NEA.

Teacher Salaries by Area Education Agency

Average salaries of full-time public school teachers within each area education agency are shown in Table 34. The range in average salaries across AEAs in 1999-2000 was \$5,715. The highest average teacher salaries were reported for AEA 9, which also reported the highest percentage of teachers with advanced degrees. The lowest average teacher salaries were reported for AEA 14. Average teacher salaries in AEA 14 were more than \$3,900 below the state average.

Table 34

AVERAGE SALARIES OF FULL-TIME IOWA PUBLIC SCHOOL TEACHERS BY AEA 1999-2000						
AEA	Number	Average Salary	Average Total Experience	Average District Experience	Percent with Advanced Degree	
1	2,151	\$36,197	17.3	14.4	28.8	
2	1,475	34,470	15.0	12.0	20.3	
3	852	34,319	15.7	11.9	19.5	
4	740	35,071	15.7	12.3	21.2	
5	1,813	33,216	15.0	12.1	20.5	
6	1,075	34,143	15.5	12.2	20.9	
7	2,129	36,537	16.6	13.0	29.0	
9	3,361	37,463	16.2	12.9	34.5	
10	3,938	36,693	14.8	11.3	33.5	
11	7,351	36,212	13.9	11.3	30.0	
12	2,076	36,722	15.6	12.5	31.9	
13	2,218	34,344	15.8	12.7	29.8	
14	889	31,748	14.9	11.8	24.4	
15	1,676	33,636	14.6	11.9	26.3	
16	1,226	35,971	16.2	13.4	29.4	
State	32,970	35,678	15.3	12.2	28.8	

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

NOTE: SALARIES DO NOT INCLUDE PHASE III FUNDS.

Teacher Salary Comparisons with Other Occupational Areas

Salary comparisons by occupation from the U.S. Bureau of Labor Statistics are provided in Table 35 for the year 1998. Salaries of Iowa teachers were reported by three categories, secondary, elementary, and special education. Average salaries for secondary teachers were the highest among teachers, followed by special education and elementary teachers respectively.

Table 35

1998 IOWA SALARY COMPARISONS BY OCCUPATION	
Occupation	Average Salary
Electrical Engineer	\$56,460
Chemical Engineer	53,120
Computer Engineer	50,780
Air Traffic Controllers	49,940
Civil Engineer	49,370
Economist	47,560
Architect	45,380
Computer Programmer	42,960
Biological Scientist	42,900
Chemist	42,630
Speech-Language Pathologist/Audiologist	41,210
Insurance Underwriter	37,250
Accountants & Auditors	35,670
Teacher - Secondary	33,470
Registered Nurse	33,370
Writers and Editors	32,410
Teacher - Special Education	32,070
Social Workers	31,860
Teacher - Elementary	31,760
Computer Programmer Aide	29,720
Paralegal Personnel	27,770
Interior Designer	26,480
Reporters and Correspondents	26,060
Licensed Practical Nurse	24,690
Human Services Worker	19,930

SOURCE: U.S. BUREAU OF LABOR STATISTICS, 1998 STATE OCCUPATIONAL EMPLOYMENT AND WAGE ESTIMATES, IOWA.

Teacher Salaries Adjusted by American Federation of Teachers (AFT) Interstate Cost of Living Index

Average teacher salaries for 1997-98 are presented in Table 36 for Iowa and surrounding states. Salaries are adjusted by the 1996 AFT Interstate Cost of Living Index. Iowa had the second lowest cost of living index of the nine states compared. Iowa's adjusted average salary was \$2,178 less than the average salary for the nation. Using the adjusted salary, Iowa ranked 26th in the nation compared to a rank of 31 for unadjusted salaries.

Table 36

**1997-1998 AVERAGE TEACHER SALARY ADJUSTED BY THE 1996 AMERICAN
FEDERATION OF TEACHERS INTERSTATE COST OF LIVING INDEX**

	Average Salary	Cost of Living Index	Cost of Living Adjustment	Adjusted Salary	Original Rank	Adjusted Salary Rank
Nation	\$39,347	100.0	\$0	\$39,347		
Iowa	34,084	91.7	3,085	37,169	31	26
Illinois	43,707	100.1	-44	43,663	11	4
Kansas	33,800	92.4	2,780	36,580	34	33
Minnesota	39,104	96.7	1,334	40,438	17	14
Missouri	34,001	93.9	2,209	36,210	33	35
Nebraska	32,668	92.1	2,802	35,470	42	36
North Dakota	28,231	93.6	1,930	30,161	50	50
South Dakota	27,839	89.9	3,128	30,967	51	49
Wisconsin	38,179	94.3	2,308	40,487	20	13

SOURCE: AMERICAN FEDERATION OF TEACHERS, [HTTP://WWW.AFT.ORG/RESEARCH/SURVEY/TABLES/TABLEI-7.HTML](http://www.aft.org/research/survey/tables/tableI-7.html)

Teacher Salaries and the Consumer Price Index (CPI)

Changes in average salaries of Iowa's full-time public school teachers are compared to changes in average salaries for the nation and changes in the CPI in Table 37. Complete data are provided for the years 1990-91 through 1998-99. In four of the nine years, Iowa teacher salary increases were less than increases for the nation and in three of the nine years the percentage increase in Iowa teacher salaries was less than the percentage increase in the CPI.

Table 37

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

Year	Average Salary	Iowa		Nation	
		Percent Change From Previous Year	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	1.8
1999-2000	35,678	1.9			

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.

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

Beginning Teacher Salary Comparisons with Surrounding States

Table 38 compares beginning salaries of full-time public school teachers for the 1996-97 school year for Iowa and surrounding states. The average salary for beginning Iowa teachers was \$22,475. Iowa beginning teacher salaries ranked fifth among the nine states compared and were \$3,260 or about 12.7 percent below the average for the nation. All but two of the nine states compared, Illinois and Minnesota, had average beginning teacher salaries below the nation.

Table 38

COMPARISON OF BEGINNING FULL-TIME PUBLIC SCHOOL TEACHER SALARIES, 1997			
State	Average Beginning Salary	Rank Among Nine States	Percent Above/Below National Average
Nation	\$25,735		
Iowa	\$22,475	5	-12.7%
Illinois	28,183	1	9.5
Kansas	22,445	6	-12.8
Minnesota	26,266	2	2.1
Missouri	24,125	3	-6.3
Nebraska	21,949	7	-14.7
North Dakota	19,146	9	-25.6
South Dakota	20,340	8	-21.0
Wisconsin	24,077	4	-6.4

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

Beginning Teacher Salaries Compared to Expected Beginning Salaries in Other Occupations

A comparison of average beginning teacher salaries for the nation and expected average beginning salaries of college graduates by occupational area is provided in Table 39. The data, from the American Federation of Teachers, shows that average salaries for beginning teachers are well below expected salaries for college graduates in other occupational areas for each year presented. Average salaries for beginning teachers increased by 25.4 percent from 1990 to 1998. Only three occupational areas, of those shown, had increases that were lower, accounting, sales and marketing, and chemistry.

Table 39

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

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

Characteristics of Principals

Characteristics of Iowa full-time public school principals are reported in Table 40. Characteristics are compared for 1985-86, 1998-99, and 1999-2000. The most substantial change across the school years shown was the change with respect to gender composition. The percentage of female principals in Iowa public schools has more than tripled since 1985-86. The percentage of female principals in Iowa's nonpublic schools has remained, within a percentage point or two, at about 50 percent. The percentage of minority principals increased only slightly since 1985-86 in both public and nonpublic schools.

Table 40

**CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS
1985-86, 1998-99, AND 1999-2000**

Characteristics	Public			Nonpublic		
	1985-86	1998-99	1999-2000	1985-86	1998-99	1999-2000
Average Age	46.6	47.5	47.6	46.0	47.6	48.5
Percent Female	8.7	28.7	29.6	49.5	48.9	52.1
Percent Minority	1.6	3.9	3.7	0	1.5	1.7
Average Total Experience	21.9	22.7	22.6	21.5	22.4	22.8
Average District Experience	13.2	11.5	11.7	6.0	7.2	7.8
Number of Principals	1,223	1,182	1,154	177	137	119

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

Principal Age and Experience

Age distributions and combined age and experience distributions are shown for full-time Iowa public school principals in Tables 41 and 42 and in Figures 11 and 12. Comparisons in distributions are made for the school years 1990-91 and 1999-2000. Shifts in both age and combined age and experience toward higher age and age plus experience intervals were noted.

Table 41

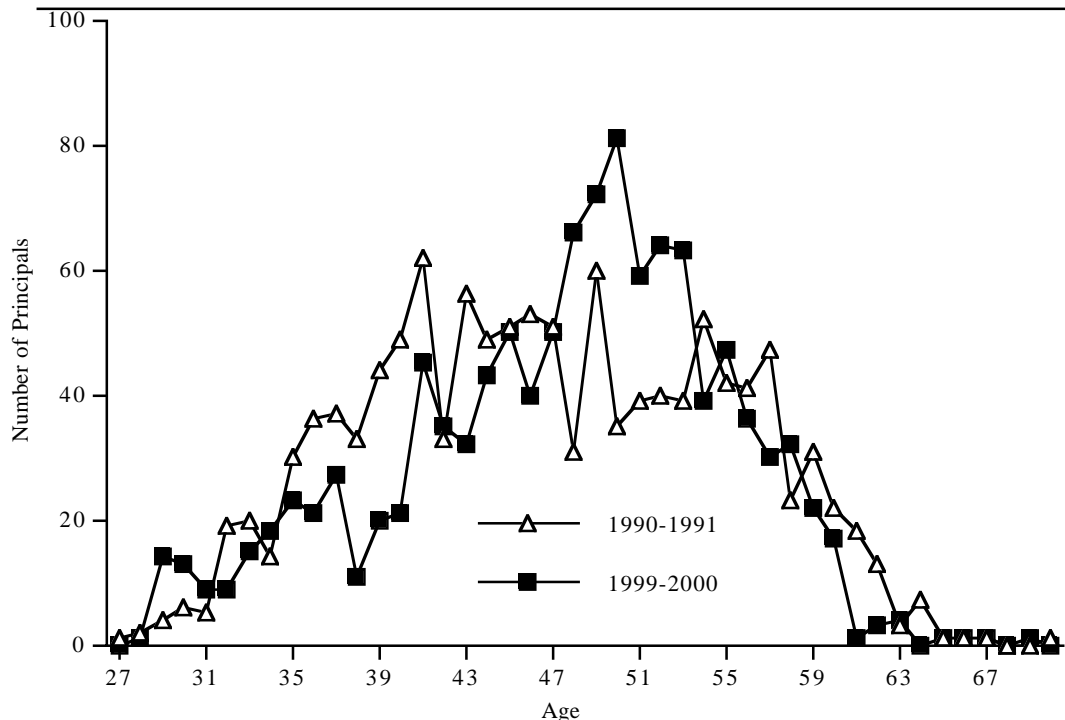
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1990-1991 AND 1999-2000

Age Interval	1990-1991				1999-2000			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
26-30	13	13	1.1	1.1	28	28	2.4	2.4
31-35	88	101	7.3	8.4	74	102	6.4	8.8
36-40	199	300	16.6	25.0	100	202	8.7	17.5
41-45	251	551	20.9	45.9	205	407	17.8	35.3
46-50	230	781	19.2	65.1	309	716	26.7	62.0
51-55	212	993	17.6	82.7	272	988	23.6	85.6
56-60	164	1,157	13.6	96.3	137	1,125	11.9	97.5
61-65	42	1,199	3.5	99.8	26	1,151	2.2	99.7
Over 65	3	1,202	0.2	100.0	3	1,154	0.3	100.0

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

Figure 11

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 42

**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA
FULL-TIME PUBLIC SCHOOL PRINCIPALS
1990-1991 AND 1999-2000**

Combined Age and Experience Interval	1990-1991				1999-2000			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
30 and under	0	0.0	0.0	1	1	0.1	0.1	
31-40	25	25	2.1	2.1	42	43	3.6	3.7
41-50	129	154	10.7	12.8	108	151	9.4	13.1
51-60	262	416	21.8	34.6	148	299	12.8	25.9
61-70	248	664	20.6	55.2	232	531	20.1	46.0
71-80	207	871	17.3	72.5	326	857	28.2	74.3
81-87	167	1,038	13.9	86.4	152	1,009	13.2	87.4
88+	164	1,202	13.6	100.0	145	1,154	12.6	100.0

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

Figure 12

**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 of public school principals in 1999-2000 was just over \$61,000 compared to \$35,313 in 1985-86, an increase of nearly 73 percent compared to an increase of 64.5 percent for teachers. The increase in average salaries for principals over the previous school year, 1998-99, was 3.8 percent compared to an increase of 3.6 percent for superintendents and an increase of 1.9 percent for teachers. Average salaries for principals reflect increases in successively larger enrollment categories. The range in average salaries for principals in 1999-2000 was \$21,405. The average salaries for principals in schools with enrollments under 1,000 were all below the state average in each of the years shown in Table 43 and Figure 13.

Table 43

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-86, 1998-99, AND 1999-2000

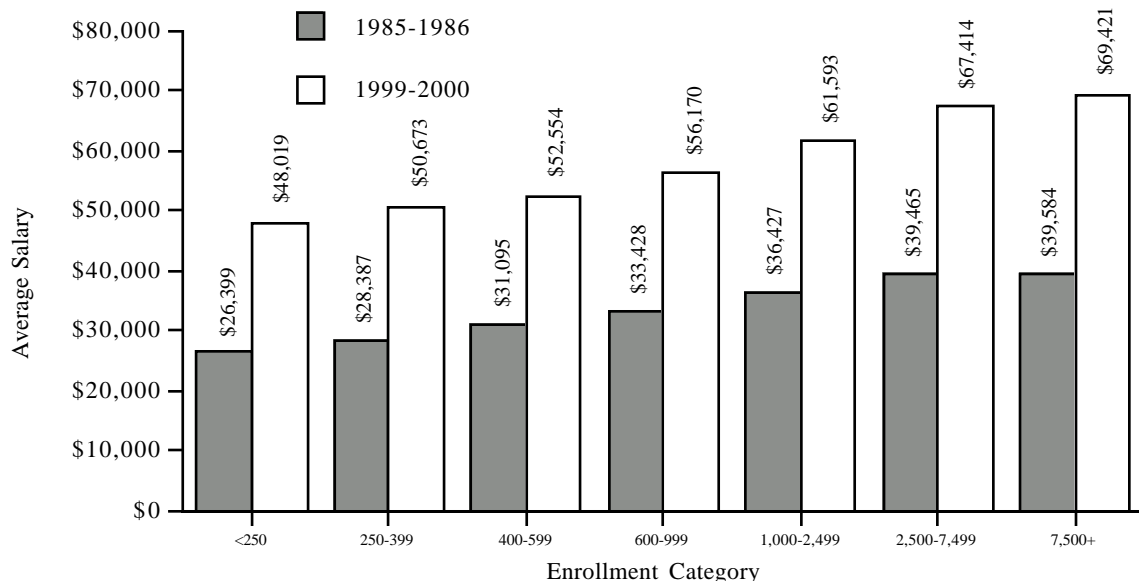
Enrollment Category	Average Salary			Number of Principals 1999-2000	Percent Change 1985-86 to 1999-2000
	1985-86	1998-99	1999-2000		
<250	\$26,399	\$42,282	\$48,019	23	81.9%
250-399	28,387	48,690	50,673	70	78.5
400-599	31,095	50,496	52,554	131	69.0
600-999	33,428	53,788	56,170	234	68.0
1,000-2,499	36,427	59,775	61,593	275	69.1
2,500-7,499	39,465	64,851	67,414	190	70.8
7,500+	39,584	67,003	69,421	226	75.4
State	35,313	58,851	61,059	1,154	72.9

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 13

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL PRINCIPALS 1985-1986 AND 1999-2000



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

NOTE: FIGURES INCLUDE AREA EDUCATION AGENCY PRINCIPALS.

Characteristics of Superintendents

The characteristics of age, gender, and experience differentiated public school superintendents from principals and teachers. On average, superintendents were older, had more total experience in education and spent fewer years in a given school district than principals and teachers. The percentage of superintendents who were females was 3.9 percent in 1999-2000 compared to nearly 30 percent for principals and 70 percent for teachers (Table 44).

Table 44

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS —1985-86, 1998-99, AND 1999-2000			
Characteristics	1985-86	1998-99	1999-2000
Average Age	48.7	51.5	51.6
Percent Female	1.6	3.2	3.9
Percent Minority	0.0	1.2	0.9
Percent Specialists/Doctorate Degree	46.9	50.4	54.3
Average Total Experience	23.6	26.1	26.4
Average District Experience	8.8	6.4	7.8
Number	425	341	335

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

Superintendent Age and Experience

Age and combined age and experience distributions of public school superintendents are compared for 1990-91 and 1999-2000 in Tables 45 and 46 and in Figures 14 and 15. The distributions of age and combined age and experience for superintendents, like principals and teachers, show shifts toward higher age and age plus experience intervals from 1990-91 to 1999-2000. In 1999-2000, 24.5 percent of Iowa superintendents met the “rule of 88” criterion for retirement eligibility compared to 20.8 percent in 1990-91.

Table 45

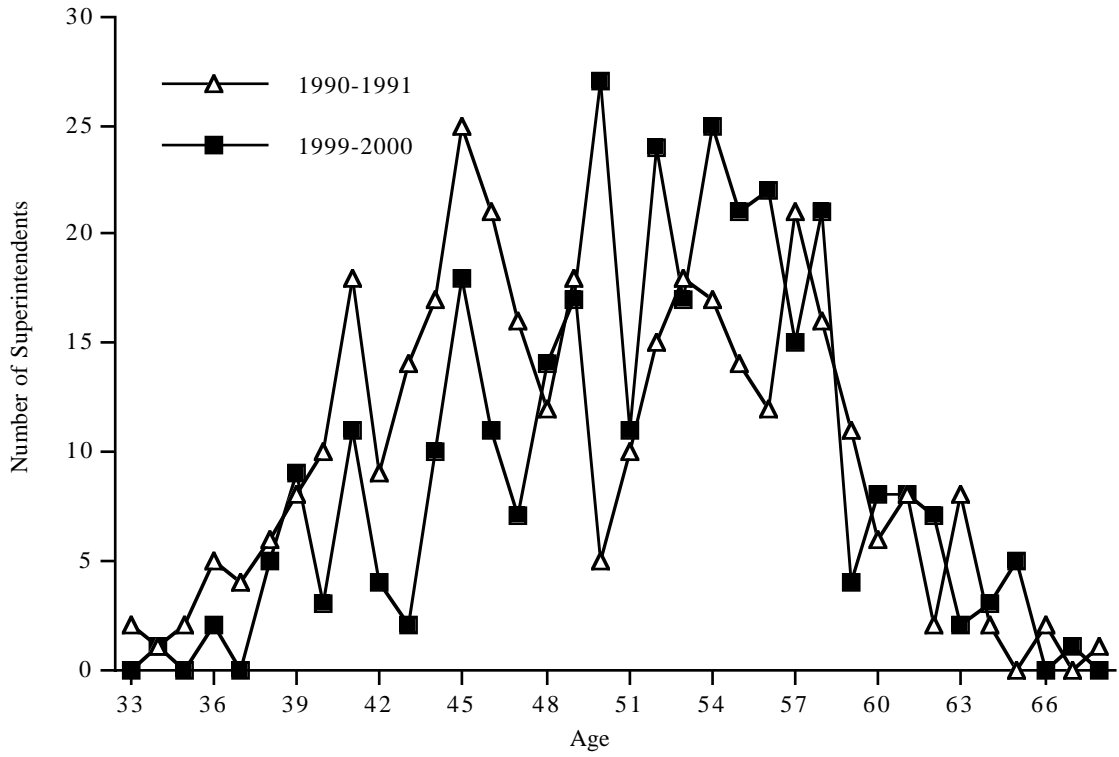
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1990-91 AND 1999-2000

Age Interval	1990-1991				1999-2000			
	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
31-35	5	5	1.4	1.4	1	1	0.3	0.3
36-40	33	38	9.3	10.7	19	20	5.7	6.0
41-45	83	121	23.3	34.0	45	65	13.4	19.4
46-50	72	193	20.2	54.2	76	141	22.7	42.1
51-55	74	267	20.8	75.0	98	239	29.3	71.3
56-60	66	333	18.5	93.5	70	309	20.9	92.2
61-65	20	353	5.6	99.2	25	334	7.5	99.7
Over 65	3	356	0.8	100.0	1	335	10.3	00.0
State	356				335			

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

Figure 14

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 46

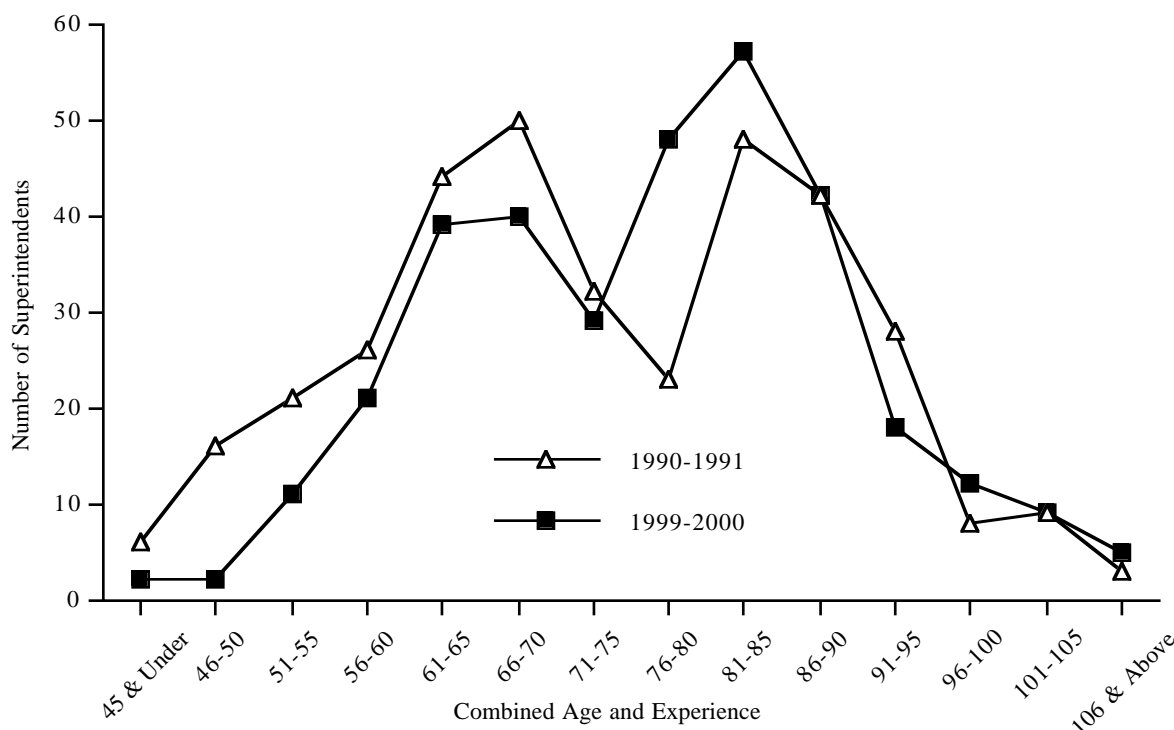
**COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS
1990-91 AND 1999-2000**

Combined Age and Experience Interval	Number	1990-1991			1999-2000			
		Cumulative Total	Percent	Cumulative Percent	Number	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	5	5	1.5	1.5
51-60	47	69	13.2	19.4	31	36	9.3	10.7
61-70	94	163	26.4	45.8	62	98	18.5	29.3
71-80	55	218	15.4	61.2	85	183	25.4	54.6
81-87	64	282	18.0	79.2	70	253	20.9	75.5
88+	74	356	20.8	100.0	82	335	24.5	100.0
State	356				335			

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

Figure 15

COMBINED AGE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS



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

Superintendent Salaries

Table 47 contains average salary statistics for Iowa full-time public school superintendents for 1985-86, 1998-99, and 1999-2000. The average salary for superintendents increased 86.2 percent since 1985-86 compared to increases for Iowa full-time public school teachers and principals of 64.5 percent and 72.9 percent respectively. In 1999-2000 the average salary for full-time Iowa superintendents was \$75,799, up 3.6 percent from the previous school, compared to a 1.9 percent increase for teachers and a 3.8 percent increase for principals.

Average salaries for superintendents increased with each successively larger enrollment category, following the same pattern as salaries for teachers and principals. The range in average salaries for superintendents was \$59,633 in 1999-2000 compared to a range of \$28,638 in 1985-86. In 1985-86 average salaries of superintendents in enrollment categories of less than 600 were below the state average. In 1998-99 and 1999-2000 the average salaries of superintendents in enrollment categories under 1,000 were all below the state average.

Table 47

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-86, 1998-99, AND 1999-2000

Enrollment Category	Average Salary			1999-2000 Numbers of Superintendents	% Change 1985-86 to 1999-2000
	1985-86	1998-99	1999-2000		
<250	\$33,597	\$52,817	\$54,807	11	63.1%
250-399	34,060	62,016	65,793	45	93.2
400-599	39,213	65,118	68,425	67	74.5
600-999	41,482	70,248	73,312	100	76.7
1,000-2,499	47,288	79,810*	82,601	81	74.7
2,500-7,499	55,110	96,841	100,312	23	82.0
7,500+	62,235	114,013	114,440	8	83.9
State	40,710	73,191*	75,799	335	86.2

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

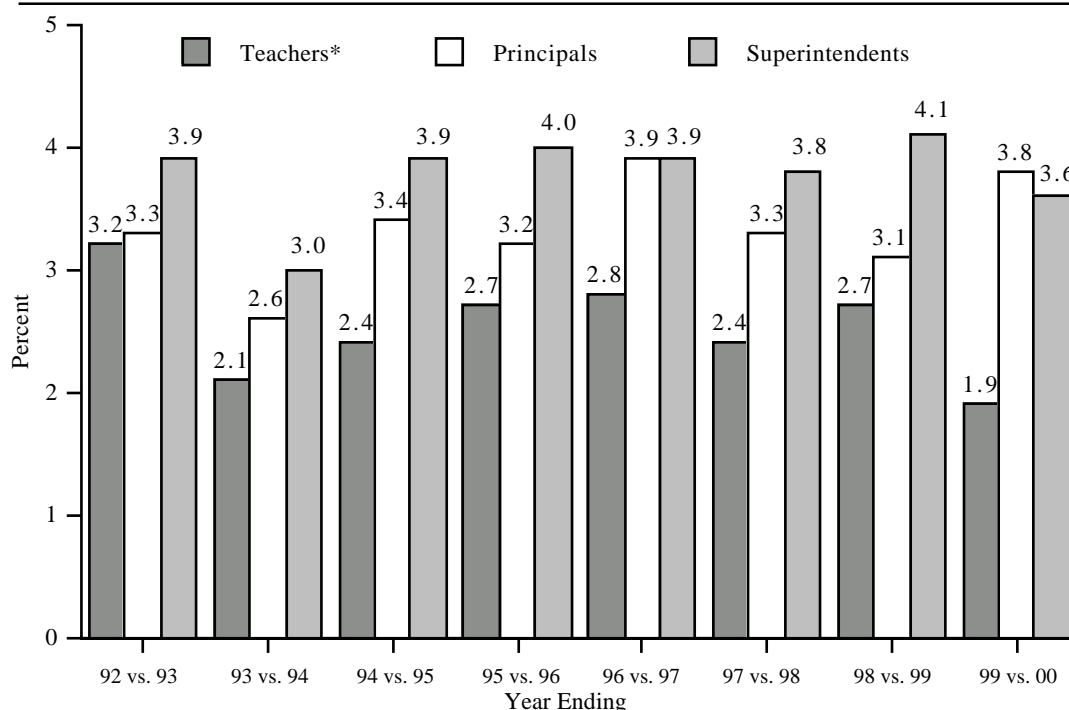
NOTE: *ONE SUPERINTENDENT'S SALARY WAS EXCLUDED DUE TO A RETIREMENT/RETURN SITUATION.

Teacher, Principal, Superintendent Salary Comparisons

Annual increases in average salaries for full-time public school teachers, principals, and superintendents are shown in Figure 16 for the years 1991-92 through 1999-2000. Data reflect that across the time period year-over-year increases in the average

Figure 16

ANNUAL SALARY PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS



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

NOTE: *DOES NOT INCLUDE PHASE III FUNDS.

salary of superintendents were less variable than increases for principals and teachers and ranged from about 3 to 4 percent. Increases for teachers varied from 1.9 percent to 3.2 percent over the period, while increases for principals varied from a low of 2.6 percent to a high of 3.9 percent.

Since 1985-86 the disparity among average salaries for teachers, principals, and superintendents in Iowa public schools has increased substantially. In 1985-86 superintendent salaries, on average, exceeded principal salaries by 15 percent and teacher salaries by 88 percent, while average salaries for principals exceeded average teacher salaries by 63 percent. In 1999-2000 average superintendent salaries exceeded principal salaries by 24 percent and teacher salaries by 112 percent, while average principal salaries were 71 percent higher than average teacher salaries (Table 48).

Table 48

**AVERAGE SALARY COMPARISON OF IOWA
FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS AND
SUPERINTENDENTS BY ENROLLMENT CATEGORY
1985-86 AND 1999-2000**

Enrollment Category	Teachers	1985-86		Teachers*	1999-2000	
		Principals	Superintendents		Principals	Superintendents
<250	\$16,347	\$26,399	\$33,597	\$27,099	\$48,019	\$54,807
250-399	17,971	28,387	34,060	29,777	50,673	65,793
400-599	19,198	31,095	39,213	31,448	52,554	68,425
600-999	20,079	33,428	41,482	33,037	56,170	73,312
1,000-2,499	21,616	36,427	47,288	35,316	61,593	82,601
2,500-7,499	23,835	39,465	55,110	37,991	67,414	100,312
7,500+	24,041	39,584	62,235	38,931	69,421	114,440
State	21,690	35,313	40,710	35,678	61,059	75,799

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

NOTE: *DOES NOT INCLUDE PHASE III FUNDS.

Gender Comparison

Comparisons for the 1999-2000 school year are provided by gender in Tables 49 and 50 for teachers and principals. Comparisons are made for age, minority status, degree status, experience and average salary. With respect to age and minority percentages, only small differences were noted. Higher average salaries for males were reflected in higher experience levels and a higher percentage of advanced degrees.

Table 49

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS — 1999-2000		
Characteristics	Female	Male
Average Age	42.2	42.4
Percent Minority	1.7	1.9
Percent Advanced Degree	27.1	32.7
Average Total Experience	14.6	16.8
Average District Experience	11.6	13.6
Average Salary*	\$34,870	\$37,563
Number	23,079	9,891

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

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

Table 50

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS — 1999-2000		
Characteristics	Female	Male
Average Age	47.1	47.8
Percent Minority	4.4	3.4
Percent Advanced Degree	99.7	97.5
Average Total Experience	20.8	23.4
Average District Experience	10.1	12.3
Average Salary	\$59,934	\$61,533
Number	342	812

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

Administrator Retirement Intentions

Over the past ten years, Iowa's public school administrators have seen an increase in average age. The average age of superintendents in Iowa has risen from 48.7 in 1985-86 to 51.7 in 1997-98. Average principal age has increased from 46.6 in 1985-86 to 47.5 in 1997-98. With the continuation of this trend, retirement and administrator shortage issues have become of greater concern, not only to those retiring, but also to those responsible for filling the vacancies created.

In the fall of 1999, a study was initiated by the School Administrators of Iowa (SAI) to gather data and to determine retirement intentions of public school administrators in Iowa under the current IPERS plan. This study was a collaborative effort between School Administrators of Iowa and the Iowa Department of Education.

Respondents to a survey distributed to retirement age superintendents, assistant superintendents, principals, assistant principals, AEA chief administrators and AEA directors in Iowa were asked to express their retirement intentions. When the rates for intended retirement of the surveyed administrators were applied to the defined population of public school administrators in Iowa, it appeared that approximately 600 of the 674 administrators eligible to retire (those administrators who were age 55 and met the rule of 88) could retire by 2003. It was projected that 175 (25.9%) administrators eligible to retire will retire before 2003. By the year 2003, 610 or 90.5 percent of administrators eligible to retire are projected to have retired. This would result in 435 administrators projected to retire in a single year (Table 51 and Figure 17).

Table 51

PROJECTED RETIREMENT OF IOWA ADMINISTRATORS

Year of Intended Retirement	Cumulative Percent of Surveyed Administrators Intending to Retire	Percentage Point Increase from Previous Year	Projected Cumulative Total of Administrators Intending to Retire	Projected Retired Administrator Increase from Previous Year
2000	11.8%	—	80	—
2001	16.4	4.6	110	30
2002	25.9	9.5	175	65
2003	90.5	64.6	610	435
2004+	100.0	9.5	674	64

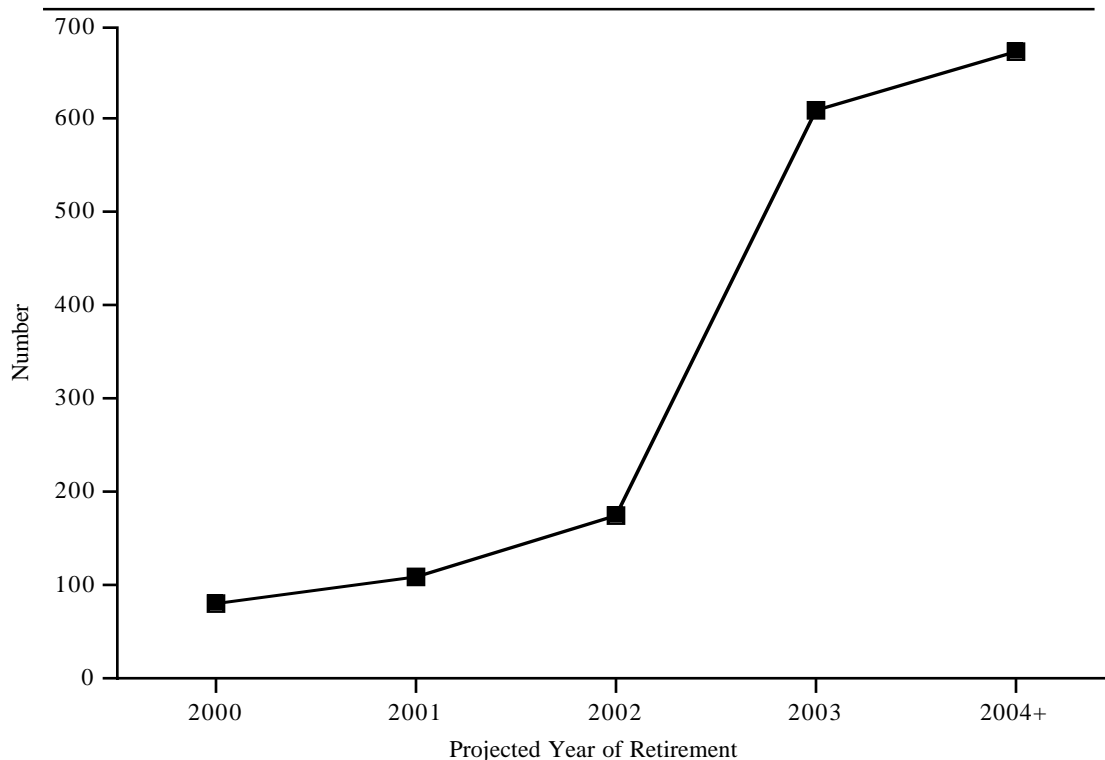
SOURCE: IOWA ADMINISTRATOR RETIREMENT INTENTIONS STUDY, SCHOOL ADMINISTRATORS OF IOWA AND IOWA DEPARTMENT OF EDUCATION, 1999.

NOTES: THE 1998 BASIC EDUCATIONAL DATA SURVEY, STAFF FILE WAS USED TO ESTIMATE THE POPULATION OF IOWA ADMINISTRATORS IN FUTURE YEARS. THE PROJECTED RETIREMENTS OF THE POPULATION OF IOWA ADMINISTRATORS HAVE NOT BEEN ADJUSTED TO ACCOUNT FOR THOSE ADMINISTRATORS WHO WOULD HAVE RETIRED AFTER THE 1998-99 SCHOOL YEAR.

ADMINISTRATORS INCLUDE RETIREMENT-AGE SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS, PRINCIPALS, ASSISTANT PRINCIPALS, AEA CHIEF ADMINISTRATORS, AND AEA DIRECTORS.

Figure 17

**PROJECTED CUMULATIVE NUMBER OF RETIREMENTS OF
ALL IOWA ADMINISTRATORS WHO MEET THE RULE OF 88
AND ARE 55 YEARS OLD OR OLDER BY 2003**



SOURCE: IOWA ADMINISTRATOR RETIREMENT INTENTIONS STUDY, SCHOOL ADMINISTRATORS OF IOWA AND IOWA DEPARTMENT OF EDUCATION, 1999.

NOTES: THE 1998 BASIC EDUCATIONAL DATA SURVEY, STAFF FILE WAS USED TO ESTIMATE THE POPULATION OF IOWA ADMINISTRATORS IN FUTURE YEARS. THE PROJECTED RETIREMENTS OF THE POPULATION OF IOWA ADMINISTRATORS HAVE NOT BEEN ADJUSTED TO ACCOUNT FOR THOSE ADMINISTRATORS WHO WOULD HAVE RETIRED AFTER THE 1998-99 SCHOOL YEAR.

ADMINISTRATORS INCLUDE RETIREMENT-AGE SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS, PRINCIPALS, ASSISTANT PRINCIPALS, AEA CHIEF ADMINISTRATORS, AND AEA DIRECTORS.

Area Education Agency (AEA) Licensed Staff

Services are provided to Iowa school districts and nonpublic schools through a network of 15 regional service centers throughout the state known as area education agencies. Over 2,200 licensed area education agency staff provide services to Iowa schools. The major services provided by area education agencies include; general programs and services to provide leadership in the areas of school improvement and support of proven and emerging educational practices, school-community planning, professional development, curriculum, special education, instructional media services, and school technology.

Table 52 presents characteristics of licensed area education staff for the 1999-2000 school year. The percentage of females employed in area education agencies was 75.3 percent, about five percentage points higher than the percentage for teachers in the public schools. On average, AEA licensed staff were more experience and were older than public school teachers and about two and one-half years younger than public school principals. Just over 79 percent of AEA staff held advanced degrees compared to about 29 percent for public school teachers. Average salaries for licensed AEA staff were just over \$43,000 and average salaries for AEA licensed staff increased by 2.3 percent in 1999-2000 over the previous school compared to increases

for public school teachers, principals, and superintendents of 1.9 percent, 3.8 percent and 3.6 percent respectively.

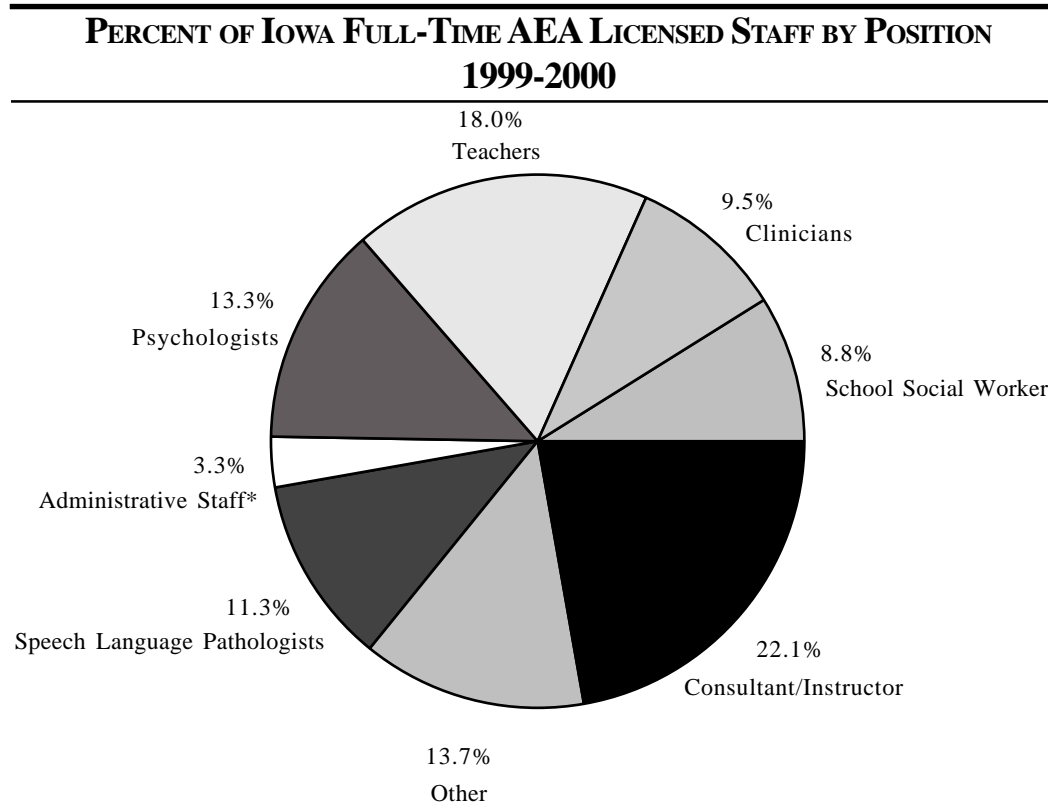
Table 52

CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF 1999-2000 SCHOOL YEAR	
Characteristics	
Percent Female	75.3
Percent Minority	1.0
Percent staff with advanced degrees	79.1
Average years total experience	17.5
Average number of contract days	198.2
Average Age	44.9
Average Salary	\$43,083
Number	2,250

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

The distribution of AEA staff for the 1999-2000 school year is reported in Figure 18 and Table 53. In terms of the largest categories of employees, 22.1 percent of licensed AEA staff served as consultants/instructors and 18 percent served as teachers. Table 53 provides a distribution by positions for AEA licensed staff. Nearly 47 percent of all licensed AEA staff served schools as consultants, instructors, psychologists or speech language pathologists.

Figure 18



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 53

**NUMBER OF IOWA FULL-TIME AEA LICENSED STAFF
BY POSITION, 1999-2000**

Position	Number	Percent
Administrative Assistant	4	0.2 %
Administrator	15	0.7
Assistant Dean/Director	10	0.4
Clinician	214	9.5
Consultant	271	12.0
Coordinator	88	3.9
Department Head	16	0.7
Director	41	1.8
Educational Strategist	9	0.4
Home Intervention PK Teacher	65	2.9
Hospital/Home Teacher	3	0.1
Instructor	227	10.1
Integrated Teacher	36	1.6
Itinerant Teacher	69	3.1
Librarian	7	0.3
Pre School Teacher	17	0.8
Principal	5	0.2
Psychologist	299	13.3
Resource Teacher	51	2.3
School Social Worker	197	8.8
School Audiologist	31	1.4
Self-Contained Teacher	138	6.2
Speech Language Pathologist	253	11.3
Special Education Delivery System Personnel	13	0.5
Specialist	19	0.8
Supervisor	52	2.3
Teacher	26	1.1
Therapist	74	3.3
	<hr/>	<hr/>
Total	2,250	100.0

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

Table 54 reflects the distribution of public school districts and nonpublic schools by AEA as well as the distribution of all licensed staff.

Table 54

**DISTRIBUTION OF IOWA PUBLIC SCHOOL DISTRICTS, ENROLLMENT AND
TOTAL FULL-TIME LICENSED STAFF BY AEAs, 1999-2000**

AEA	Districts		Public School Licensed Staff		Nonpublic School Licensed Staff	
	N	%	N	%	N	%
1	25	6.7%	2,568	6.5%	442	16.4%
2	24	6.4	1,764	4.5	80	3.0
3	19	5.1	997	2.5	78	2.9
4	14	3.7	884	2.2	179	6.6
5	31	8.3	2,153	5.5	139	5.2
6	15	4.0	1,300	3.3	23	0.9
7	23	6.1	2,537	6.5	229	8.5
9	22	5.9	3,995	10.2	256	9.5
10	33	8.8	4,775	12.1	295	10.9
11	56	14.9	8,814	22.4	479	17.7
12	24	6.4	2,425	6.2	249	9.2
13	31	8.3	2,645	6.7	93	3.4
14	21	5.6	1,054	2.7	9	0.3
15	24	6.4	1,971	5.0	41	1.5
16	13	3.4	1,450	3.7	108	4.0
State	375	100.0	39,332	100.0	2,700	100.0

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

Instructional Aides

In 1999-2000 there were a total of 7,409.1 full-time equivalent (FTE) instructional aides employed in Iowa public school districts (Table 55). This represented an increase of 2.6 percent from the previous school year. Statewide, the number of FTE aides increased nearly 178 percent since 1985-86. The number of pupils per FTE instructional aide was 182 in 1985-86 and 67 in 1999-2000.

Table 55

**INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS
1985-86 AND 1999-2000**

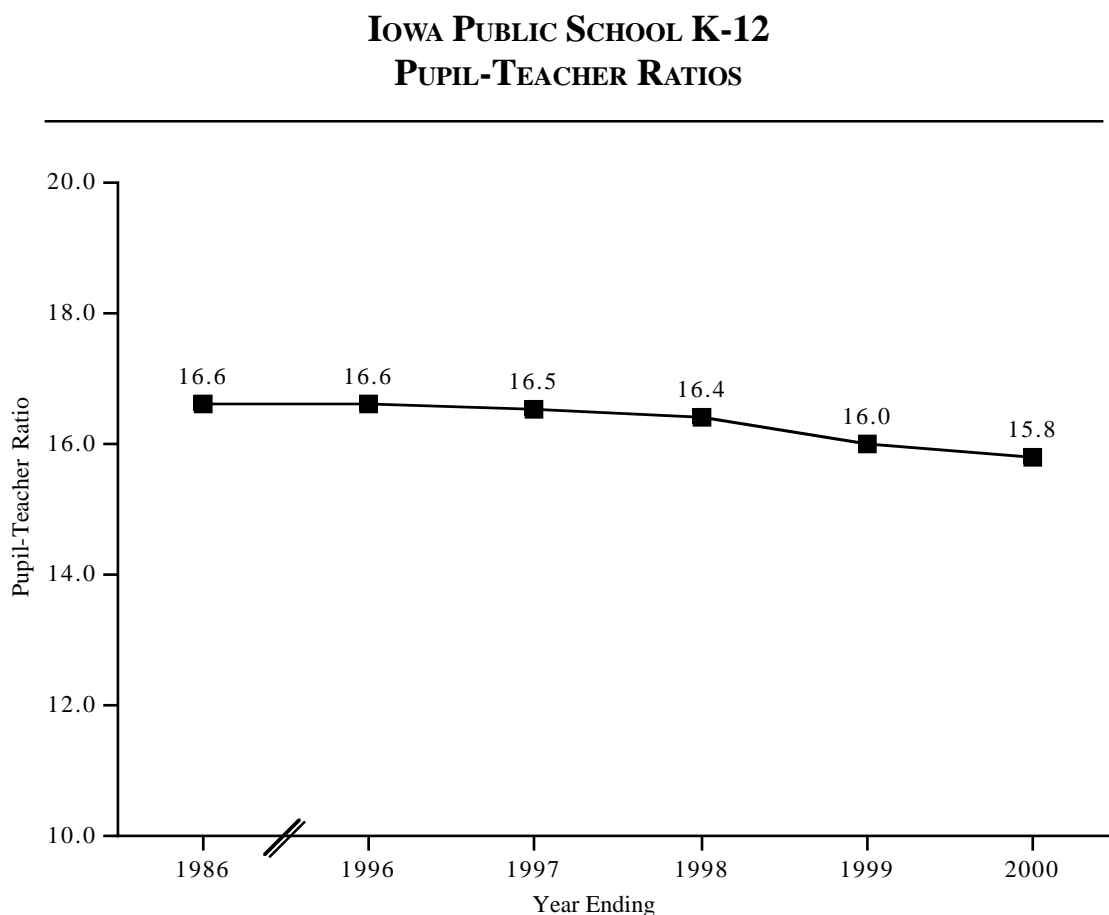
Enrollment Category	Number of Full-time Equivalent Aides		% Change in FTE Aides 1985-86 to 1999-2000
	1985-86	1999-2000	
<250	40.1	54.1	34.9%
250-399	124.2	302.4	143.5
400-599	167.5	436.4	160.5
600-999	249.1	964.4	287.2
1,000-2,499	605.9	1,948.5	221.6
2,500-7,499	625.7	1,634.5	161.3
7,500+	856.1	2,068.5	141.6
State	2,668.6	7,409.1	177.6

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

Pupil-Teacher Ratios

The ratio of pupils to teachers, for the purpose of this report, was calculated by dividing the total K-12 public school students by the total K-12 full-time equivalent teachers, unless otherwise noted. Only regular program teachers were included in the calculations. Ungraded special education students were excluded. Iowa's K-12 pupil-teacher ratio has been decreasing over the past several years, dropping from 16.6 in 1985-86 to 15.8 in 1999-2000. Figure 19 depicts the trend in pupil-teacher ratios in Iowa public schools over the past several years.

Figure 19



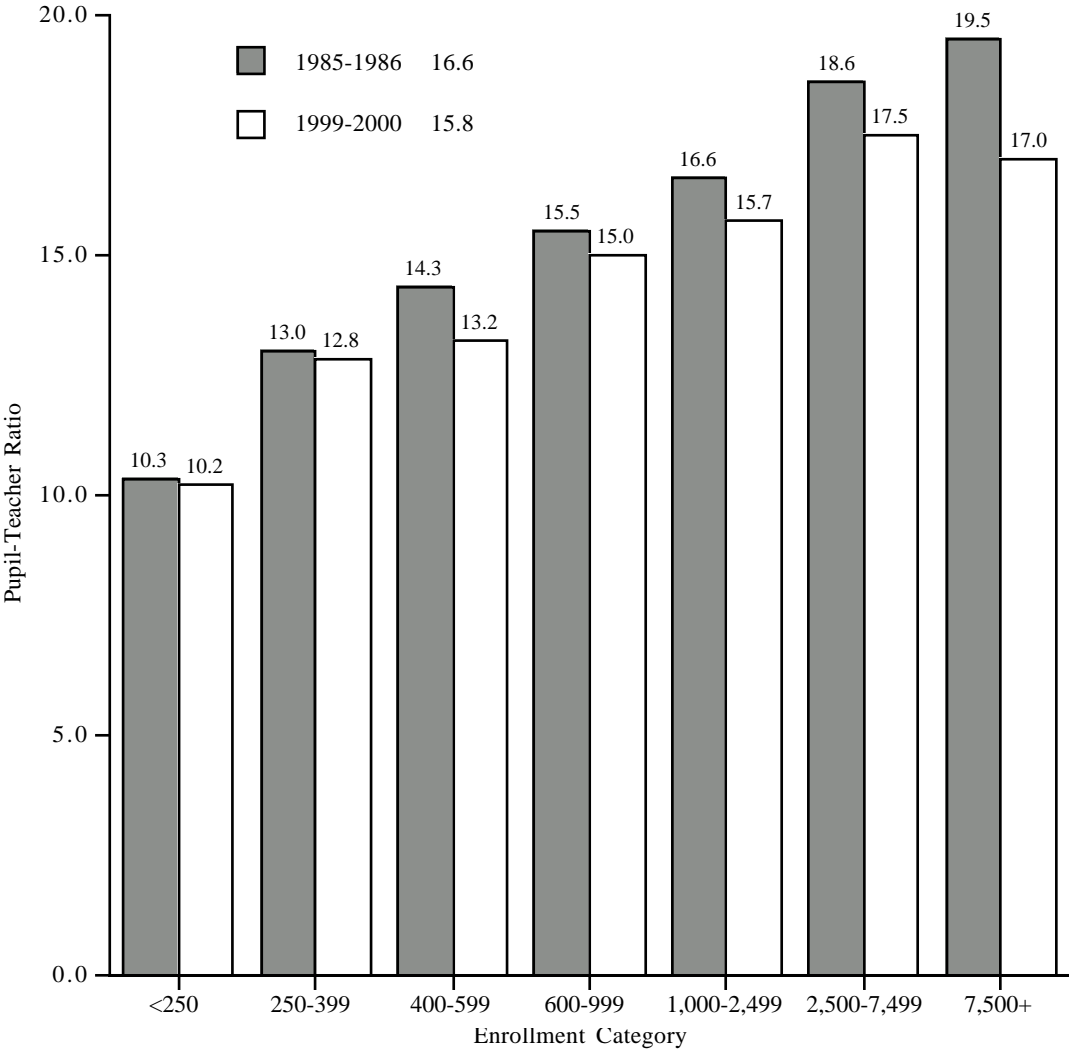
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, ENROLLMENT FILES.

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

Figure 20 shows K-12 public school teacher-pupil ratios for 1985-86 and 1999-2000 by enrollment category. For both years reported, pupil-teacher ratios increased with increases in enrollment categories. The one exception was for the largest enrollment category in 1999-2000. Pupil-teacher ratios in 1999-2000 compared to 1985-86 all showed decreases. The largest decrease was reported for districts with enrollments of 7,500 and above.

Figure 20

**K-12 PUPIL-TEACHER RATIOS FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1985-86 AND 1999-2000**



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.

Staff

Pupil-teacher ratios, the number of FTE teachers, and the number of students for the year 1999-2000 are shown in Table 56 by enrollment category. Pupil-teacher ratios ranged from 10.2 in the smallest enrollment category to 17.5 in districts with enrollments of 2,500-7,499. Districts with enrollments under 1,000 had average pupil-teacher ratios below the state average. The average pupil-teacher ratio for the state was 15.8 in 1999 - 2000.

Table 56

**1999-2000 K-12 PUPIL-TEACHER RATIOS FOR
IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY**

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<250	3,321	326.0	10.2
250-399	17,696	1,381.8	12.8
400-599	35,770	2,706.9	13.2
600-999	80,445	5,380.7	15.0
1,000-2,499	123,186	7,843.5	15.7
2,500-7,499	93,694	5,367.1	17.5
7,500+	125,960	7,395.0	17.0
State	480,072	30,401.0	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.

Pupil-teacher ratios for Iowa, the nation, and other states within the region are presented in Table 57. Pupil-teacher ratios in Table 57 are provided by the National Center for Education Statistics and are reported in terms of average daily membership as opposed to fall enrollment. In 1998-99, twelve other states in the nation reported pupil-teacher ratios which were lower than Iowa's ratio.

Table 57

PK-12 PUPIL-TEACHER RATIOS FOR IOWA AND MIDWEST STATES

State	Average Daily Membership	
	1997-98	1998-99
Nation	16.8	16.6
Iowa	15.3	14.9
Iowa's Rank in Nation	15*	13*
Illinois	16.8	16.5
Kansas	14.9	14.9
Minnesota	16.4	16.3
Missouri	15.0	14.9
Nebraska	14.5	14.4
North Dakota	14.7	14.5
South Dakota	15.3	15.3
Wisconsin	15.4	15.4

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS (NCES), COMMON CORE OF DATA.

NOTES: INCLUDES PUBLIC SCHOOL GRADES PREKINDERGARTEN THROUGH 12.

*RANKED IN ASCENDING ORDER, IOWA TIED WITH TWO OTHER STATES.

Program

Included as a part of the program section are school district organizational structure, historical trends of the number of public school districts, curriculum units offered and taught, foreign language enrollments, enrollments in higher level mathematics and science, school district graduation requirements for mathematics and science, class size in grades K-3, enrollments in computer-related courses, expenditures for technology, involvement in electronic data interchange through Project EASIER (Electronic Access System for Iowa Education Records), and student to computer ratios for Iowa public school districts. Information on early childhood programs and early childhood enrollments are also included.

School District Organizational Structure

The organizational structure conveys how school districts are organized to provide educational programs and instructional services to students. The organizational structures shown in Tables 58-59 depict the grade groupings reported by school districts to the Department of Education. A comparison of school district organizational structures for 1985-86 and 1999-2000 reflect an increase in the inclusion of pre-kindergarten at the elementary level. In 1985-86 the most predominant pattern involved K-6 elementary patterns and grade 7-12 secondary patterns. Nearly 40 percent of all school districts described their districts in this manner in 1985-86, however, only three percent of school districts reported this pattern in 1999-2000, even when pre-kindergarten was considered as a part of the K-6 segment.

Table 58

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, 9-2	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 59

**ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS
1999-2000**

Structure (Grade Levels included)	Percent of Districts
K-5, 6-8, 9-12	29.9%
K-6, 7-8, 9-12	26.9
K-4, 5-8, 9-12	12.0
PK-5, 6-8, 9-12	9.9
PK-6, 7-8, 9-12	9.6
PK-4, 5-8, 9-12	3.5
K-6, 7-12	1.9
K-6, 7-9, 10-12	1.1
PK-6, 7-12	1.1
K-4, 5-6, 7-8, 9-12	1.1
K-3, 4-8, 9-12	0.8
PK-6, 7-9, 10-12	0.5
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.

Other notable changes reflected the increasing trend of organizing for “middle” schools. Another additional change noted was the decrease in the number of school districts with high schools that included grades 10-12. This decreased from eight percent in 1985-86 to just under two percent in 1999-2000. Organizational patterns reflect that traditional junior high school patterns of grades 7-9 have given way to the movement toward “middle” schools and grade 9-12 high schools.

Curriculum Unit Offerings

Curriculum units offered and taught in Iowa public school districts are shown as averages for the state and for each of the seven standard enrollment categories for

Table 60

**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.

the years 1985-86, 1998-99, and 1999-2000 in Tables 60-62. Units are shown for the five major subject areas of English/language arts, mathematics, science, social studies, and foreign language. The figures reflect average units offered and taught in grades 9 through 12.

Table 61

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

Subject Area	Current Minimum Curriculum Unit State Standards	Enrollment Category							
		<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
English/Language Arts	6	5.8	6.6	7.0	7.9	9.8	12.6	16.9	9.2
Mathematics	6	6.8	7.7	7.4	8.2	9.4	12.7	13.6	9.3
Science	5	5.2	6.0	5.9	6.8	7.4	11.0	11.4	7.5
Social Studies	5	5.1	5.5	5.7	6.2	6.9	9.9	10.9	7.1
Foreign Language	4	3.1	4.0	4.3	4.6	7.1	11.4	16.6	6.3

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 62

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

Subject Area	Current Minimum Curriculum Unit State Standards	Enrollment Category							
		<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
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.

Increases in the average number of units offered in the five subject areas represented, occurred across each subject area and enrollment category as well as for the state as a whole from 1985-86 to 1999-2000. It should also be noted that the minimum standards for the number of units in each of these subject areas were increased during this time period. With only a few exceptions, the average number of curriculum units offered and taught in 1999-2000 showed increases over 1998-99. One exception was the smallest enrollment category where the average number of units decreased slightly in English/language arts, science, and social studies.

Foreign Language Enrollments

Foreign language enrollments for public schools are provided for the years 1985-86 and 1995-96 through 1999-2000 in Table 63. Enrollments are shown for grades nine through twelve. Because foreign language courses may be taken by students prior to ninth grade, the percentage of students enrolled in foreign language is shown as an estimated value. Curriculum information obtained from the Basic Educational Data Survey contains only information on courses offered and taught in schools with some combination of grades 9-12 and does not reflect the grade levels of students taking the courses.

An estimated 54.8 percent of 9-12 public school students were enrolled in foreign language in 1999-2000 compared to an estimated 30.8 percent in 1985-86. Statewide, the estimated percentage of students enrolled in foreign language has generally shown annual increases since 1985-86. These increases were also reflected for each of the seven standard enrollment categories as well. Enrollment in foreign language exceeded 85,000 students in 1999-2000 compared to an enrollment of about 46,800 in 1985-86.

Table 63

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

Enrollment Category	1985-86		1995-96		1996-97		1997-98		1998-99		1999-2000	
	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled	Number of Students	Estimated Percent Enrolled
<250	658	20.4%	268	38.2%	263	37.0%	272	39.7%	259	38.4%	259	35.5%
250-399	1,667	18.2	2,093	43.0	2,031	41.7	2,016	39.6	2,222	41.4	2,447	44.6
400-599	2,769	18.9	5,947	40.9	5,792	41.0	5,820	43.3	5,545	42.4	5,582	43.3
600-999	5,079	21.8	11,641	45.6	12,512	47.1	12,289	46.8	12,438	47.5	13,208	49.8
1,000-2,499	10,536	30.2	20,378	50.8	21,733	53.2	22,330	52.5	22,757	54.3	22,315	54.5
2,500-7,499	13,018	42.7	16,845	57.6	16,751	56.0	16,571	55.3	16,447	54.4	16,426	53.6
7,500+	13,064	35.9	19,049	50.8	19,923	52.6	21,890	58.3	21,671	56.4	24,940	65.2
State	46,791	30.8	76,221	50.0	79,005	51.0	81,188	52.2	81,339	52.2	85,177	54.8

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

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

Table 64 reflects enrollments in specific foreign languages. As in previous years, Spanish was the predominant foreign language taken by public school students and accounted for nearly 77 percent of all foreign language enrollments. French and German were a distant second and third and accounted for 14.2 percent and 7.4 of all foreign language enrollments respectively.

Table 64

**1999-2000 FOREIGN LANGUAGE ENROLLMENT IN IOWA PUBLIC SCHOOLS
GRADES 9-12**

Language	Number of Districts	Enrollment	Percent of Foreign Language Enrollments
Spanish	339	65,425	76.8%
French	105	12,090	14.2
German	73	6,270	7.4
Japanese	7	349	0.4
Russian	8	253	0.3
Latin	4	166	0.2
Chinese	1	42	<0.1
Italian	1	78	<0.1

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

NOTE: AN ADDITIONAL 504 STUDENTS, 0.6 PERCENT, WERE ENROLLED IN OTHER FOREIGN LANGUAGE COURSES.

Higher Level Mathematics Enrollments

Calculus

In 1999-2000 there were 6,292 students enrolled in calculus in Iowa public schools. This was more than three times the number of students enrolled in calculus in 1985-86 and an increase of more than 50 percent since 1995-96. The enrollment in calculus in 1999-2000 represents an estimated 16.9 percent of twelfth grade public school students who are enrolled in calculus, up slightly from an estimated 16.6 percent in 1998-99 (Table 65).

Table 65

IOWA PUBLIC SCHOOL ENROLLMENT IN CALCULUS

Year	Number of Students Enrolled	Estimated Percent of Students Enrolled
1985-1986	2,004	5.6%
1991-1992	2,471	7.8
1992-1993	3,528	10.7
1993-1994	3,864	11.9
1994-1995	4,094	12.0
1995-1996	4,183	12.1
1996-1997	5,050	14.2
1997-1998	5,980	16.2
1998-1999	6,186	16.6
1999-2000	6,292	16.9

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 CALCULUS IS NORMALLY TAKEN IN GRADE 12.

Calculus enrollments by enrollment category reflect that the percentage of students enrolled generally increased with increases in enrollment (Table 66). The gender distribution of males and females was 52.6 percent and 47.4 percent respectively.

Table 66

	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts Offering Calculus	5	28	56	87	75	23	9	283
Pupils Enrolled	15	124	537	1,016	1,680	1,048	1,872	6,292
Percent Female	60.0	47.6	52.9	49.1	46.7	42.8	48.0	47.4
Estimated Percent of Pupils	7.5	9.2	16.6	15.4	17.2	14.6	21.3	16.9
Estimated Percent of Males	5.5	9.3	15.4	15.5	17.9	16.5	22.5	17.7
Estimated Percent of Females	9.8	9.1	17.8	15.3	16.4	12.7	20.2	16.2

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 CALCULUS IS NORMALLY TAKEN IN GRADE 12.

Trigonometry

Unlike enrollments in calculus which have shown more than a threefold increase since the 1985-86 school year, enrollment in trigonometry has increased only by about 1,000 students or by 19.8 percent since 1985-86 (Table 67). In 1985-86 an estimated 9.2 percent of eleventh graders were enrolled in trigonometry compared to 16.2 percent in 1999-2000. Since 1995-96 the estimated percentage of eleventh graders enrolled in trigonometry increased in three out of four years.

Table 67

Year	Number of Students	Estimated Percent of Students
1985-1986	5,107	9.2%
1991-1992	4,984	15.0
1992-1993	4,663	14.2
1993-1994	4,915	14.1
1994-1995	5,046	14.3
1995-1996	4,677	12.7
1996-1997	5,161	13.5
1997-1998	5,819	15.2
1998-1999	5,656	14.8
1999-2000	6,116	16.2

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 TRIGONOMETRY IS NORMALLY TAKEN IN GRADE 11.

Table 68 displays enrollments in trigonometry for each enrollment category. Slightly more females than males were enrolled in trigonometry in 1999-2000. The estimated percentage of eleventh graders enrolled in trigonometry varied across enrollment categories, although the smallest enrollment category had the lowest estimated percentage of students enrolled in trigonometry and the largest enrollment category had the highest percentage of eleventh graders enrolled.

Table 68

	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Pupils Enrolled	4	181	420	1,053	1,804	772	1,882	6,116
Percent Female	100.0	49.2	55.7	52.2	50.8	51.2	50.0	51.2
Estimated Percent of Pupils	2.2	13.2	13.1	15.9	17.7	10.3	21.4	16.2
Estimated Percent of Males	0.0	13.4	11.2	14.7	17.1	9.8	21.2	15.3
Estimated Percent of Females	4.1	13.1	15.0	17.1	18.4	11.0	21.7	16.9

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 TRIGONOMETRY IS NORMALLY TAKEN IN GRADE 11.

Higher Level Science Enrollments

Chemistry

Since 1985-86 enrollments in chemistry have increased by nearly 43 percent. In 1985-86 nearly one of every two eleventh grade public school students were enrolled in chemistry and by 1999-2000 more than two of every three eleventh grade students were enrolled in chemistry (Tables 69-70). Statewide, 53.8 percent of students enrolled in chemistry were females compared to 46.2 percent males in 1999-2000. This distribution by gender was similar to the distribution in 1998-99.

Table 69

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

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 1999-2000**

	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Number of Districts								
Offering Chemistry	7	45	70	105	83	24	9	343
Pupils Enrolled	64	777	1,795	4,477	6,651	4,630	7,236	25,630
Percent Female	62.5	59.6	54.5	55.6	54.4	50.7	53.1	53.8
Estimated Percent of Pupils	35.2	56.8	55.8	67.5	65.4	62.0	82.4	67.8
Estimated Percent of Males	28.2	45.6	49.2	58.0	58.5	59.2	76.4	61.3
Estimated Percent of Females	41.2	68.1	62.9	77.6	72.5	65.1	88.5	74.5

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

The number of public school students enrolled in physics has been generally stable from 1993-94 through 1999-2000, fluctuating by only a few hundred students in any given school year. Since 1985-86 the number of students enrolled in physics has increased by 25.8 percent. In 1985-86 an estimated 24.3 percent of twelfth graders were enrolled in physics compared to an estimated 30.7 percent in 1999-2000 (Table 71).

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

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.

About 56 percent of physics enrollees were males and 44 percent were females. The estimated percentage of twelfth graders enrolled in physics tended to increase in successively larger enrollment categories (Table 72).

Table 72

**IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS
BY ENROLLMENT CATEGORY 1999-2000**

	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	4	43	70	102	82	24	9	334
Pupils Enrolled	28	328	868	1,814	2,594	2,185	3,568	11,385
Percent Female	46.4	45.4	46.7	45.5	42.8	45.8	43.2	44.3
Estimated Percent of Pupils	13.9	24.4	26.8	27.5	26.5	30.5	40.6	30.7
Estimated Percent of Males	13.8	25.5	27.9	29.6	29.7	32.7	46.7	33.8
Estimated Percent of Females	14.1	23.1	25.4	25.4	23.2	28.2	34.6	27.5

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 of science and mathematics required for graduation from Iowa public high schools are reported in Table 73 for 1985-86, 1998-99 and 1999-2000. The units are reported as averages for each of the seven enrollment categories. As a point of reference ACT (American College Testing Program) designates that students completing a “core” high school curriculum will have completed three years of mathematics and science, which translates into three units of both mathematics and science over a four year period. Graduation unit requirements in Iowa are set independently by each school district.

Units required for graduation in both mathematics and science have shown substantial increases across all enrollment categories since 1985-86 and have also increased from 1998-99 to 1999-2000 across all enrollment categories. In each of the three years shown in Table 73 the average number of mathematics and science units required for graduation were, in general, higher in districts with enrollments under 400 than the average units required for graduation in districts with enrollments of 1,000 or more.

Table 73

**AVERAGE NUMBER OF MATHEMATICS AND SCIENCE UNITS REQUIRED
FOR GRADUATION IN IOWA PUBLIC SCHOOLS
1985-86, 1998-99, AND 1999-2000**

Enrollment Category	Mathematics			Science		
	1985-86	1998-99	1999-2000	1985-86	1998-99	1999-2000
<250	2.00	2.16	2.50	1.98	2.05	2.38
250-399	2.01	2.30	2.39	1.99	2.27	2.32
400-599	1.89	2.16	2.29	1.84	2.05	2.19
600-999	1.91	2.14	2.31	1.88	2.05	2.18
1,000-2,499	1.77	2.08	2.13	1.74	2.04	2.05
2,500-7,499	1.49	1.93	1.97	1.52	1.85	1.90
7,500+	1.69	2.00	2.22	1.75	1.89	2.06
State	1.88	2.14	2.25	1.86	2.06	2.15

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

NOTE: THE DATA SHOWN FOR A GIVEN SCHOOL YEAR REFLECT GRADUATION REQUIREMENTS FOR THE FOLLOWING SCHOOL YEAR.

Class Size

During the 78th legislative session the Iowa General Assembly enacted H.F. 743, Iowa Early Intervention Block Grant Program. The goals of this legislation were: (a) to provide school districts with resources to reduce K-3 class size in basic skills instruction to the state goal of 17 students for every one teacher, (b) to provide school districts with resources for K-3 early intervention efforts in basic skills instruction, especially reading, and (c) to increase communication and accountability regarding student performance.

Early intervention funding permitted school districts to spend monies to reduce K-3 class size in basic skills instruction to the state goal of 17 students for every one teacher, and/or to improve instruction in the basics, especially reading. Appropriations for H.F. 743 were as follows: (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.

In November of 1999 the Iowa Department of Education conducted a survey to determine class size in kindergarten through grade three in Iowa public school districts. Information was collected on a building basis within each school district. A total of 811 individual schools housing any combination of students in kindergarten through grade three composed the population for the survey. All 375 of Iowa's public school districts reported class size data. Districts were directed to exclude special classrooms for students in special education, Title 1, or other "pull-out" situations. Class size was calculated by dividing the number of students by the number of classrooms for each of the grade levels K-3. A district-by-district listing of class size data can be found in on the Department of Education web site.

< www.state.ia.us/educate/statistics/class_size_2000/index.html >

The data used for class size calculations have the following limitations: (a) classrooms defined as multi-age or multi-grade classrooms were not considered in the calculation of average class size since the purpose was to calculate an average class size for each of the grades kindergarten through 3, and (b) a specific count date was not specified for the collection of class size data, however a due date was specified. Classroom counts were taken by school districts during the period from November 1999 to January 2000.

Early Intervention Class Size Program Impact Assessment

The impact of FY 2000 early intervention funds can be assessed, in part, by comparing class size data for the 1998-1999 and 1999-2000 school years. These comparisons are made in the tables and figures that follow. It should be noted, however, that not all funds were used by school districts to reduce class sizes in grades K-3. In addition, to providing additional licensed staff, districts were permitted to use funds for staff development and research-based instructional intervention programs, to name a few. Public school districts in Iowa also received an additional \$9.4 million in federal money targeted toward class size reduction.

Table 74 and Figure 21 provide a summary of comparison of average class size in grades K-3 in Iowa public schools for the 1998-1999 and 1999-2000 school years. For both years, average class size was lowest in kindergarten and highest in grade three. Average class size decreased from 1998-1999 to 1999-2000 by .7 in grades K-1, and by .6 and .9 students in grades two and three respectively.

Table 74

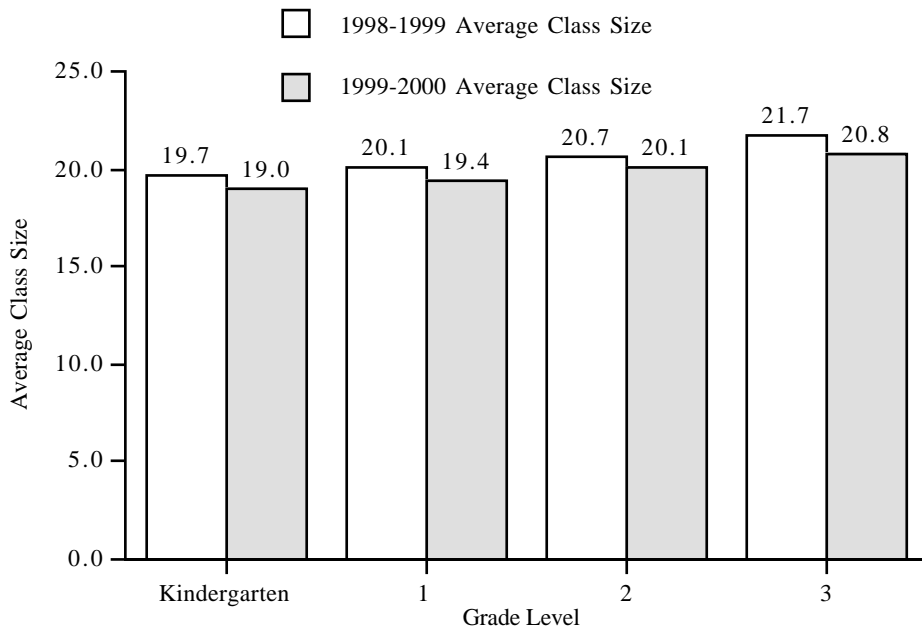
**IOWA PUBLIC SCHOOL DISTRICT CLASS SIZE STATISTICS
FOR GRADES K-3
1998-1999 vs. 1999-2000 SCHOOL YEAR**

Grade	1998-1999 Average Class Size	1999-2000 Average Class Size	Difference	Difference as Percent of 1998-1999 Class Size
Kindergarten	19.7	19.0	-0.7	-3.55%
1	20.1	19.4	-0.7	-3.48
2	20.7	20.1	-0.6	-2.90
3	21.7	20.8	-0.9	-4.15

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

Figure 21

**IOWA PUBLIC SCHOOL DISTRICT CLASS SIZE STATISTICS
FOR GRADES K-3
1998-1999 vs. 1999-2000 SCHOOL YEAR**



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

In Table 75, average class size for grades K-3 for both the 1998-1999 and 1999-2000 school years is presented by enrollment categories. For both years and across enrollment categories, average class size for grades K-3 tended to increase with successively larger enrollment categories. In general, average class size decreased for each enrollment category between the two school years. Exceptions included kindergarten in the less than 250 enrollment category, grade one in the 400-599 enrollment category, and grade two in both the less than 250 and 250-399 enrollment categories.

Table 75

**AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1998-1999 vs. 1999-2000**

Enrollment Category	Kindergarten			Grade 1			Grade 2			Grade 3		
	1998-1999 Average Class Size	1999-2000 Average Class Size	Difference	1998-1999 Average Class Size	1999-2000 Average Class Size	Difference	1998-1999 Average Class Size	1999-2000 Average Class Size	Difference	1998-1999 Average Class Size	1999-2000 Average Class Size	Difference
<250	12.4	12.8	0.4	12.8	12.4	-0.4	12.8	12.9	0.1	14.2	14.0	-0.2
250-399	17.6	16.7	-0.9	18.4	17.3	-1.1	17.7	18.1	0.4	19.5	18.3	-1.2
400-599	17.5	16.6	-0.9	16.9	17.1	0.2	18.0	17.1	-0.9	19.4	17.8	-1.6
600-999	18.2	18.0	-0.2	19.0	17.9	-1.1	19.6	19.1	-0.5	20.3	19.6	-0.7
1,000-2,499	19.8	19.3	-0.5	20.3	19.3	-1.0	21.3	20.6	-0.7	21.9	21.6	-0.3
2,500-7,499	21.5	20.8	-0.7	21.6	20.8	-0.8	22.0	21.2	-0.8	23.0	21.7	-1.3
7,500+	20.7	19.5	-1.2	21.1	20.9	-0.2	21.7	21.4	-0.3	23.0	22.1	-0.9
State	19.7	19.0	-0.7	20.1	19.4	-0.7	20.7	20.1	-0.6	21.7	20.8	-0.9

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

Table 76 and Figures 22-24 show the percent of classrooms with more than 17, 21, and 30 students respectively for the 1998-1999 and 1999-2000 school years. Decreases were noted from the 1998-1999 to 1999-2000 school years for the comparisons at 17, 21 and 25 students. One exception was noted for kindergarten classrooms of 30 or more students, which remained unchanged. In 1999-2000 the number of classrooms with more than 17 students dropped significantly from the previous year ranging from a 3.2 to 7 percentage point decrease. The frequency distributions from which Table 76 and Figures 22-24 were created are included in Tables 77-80.

Table 76

**PERCENT OF IOWA PUBLIC SCHOOL CLASSROOMS
WITH MORE THAN 17, 21, 25, AND 30 STUDENTS**

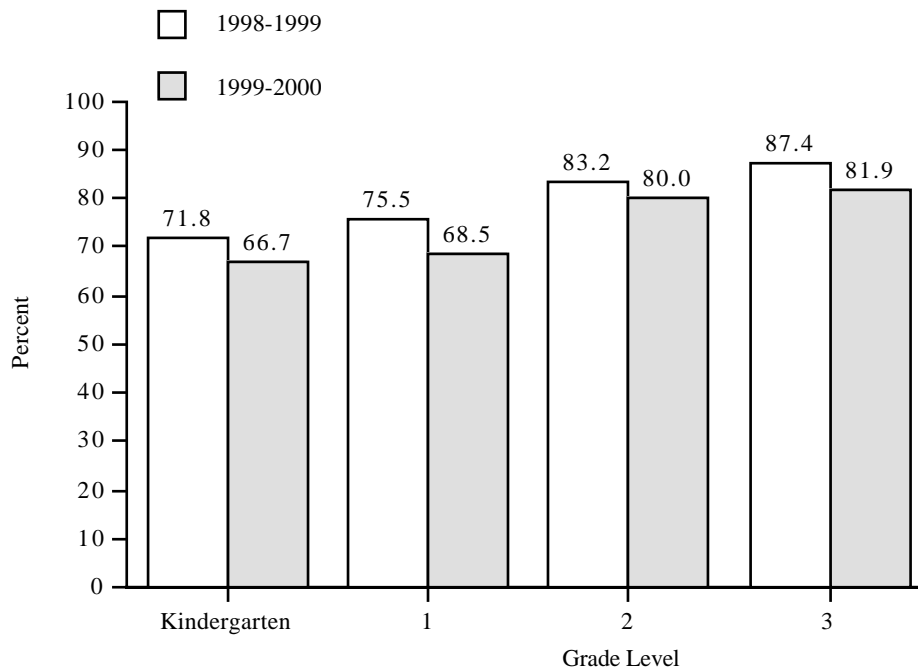
Grade	1998-1999 Percent Above 17	1999-2000 Percent Above 17	Percentage Point Difference	Grade	1998-1999 Percent Above 21	1999-2000 Percent Above 21	Percentage Point Difference
Kindergarten	71.8	66.7	-5.1	Kindergarten	34.4	25.0	-9.4
1	75.5	68.5	-7.0	1	34.8	29.6	-5.2
2	83.2	80.0	-3.2	2	41.9	34.5	-7.4
3	87.4	81.9	-5.5	3	53.2	44.8	-8.4

Grade	1998-1999 Percent Above 25	1999-2000 Percent Above 25	Percentage Point Difference	Grade	1998-1999 Percent Above 30	1999-2000 Percent Above 30	Percentage Point Difference
Kindergarten	5.20	3.0	-2.2	Kindergarten	0.2	0.2	0.0
1	5.40	4.1	-1.3	1	0.2	0.0	-0.2
2	7.90	4.5	-3.4	2	0.2	0.0	-0.2
3	14.40	8.8	-5.6	3	0.4	0.2	-0.2

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

Figure 22

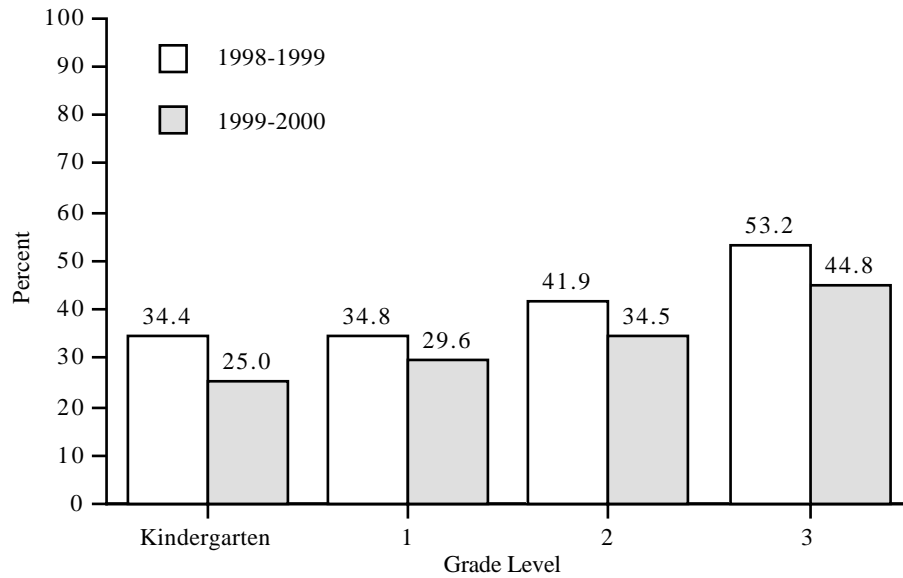
**PERCENT OF IOWA PUBLIC SCHOOL CLASSROOMS
WITH MORE THAN 17 STUDENTS**



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

Figure 23

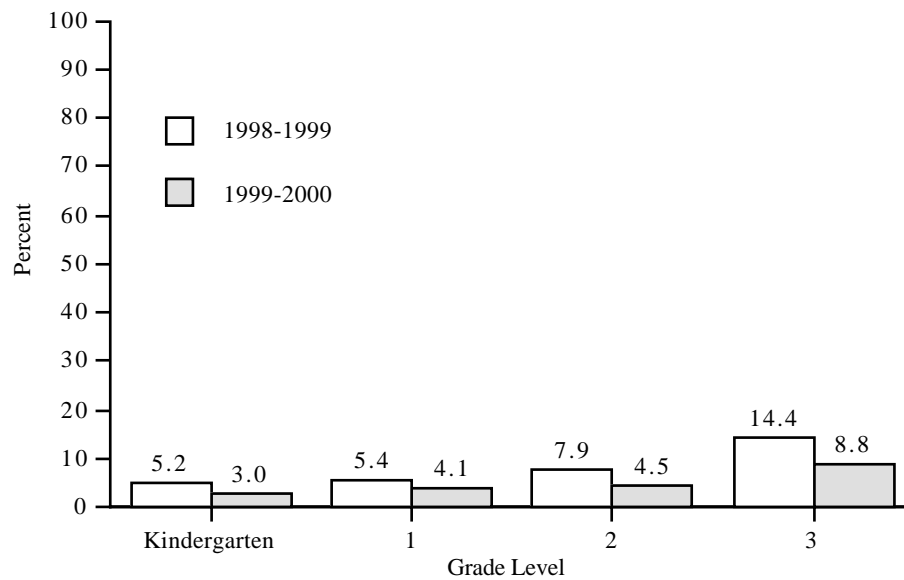
**PERCENT OF IOWA PUBLIC SCHOOL CLASSROOMS
WITH MORE THAN 21 STUDENTS**



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

Figure 24

**PERCENT OF IOWA PUBLIC SCHOOL CLASSROOMS
WITH MORE THAN 25 STUDENTS**



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

Table 77

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

Class Size	1998-1999				1999-2000			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	0	0.0	0	0.0	1	0.1	1	0.1
5	0	0.0	0	0.0	0	0.0	1	0.1
6	1	0.1	1	0.1	2	0.1	3	0.2
7	1	0.1	2	0.1	2	0.1	5	0.3
8	2	0.1	4	0.2	4	0.2	9	0.5
9	10	0.6	14	0.8	5	0.3	14	0.8
10	9	0.5	23	1.3	15	0.9	29	1.6
11	11	0.6	34	2.0	17	1.0	46	2.6
12	21	1.2	55	3.2	32	1.8	78	4.4
13	43	2.5	98	5.8	48	2.7	126	7.1
14	59	3.5	157	9.2	67	3.8	193	10.9
15	70	4.1	227	13.3	103	5.8	296	16.8
16	130	7.6	357	21.0	122	6.9	418	23.7
17	123	7.2	480	28.2	170	9.6	588	33.3
18	159	9.3	639	37.5	209	11.8	797	45.2
19	137	8.0	776	45.5	185	10.5	982	55.7
20	195	11.4	971	57.0	170	9.6	1,152	65.3
21	147	8.6	1,118	65.6	171	9.7	1,323	75.0
22	154	9.0	1,272	74.6	141	8.0	1,464	83.0
23	144	8.5	1,416	83.1	96	5.4	1,560	88.4
24	109	6.4	1,525	89.5	89	5.0	1,649	93.5
25	91	5.3	1,616	94.8	62	3.5	1,711	97.0
26	50	2.9	1,666	97.8	26	1.5	1,737	98.5
27	14	0.8	1,680	98.6	12	0.7	1,749	99.1
28	7	0.4	1,687	99.0	5	0.3	1,754	99.4
29	7	0.4	1,694	99.4	3	0.2	1,757	99.6
30	6	0.4	1,700	99.8	3	0.2	1,760	99.8
31	1	0.1	1,701	99.8	1	0.1	1,761	99.8
32	2	0.1	1,703	99.9	1	0.1	1,762	99.9
33	0	0.0	1,703	99.9	1	0.1	1,763	99.9
34	0	0.0	1,703	99.9	1	0.1	1,764	100.0
35	1	0.1	1,704	100.0	0	0.0	1,764	100.0

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

Table 78

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

Class Size	1998-1999				1999-2000			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5	0	0.0	0	0.0	1	0.1	1	0.1
6	1	0.1	1	0.1	0	0.0	1	0.1
7	0	0.0	1	0.1	1	0.1	2	0.1
8	4	0.2	5	0.3	2	0.1	4	0.2
9	3	0.2	8	0.5	1	0.1	5	0.3
10	0	0.0	8	0.5	9	0.5	14	0.8
11	7	0.4	15	0.9	11	0.6	25	1.5
12	12	0.7	27	1.6	17	1.0	42	2.5
13	26	1.6	53	3.2	49	2.9	91	5.3
14	34	2.1	87	5.3	49	2.9	140	8.2
15	72	4.4	159	9.7	95	5.6	235	13.8
16	103	6.3	262	15.9	131	7.7	366	21.5
17	142	8.6	404	24.5	170	10.0	536	31.5
18	144	8.7	548	33.3	169	9.9	705	41.4
19	165	10.0	713	43.3	165	9.7	870	51.1
20	175	10.6	888	53.9	166	9.8	1,036	60.9
21	186	11.3	1,074	65.2	162	9.5	1,198	70.4
22	160	9.7	1,234	74.9	151	8.9	1,349	79.3
23	123	7.5	1,357	82.4	130	7.6	1,479	86.9
24	112	6.8	1,469	89.2	92	5.4	1,571	92.4
25	89	5.4	1,558	94.6	60	3.5	1,631	95.9
26	41	2.5	1,599	97.1	40	2.4	1,671	98.2
27	24	1.5	1,623	98.5	21	1.2	1,692	99.5
28	14	0.9	1,637	99.4	4	0.2	1,696	99.7
29	4	0.2	1,641	99.6	5	0.3	1,701	100.0
30	2	0.1	1,643	99.8	0	0.0	1,701	100.0
31	1	0.1	1,644	99.8	0	0.0	1,701	100.0
32	0	0.0	1,644	99.8	0	0.0	1,701	100.0
33	1	0.1	1,645	99.9	0	0.0	1,701	100.0
34	0	0.0	1,645	99.9	0	0.0	1,701	100.0
35	2	0.1	1,647	100.0	0	0.0	1,701	100.0

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

Table 79

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

Class Size	1998-1999				1999-2000			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5	1	0.1	1	0.1	1	0.1	1	0.1
6	0	0.0	1	0.1	0	0.0	1	0.1
7	0	0.0	1	0.1	2	0.1	3	0.2
8	4	0.3	5	0.3	4	0.2	7	0.4
9	2	0.1	7	0.4	0	0.0	7	0.4
10	2	0.1	9	0.6	3	0.2	10	0.6
11	4	0.3	13	0.8	2	0.1	12	0.7
12	15	0.9	28	1.8	9	0.5	21	1.2
13	11	0.7	39	2.4	26	1.5	47	2.8
14	29	1.8	68	4.3	50	3.0	97	5.8
15	53	3.3	121	7.6	56	3.3	153	9.1
16	66	4.1	187	11.7	70	4.2	223	13.3
17	81	5.1	268	16.8	113	6.7	336	20.0
18	101	6.3	369	23.1	170	10.1	506	30.1
19	147	9.2	516	32.3	206	12.2	712	42.3
20	217	13.6	733	45.9	214	12.7	926	55.0
21	196	12.3	929	58.1	176	10.5	1,102	65.5
22	186	11.6	1,115	69.8	149	8.9	1,251	74.3
23	121	7.6	1,236	77.3	141	8.4	1,392	82.7
24	145	9.1	1,381	86.4	129	7.7	1,521	90.4
25	91	5.7	1,472	92.1	86	5.1	1,607	95.5
26	76	4.8	1,548	96.9	39	2.3	1,646	97.8
27	25	1.6	1,573	98.4	13	0.8	1,659	98.6
28	11	0.7	1,584	99.1	19	1.1	1,678	99.7
29	9	0.6	1,593	99.7	5	0.3	1,683	100.0
30	2	0.1	1,595	99.8	0	0.0	1,683	100.0
31	1	0.1	1,596	99.9	0	0.0	1,683	100.0
32	1	0.1	1,597	99.9	0	0.0	1,683	100.0
33	0	0.0	1,597	99.9	0	0.0	1,683	100.0
34	0	0.0	1,597	99.9	0	0.0	1,683	100.0
35	1	0.1	1,598	100.0	0	0.0	1,683	100.0

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

Table 80

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

Class Size	1998-1999				1999-2000			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	0	0.0	0	0.0	1	0.1	1	0.1
7	1	0.1	1	0.1	1	0.1	2	0.1
8	0	0.0	1	0.1	4	0.2	6	0.4
9	2	0.1	3	0.2	2	0.1	8	0.5
10	3	0.2	6	0.4	4	0.2	12	0.7
11	2	0.1	8	0.5	7	0.4	19	1.1
12	7	0.4	15	1.0	11	0.7	30	1.8
13	9	0.6	24	1.5	19	1.1	49	2.9
14	16	1.0	40	2.5	35	2.1	84	5.1
15	29	1.8	69	4.4	40	2.4	124	7.5
16	66	4.2	135	8.6	76	4.6	200	12.0
17	63	4.0	198	12.6	100	6.0	300	18.1
18	87	5.5	285	18.1	137	8.2	437	26.3
19	129	8.2	414	26.3	143	8.6	580	34.9
20	162	10.3	576	36.6	143	8.6	723	43.5
21	161	10.2	737	46.8	194	11.7	917	55.2
22	142	9.0	879	55.8	147	8.8	1,064	64.0
23	173	11.0	1,052	66.8	183	11.0	1,247	75.0
24	159	10.1	1,211	76.9	153	9.2	1,400	84.2
25	137	8.7	1,348	85.6	116	7.0	1,516	91.2
26	105	6.7	1,453	92.3	68	4.1	1,584	95.3
27	67	4.3	1,520	96.6	45	2.7	1,629	98.0
28	27	1.7	1,547	98.3	19	1.1	1,648	99.2
29	8	0.5	1,555	98.8	8	0.5	1,656	99.6
30	13	0.8	1,568	99.6	2	0.1	1,658	99.8
31	2	0.1	1,570	99.7	3	0.2	1,661	99.9
32	4	0.3	1,574	100.0	1	0.1	1,662	100.0

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

Table 81 provides summary statistics for the 1998-1999 and 1999-2000 class size surveys by enrollment category including the number of students, the number of classrooms, the number of full-time equivalents teachers, (FTE), average, median, 25th percentile, 75th percentile, and the minimum and maximum for each class size.

In addition to a decrease in average class size for each grade, the median class size was also reduced by one student for each grade. Grades one and two had significant reductions in the maximum class sizes reported. Additional summary statistics for each grade level by enrollment category are available from the Department web site.

< www.state.ia.us/educate/statistics/class_size_2000/index.html >

Table 81

**CLASS SIZE SUMMARY STATISTICS FOR GRADES K-3 IN
IOWA PUBLIC SCHOOLS
1998-1999 AND 1999-2000 SCHOOL YEARS**

Grade	School Year	Number of Students	Number of Class-rooms	Number of FTE Teachers	Minimum Class Size	Class Size at 25th Percentile	Average Class Size	Median Class Size	Class Size at 75th Percentile	Maximum Class Size
Kinder- garten	1999-2000	33,488	1,764	1,779.9	4.0	17.0	19.0	19.0	21.5	34.0
	1998-1999	33,618	1,704	1,613.7	6.0	17.0	19.7	20.0	23.0	35.0
	Difference	-130	60	166.2	-2.0	0.0	-0.7	-1.0	-1.5	-1.0
Grade 1	1999-2000	32,969	1,701	1,725.8	5.0	17.0	19.4	19.0	22.0	29.0
	1998-1999	33,053	1,647	1,644.6	6.0	18.0	20.1	20.0	23.0	35.0
	Difference	-84	54	81.2	-1.0	-1.0	-0.7	-1.0	-1.0	-6.0
Grade 2	1999-2000	33,889	1,683	1,702.0	5.0	18.0	20.1	20.0	23.0	29.0
	1998-1999	33,151	1,598	1,592.1	5.0	19.0	20.7	21.0	23.0	35.0
	Difference	738	85	109.9	0.0	-1.0	-0.6	-1.0	0.0	-6.0
Grade 3	1999-2000	34,629	1,662	1,687.0	6.0	18.0	20.8	21.0	23.0	32.0
	1998-1999	34,153	1,574	1,578.3	7.0	19.0	21.7	22.0	24.0	32.0
	Difference	476	88	108.7	-1.0	-1.0	-0.9	-1.0	-1.0	0.0

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

Table 82 provides information on the number of high school students enrolled in computer-related courses in Iowa public schools for the years 1985-86, 1998-99, and 1999-2000. Enrollments in computer-related courses grew from 18,465 in 1985-86 to 39,465 in 1999-2000, an increase of about 114 percent. In 1985-86 an estimated 12.1 percent of grade 9-12 students were enrolled in computer courses compared to 23.0 percent in 1998-99 and 25.4 percent in 1999-2000.

Table 82

IOWA PUBLIC HIGH SCHOOL COMPUTER-RELATED COURSE ENROLLMENT			
	1985-86	1998-99	1999-2000
Total Number of Districts	437	375	375
Number of Districts Offering Courses	364	346	343
Pupils Enrolled	18,465	35,847	39,465
Total 9-12 Enrollment	152,134	155,834	155,506
Estimated Percent Enrolled	12.1	23.0	25.4

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

Tables 83-85 show high school enrollments in computer-related courses by enrollment category. In 1999-2000 as in 1998-99 and 1985-86 the estimated percent of high school students enrolled in computer-related courses was the highest for the smaller enrollment categories and tended to decrease in successively larger enrollment categories.

Table 83

IOWA PUBLIC HIGH SCHOOL COMPUTER-RELATED COURSE ENROLLMENT 1985-86 SCHOOL YEAR							
	Number of Courses	Number of Districts Offering Courses	Pupils Enrolled	Estimated Percent of Pupils Enrolled	Estimated Percent Males Enrolled	Estimated Percent Females Enrolled	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.

Table 84

**IOWA PUBLIC HIGH SCHOOL
COMPUTER-RELATED COURSE ENROLLMENT
1998-99 SCHOOL YEAR**

	Number of Courses	Number of Districts Offering Courses	Pupils Enrolled	Estimated Percent of Pupils Enrolled	Estimated Percent Males Enrolled	Estimated Percent Females Enrolled	Total 9-12 Enrollments
<250	28	9	233	34.6%	33.6%	35.5%	674
250-399	51	45	1,696	31.6	33.5	29.7	5,364
400-599	74	73	3,881	29.7	31.5	27.7	13,085
600-999	104	101	7,803	29.8	31.7	27.7	26,208
1,000-2,499	85	85	11,205	26.8	29.2	24.2	41,877
2,500-7,499	24	24	5,651	18.7	21.3	16.0	30,208
7,500+	9	9	5,378	14.0	15.6	12.4	38,418
State	375	346	35,847	23.0	25.2	20.8	155,834

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.

Table 85

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

	Number of Courses	Number of Districts Offering Courses	Pupils Enrolled	Estimated Percent of Pupils Enrolled	Estimated Percent Males Enrolled	Estimated Percent Females Enrolled	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.

Expenditures for Computer Hardware and Software

Total and average expenditures by Iowa school districts for computer software and hardware are provided in Tables 86-87 and in Figure 25. Total combined expenditures for computer hardware and software since 1992-93 increased on an annual basis through 1997-98. Total combined hardware and software expenditures were down 2.2 percent in 1998-99 from the previous year, however the total dollars spent for software was up 8.7 percent in 1998-99, while hardware expenditures dropped 4.3 percent in 1998-99 from the previous year. In 1998-99 more than \$48 million was spent on combined computer hardware and software, with about 18 percent for computer software and 82 percent for computer hardware.

Combined hardware and software per pupil expenditures have more than doubled since 1992-93. Per pupil expenditures for hardware and for software increased by 168 percent and 55 percent respectively since 1992-93. In 1998-99 combined expenditures for computer hardware and software within the seven enrollment categories ranged from an average of about \$86 to \$108 per pupil.

Table 86

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
1992-93	418	495,342	\$5,581,237	\$11.27	\$14,562,080	\$29.40	\$20,143,317	\$40.67
1993-94	397	497,009	\$3,957,878	\$7.96	\$20,244,041	\$40.73	\$24,201,919	\$48.70
1994-95	390	500,592	\$5,448,978	\$10.88	\$21,049,364	\$42.05	\$26,498,342	\$52.93
1995-96	384	504,505	\$5,303,893	\$10.51	\$25,513,948	\$50.57	\$30,817,841	\$61.09
1996-97	379	505,531	\$7,182,899	\$14.21	\$40,201,374	\$79.52	\$47,384,273	\$93.73
1997-98	377	505,130	\$8,078,414	\$15.99	\$41,405,937	\$81.97	\$49,484,351	\$97.96
1998-99	375	502,534	\$8,779,582	\$14.47	\$39,636,072	\$78.87	\$48,415,654	\$96.34

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.

Table 87

**IOWA PUBLIC SCHOOL TOTAL AND AVERAGE PER PUPIL
EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE 1998-99***

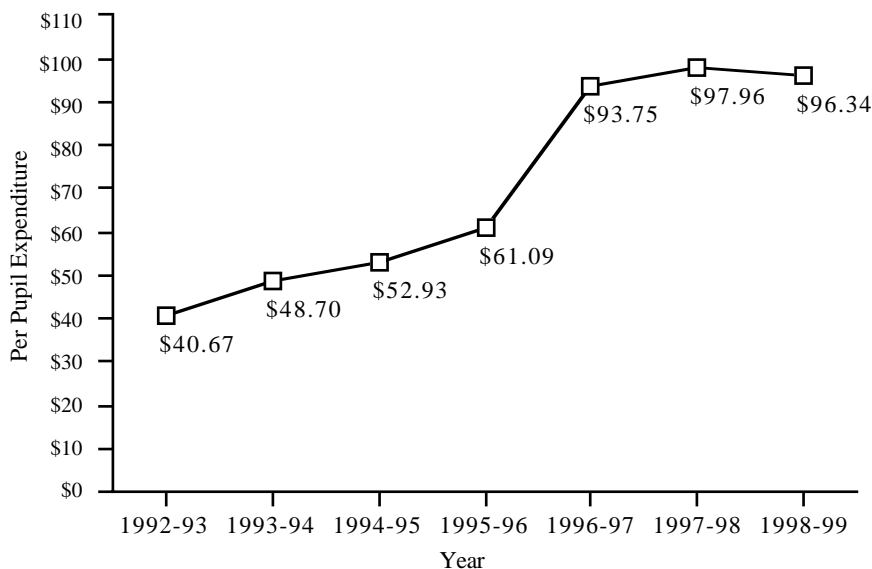
Enrollment Category	Number of District	Software & Hardware			Software		Hardware	
		Total K-12 Enrollment	Total Expenditure	Average Per Pupil Expenditure	Total Expenditure	Average Per Pupil Expenditure	Total Expenditure	Average Per Pupil Expenditure
<250	22	4,154	\$435,025	\$104.72	\$76,429	\$18.40	\$358,596	\$86.33
250-399	51	16,948	\$1,576,252	\$93.01	\$323,632	\$19.10	\$1,252,620	\$73.91
400-599	72	36,284	\$3,610,253	\$99.50	\$532,564	\$14.68	\$3,077,689	\$84.82
600-999	113	86,153	\$7,448,787	\$86.46	\$1,270,590	\$14.75	\$6,178,197	\$71.71
1,000-2,499	84	128,859	\$12,077,752	\$93.73	\$2,210,623	\$17.16	\$9,867,129	\$76.57
2,500-7,499	24	96,897	\$8,877,055	\$91.61	\$1,985,425	\$20.49	\$6,891,630	\$71.12
7,500+	9	133,239	\$14,390,530	\$108.01	\$2,380,319	\$17.87	\$12,010,211	\$90.14
State	375	502,534	\$48,415,654	\$96.34	\$8,779,582	\$17.47	\$39,636,072	\$78.87

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.

Figure 25

**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.

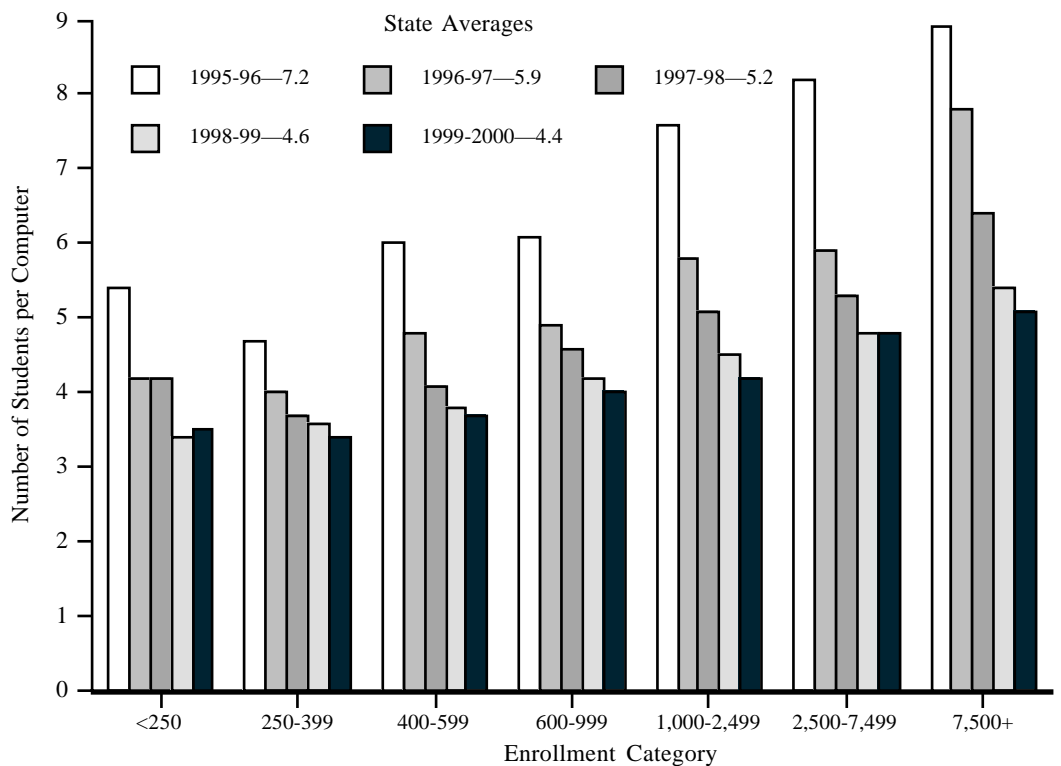
Availability of Computers

As a part of the Basic Educational Data Survey, school districts are asked to report the number of computers made available for student use. This information has been collected by the Department of Education since the 1995-96 school year. The ratio of students to computers is calculated by dividing the certified enrollment by the number of computers available for student use within the public schools. The statewide ratio of pupils to computers decreased from 7.2 in 1995-96 to 4.4 in 1999-2000. This represents a substantial decrease in the ratio of students to computers. The decrease in the ratio pupils to computers over the last five school years was prevalent for districts in all enrollment categories (Figure 26 and Table 88). The ratios reflect continuous incremental decreases across the period and place Iowa at or near the top among all states with respect to computer availability in the schools.

According to a report from the President’s Committee of Advisors on Science and Technology¹, 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.” Additional statistics from the report indicate that in 1998 and 1999 the nationwide ratio of students to instructional computers in public schools was approximately six to one.

Figure 26

PUPILS PER COMPUTER IN IOWA SCHOOLS BY ENROLLMENT CATEGORY 1995-96 TO 1999-2000



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/OSTP/NSTC/PCAST/k-12ed.html>

Table 88

**NUMBER OF COMPUTERS IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY
1995-96 TO 1999-2000**

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

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

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

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

The distribution of computers for student use in the public schools and the distribution of certified enrollments for the past five school years are reported in Table 89.

In 1999-2000 as in previous years' districts with enrollments of less than 1,000 reported a higher proportion of computers compared to enrollment. In 1999-2000 as in 1998-99, districts with enrollments under 1,000 accounted for about 33 percent of computers and about 29 percent of enrollments. Percentage increases in the number

Table 89

DISTRIBUTION OF COMPUTERS AND CERTIFIED ENROLLMENTS IN IOWA PUBLIC SCHOOL DISTRICTS 1995-96 TO 1999-2000								
	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
1995-96								
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
Percent of Certified Enrollment	1.2	3.3	9.2	17.4	26.7	21.0	21.2	100
Percent of Computers	1.5	5.1	11.1	20.7	25.8	18.5	17.3	100
1996-97								
Total Number of Districts	24	46	76	116	83	25	9	379
Number of Districts Reporting	24	46	76	116	83	25	9	379
Percent of Certified Enrollment	1.0	3.0	7.5	17.5	25.1	19.6	26.3	100
Percent of Computers	1.3	4.4	9.2	21.1	25.4	18.8	19.8	100
1997-98								
Total Number of Districts	23	51	71	112	86	25	9	377
Number of Districts Reporting	23	51	71	112	85	25	9	376
Percent of Certified Enrollment	0.9	3.4	7.1	16.8	25.8	19.6	26.4	100
Percent of Computers	1.1	4.6	9.0	19.0	25.8	19.2	21.3	100
1998-99								
Total Number of Districts	22	51	72	113	84	24	9	375
Number of Districts Reporting	22	51	72	112	84	23	9	373
Percent of Certified Enrollment	0.8	3.4	7.2	17.2	25.6	19.3	26.5	100
Percent of Computers	1.1	4.3	8.8	18.7	26.1	18.5	22.5	100
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	.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

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

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

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

of computers available for student use in Iowa public schools from 1995-96 to 1999-2000 ranged from a 55 percent increase in the under 250 enrollment category to a 176 percent increase in the 7,500+ enrollment category. Statewide, the number of computers available to students in Iowa public schools increased more than 100 percent from 1995-96 to 1999-2000.

Electronic Data Interchange

Project EASIER (Electronic Access System for Iowa Education Records) is the Department of Education's electronic data interchange (EDI) endeavor. The purpose of Project EASIER is to reduce school district data burden by leveraging technology that is already in place and is being utilized by local school districts. Information needed for state and federal reporting requirements is extracted by local school districts from existing individual student records residing in school district automated student information systems and transmitted via EDI to replace the need to complete web-based collection forms. Currently, seven Basic Educational Data Survey (BEDS) forms are eliminated through the use of EDI.

In addition, districts are able to send electronic student transcripts to participating post-secondary institutions using the EDI technology. Currently, the three state universities: University of Northern Iowa, University of Iowa, and Iowa State University, are participating. In addition, Kirkwood Community College is also an active participant. In the near future districts will be able to transmit student information needed for placement of students transferring from one district to another in an appropriate educational program.

EDI is the transmission of data from one computer or trading partner to another utilizing standardized formats. Information is transmitted between trading partners, including school districts, the Department of Education, and postsecondary institutions over the Internet after the information has been encrypted. Through the use of encryption software provided by the Department to participating school districts, only the intended recipient of the transmitted information is able to decrypt the information.

Additional information on Project EASIER is available from the Iowa Department of Education web site at:

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

Table 90 reflects participation in Project EASIER by Iowa school districts since the project's inception in 1995-96. During the 1999-2000 school year a total of 217 public school districts were participating in Project EASIER. This represented an increase of 44.7 percent from the previous school year. To date nearly 58 percent of Iowa school districts are participating in Project EASIER.

Table 90

PARTICIPATION OF IOWA PUBLIC SCHOOL DISTRICTS IN ELECTRONIC DATA INTERCHANGE (EDI) THROUGH PROJECT EASIER 1995-96 TO 1999-2000					
	1995-96	1996-97	1997-98	1998-99	1999-2000
Total Number of Districts	384	379	377	375	375
Participation					
Number of Districts	6	34	42	150*	217
Percent of Districts	1.6%	9.0%	11.1%	40.0%	57.9%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, PROJECT EASIER SITE RECORDS, 1999-2000.

NOTE: *PARTICIPATING IOWA SCHOOL DISTRICTS AS OF JULY 2000. PARTICIPATION IN ELECTRONIC DATA INTERCHANGE EFFORTS INVOLVES A NUMBER OF READINESS STAGES AND NOT ALL DISTRICTS HAVE TRANSMITTED STUDENT RECORDS ELECTRONICALLY.

A distribution of Project EASIER school districts is shown by area education agency in Table 91. Project EASIER participants are represented in each of the area education agencies.

Table 91

DISTRIBUTION OF IOWA PROJECT EASIER SITES BY AREA EDUCATION AGENCY 1999-2000				
Area Education Agency	Total Number of Districts	Percent of Total Districts	Number of Participating Sites	Percent of Total Sites
1	25	6.7%	14	6.5%
2	24	6.4	14	6.5
3	19	5.1	7	3.2
4	14	3.7	9	4.2
5	31	8.2	22	10.1
6	16	4.3	10	4.6
7	22	5.9	15	6.9
9	22	5.9	17	7.8
10	33	8.8	9	4.2
11	56	14.9	32	14.7
12	24	6.4	13	6.0
13	31	8.2	21	9.7
14	21	5.6	15	6.9
15	24	6.4	15	6.9
16	13	3.5	4	1.8
State	375	100.0%	217	100.0%

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, PROJECT EASIER SITE RECORDS, 1999-2000.

The progress of Project EASIER school districts in transmitting data via EDI directly from local automated student information systems to the Department of Education to fulfill student-based Basic Educational Data Survey is detailed in Table 92.

In 1995-96 only a single district transmitted student-based information needed to complete BEDS reports to the Department of Education using electronic data interchange. In 1998-99 more than one-fourth of all Iowa public school districts transmitted student-based BEDS information via EDI and in 1999-2000 more than one-third of all school districts transmitted student-based BEDS information using electronic data interchange.

Table 92

DISTRICTS TRANSMITTING STUDENT-BASED BASIC EDUCATIONAL DATA SURVEY (BEDS) VIA ELECTRONIC DATA INTERCHANGE (EDI)			
Year	Total Number 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

SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, PROJECT EASIER SITE RECORDS, 1995-96 THROUGH 1999-2000.

Early Childhood Education

In 1999-2000 more than 81 percent of Iowa public school districts reported offering all-day everyday kindergarten programs. The growth in all-day, everyday kindergarten programs has been steady since the 1985-86 school year when only 25.2 percent of districts offered all-day, everyday kindergarten programs (Table 93). Table 94 presents information on kindergarten program type by enrollment category for the 1999-2000 school year. In general a substantially higher percentage of districts with enrollments under 1,000 offered all-day, everyday kindergarten programs than districts with enrollments exceeding 1,000.

Table 93

**NUMBER AND PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS OFFERING
ALL-DAY, EVERYDAY, TWO-SEMESTER
KINDERGARTEN PROGRAMS — 1985-86 TO 1999-2000**

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

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

NOTE: THE KINDERGARTEN PROGRAM TYPE FOR ONE SCHOOL DISTRICT WAS DETERMINED BASED ON 1998-99 SURVEY RESULTS.

Table 94

IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE — 1999-2000

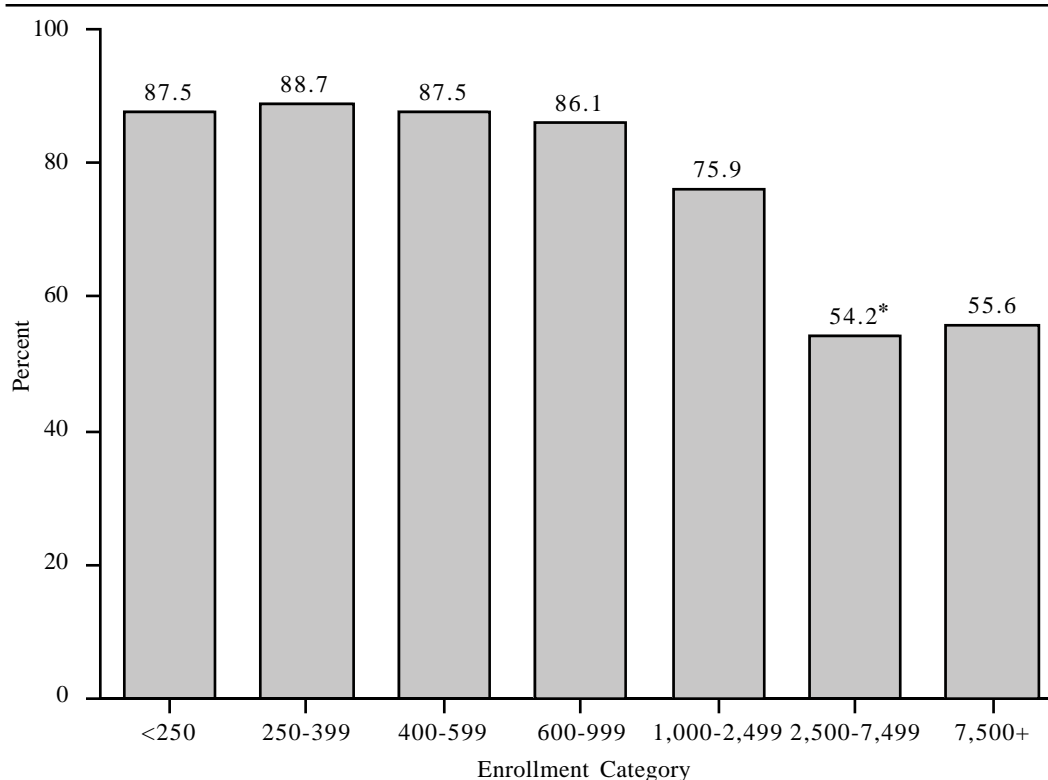
Enrollment Category	Total Number of Districts	Kindergarten Program Type			
		All-Day, Everyday, Two-Semesters		All Others	
		Number of Districts	Percent of Districts in Category	Number of Districts	Percent of Districts in Category
<250	24	21	87.5	3	12.5
250-399	55	47	88.7	8	11.3
400-599	72	63	87.5	9	12.5
600-999	108	93	86.1	15	13.9
1,000-2,499	83	63	75.9	20	24.1
2,500-7,499	24	13	54.2	11*	45.8
7,500+	9	5	55.6	4	44.4
State	375	305	81.3	70	18.7

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

NOTE: *THE KINDERGARTEN PROGRAM TYPE FOR ONE SCHOOL DISTRICT WAS DETERMINED BASED ON 1998-99 SURVEY RESULTS.

Figure 27

PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH ALL-DAY, EVERYDAY, TWO-SEMESTER KINDERGARTEN PROGRAM BY ENROLLMENT CATEGORY 1999-2000



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

NOTE: *THE KINDERGARTEN PROGRAM TYPE FOR ONE SCHOOL DISTRICT WAS DETERMINED BASED ON 1998-99 SURVEY RESULTS.

Table 95 reflects preschool enrollments in Iowa public schools. Preschool enrollment in 1999-2000 was up slightly from 1998-99 figures to 7,446. Since the 1996-97 school year, preschool enrollment in Iowa public schools increased by more than 47 percent.

Table 95

**IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENTS
BY ENROLLMENT CATEGORY
1996-97 TO 1999-2000**

Enrollment Category	Preschool Enrollment				Percent of Total Preschool Enrollment				Percent Change in Preschool Enrollment 1996-1997 to 1999-2000
	1996-1997	1997-1998	1998-1999	1999-2000*	1996-1997	1997-1998	1998-1999	1999-2000	
<250	90	203	246	190	1.8%	3.0%	3.3%	2.5%	111.1%
250-399	378	417	459	641	7.5%	6.1%	6.2%	8.6%	69.6%
400-599	410	551	837	652	8.1%	8.0%	11.3%	8.8%	59.0%
600-999	888	1,606	1,571	1,398	17.6%	23.4%	21.3%	18.8%	57.4%
1,000-2,499	1,001	1,118	1,470	1,392	19.8%	16.3%	19.9%	18.7%	39.1%
2,500-7,499	679	865	826	635	13.4%	12.6%	11.2%	8.5%	-6.5%
7,500+	1,612	2,100	1,980	2,538	31.9%	30.6%	26.8%	34.1%	57.4%
State	5,058	6,860	7,389	7,446	100.0%	100.0%	100.0%	100.0%	47.2%

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

NOTE: *THE PRESCHOOL ENROLLMENT FOR ONE OF THE SCHOOL DISTRICTS IN 1999-2000 WAS DETERMINED, BASED ON 1998-99 SURVEY RESULTS.

Student Performance

The student performance portion of the *Annual Condition of Education Report* presents state level summary information on a number of indicators of how Iowa students are performing now compared to past performance. Information, where available, is also provided by enrollment categories and by the subgroups of gender, race, socioeconomic level, and disability. Comparisons are also made with other states and the nation when availability of data permits.

The information presented in the student performance section is derived from a number of sources: the Basic Educational Data Survey (BEDS); the Iowa Tests of Basic Skills (ITBS); the Iowa Tests of Educational Development; American College Testing Assessment (ACT); Scholastic Assessment Tests (SAT); Advanced Placement (AP); and from the National Center for Educational Statistics (NCES).

A special section premieres in this edition of the *Annual Condition of Education Report*. The section presents information on State Indicators of Student Success.

State Indicators of Student Success

As part of the Iowa Department of Education State Board's Strategic Plan, and *Iowa Administrative Code 281*—Chapter 12, State Indicators of Student Success have been identified. The indicators are tracked over time to measure progress. State Indicators include: 1) the percentage of 4th, 8th, and 11th grade students 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 the areas of reading, mathematics, and science, 2) the percentage of students considered as dropouts in grades 7 through 12, 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 years of English and three or more years each of mathematics, science, and social studies.

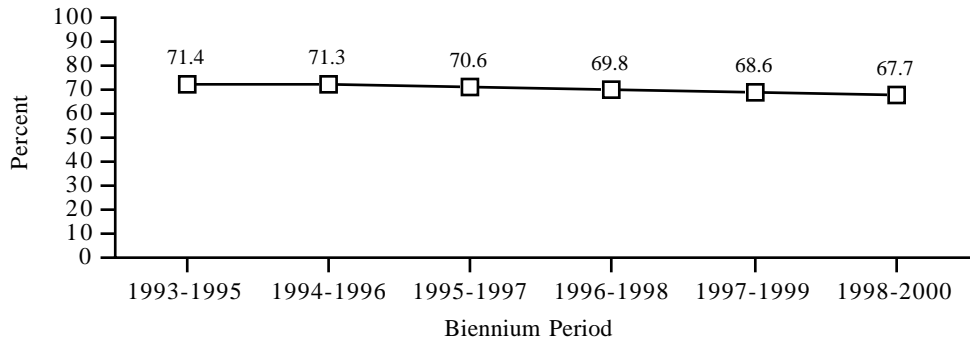
For the indicators showing the percentage of students achieving at or above the proficient level, subgroup data are shown for gender, race/ethnicity, socioeconomic status, as determined by eligibility for free or reduced price meals, and by disability, as determined by the presence of an individualized education plan or IEP. Data for science are not yet available but will be included in the future.

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, and disability)

Figure 28

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

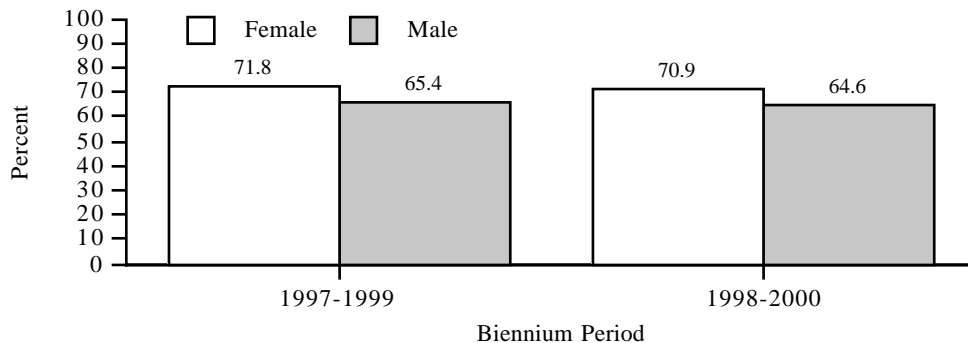
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-95 REPRESENTS THE AVERAGE SCORE FOR THE 1993-94 AND THE 1994-95 SCHOOL YEARS.

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 29

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY GENDER**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

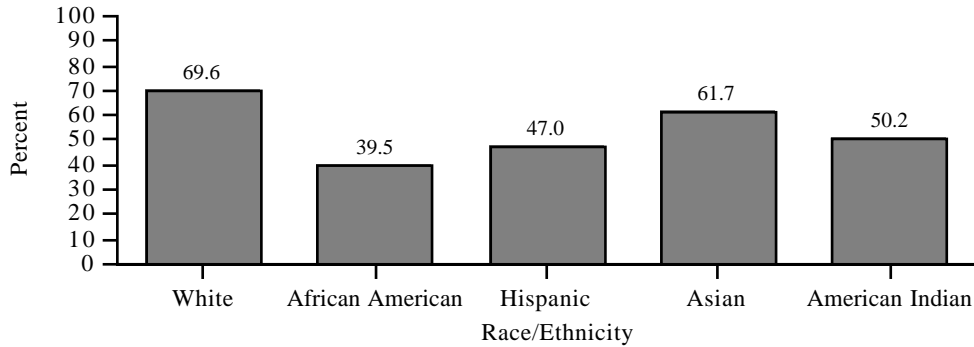
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-99 REPRESENTS THE AVERAGE SCORE FOR THE 1997-98 AND THE 1998-99 SCHOOL YEARS.

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 30

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

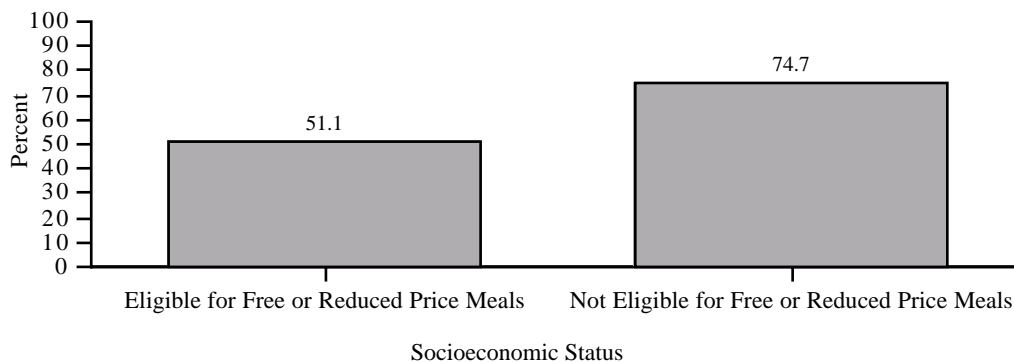
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

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 SOCIOECONOMIC STATUS*
BIENNIUM PERIOD 1998-2000**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

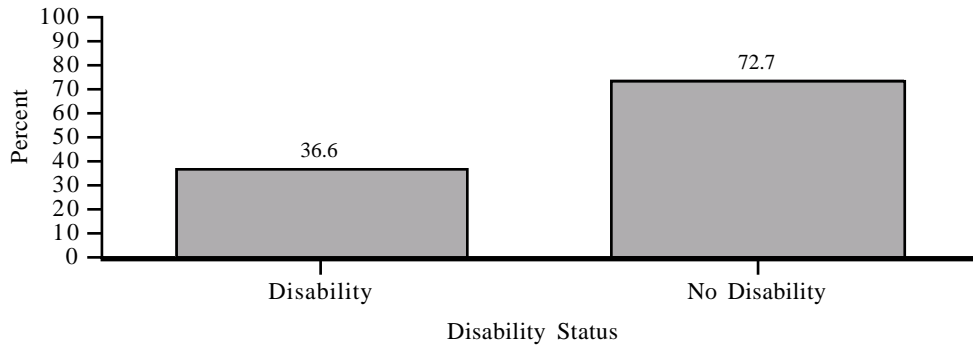
A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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 32

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

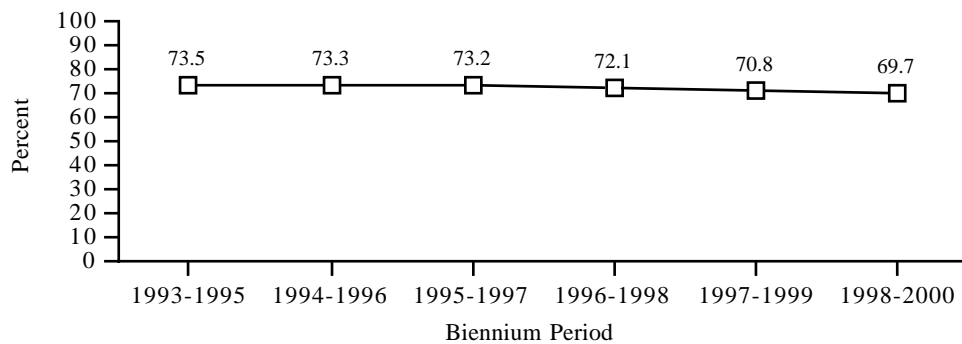
UNDERSTAND SOME FACTUAL INFORMATION; SOMETIMES CAN DRAW CONCLUSIONS AND MAKE INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS; AND IS BEGINNING TO BE ABLE TO IDENTIFY THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEXT, AND INTERPRET NONLITERAL LANGUAGE.

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 33

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

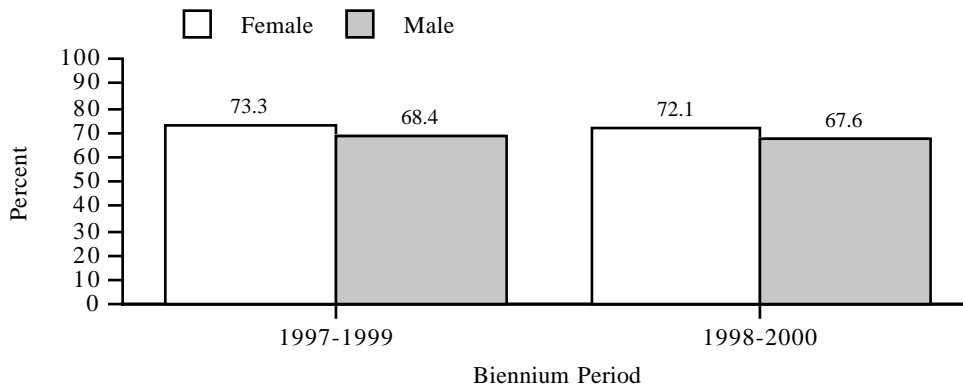
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-95 REPRESENTS THE AVERAGE SCORE FOR THE 1993-94 AND THE 1994-95 SCHOOL YEARS.

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 34

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS READING COMPREHENSION TEST BY GENDER**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

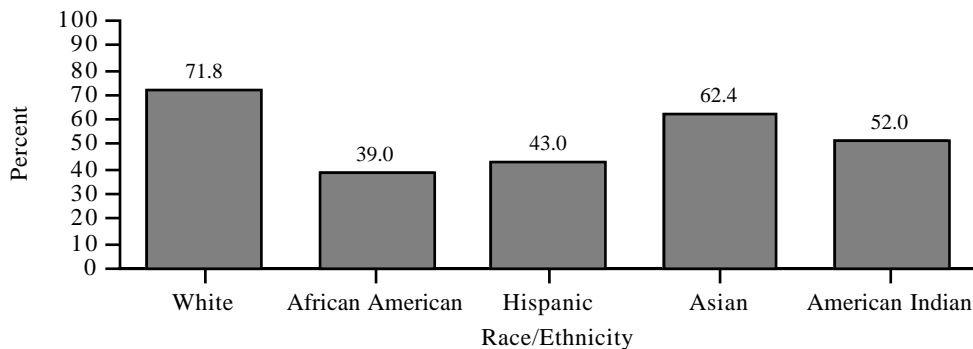
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-99 REPRESENTS THE AVERAGE SCORE FOR THE 1997-98 AND THE 1998-99 SCHOOL YEARS.

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 35

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

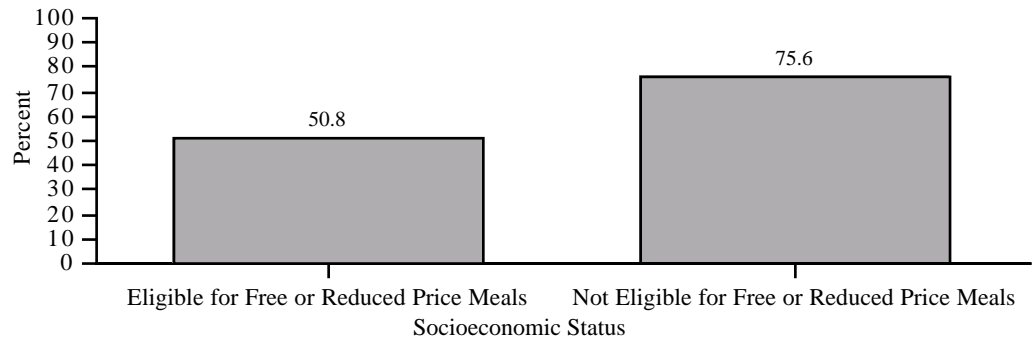
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

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 36

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

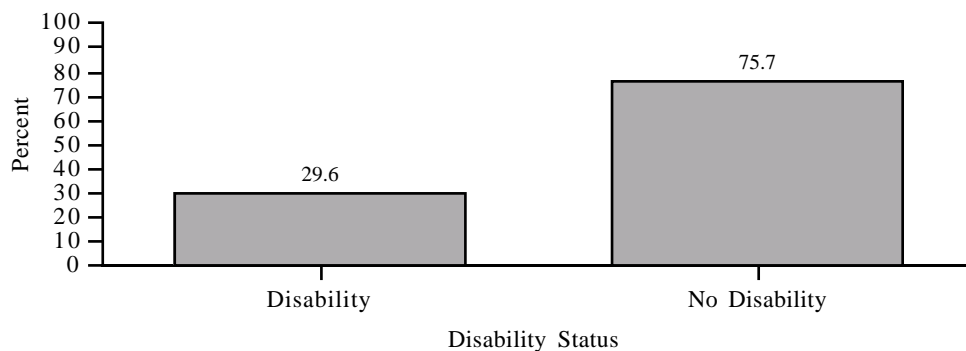
A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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.

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

Figure 37

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

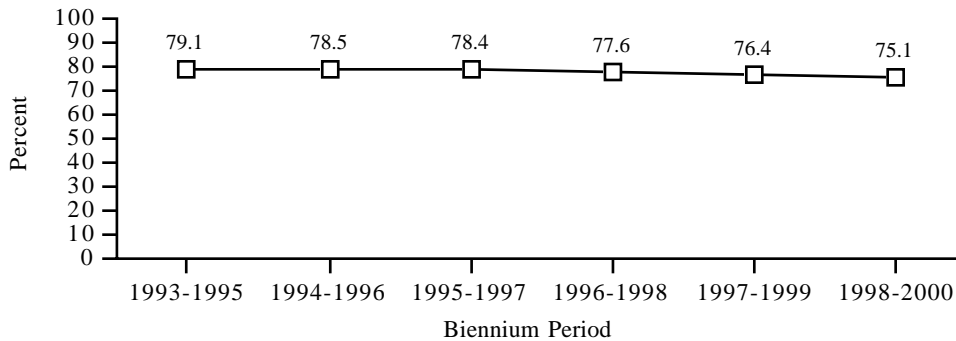
UNDERSTAND SOME FACTUAL INFORMATION; SOMETIMES CAN DRAW CONCLUSIONS AND MAKE INFERENCES ABOUT THE MOTIVES AND FEELINGS OF CHARACTERS, AND APPLY WHAT HAS BEEN READ TO NEW SITUATIONS; AND SOMETIMES CAN IDENTIFY THE MAIN IDEA, EVALUATE THE STYLE AND STRUCTURE OF THE TEST, AND INTERPRET NONLITERAL LANGUAGE.

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 38

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED CONTENT AREA READING TEST**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

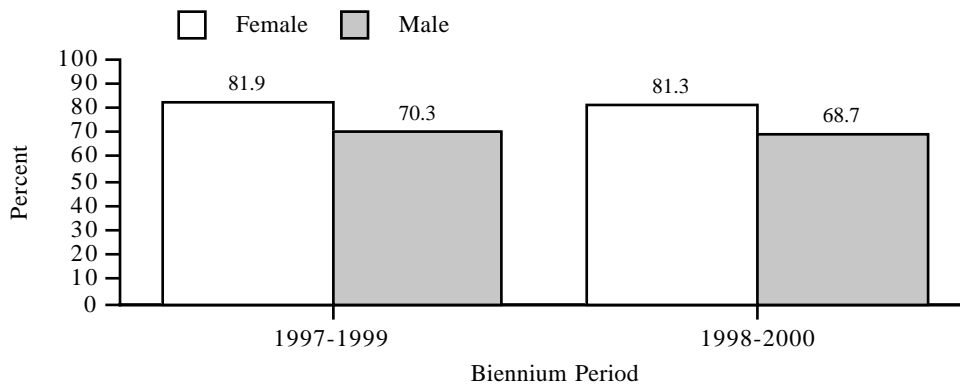
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-95 REPRESENTS THE AVERAGE SCORE FOR THE 1993-94 AND THE 1994-95 SCHOOL YEARS.

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 39

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED CONTENT AREA READING TEST**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

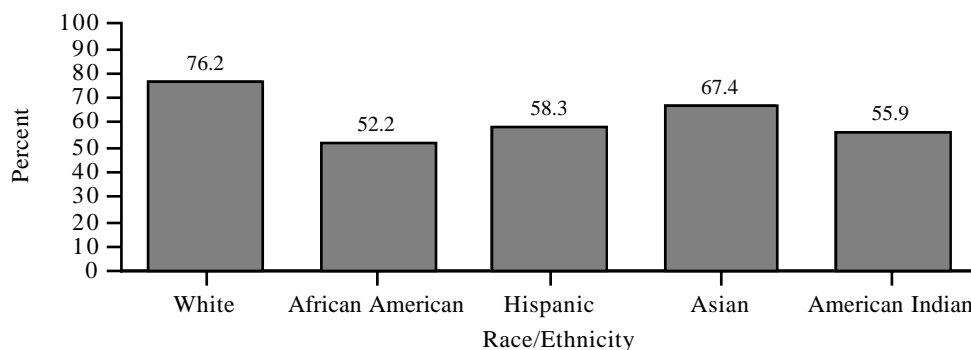
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-99 REPRESENTS THE AVERAGE SCORE FOR THE 1997-98 AND THE 1998-99 SCHOOL YEARS.

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 40

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED CONTENT AREA READING TEST BY RACE/ETHNICITY
BIENNIUM PERIOD 1998-2000**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

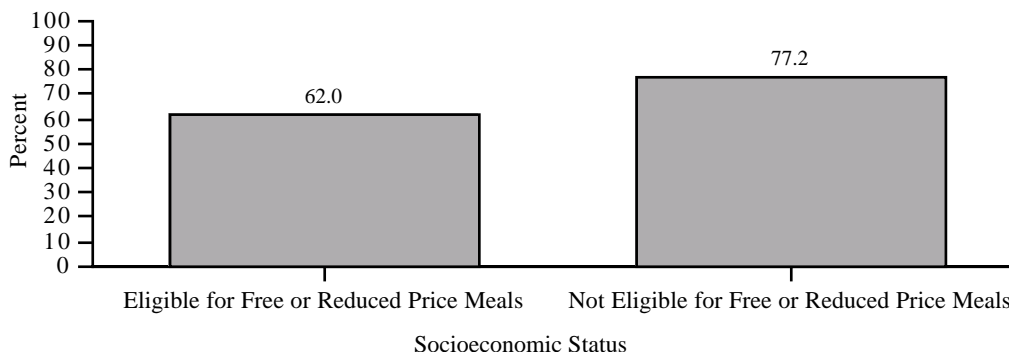
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

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Figure 41

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED CONTENT AREA READING TEST BY SOCIOECONOMIC STATUS*
BIENNIUM PERIOD 1998-2000**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

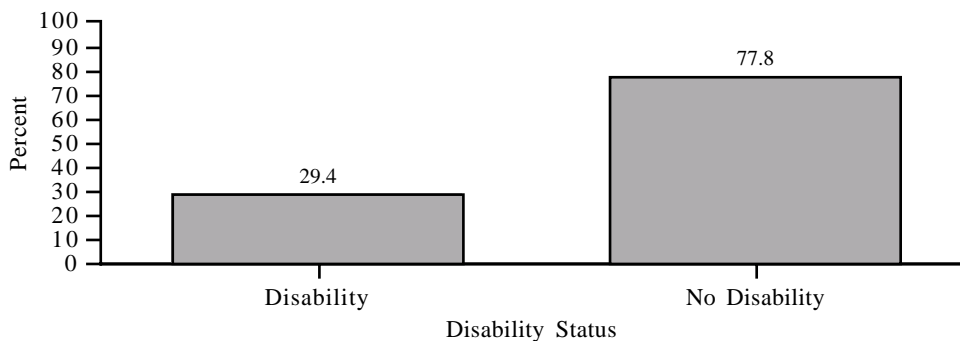
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*SOCIOECONOMIC STATUS IS DETERMINED BY ELIGIBILITY FOR FREE OR REDUCED PRICE MEALS.

Figure 42

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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

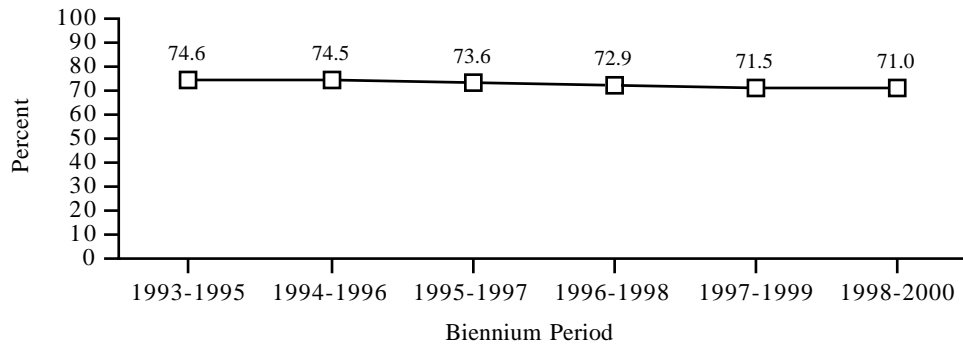
*DISABILITY STATUS IS DETERMINED BY THE PRESENCE OF AN INDIVIDUALIZED EDUCATION PLAN OR IEP.

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, and disability)

Figure 43

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

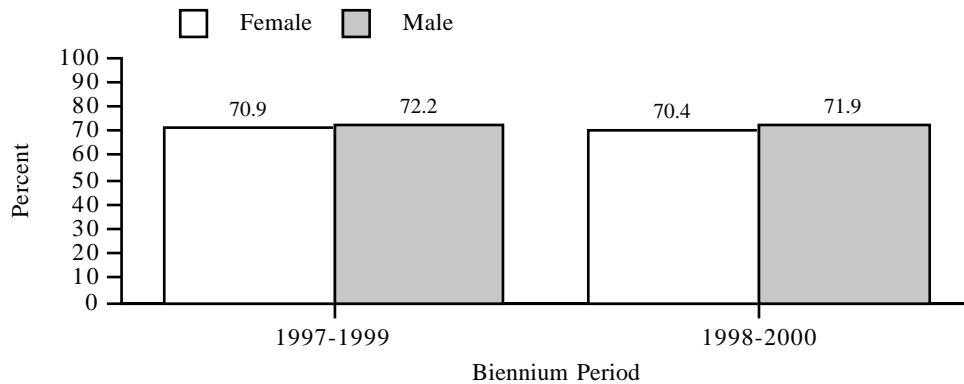
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED.
E.G. 1993-95 REPRESENTS THE AVERAGE SCORE FOR THE 1993-94 AND THE 1994-95 SCHOOL YEARS.

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 44

**PERCENT OF IOWA FOURTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY GENDER**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

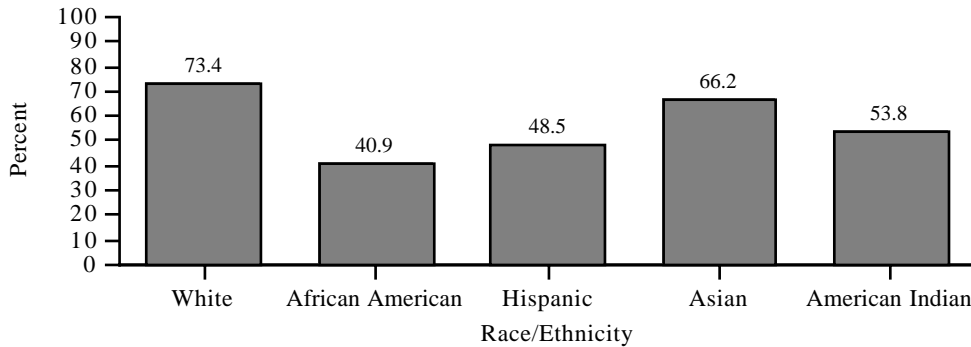
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED.
E.G. 1997-99 REPRESENTS THE AVERAGE SCORE FOR THE 1997-98 AND THE 1998-99 SCHOOL YEARS.

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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 45

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

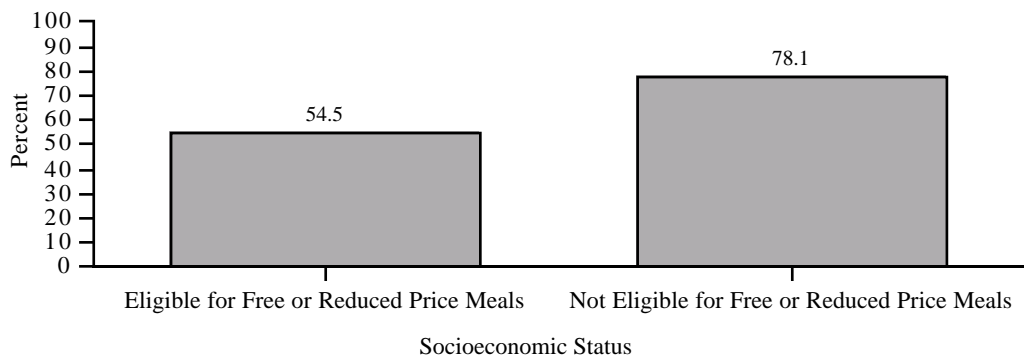
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

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Figure 46

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

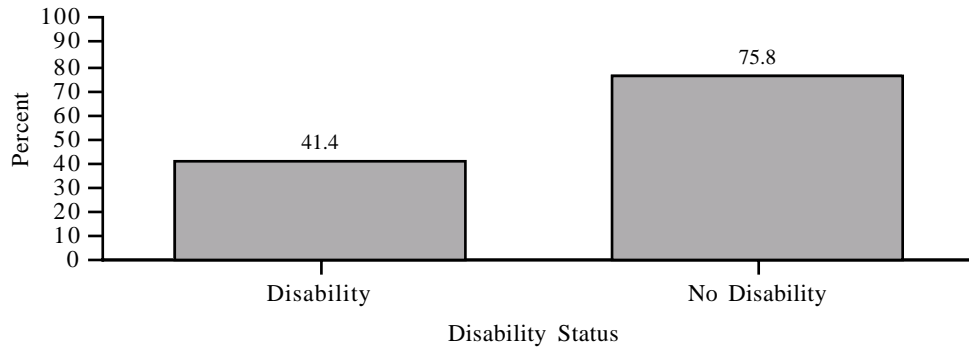
A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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.

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

Figure 47

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

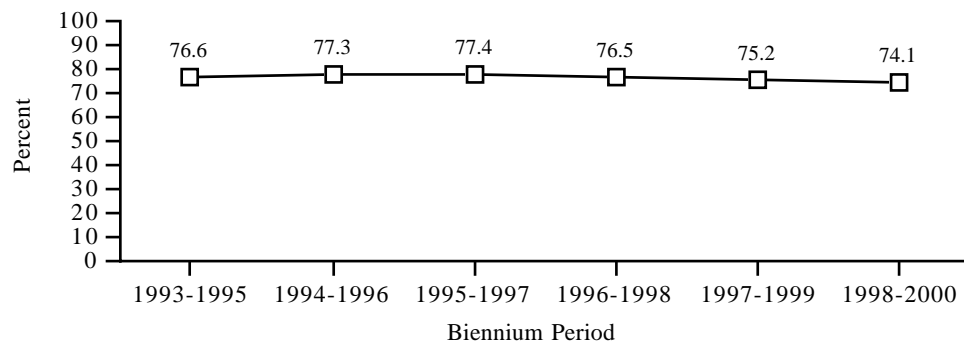
IS DEVELOPING AN UNDERSTANDING OF MOST MATH CONCEPTS, IS DEVELOPING THE ABILITY TO SOLVE SIMPLE AND COMPLEX WORD PROBLEMS AND TO USE ESTIMATION METHODS, AND IS BEGINNING TO DEVELOP THE ABILITY TO INTERPRET DATA FROM GRAPHICS AND TABLES.

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 48

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

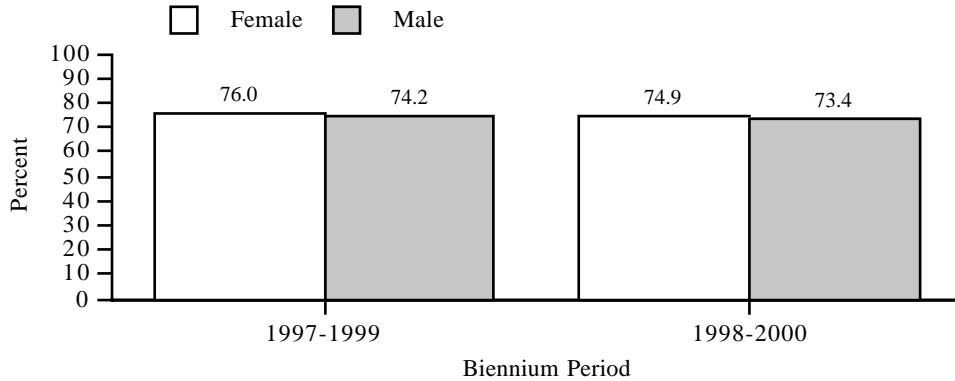
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1993-95 REPRESENTS THE AVERAGE SCORE FOR THE 1993-94 AND THE 1994-95 SCHOOL YEARS.

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 49

**PERCENT OF IOWA EIGHTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITBS MATHEMATICS TOTAL TEST BY GENDER**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

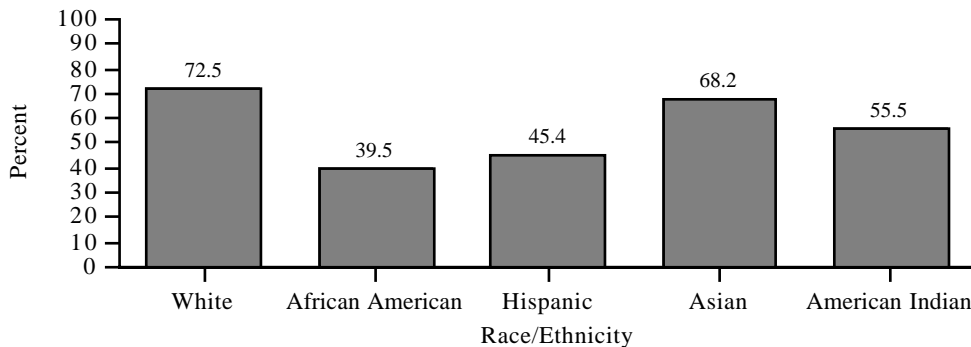
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1997-99 REPRESENTS THE AVERAGE SCORE FOR THE 1997-98 AND THE 1998-99 SCHOOL YEARS.

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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 50

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

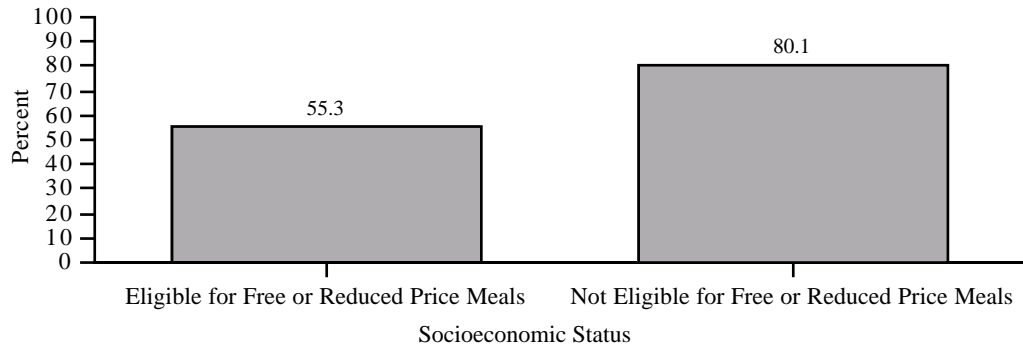
NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

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 51

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

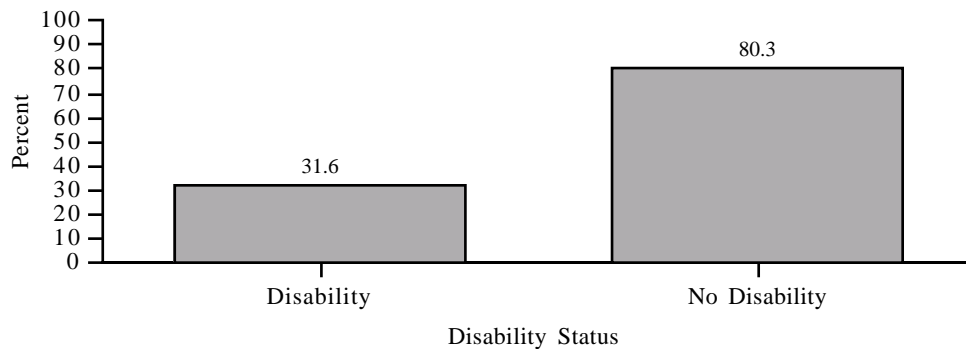
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IS BEGINNING TO DEVELOP AN UNDERSTANDING OF MOST MATH CONCEPTS AND TO DEVELOP THE ABILITY TO SOLVE WORD PROBLEMS, USE A VARIETY OF ESTIMATION METHODS, AND INTERPRET DATA FROM GRAPHS AND TABLES.

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

Figure 52

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

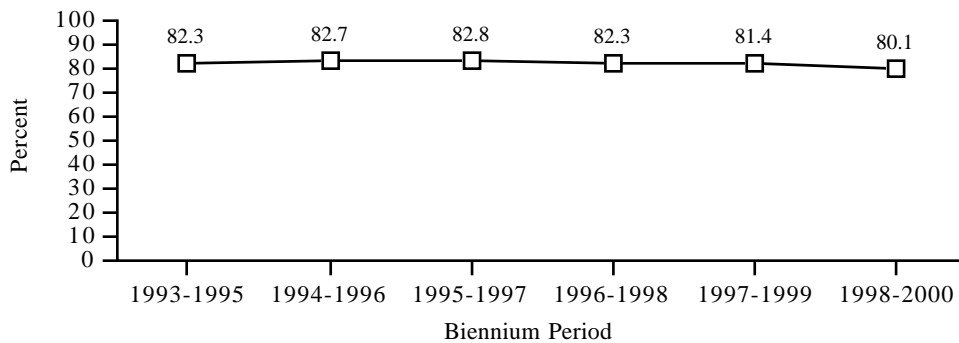
IS BEGINNING TO DEVELOP AN UNDERSTANDING OF MOST MATH CONCEPTS AND TO DEVELOP THE ABILITY TO SOLVE WORD PROBLEMS, USE A VARIETY OF ESTIMATION METHODS, AND INTERPRET DATA FROM GRAPHS AND TABLES.

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 53

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED.

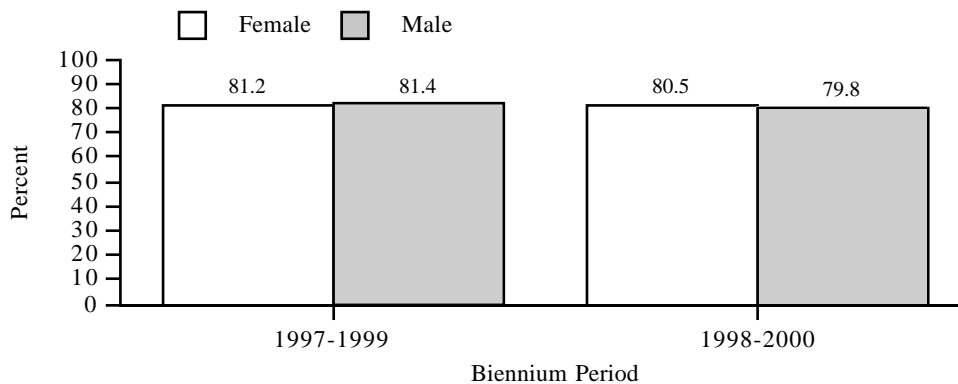
E.G. 1993-95 REPRESENTS THE AVERAGE SCORE FOR THE 1993-94 AND THE 1994-95 SCHOOL YEARS.

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.

Figure 54

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS
PERFORMING AT OR ABOVE PROFICIENT LEVEL ON
ITED QUANTITATIVE THINKING TEST BY GENDER**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED.

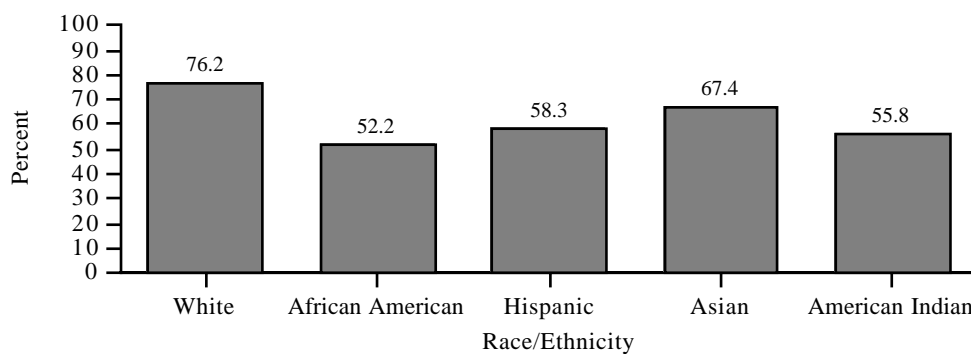
E.G. 1997-99 REPRESENTS THE AVERAGE SCORE FOR THE 1997-98 AND THE 1998-99 SCHOOL YEARS.

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.

Figure 55

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED.
E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 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.

Figure 56

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED.
E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 SCHOOL YEARS.

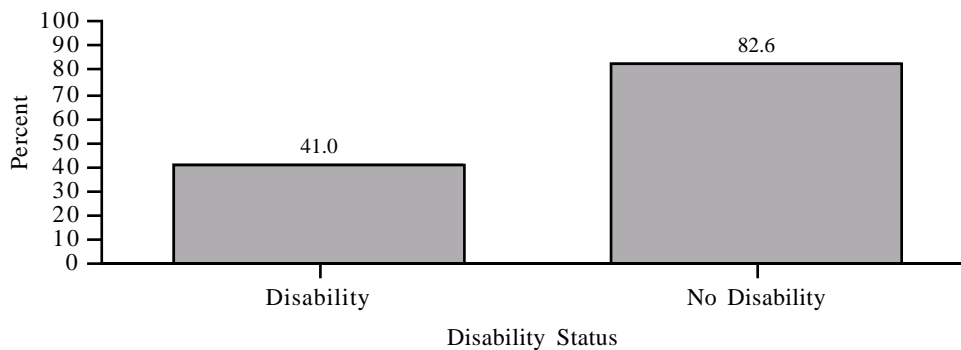
A STUDENT DESIGNATED AS PROFICIENT CAN, AT A MINIMUM, DO THE FOLLOWING:

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.

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

Figure 57

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



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

NOTES: SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND THE 1999-00 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.

Science

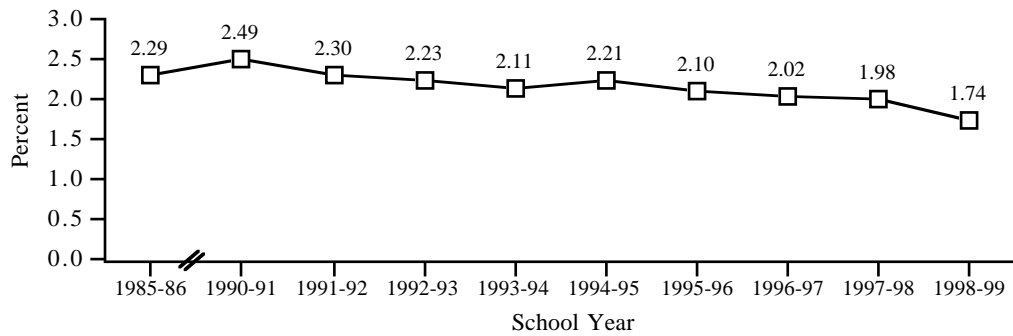
Indicator: Percentage of 4th, 8th, and 11th grade students achieving proficient or higher science status on the ITBS Science Test or the ITED Science Test, reported for all students and by gender, race/ethnicity, socioeconomic status, and disability (Science data are not currently reported but will be 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 58

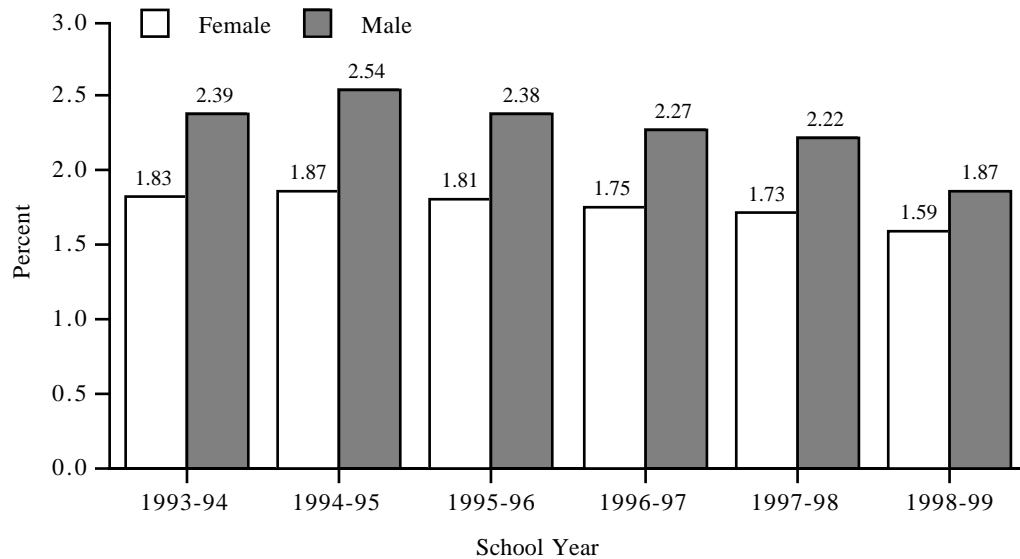
**IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF
PUBLIC SCHOOL STUDENTS IN GRADES 7-12**



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

Figure 59

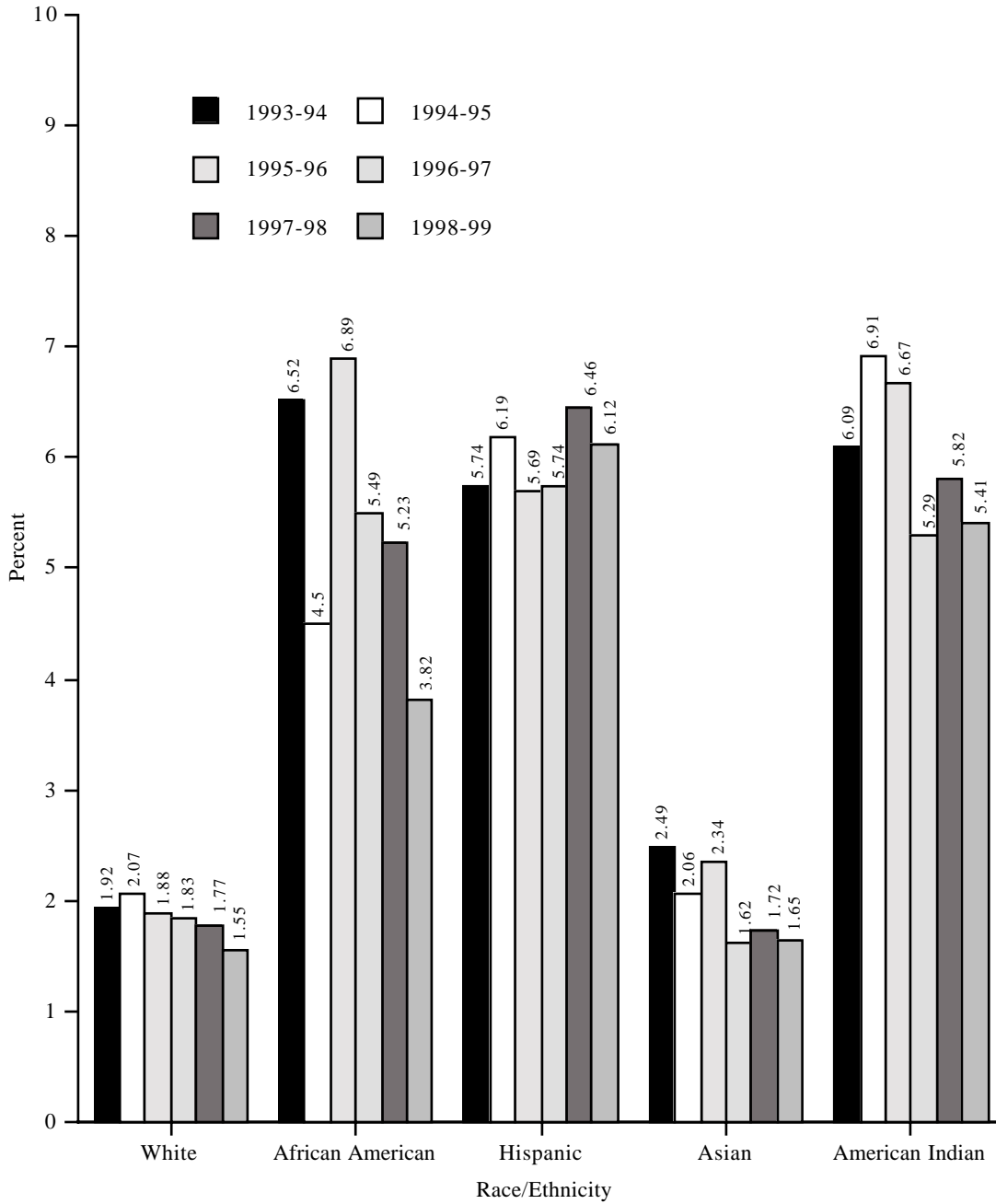
**IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF
PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER**



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

Figure 60

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



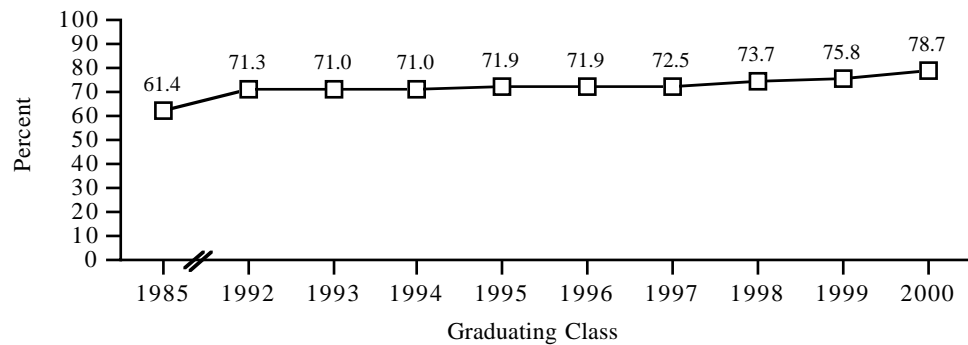
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, DROPOUT FILES.

Postsecondary Education/Training Intentions

Indicator: Percentage of high school graduates/seniors intending to pursue post-secondary education/training, reported for all students by gender (Data will be reported by race/ethnicity and by disability at such time when electronic student data bases are available at each local school district)

Figure 61

PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING, GRADUATING CLASSES OF 1985 AND 1992-2000



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 62

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



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

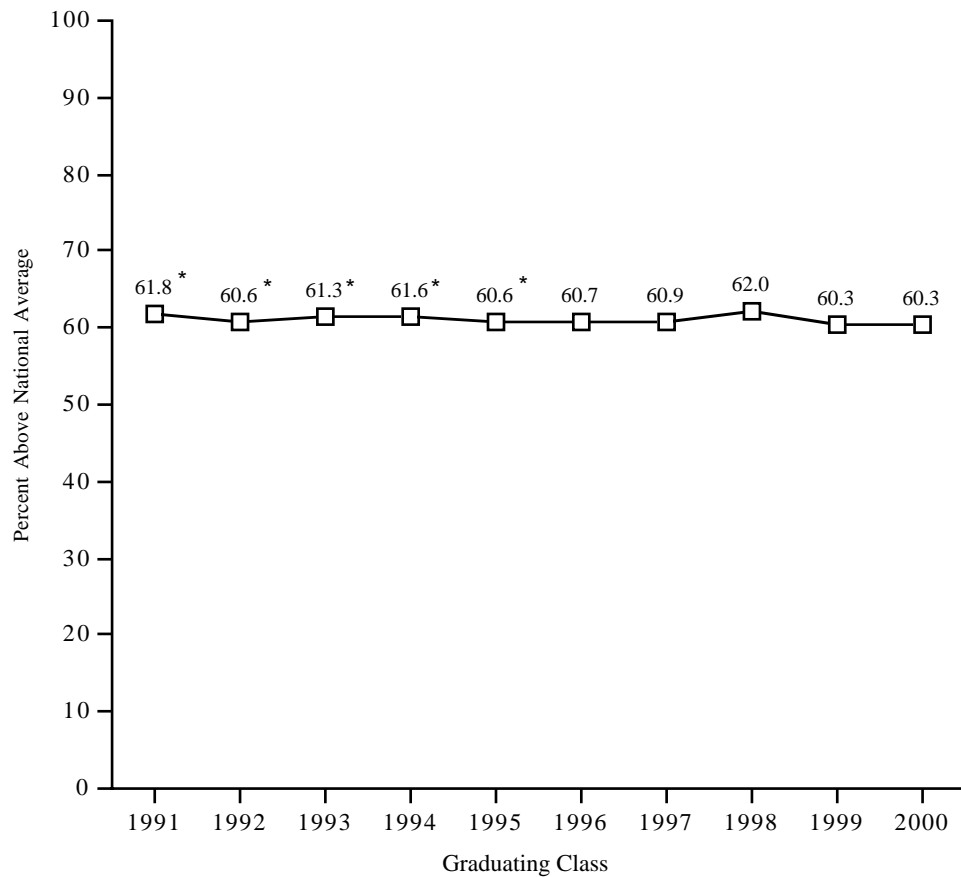
NOTE: DUE TO THE TRANSITION FROM COLLECTING DATA ON A GRADUATE FOLLOW-UP BASIS TO COLLECTING INTENTIONS FOR GRADUATES, DATA FOR THE GRADUATING CLASSES OF 1998 AND 1999 REPRESENT CALCULATED ESTIMATES.

Probable Postsecondary Success

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

Figure 63

PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE 1991-2000



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

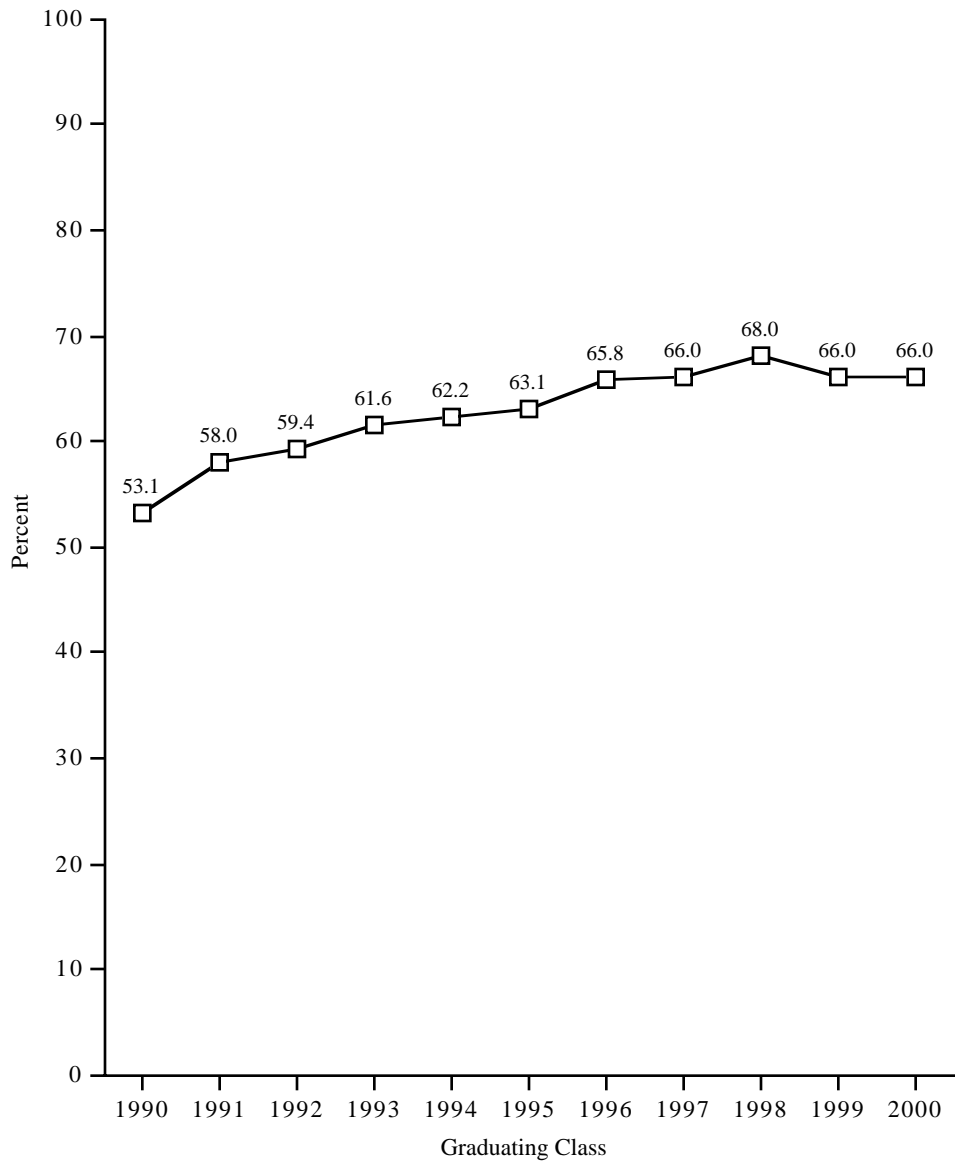
NOTE: THE ACTUAL PERCENTAGE OF IOWA STUDENTS WITH ACT SCORES ABOVE THE NATIONAL AVERAGE ARE SHOWN WHERE THE NATIONAL AVERAGE SCORE IS A WHOLE NUMBER. YEARS SHOWN AS ESTIMATES ARE MARKED WITH AN ASTERISK(*).

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, science, and social studies on the ACT

Figure 64

PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM 1990-2000



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 reports that furnish information for improving instruction and learning. Information provided through the ITP also allows schools to track student achievement over time at both the attendance center and district level as well as by grade level. During the 1999-2000 school year all school districts but one and a majority of 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 three through eight, and the Iowa Tests of Educational Development (ITED), for students in grades nine through twelve.

Iowa Tests of Basic Skills (ITBS)

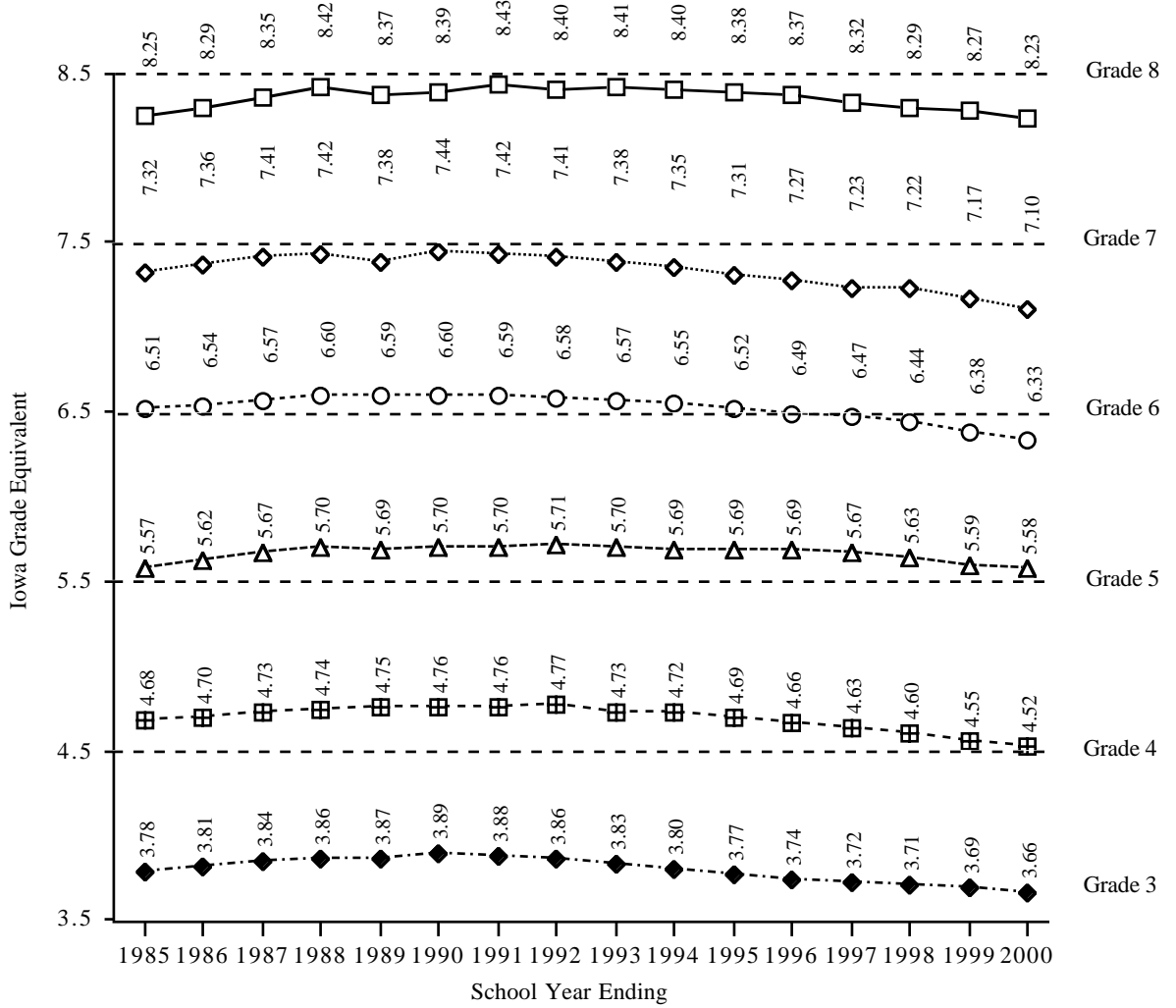
The ITBS offers a battery of 13 separate tests. These include: 1) Vocabulary, 2) Reading Comprehension, 3) Capitalization, 4) Punctuation, 5) Spelling, 6) Language Usage and Expression, 7) Mathematics Concepts and Estimation, 8) Mathematics Problem Solving and Data Interpretation, 9) Mathematics Computation, 10) Social Studies, 11) Science, 12) Maps and Diagrams, and 13) Reference Materials. Scores are reported for each test, and a composite score to report general overall achievement is also provided.

ITBS data for Iowa students in grades three through eight are provided in Figures 65-67 for composite scores, reading comprehension scores, and mathematics total scores. Scores are reported as grade equivalents and indicate how students performed based on a particular grade and the number of months in the grade. A grade equivalent score of 3.5, for example, indicates how the typical student completing the fifth month (January) of grade three would score.

ITBS composite scores for grades three through eight are shown in Figure 65. Composite scores for grades three through eight have shown a general decline since 1992. With the exception of grade five, scores in grades three through eight have shown a minimum of seven years of decline. Scores for grade five have shown a slow decline over the last four years.

Figure 65

**IOWA ITBS AVERAGE COMPOSITE SCORES FOR GRADES 3-8, 1985-2000
IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS**



SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

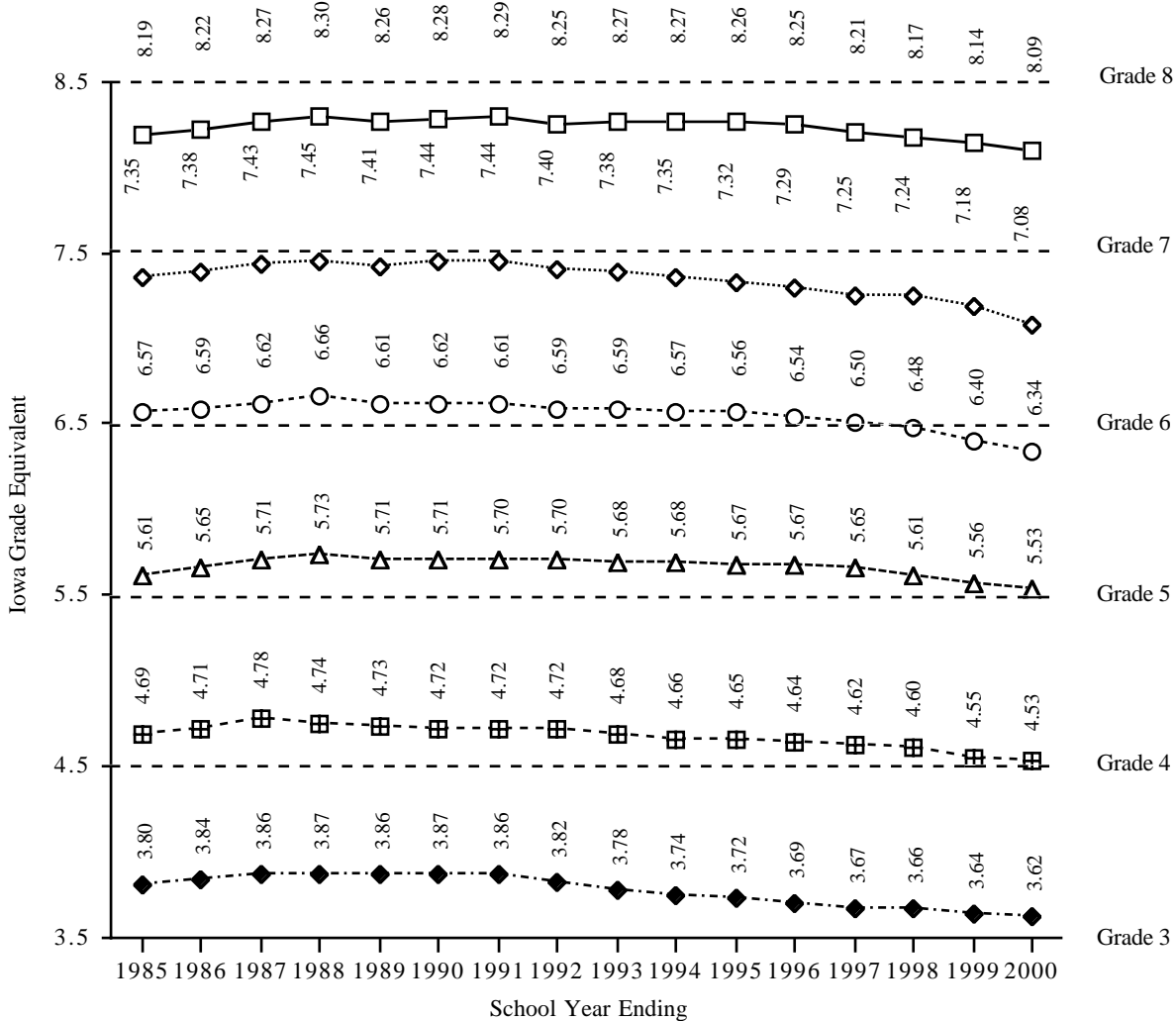
NOTES: BASELINE IS MIDYEAR OF 1965.

THE 1985-1993 COMPOSITE DOES NOT INCLUDE SOCIAL STUDIES AND SCIENCE.

ITBS Reading Comprehension scores are reported as Iowa grade equivalent scores for grades three through eight in Figure 66. As with composite scores, reading comprehension scores for Iowa students in grades three through eight have shown general declines for all grade levels over the past several years.

Figure 66

**IOWA ITBS AVERAGE READING COMPREHENSION SCORES
FOR GRADES 3-8, 1985-2000
IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS**

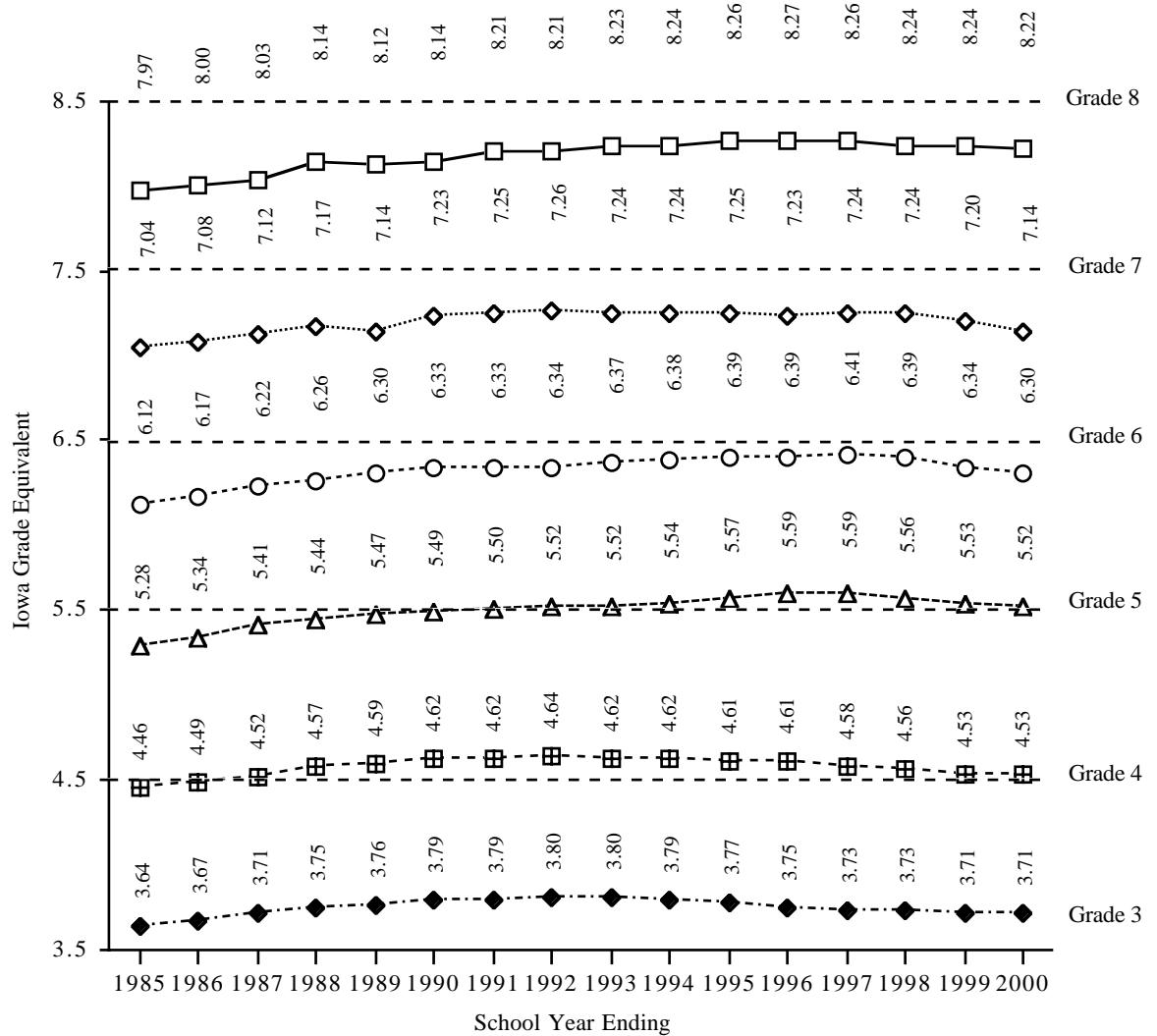


SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.
NOTE: BASELINE IS MIDYEAR OF 1965.

ITBS Mathematics Total scores for Iowa students are presented in Figure 67. Mathematics total scores for students in grades six, seven, and eight have remained relatively stable since 1991, while scores for grades three and four have shown a gradual decline over the past few years.

Figure 67

**IOWA ITBS AVERAGE MATHEMATICS TOTAL SCORES FOR
GRADES 3-8, 1985-2000
IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS**



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

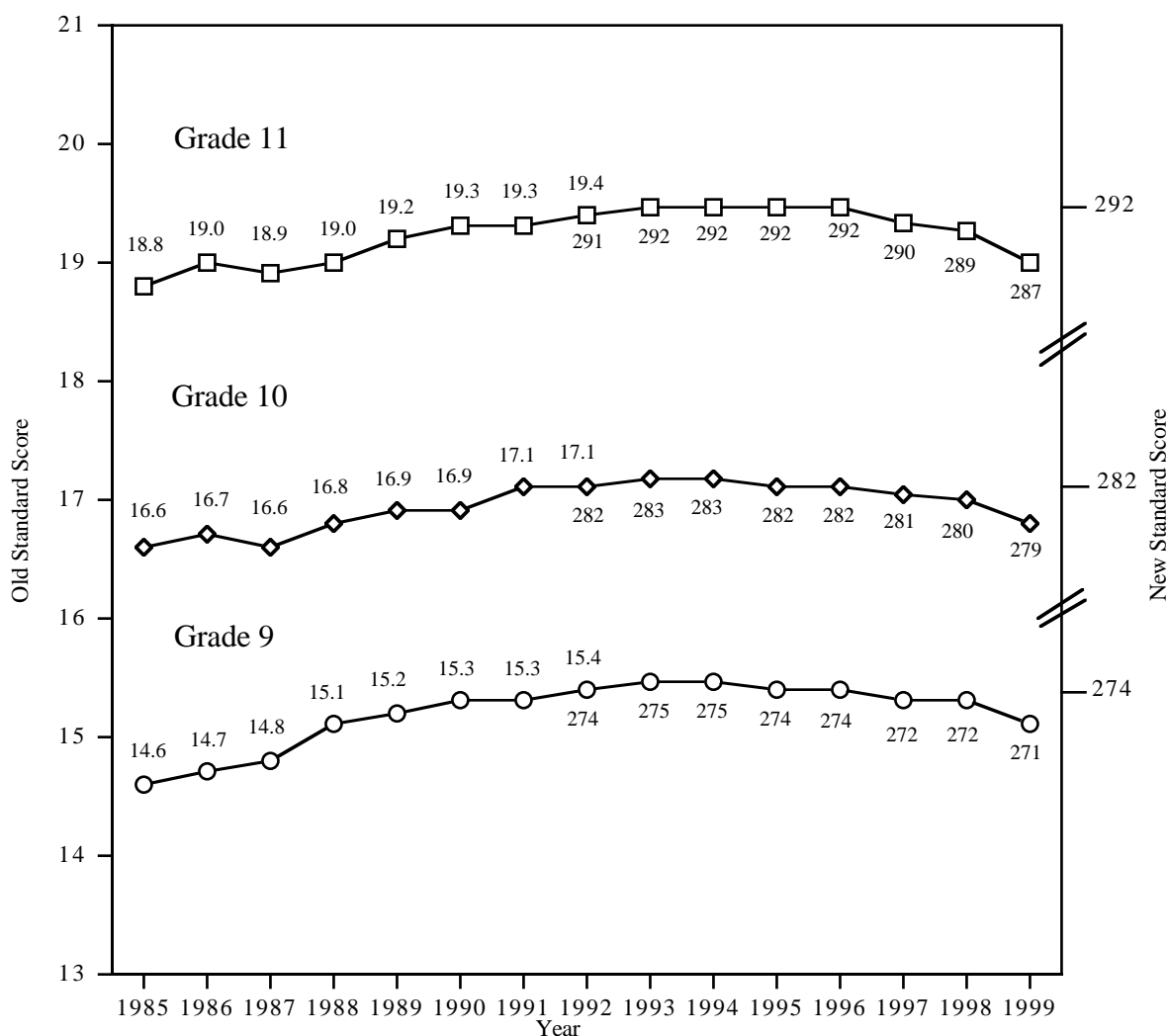
Iowa Tests of Educational Development (ITED)

The ITED offers a battery of seven separate tests. These include: 1) Vocabulary, 2) Literary Materials, 3) Expression, 4) Quantitative Thinking, 5) Social Studies, 6) Science, and 7) Sources of Information. Scores are reported for each test, and a composite score to report overall achievement is also provided. The ITED also provides a Content Area Reading score based on performance on selected portions of the Literary Materials and Social Studies tests.

ITED average composite scores are reported in Figure 68 for grades nine through eleven. ITED average composite scores for grades nine through eleven were relatively stable from 1992 through 1996, and experienced a slight decline over the past three years.

Figure 68

IOWA ITED AVERAGE COMPOSITE SCORES FOR GRADES 9-11 1985-1999



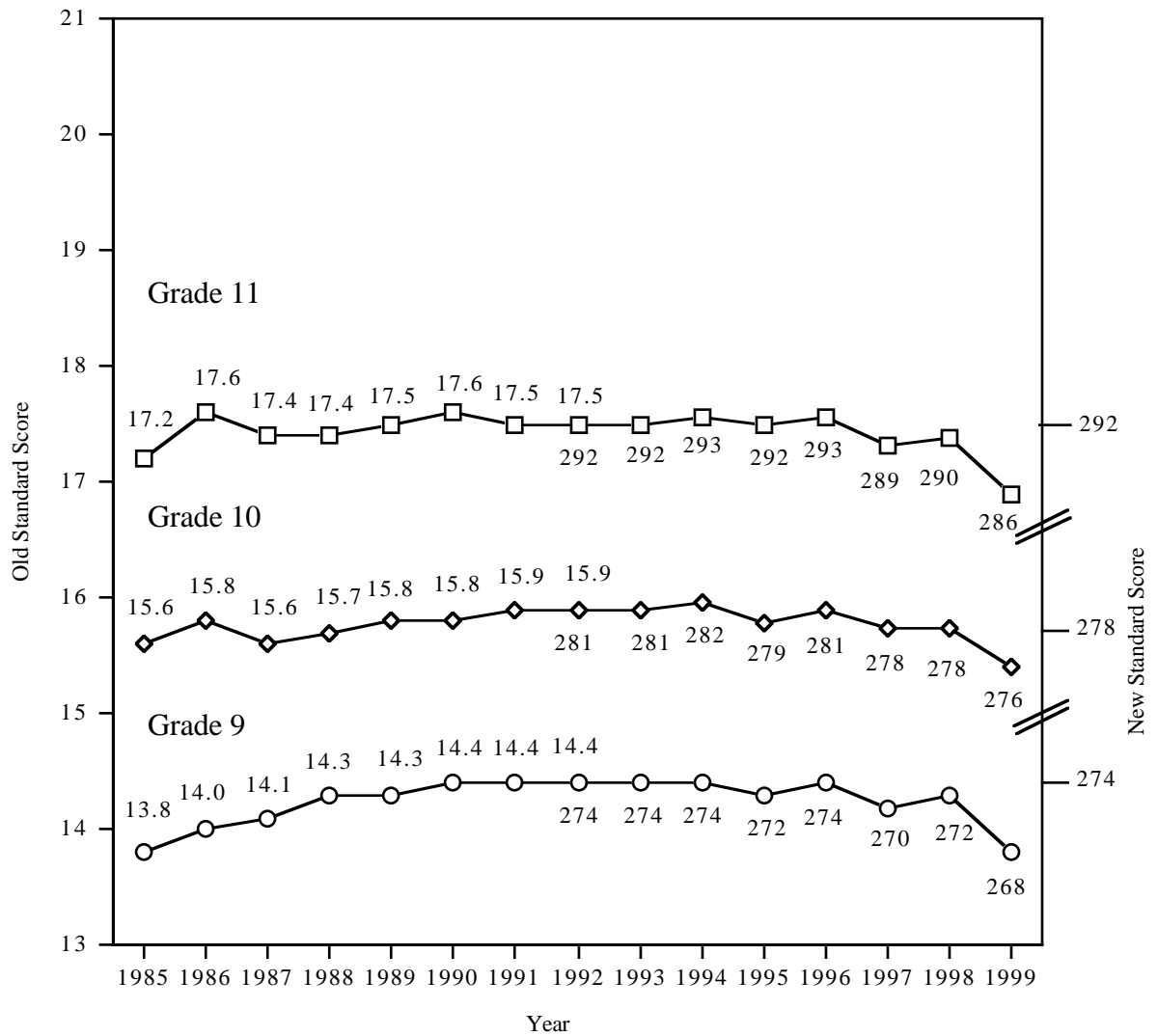
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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.

ITED average content area reading scores for grades nine through eleven were stable through 1996 and, in general, declined slightly over the past three years (Figure 69).

Figure 69

**IOWA ITED AVERAGE CONTENT AREA READING SCORES
FOR GRADES 9-11
1985-1999**



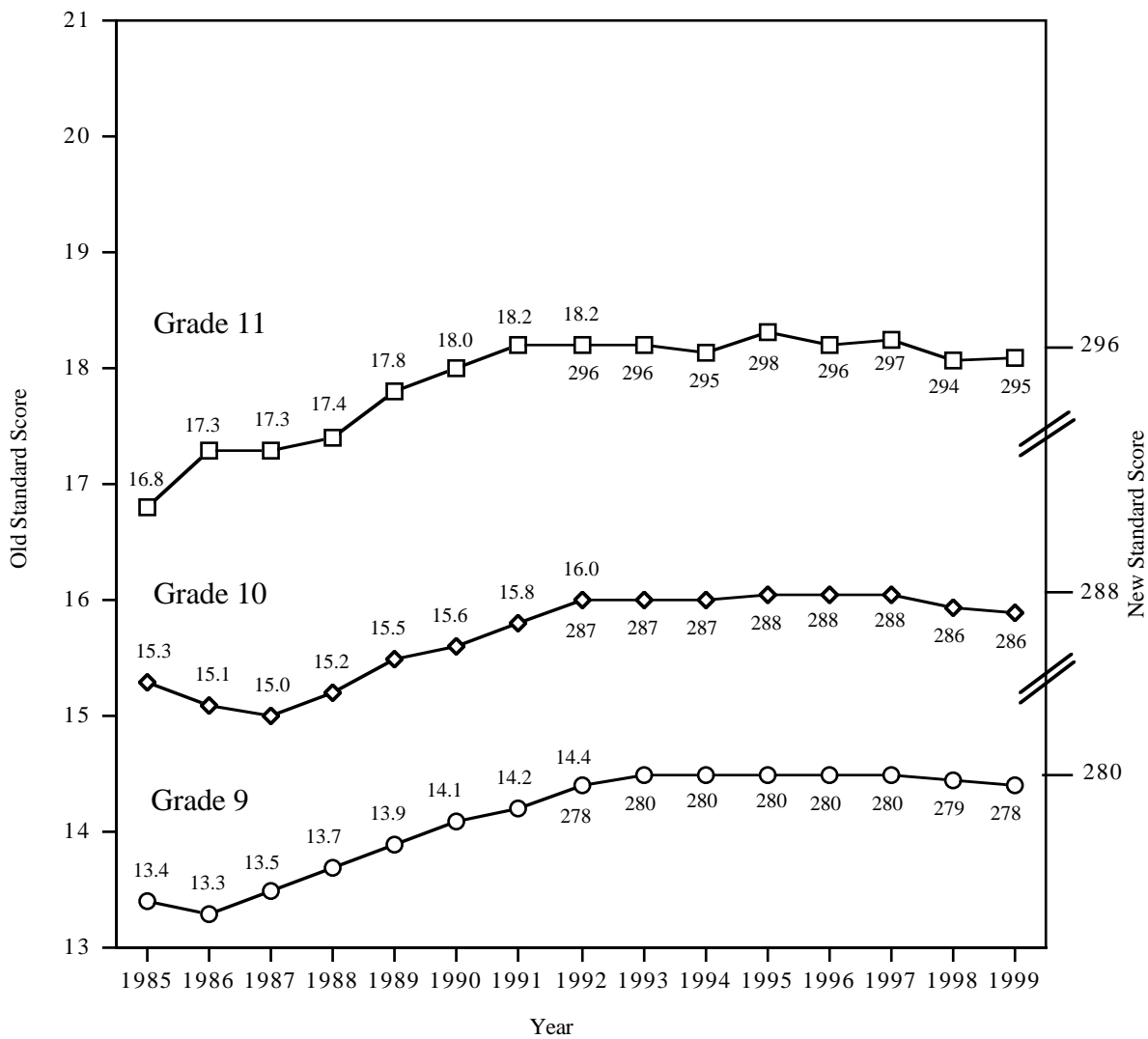
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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.

ITED average quantitative thinking scores for grades nine through eleven showed an upward trend from 1985 through 1992 and remained relatively stable through 1999 (Figure 70).

Figure 70

**IOWA ITED AVERAGE QUANTITATIVE THINKING SCORES
FOR GRADES 9-11
1985-1999**



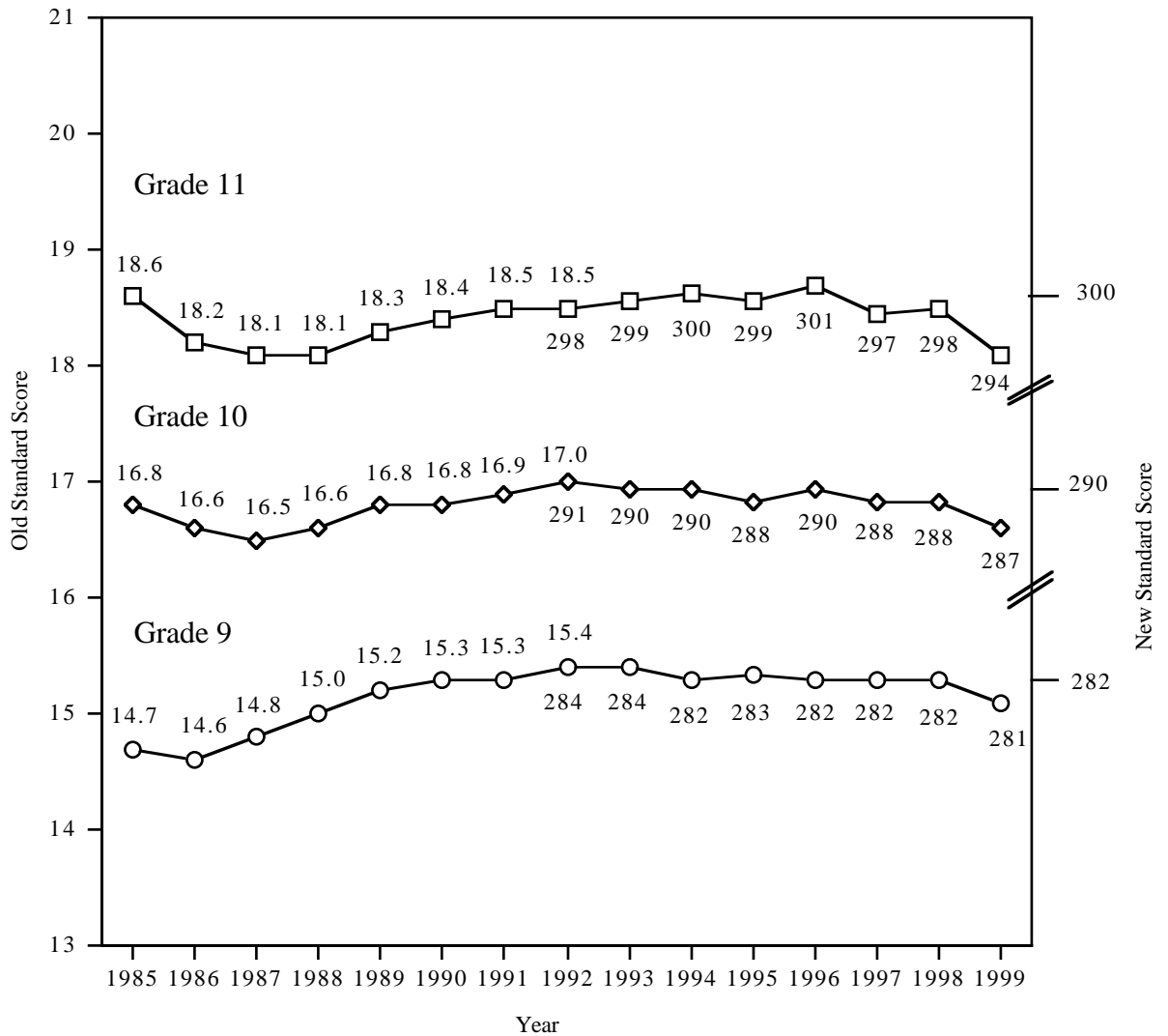
SOURCE: IOWA TESTING PROGRAMS, UNIVERSITY OF IOWA.

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.

Since 1992 average ITED science scores have been relatively stable for grades nine and ten, while decreasing slightly in grade eleven (Figure 71).

Figure 71

**IOWA ITED AVERAGE SCIENCE SCORES FOR GRADES 9-11
1985-1999**



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 each of the terms accompany each figure. These descriptors identify characteristics typical of students performing at each of the three achievement levels. Achievement level data are reported as a two-year average percentages of Iowa students achieving at each the three levels.

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

Interpretive Notes for the Statewide Biennium Achievement Summaries¹

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

*In the past, 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. Now these achievement levels also are available to describe Iowa 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 not all schools test every year in each of the three grades used for reporting (4, 8, and 11), annual data is subject to fluctuations due to 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 1998-00 are based are: grade 4, 40,000; grade 8, 38,000; and grade 11, 31,000.*
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 description of the achievement level-High-is 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, “high” 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, “high” in grade 4 reading does not mean the same thing as “high” in grade 4 mathematics.*

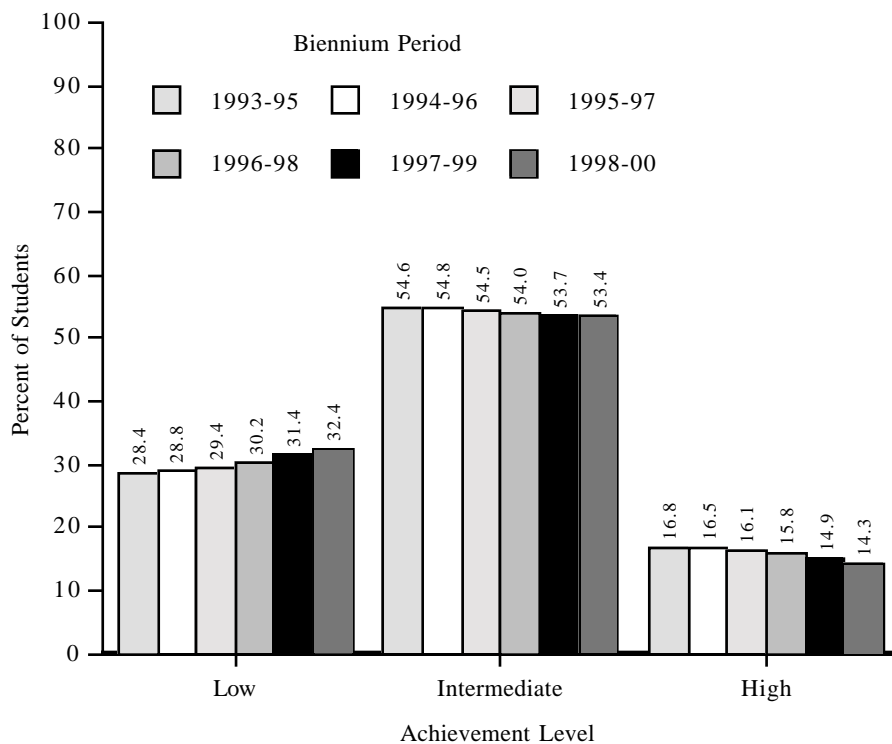
¹Iowa Testing Programs, August 2000.

Achievement Levels for Reading Comprehension

In general, over the six biennium periods from 1993-95 through 1998-2000, increases in the percentage of students designated as “low” performers and decreases in the percentage of students classified as “high” performers have occurred. This phenomenon holds true at each of the three grade levels, fourth, eighth, and eleventh. Distributions of ITBS Reading Comprehension scores for all grade four and grade eight test-takers and the ITED Content Area Reading scores for eleventh grade test-takers are reported in Figures 72, 73 and 74.

Figure 72

ITBS READING COMPREHENSION - GRADE 4 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



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.

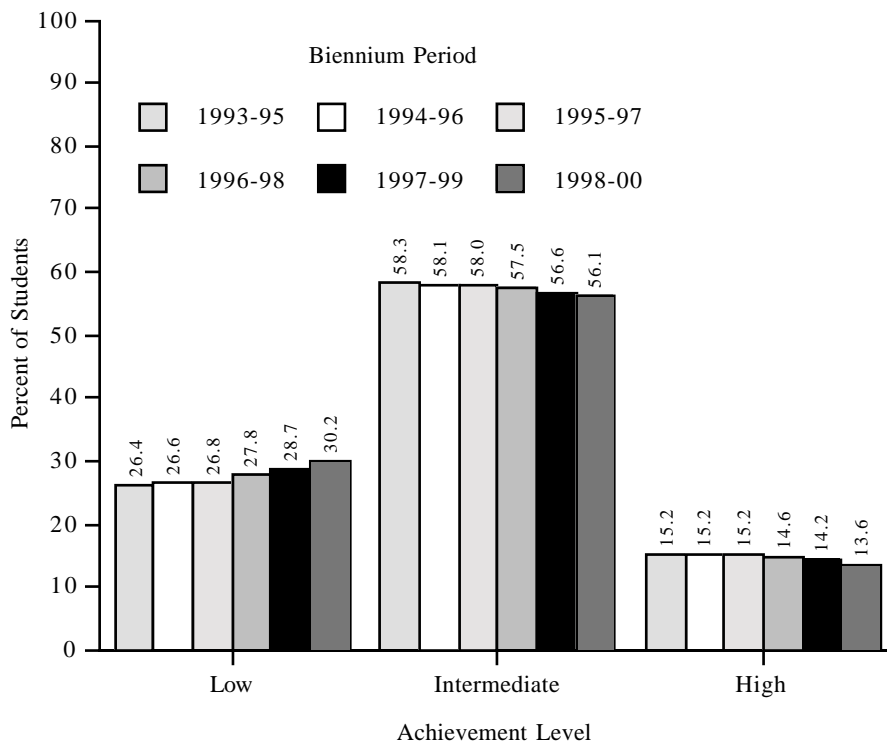
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIAL PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 73

**ITBS READING COMPREHENSION - GRADE 8
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS**



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.

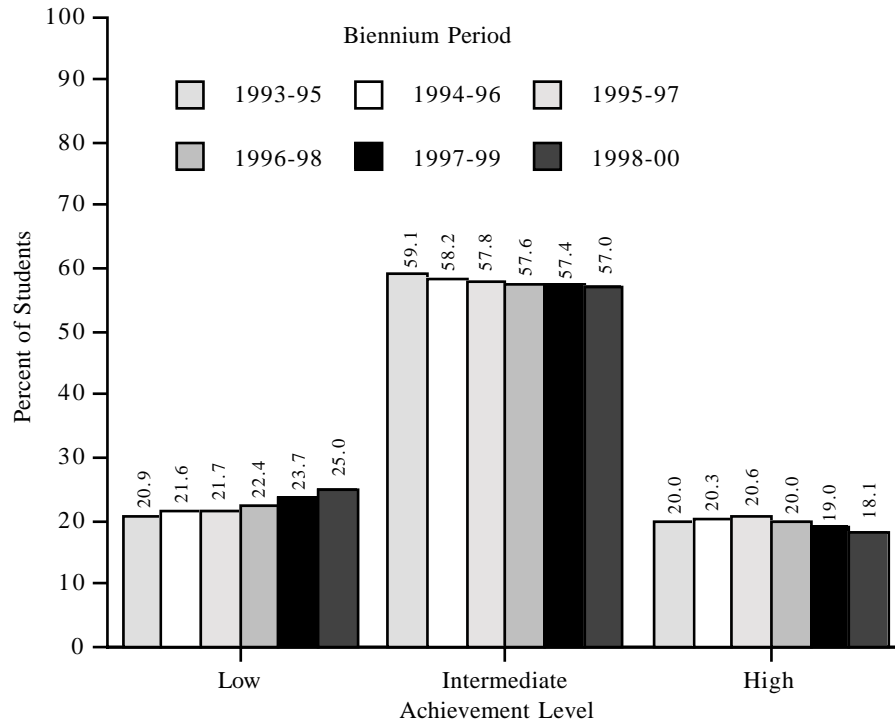
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 74

ITED CONTENT AREA READING - GRADE 11 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Two biennium periods are reported for the gender subgroup. For all three grade levels, fourth, eighth, and eleventh, a higher percentage of males were classified as “low” performers than females and a lower percentage of males were reported as “high” performers (Figures 75, 76, and 77). For both males and females, the percentage of students at the “low” performance level increased while the percentage classified as “high” performers decreased from the 1997-99 to the 1998-2000 biennium period.

Figure 75

**ITBS READING COMPREHENSION - GRADE 4, 1997-99 AND 1998-00
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS**



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.

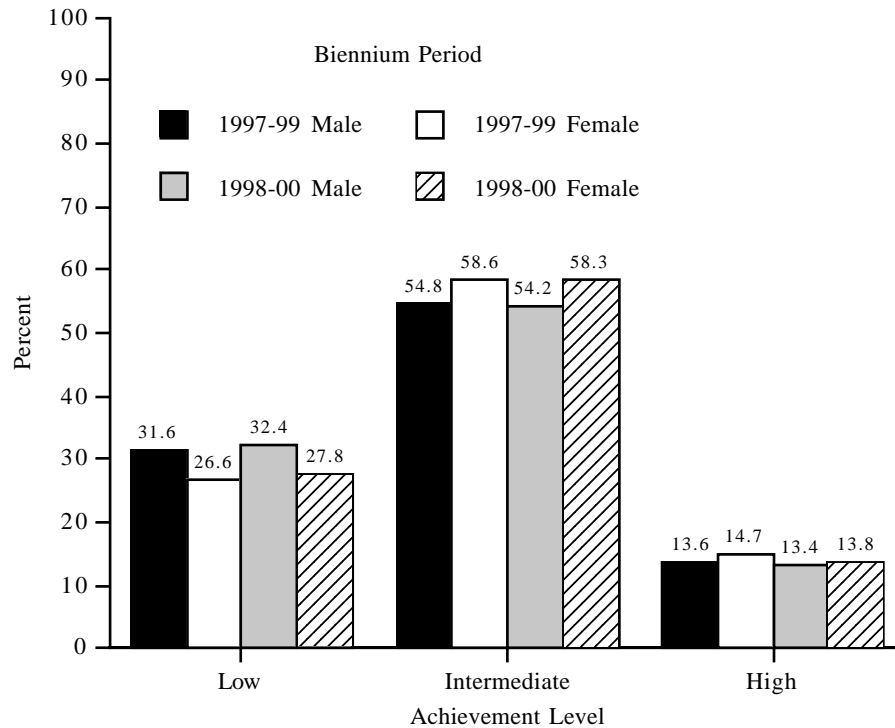
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIAL PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 76

**ITBS READING COMPREHENSION - GRADE 8, 1997-99 AND 1998-00
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS**



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.

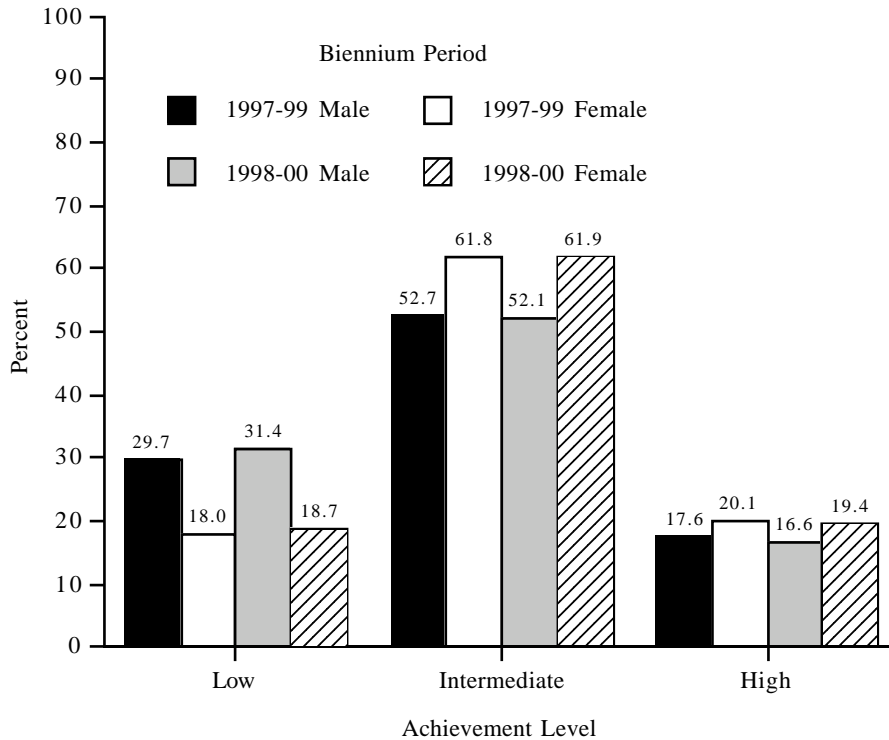
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED. E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 77

ITED CONTENT AREA READING - GRADE 11, 1997-99 AND 1998-00 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



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.

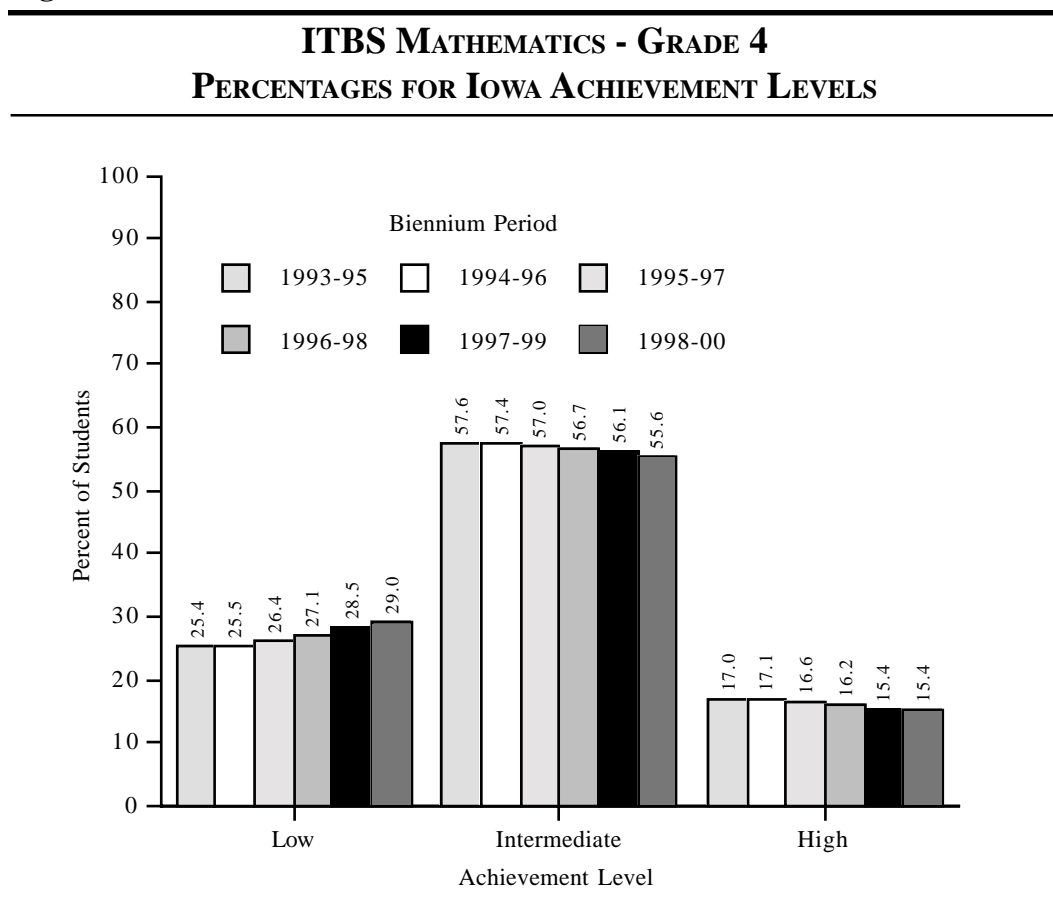
SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Reading achievement level data for race/ethnicity, socioeconomic level, and for disability are not reported, since only data for one biennium period are available. These data will be reported in 2001.

Achievement Levels for Mathematics

The percentage of all Iowa students participating in the Iowa Testing Programs categorized at the “low” performance level in grades four, eight, and eleven increased across biennium periods in mathematics. The percentage of eighth and eleventh grade students classified as “high” remained relatively stable across the six biennium periods (Figures 79 and 80), while the percentage of fourth grade students classified as “high” showed a slight decrease (Figure 78).

Figure 78



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.

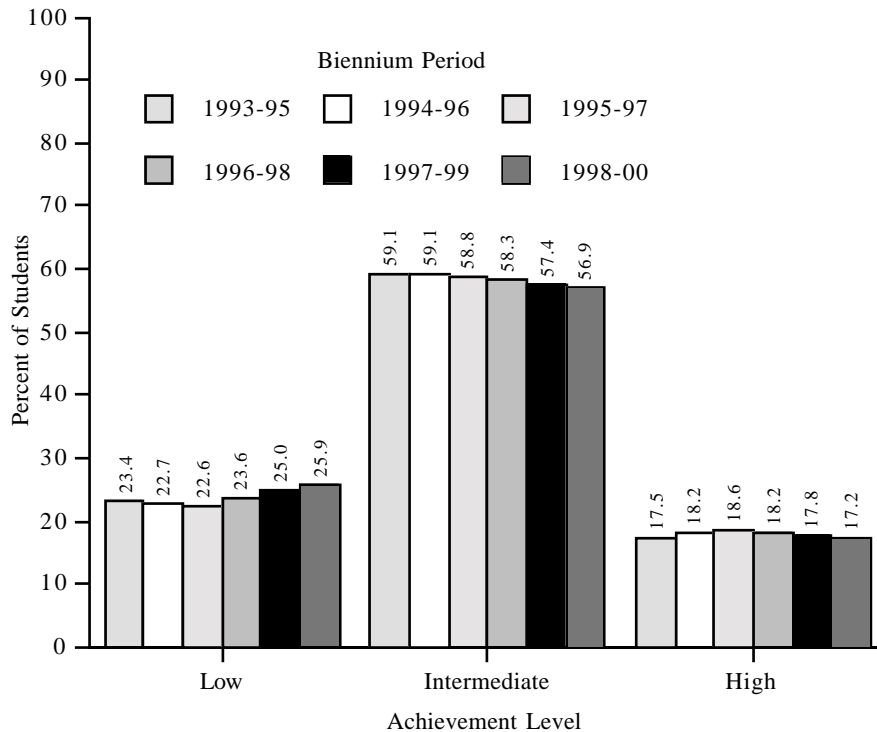
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 79

ITBS MATHEMATICS - GRADE 8 PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



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.

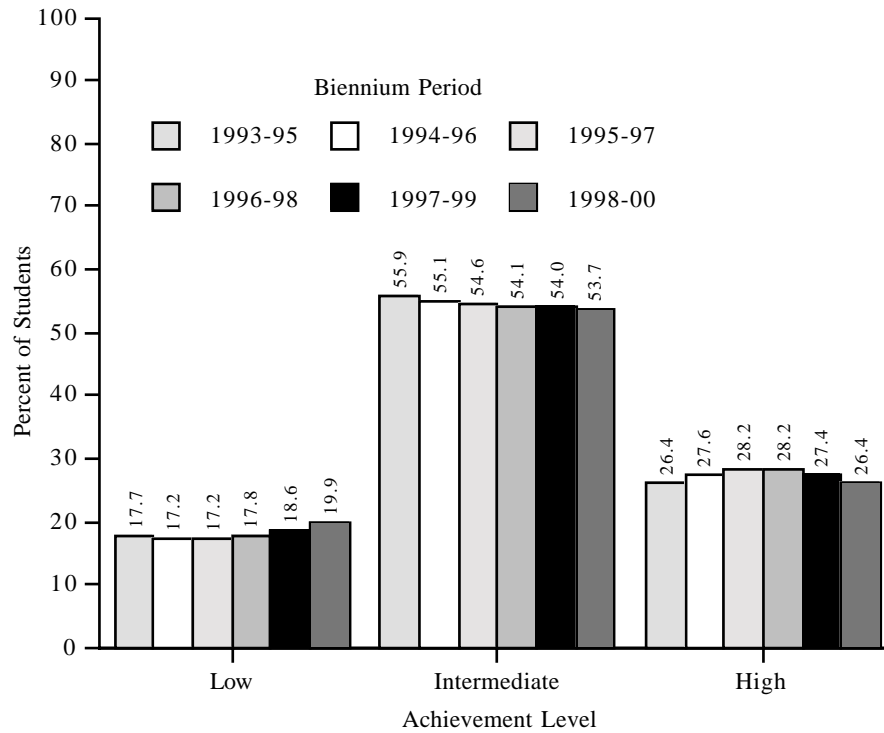
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 80

ITED MATHEMATICS - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS



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

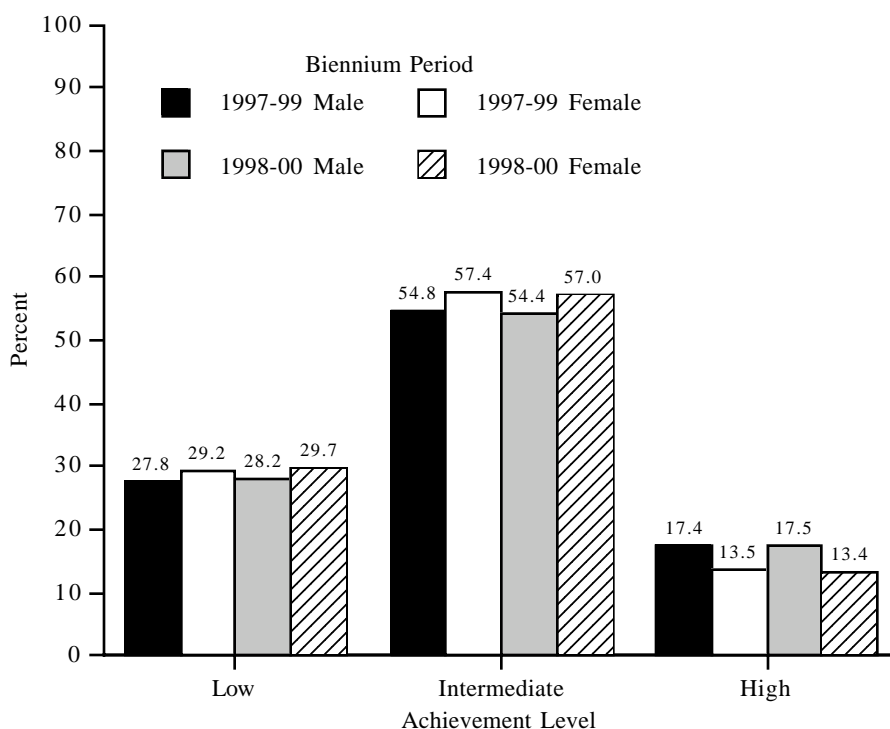
DEMONSTRATES LITTLE UNDERSTANDING ABOUT HOW TO APPLY MATH CONCEPTS AND PROCEDURES, GENERALLY CANNOT MAKE INFERENCES WITH QUANTITATIVE INFORMATION, AND CANNOT SOLVE MOST NOVEL QUANTITATIVE REASONING PROBLEMS.

SCORES FOR EACH BIENNium PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Relatively equal percentages of males and females at all grade levels were reported as “low” performers in mathematics, while a higher percentage of males than females were reported as “high” performers at each of the three grade levels. At the fourth and eighth grade levels about four percent more males reached the “high” level than females, and about 10 percent more males performed at the “high” level at grade eleven (Figures 81-83).

Figure 81

**ITBS IOWA MATHEMATICS ACHIEVEMENT - GRADE 4
1997-99 AND 1998-00
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS**



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.

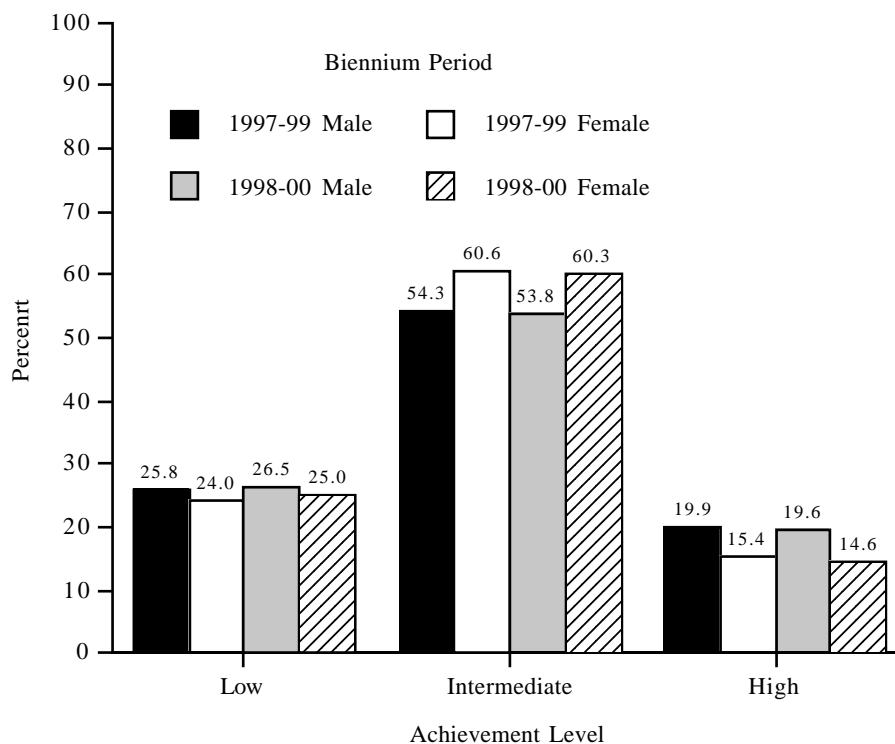
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 82

**ITBS IOWA MATHEMATICS ACHIEVEMENT - GRADE 8
1997-99 AND 1998-00
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS**



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.

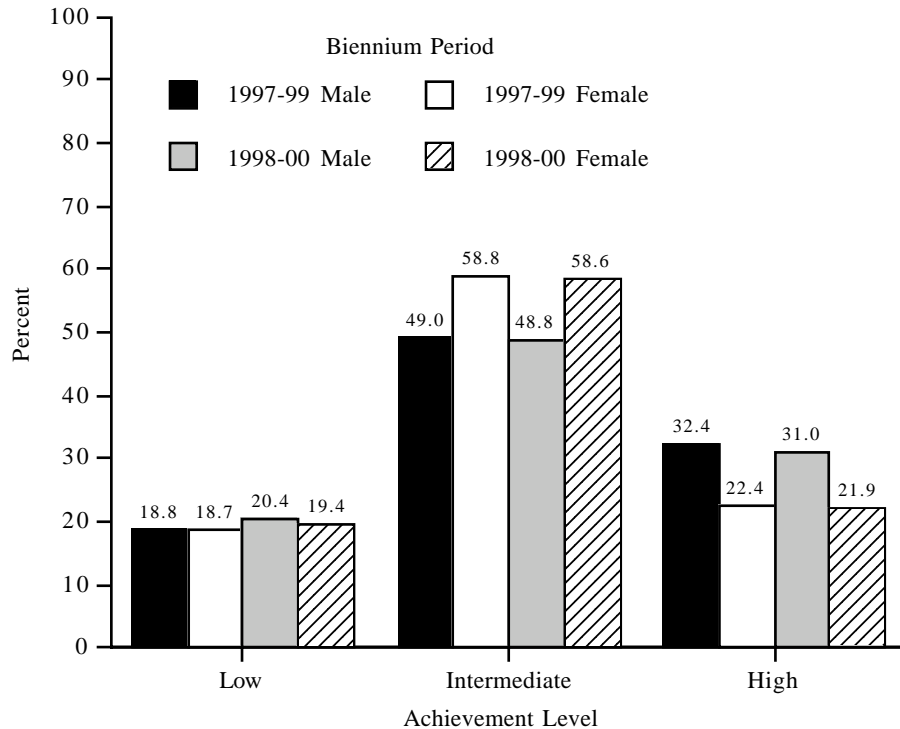
LOW PERFORMANCE LEVEL

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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

Figure 83

**ITED IOWA MATHEMATICS ACHIEVEMENT - GRADE 11
1997-99 AND 1998-00
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS**



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.

SCORES FOR EACH BIENNIUM PERIOD REPRESENT AVERAGES OF THE SCORES FOR THE TWO SCHOOL YEARS REPRESENTED E.G. 1998-00 REPRESENTS THE AVERAGE SCORE FOR THE 1998-99 AND 1999-2000 SCHOOL YEARS.

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

Iowa school districts and nonpublic schools voluntarily participate in The Iowa Testing Programs at the University of Iowa. The participation rates for grades four, eight, and eleven for reading and mathematics components of the test are reported in Table 96. Participation rates increased for the biennium period 1998-2000 and were higher in grades 4 and 8 than in grade 11.

Table 96

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

		Biennium Period 1997-1999			Biennium Period 1998-2000		
		Average Enrollment	Number Tested	Percent Tested	Average Enrollment	Number Tested	Percent Tested
Reading	Grade 4	39,293	37,000	94.16%	40,182	38,700	96.31%
	Grade 8	41,088	36,000	87.62%	41,267	38,800	94.02%
	Grade 11	40,628	29,000	71.38%	40,407	31,100	76.97%
Mathematics	Grade 4	39,293	37,000	94.16%	40,182	38,400	95.57%
	Grade 8	41,088	36,000	87.62%	41,267	38,600	93.54%
	Grade 11	40,628	29,000	71.38%	40,407	31,700	78.45%

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

The ACT assessment is designed to assess general educational development and ability to complete college-level work. Used as a college entrance exam nationwide, the ACT provides assessments for English, mathematics, reading, and science reasoning. The assessment also yields a composite score, which is a measure of overall educational development. ACT scores range from a low of 1 to a high of 36. ACT also provides scores based on the type of high school program completed by students. ACT classifies high school programs consisting of four years of English and three or more years of mathematics, natural science, and social studies as “core” programs. Students not meeting the “core” standard are considered to be “non-core” completers. ACT also reports scores by race/ethnicity and by gender. Since the number of the ACT test takers for a given race/ethnicity category is not sufficient to be considered representative for Iowa, ACT scores are not reported here by race/ethnicity.

Since the majority of Iowa graduates attend Iowa and other mid-western colleges and universities and ACT scores are required for admission, ACT is the primary college entrance examination taken by Iowa students.

More than 25,000 or 69 percent of the Iowa 2000 graduating class took the ACT in 2000 compared to 24,829 or 66 percent in 1999 (Table 97 and Figure 84).

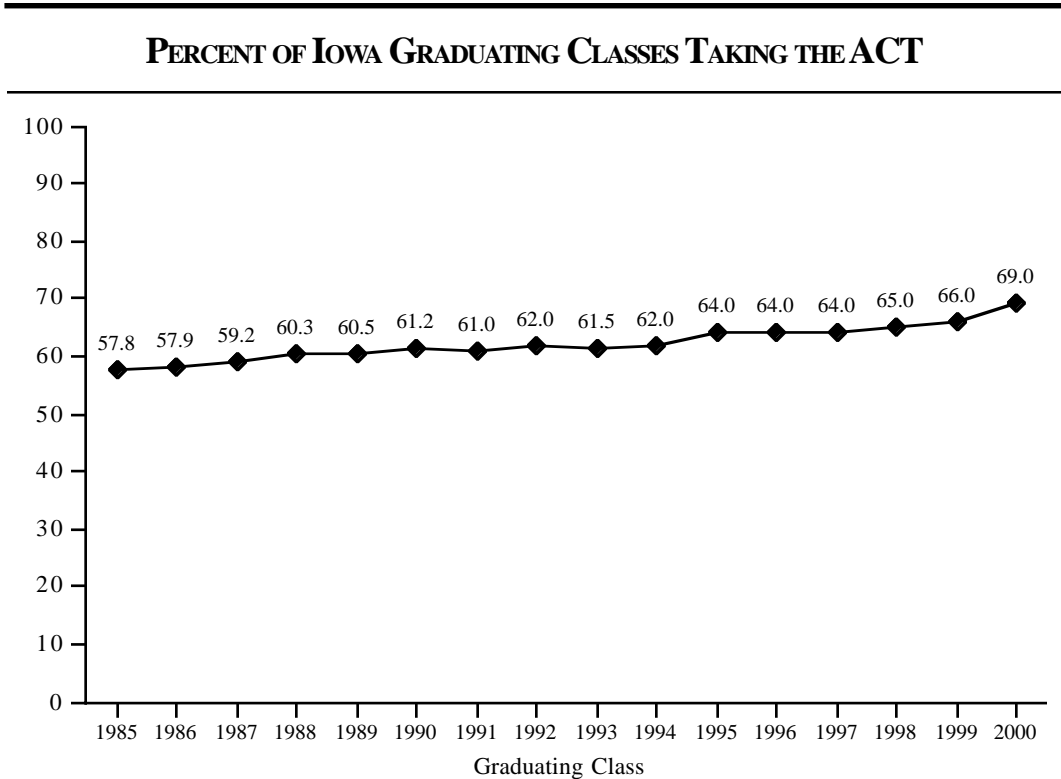
Table 97

PERCENT OF IOWA GRADUATING CLASSES 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

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

Figure 84



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

National Ranking

In 2000 Iowa moved up from a rank of third in the nation from the previous year and was tied for second in the nation along with Minnesota, among states where the ACT was the primary college entrance examination taken by students (Table 98). Since 1989, Iowa has ranked no lower than third and ranked first from 1990 through 1994.

Table 98

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.

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

ACT Composite Score Comparisons of Iowa and Midwest States

Average ACT composite scores are reported in Table 99 for Iowa, the nation, and for the surrounding midwest states for the years 1998 through 2000. For the three highest ranked states, Iowa, Wisconsin, and Minnesota, only Iowa scores did not decline in 2000 from the previous year.

Table 99

ACT AVERAGE COMPOSITE SCORES FOR IOWA, THE NATION AND MIDWEST STATES — 1998 TO 2000

Nation & State	Class of 1998			Class of 1999			Class of 2000		
	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	37%	61%	21.0	36%	60%	21.0	38%	61%
Iowa	22.1	65	68	22.0	66	66	22.0	69	66
Illinois	21.4	69	52	21.4	67	51	21.5	72	52
Kansas	21.7	74	55	21.5	75	54	21.6	77	57
Minnesota	22.2	63	71	22.1	64	69	22.0	66	69
Missouri	21.5	66	61	21.6	67	61	21.6	69	60
Nebraska	21.8	71	67	21.7	73	67	21.7	74	67
North Dakota	21.4	78	64	21.4	79	63	21.4	80	63
South Dakota	21.4	70	65	21.2	70	63	21.5	72	63
Wisconsin	22.3	66	62	22.3	67	61	22.2	69	61

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, ACT 1998 TO 2000 ASSESSMENT RESULTS.

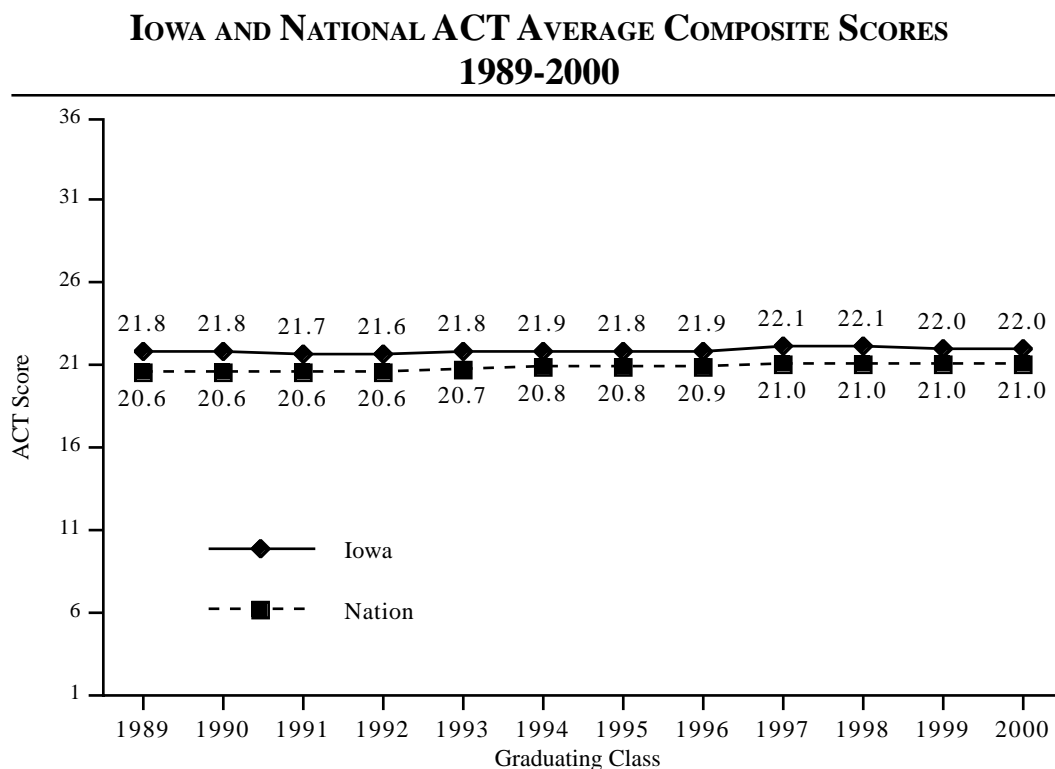
NOTE: ACT CLASSIFIES HIGH SCHOOL PROGRAMS CONSISTING OF FOUR YEARS OF ENGLISH AND THREE OR MORE YEARS EACH OF MATHEMATICS, NATURAL SCIENCE, AND SOCIAL STUDIES AS "CORE" PROGRAMS.

ACT Composite Score Comparisons for Iowa and the Nation

The data presented are based on a national sample of 38 percent and 69 percent for Iowa for the year 2000. ACT composite scores for both Iowa and for the nation have been relatively stable since 1989 with Iowa scores at a level well above the nation (Figure 85 and Table100).

At the same time the participation in ACT has increased from 60.5 percent for Iowa students in 1989 to 69 percent in 2000, while only a slight change in participation occurred for the nation since 1995 (Table100).

Figure 85



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

Table 100

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

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

NOTES: *FROM 1989-1992, AND 1994-2000 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 sub-test scores for mathematics, English, reading, and science reasoning, shown in Table 101 and Figures 86 - 89, indicate that Iowa average scores exceeded the national average scores in each sub-test area from 1991 through 1999. Since 1991 there were slight increases in the mathematics and science scores for both Iowa and the nation, while average scores for English and reading have been relatively stable for both Iowa and the nation since 1991.

Table 101

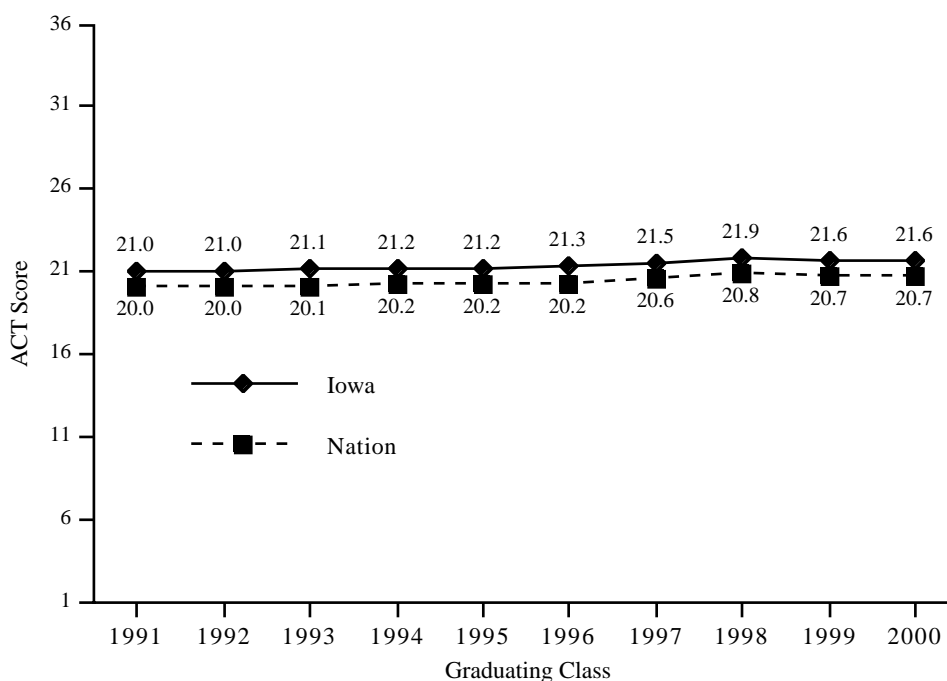
AVERAGE ACT SCORES FOR IOWA GRADUATING CLASSES AND THE NATION 1991 - 2000

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

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

Figure 86

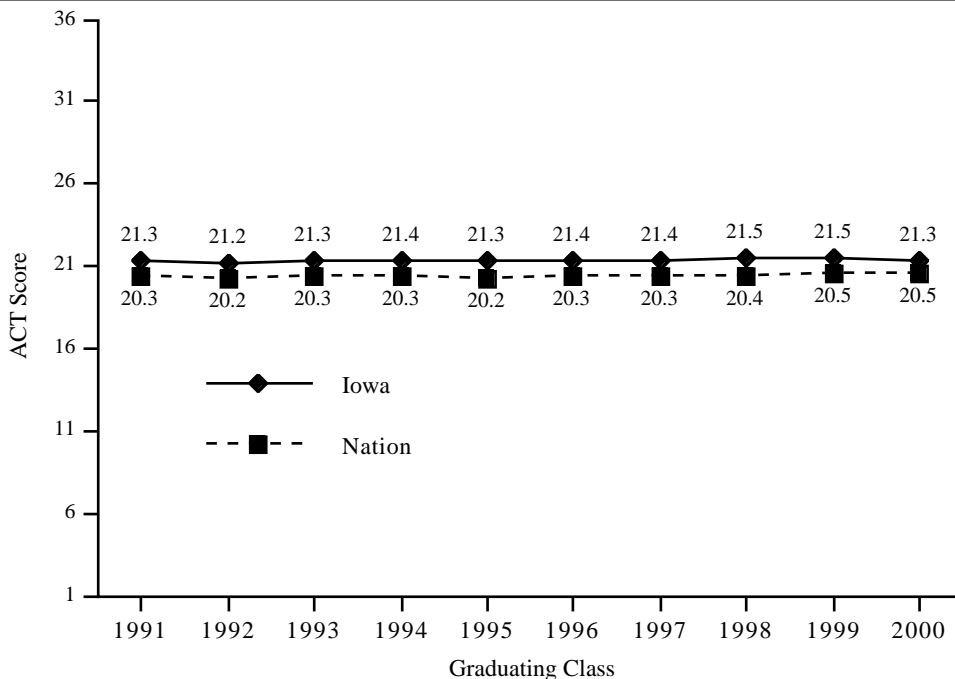
AVERAGE ACT MATHEMATICS SCORES IOWA VS. NATION — 1991-2000



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

Figure 87

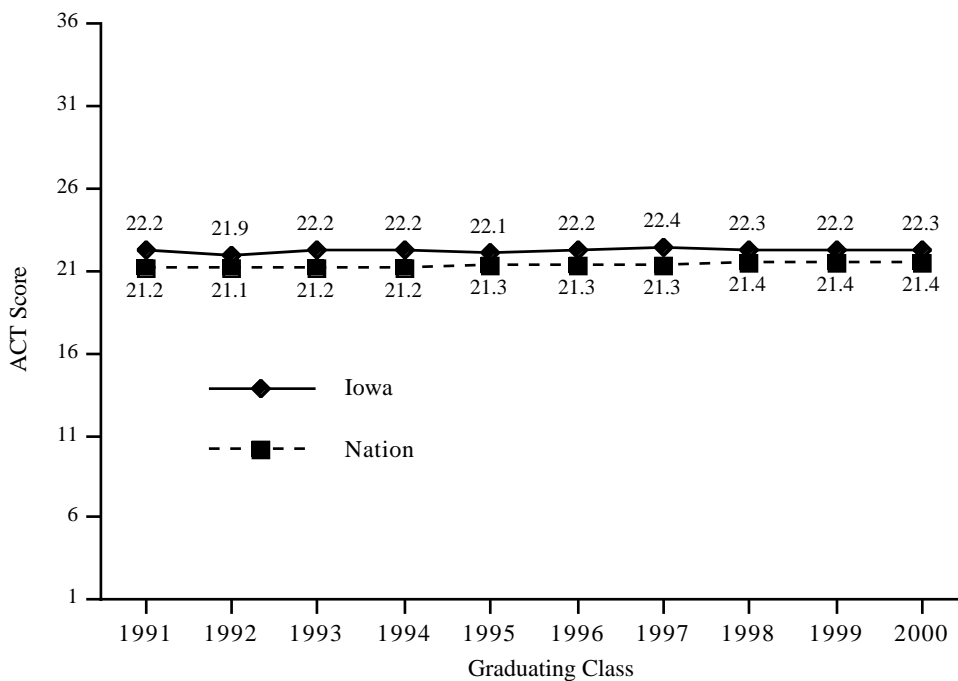
**AVERAGE ACT ENGLISH SCORES
IOWA VS. NATION — 1991-2000**



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

Figure 88

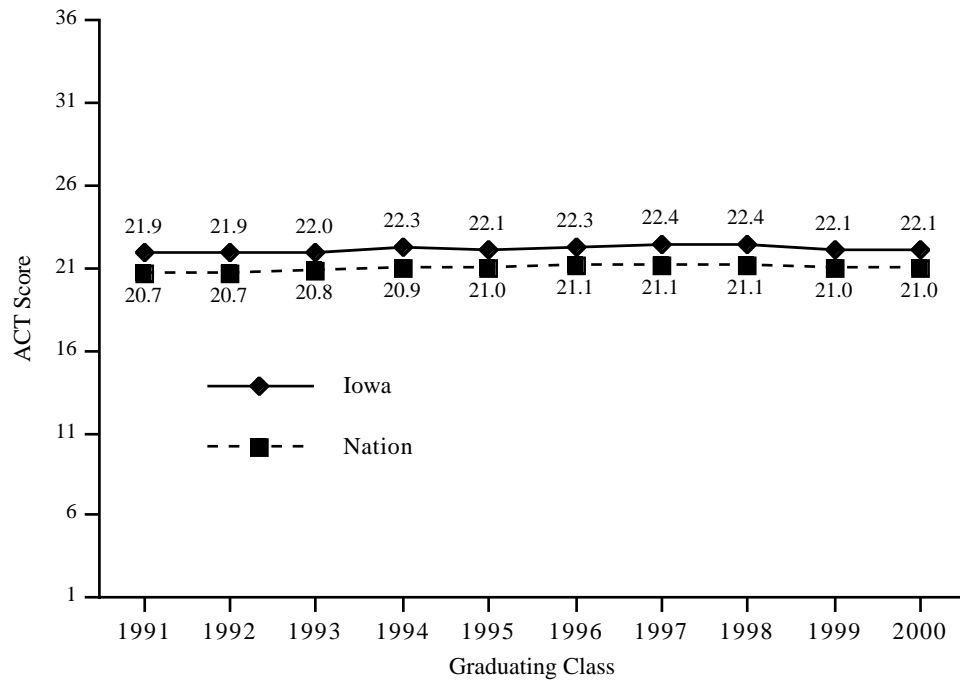
**AVERAGE ACT READING SCORES
IOWA VS. NATION — 1991-2000**



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

Figure 89

**AVERAGE ACT SCIENCE REASONING SCORES
IOWA VS. NATION — 1991-2000**



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

ACT Scores for Core and Non-Core Students

ACT reports scores based upon the high school program type students complete. All programs are classified as “core” or “non-core” programs. ACT defines a core program as a typical college preparatory program consisting of four or more years of English, and three or more years each of mathematics, natural science, and social studies. Students self-report completion of either “core” or “non-core” high school programs at the time they take the ACT.

Growth in the percentages of students completing “core” high school programs has increased substantially since 1990 for both Iowa and the nation (Table 102 and Figure 90). “Core” program completion since 1990 increased by nearly 13 percentage points for Iowa students, while increasing by almost 16 percentage points for Iowa’s national counterparts.

Table 102

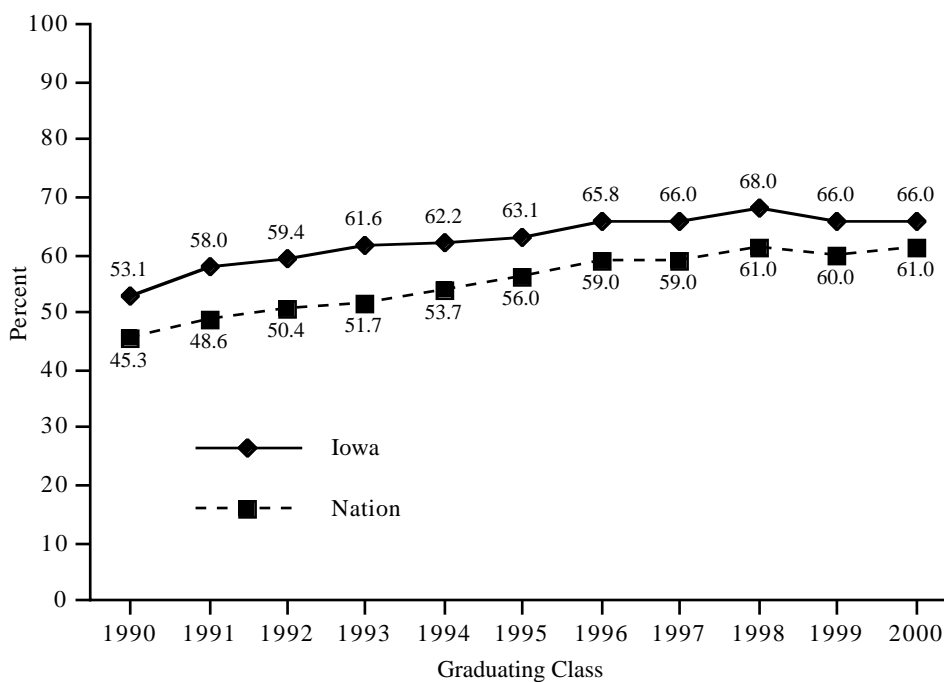
**PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM
1990-2000**

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

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 90

**PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM
1990-2000**



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.

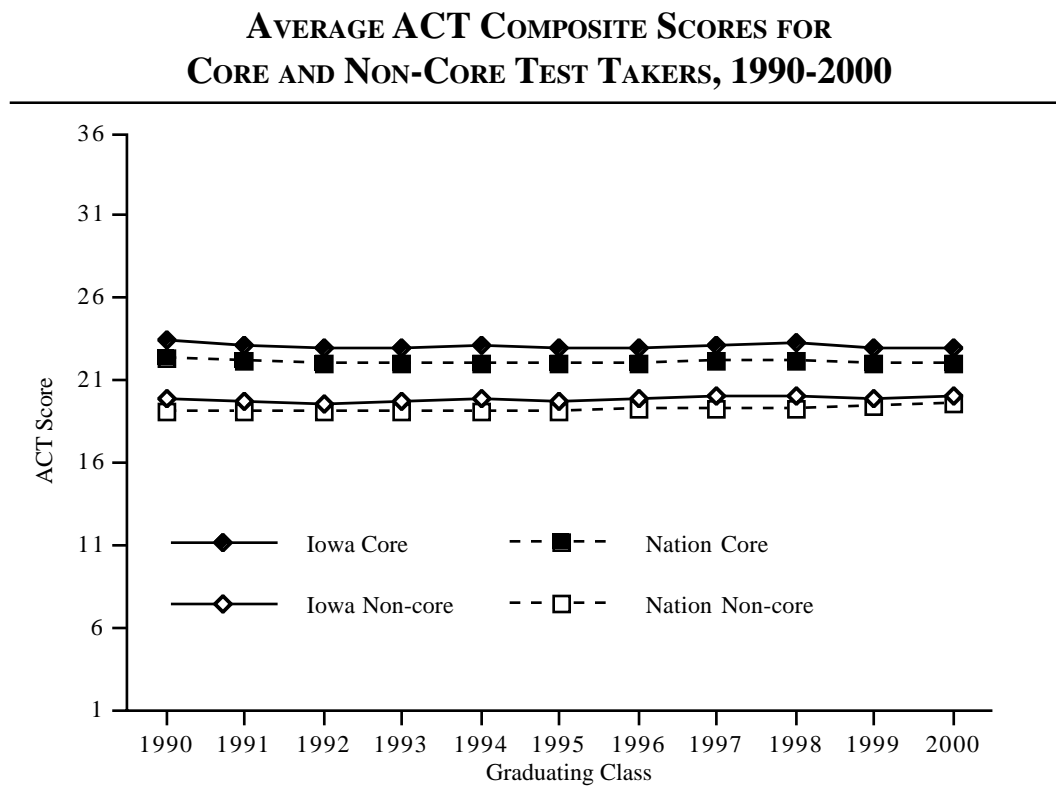
Historically ACT average composite scores of “core” high school program completers have been substantially higher than scores of students completing “non-core” programs (Table 103 and Figure 91). Average ACT composite scores for Iowa students completing both “core” and “non-core” programs have consistently been above the average ACT scores for the nation.

Table 103

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

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 91



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

Iowa ACT composite score distributions for 1991, 1994, 1999, and 2000 are shown in Table 104 and Figure 92. Score distributions were markedly consistent for each of the years reported, with a range across the years of approximately 58 to 60 percent of Iowa students achieving an ACT composite score of 21 or above, which was the approximate national average across the years shown.

Table 104

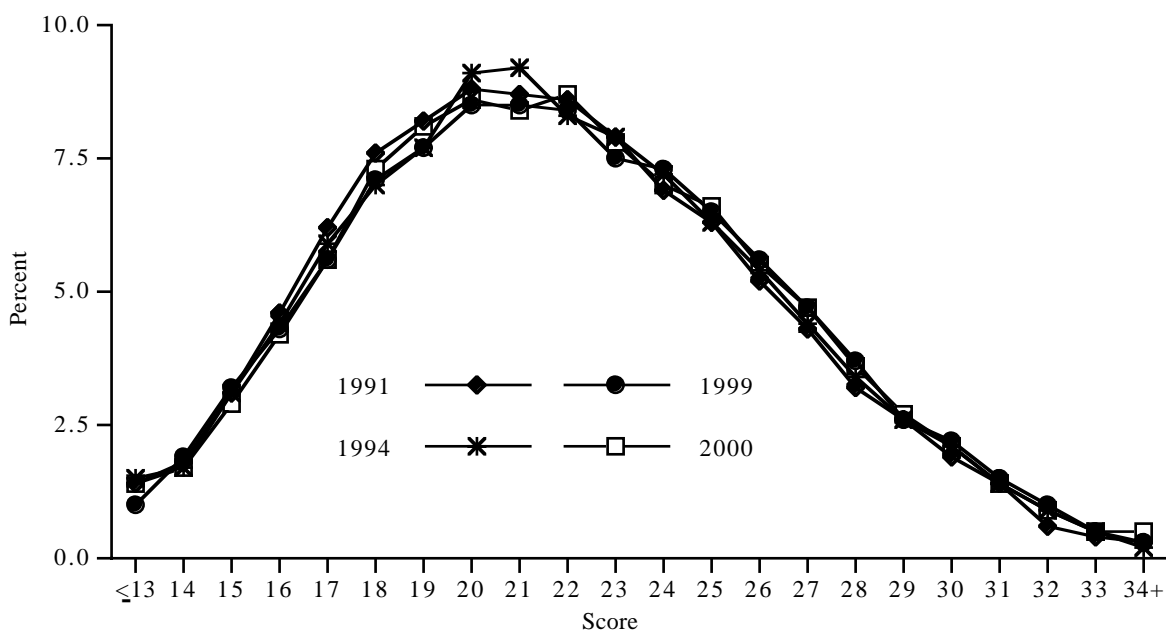
IOWA ACT COMPOSITE SCORE DISTRIBUTIONS 1991, 1994, 1999, AND 2000

Score	Year							
	1991		1994		1999		2000	
	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	1.0	100.0	1.4	100.0
14	1.8	98.6	1.7	98.5	1.9	99.0	1.7	98.6
15	3.1	96.8	3.1	97.0	3.2	97.1	2.9	96.8
16	4.6	93.7	4.4	93.9	4.3	93.5	4.2	94.0
17	6.2	89.1	5.9	89.5	5.6	89.2	5.6	89.7
18	7.6	82.9	7.0	83.6	7.1	83.6	7.3	84.2
19	8.2	75.3	7.7	76.6	7.7	76.5	8.1	76.9
20	8.8	67.1	9.1	68.9	8.5	68.8	8.6	68.8
21	8.7	58.3	9.2	59.8	8.5	60.3	8.4	60.3
22	8.6	49.6	8.3	50.6	8.4	51.8	8.7	51.9
23	7.9	41.0	7.9	42.3	7.5	43.4	7.8	43.1
24	6.9	33.1	7.2	34.4	7.3	35.9	7.0	35.4
25	6.3	26.2	6.3	27.2	6.5	28.6	6.6	28.3
26	5.2	19.9	5.4	20.9	5.6	22.1	5.5	21.8
27	4.3	14.7	4.4	15.5	4.7	16.5	4.7	16.3
28	3.2	10.4	3.4	11.1	3.7	11.8	3.6	11.7
29	2.6	7.2	2.6	7.7	2.6	8.1	2.7	8.1
30	1.9	4.6	2.1	5.1	2.2	5.5	2.1	5.4
31	1.4	2.7	1.4	3.0	1.5	3.3	1.4	3.3
32	0.6	1.3	0.9	1.6	1.0	1.8	0.9	1.9
33	0.4	0.7	0.5	0.7	0.5	0.8	0.5	1.0
34+	0.3	0.3	0.2	0.2	0.3	0.3	0.5	0.5

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

Figure 92

DISTRIBUTION OF IOWA ACT COMPOSITE SCORES



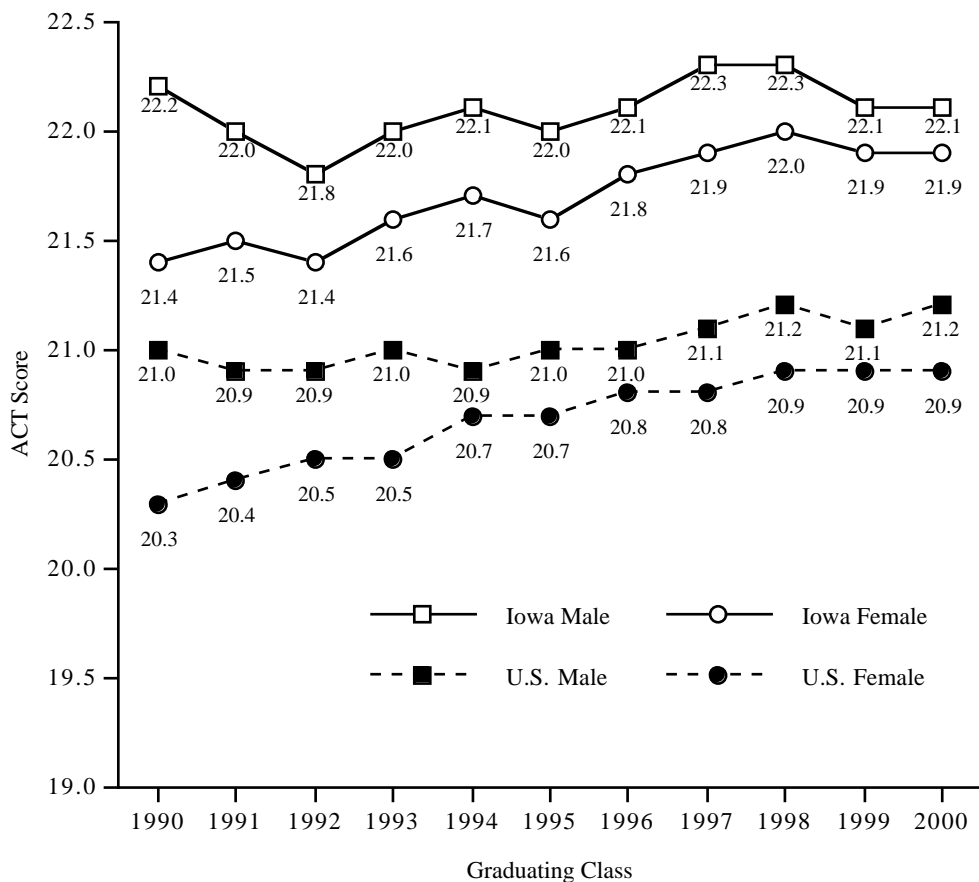
SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.

ACT Scores by Gender

Figure 93 reflects average ACT composite scores by gender for Iowa and for the nation. Scores for both Iowa males and females were consistently higher than scores of their national counterparts, for the period from 1990 through 2000. ACT average composite scores for females, for both Iowa and the nation, were lower than scores for males, but have shown a steady increase since 1990, while average scores for males, in general, were essentially stable from 1990 through 2000. The steady increase in average ACT composite scores for females has greatly reduced the substantial differences in gender scores for both Iowa and the nation that existed in 1990.

Figure 93

ACT AVERAGE COMPOSITE SCORES BY GENDER 1990 - 2000



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

Table 105

**IOWA AVERAGE ACT SCORES
BY GENDER**

Gender	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science Reasoning		Composite	
			1999	2000	1999	2000	1999	2000	1999	2000	1999	2000
Male	11,222	11,226	20.9	20.8	22.4	22.4	21.9	22.1	22.7	22.7	22.1	22.1
Female	13,539	13,849	21.9	21.8	21.0	21.0	22.4	22.4	21.6	21.7	21.9	21.9
Other*	68	107										

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

NOTE: *ACT TEST-TAKERS NOT REPORTING GENDER.

Gender differences in ACT sub-test scores for English, mathematics, reading, and science reasoning are reported in Table 105 for Iowa students. In 1999 and 2000, as in previous years, Iowa females achieved higher ACT scores on the English and reading sub-tests than Iowa males, while Iowa males scored higher on the mathematics and science reasoning sub-tests than Iowa females. These results were consistent with gender trends for the nation as well.

Average ACT Scores by Planned Educational Majors

Students participating in the ACT Assessment Program are provided the opportunity to self-report their intended college majors. ACT annually reports average scores for each of these areas. The ACT average composite scores by planned educational majors are reported in Table 106 for the years 1990 through 2000. ACT average composite scores in the year 2000 were the highest in mathematics for both Iowa and the nation. The lowest average scores for Iowa and the nation in 2000 were reported for the business and office educational major. For the planned educational major of teacher education, scores for Iowa students exceeded average scores for the nation by .9 points. Average scores for the planned major of education were also higher for Iowa students than for the nation by .5 points in 2000. The planned educational majors with the ten highest ranking average scores for Iowa were markedly similar to those for the nation (Table 107).

Table 106

**ACT AVERAGE COMPOSITE SCORES BY PLANNED EDUCATIONAL MAJORS
1990-2000**

Planned Major	Average ACT Composite Score											Number of Students 2000
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	
Agriculture & Agriculture Technologies	Iowa 20.3 Nation 19.5	20.0 19.0	19.8 19.0	20.1 19.2	20.2 19.2	20.3 19.2	20.4 19.4	20.4 19.5	20.6 19.4	20.3 19.3	20.3 19.1	787 20,365
Agriculture & Environmental Design	Iowa 21.2 Nation 20.5	21.9 20.5	21.2 20.4	21.2 20.4	21.5 20.4	21.7 20.5	21.7 20.7	22.0 20.8	21.8 20.9	21.8 20.8	21.6 20.8	609 23,481
Business & Management	Iowa 21.5 Nation 20.2	21.4 20.2	21.2 20.1	21.4 20.2	21.4 20.2	21.2 20.3	21.5 20.4	21.6 20.5	21.6 20.6	21.5 20.6	21.4 20.6	2,804 106,182
Business & Office	Iowa 18.2 Nation 17.4	18.9 17.7	18.6 17.5	19.1 17.6	19.1 17.7	18.8 17.7	18.8 18.0	19.1 18.0	19.6 18.2	19.4 18.3	19.5 18.5	248 8,150
Marketing & Distribution	Iowa 19.1 Nation 19.0	18.7 18.7	19.1 18.6	19.2 18.6	19.7 18.7	19.3 18.8	19.4 19.0	19.8 19.2	20.2 19.4	20.5 19.6	20.4 19.6	157 6,518
Communications & Comm. Tech.	Iowa 21.9 Nation 20.8	21.7 20.9	21.8 20.9	21.6 20.9	21.9 20.9	21.9 21.0	22.1 21.2	22.3 21.2	22.4 21.4	22.3 21.5	22.4 21.4	979 41,724
Community & Personal Service	Iowa 19.3 Nation 18.3	19.3 18.3	19.2 18.3	19.5 18.5	19.5 18.5	19.4 18.6	19.5 18.6	19.7 18.7	20.0 18.9	19.9 18.8	20.0 18.8	783 28,273
Computer and Information Science	Iowa 22.3 Nation 20.1	22.1 20.0	22.0 20.0	22.1 20.3	22.6 20.5	22.5 20.8	22.8 20.9	22.9 21.1	23.1 21.4	23.0 21.4	22.6 21.3	1,000 43,401
Cross-Disciplinary Studies	Iowa 22.3 Nation 21.7	22.7 23.3	22.7 23.3	21.9 23.0	24.0 23.3	23.6 23.1	23.7 23.2	22.3 23.5	23.4 23.0	23.7 23.8	24.3 23.3	19 1,095
Education	Iowa 21.0 Nation 20.0	21.0 20.0	20.7 20.0	20.9 20.1	21.1 20.1	20.8 20.1	20.8 20.1	21.0 20.2	21.2 20.3	20.9 20.3	20.8 20.3	1,562 56,377
Teacher Education	Iowa 20.7 Nation 19.7	21.3 20.0	21.0 20.0	21.1 20.1	21.1 20.1	21.0 20.1	21.3 20.2	21.3 20.3	21.6 20.4	21.2 20.3	21.2 20.3	877 35,054
Engineering	Iowa 24.9 Nation 23.0	24.4 22.9	24.4 22.9	24.8 23.0	24.7 22.9	24.7 22.8	24.6 22.7	24.8 22.9	24.7 22.8	24.1 22.6	24.1 22.6	1,329 61,648
Engineering-Related Technologies	Iowa 21.5 Nation 20.1	21.6 20.5	21.3 20.5	21.9 20.5	22.1 20.5	21.9 20.5	21.8 20.6	22.6 20.9	22.5 21.1	22.3 21.1	22.5 21.4	352 20,042
Foreign Language	Iowa 23.5 Nation 22.8	24.1 23.0	23.8 22.9	24.1 23.0	24.0 23.0	23.6 23.0	24.2 23.1	23.0 23.1	24.0 23.4	24.0 23.5	23.9 23.4	105 3,753
Health Science & Allied Health Fields	Iowa 22.1 Nation 20.6	22.1 20.6	21.9 20.5	22.0 20.6	22.1 20.7	22.1 20.7	22.3 20.9	22.3 20.9	22.4 21.0	22.2 20.9	22.2 20.9	3,801 179,137
Home Economics/ Human, Family	Iowa 18.6 Nation 18.1	19.0 18.2	18.7 18.2	19.1 18.2	19.1 18.3	19.2 18.4	19.6 18.7	19.6 18.9	19.7 18.8	19.4 18.9	19.7 18.8	226 8,513
Letters	Iowa 24.7 Nation 24.5	25.1 24.4	24.3 24.5	25.6 24.5	24.7 24.3	24.7 24.5	25.1 24.6	25.1 24.8	25.1 24.7	24.8 24.6	25.0 24.7	179 7,199
Mathematics	Iowa 26.0 Nation 24.1	25.1 24.0	25.2 23.9	24.8 24.0	25.7 24.1	25.1 24.1	25.2 24.2	25.8 24.3	25.7 24.4	25.6 24.3	25.5 24.3	100 4,273
Philosophy, Religion & Theology	Iowa 21.4 Nation 21.4	23.1 21.7	21.9 21.7	21.7 21.8	22.1 21.9	23.3 22.2	23.0 22.3	23.6 22.4	23.4 22.4	23.3 22.4	23.1 22.5	172 6,915
Sciences	Iowa 24.5 Nation 23.4	23.9 23.3	24.6 23.3	24.2 23.3	24.3 23.3	24.2 23.3	23.9 23.4	24.2 23.5	24.3 23.5	24.1 23.3	24.0 23.3	1,071 48,897
Social Sciences	Iowa 22.9 Nation 21.6	22.6 21.5	22.7 21.5	22.7 21.5	22.6 21.6	22.7 21.6	22.8 21.7	22.9 21.8	23.1 22.0	23.0 21.9	22.8 21.9	1,733 84,778
Trade & Industrial	Iowa 19.7 Nation 18.4	19.5 18.7	20.2 18.7	19.9 18.6	19.2 18.5	19.4 18.5	19.3 18.5	19.8 18.7	19.8 18.8	19.3 18.8	19.7 18.9	431 11,848
Visual & Performing Arts	Iowa 21.3 Nation 20.5	22.2 20.7	21.5 20.7	21.8 20.9	22.0 21.0	22.1 21.0	22.1 21.2	22.3 21.3	22.5 21.3	22.1 21.3	22.2 21.3	1,423 59,414

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

Table 107

**ACT AVERAGE COMPOSITE SCORES BY
PLANNED EDUCATIONAL MAJORS
2000**

Planned Major	Iowa Score	Iowa Rank	National Score	National Rank
Mathematics	25.5	1	24.3	2
Letters	25.0	2	24.7	1
Corss-Disciplinary Studies	24.3	3	23.3	4.5
Engineering	24.1	4	22.6	6
Sciences	24.0	5	23.3	4.5
Foreign Language	23.9	6	23.4	3
Philosophy, Religion, & Theology	23.1	7	22.5	7
Social Sciences	22.8	8	21.9	8
Computer & Information Science	22.6	9	21.3	11.5
Engineer-Related Technologies	22.5	10	21.4	9.5
Communication & Communication Tech.	22.4	11	21.4	9.5
Visual & Performing Arts	22.2	12.5	21.3	11.5
Health Science & Allied Health Fields	22.2	12.5	20.9	13
Architecture & Environmental Design	21.6	14	20.8	14
Business & Management	21.4	15	20.6	15
Teacher Education	21.2	16	20.3	16.5
Education	20.8	17	20.3	16.5
Marketing & Distribution	20.4	18	19.6	18
Agriculture & Agriculture Technologies	20.3	19	19.1	19
Community & Personal Services	20.0	20	18.8	21.5
Trade & Industrial	19.7	21.5	18.9	20
Home Economics/Human, Family	19.7	21.5	18.8	21.5
Business & Office	19.5	23	18.5	23

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

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

Table 108 and Figure 94 report average composite scores by high school grade point average (GPA) and by high school rank as designated by quartile. Both GPA and high school rank are student self-reported designations derived when students participate in the ACT Assessment Program.

In the year 2000, as in previous years, students in each successively higher GPA category had higher ACT average composite scores. This held true for each of the ACT sub-test areas of English, reading, mathematics, and science reasoning as well.

With respect to student self-reported class rank, average composite scores for the year 2000 followed the same pattern as GPA, students in each successively higher quartile had higher scores. The 2000 results were consistent with historical patterns for ACT scores reported by class rank.

Table 108

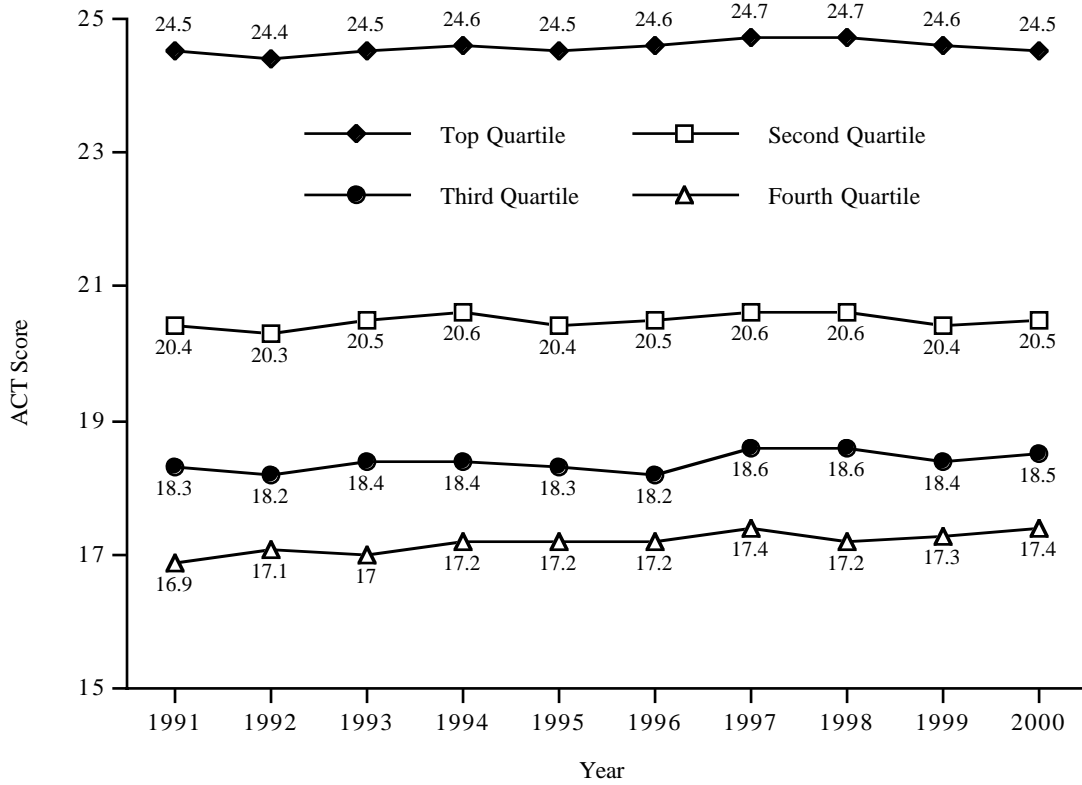
2000 IOWA AVERAGE ACT SCORES BY STUDENT SELF-REPORTED HIGH SCHOOL GRADE POINT AVERAGE (GPA)

GPA	Number*	Percent	Average ACT Scores				Composite
			English	Mathematics	Reading	Science Reasoning	
3.5+	10,012	42.6%	24.3	24.6	25.2	24.4	24.8
3.0 - 3.49	6,838	29.1	20.6	20.7	21.5	21.5	21.2
2.5 - 2.99	4,119	17.6	18.7	18.9	19.7	20.2	19.5
2.0 - 2.49	2,039	8.7	16.9	17.6	18.0	18.9	18.0
<2.0	473	2.0	15.9	17.0	17.1	18.4	17.2

SOURCE: AMERICAN COLLEGE TESTING PROGRAM, THE HIGH SCHOOL PROFILE REPORT FOR IOWA.
NOTE*: 1,701 STUDENTS ARE NOT INCLUDED SINCE THEY DID NOT REPORT GPA.

Figure 94

IOWA ACT AVERAGE COMPOSITE SCORES BY STUDENT
SELF-REPORTED HIGH SCHOOL RANK



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

Average ACT Scores by Enrollment Category

Iowa average ACT test scores are reported by enrollment category in Tables 109 - 110 and in Figure 95. ACT scores for enrollment categories represent average scores for public school students and are reported for graduating classes in a given year. Average ACT scores are shown for the ACT composite as well as for each of the four ACT sub-tests.

A comparison of average ACT scores is made for the graduating classes of 1999 and 2000 by enrollment category in Table 109. In general, scores showed gradual increases in successively larger enrollment categories through the enrollment category 2,500-7,499 for both 1999 and 2000. All ACT average scores for the graduating class of 2000 were higher than 1999 scores in districts with enrollments under 400. All other enrollment categories showed mixed results.

The percentage of students in the graduating classes of 1999 and 2000 taking the ACT, in general, reflected decreases for each successively larger enrollment category. The range in the percentage of participation by the graduation class of 1999 was 22 percentage points, 80.1 percent for districts under 250 and 58.1 percent for districts with enrollments of 7,500 and above. In 2000 the range in ACT participation of the smallest and largest enrollment category districts narrowed to about 12 percentage points.

Table 109

IOWA PUBLIC SCHOOL AVERAGE ACT SCORES BY ENROLLMENT CATEGORY GRADUATING CLASSES OF 1999 AND 2000

Enrollment Category	Number of Students Tested		Estimated Percent of Students Tested		ACT Scores									
	1999	2000	1999	2000	English		Math		Reading		Science		Composite	
					1999	2000	1999	2000	1999	2000	1999	2000	1999	2000
<250	78	91	80.1	69.1	18.7	20.3	19.0	21.1	19.2	20.3	20.3	21.2	19.4	20.8
250-399	737	852	69.5	66.8	20.4	20.5	20.4	20.6	21.0	21.4	21.3	21.4	20.9	21.1
400-599	1,677	1,932	68.2	71.2	21.1	20.9	21.0	21.0	21.6	21.6	21.8	21.7	21.5	21.4
600-999	4,127	4,111	69.2	68.2	21.1	21.0	21.3	21.4	21.8	22.0	22.0	22.1	21.7	21.8
1,000-2,499	5,849	5,984	68.2	68.7	21.5	21.2	21.6	21.5	22.2	22.2	22.2	22.1	22.0	21.9
2,500-7,499	4,136	4,363	67.8	68.4	22.0	21.9	22.4	22.3	22.8	22.9	22.6	22.6	22.6	22.5
7,500+	4,338	4,490	58.1	57.4	21.8	21.5	22.1	22.0	22.7	22.6	22.2	22.2	22.3	22.2
Other*	3,887	3,359	—	—										
State	24,829	25,182	66.0	66.0	21.5	21.3	21.6	21.6	22.2	22.3	22.1	22.1	22.0	22.0

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

NOTE*: "OTHER" INCLUDES STUDENTS NOT REPORTING DISTRICT ATTENDED, STATE FIGURES INCLUDE ALL STUDENTS TESTED, PUBLIC AS WELL AS NONPUBLIC.

Table 110 and Figure 95 compare average ACT composite scores of "core" and "non-core" high school program completers by enrollment category. For each enrollment category, average scores of "core" students were substantially higher than for "non-core" students. Average scores for "core" and "non-core" students alike increased with successive increases in enrollment categories through the 2,500-7,499 enrollment category. Average scores for "non-core" students increased from 1999 to 2000 in five of the seven enrollment categories, while average scores for "core" students decreased in five of the seven enrollment categories.

Table 110

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

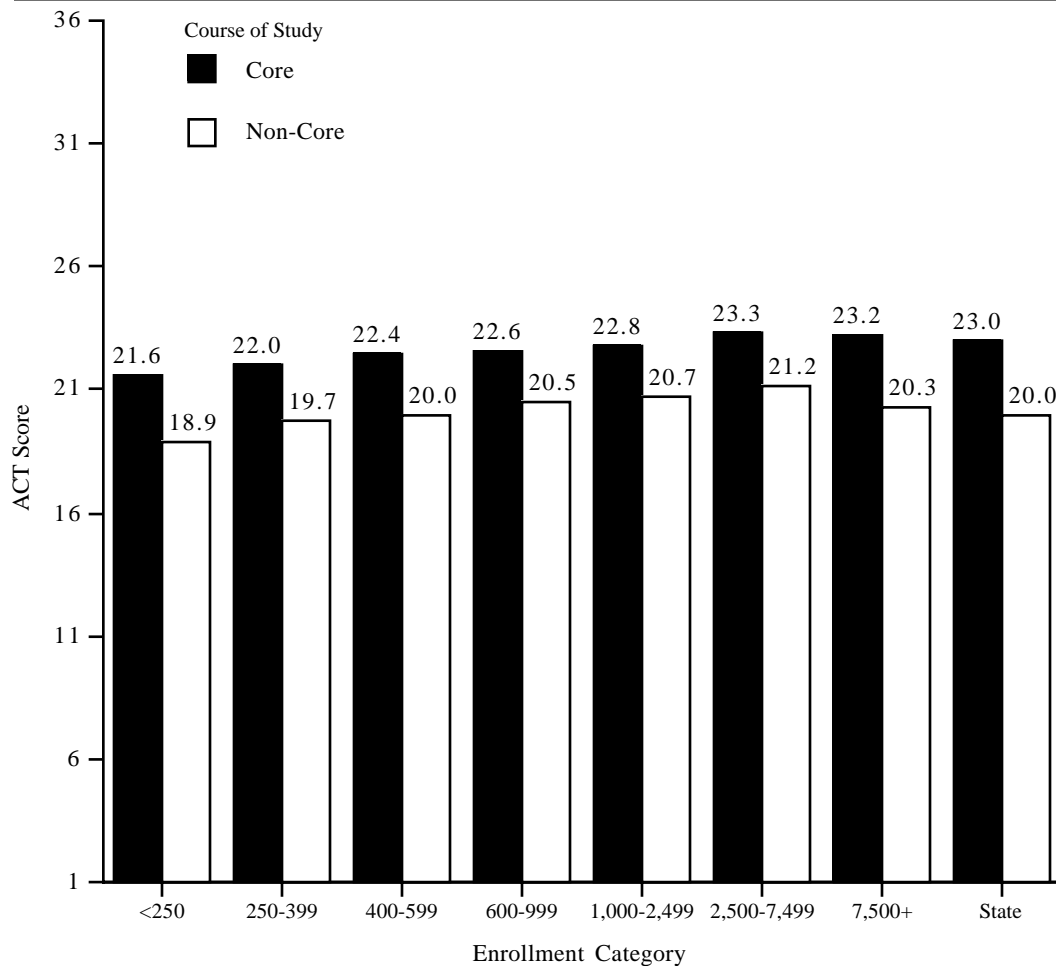
Enrollment Category	Course of Study			
	Core		Non-core	
	1999	2000	1999	2000
<250	20.4	21.6	17.9	18.9
250-399	22.0	22.0	19.0	19.7
400-599	22.5	22.4	20.1	20.0
600-999	22.7	22.6	20.3	20.5
1,000-2,499	23.0	22.8	20.6	20.7
2,500-7,499	23.4	23.3	21.1	21.2
7,500+	23.3	23.2	20.3	20.3
State	23.0	23.0	19.9	20.0

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

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. STATE FIGURES INCLUDE ALL STUDENTS TESTED, PUBLIC AS WELL AS NONPUBLIC.

Figure 95

GRADUATING CLASS OF 2000 AVERAGE ACT COMPOSITE SCORES FOR IOWA PUBLIC HIGH SCHOOL STUDENTS BY ENROLLMENT CATEGORY AND COURSE OF STUDY



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

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. STATE FIGURES INCLUDE ALL STUDENTS TESTED, PUBLIC AS WELL AS NONPUBLIC.

Scholastic Assessment Test (SAT)

The Scholastic Assessment Test or SAT is a college entrance examination published by The College Board. Nearly 1.3 million college-bound students nationwide took the SAT in 2000. Nationally this represented 44 percent of the year 2000 graduating class. Additional information about the class of 2000 taking the SAT reflects that 83 percent attended public schools, 39 percent of seniors worked part-time, one-third were minorities and were first generation college students, and for one in 10, English was not their native language.

The SAT scores presented are from the SAT Reasoning Test. The SAT Reasoning Test yields both verbal and mathematics scores. Scores on the verbal and mathematics components range from a low of 200 to a high of 800.

In Iowa, only five percent or 1,782 of college-bound students took the SAT in 2000. This percentage has remained fairly constant over the past several years. Since the majority of Iowa students attend colleges and universities in Iowa and the midwest, where the SAT is not required for admission, few Iowa students take the SAT.

For the years 1986-87 through 1999-2000 Iowa and national SAT scores are compared for both the verbal and mathematics test components in Table 111 and Figure 96. Average verbal and mathematics SAT scores for Iowa students have been substantially above average scores for the nation throughout the comparison period. Iowa SAT mathematics scores have been consistently higher than SAT verbal scores since 1987-88. For the nation average mathematics scores have exceeded average verbal scores since 1989-90. Average Iowa SAT verbal scores set an all-time high of 594 in 1998-99 and were down slightly in 1999-2000 to 589. Iowa average SAT mathematics scores set their all-time high in 1996-97 at 601 and matched the high again in 1997-98. Iowa average SAT mathematics scores in 1999-2000 were one point below the all-time high.

Table 111

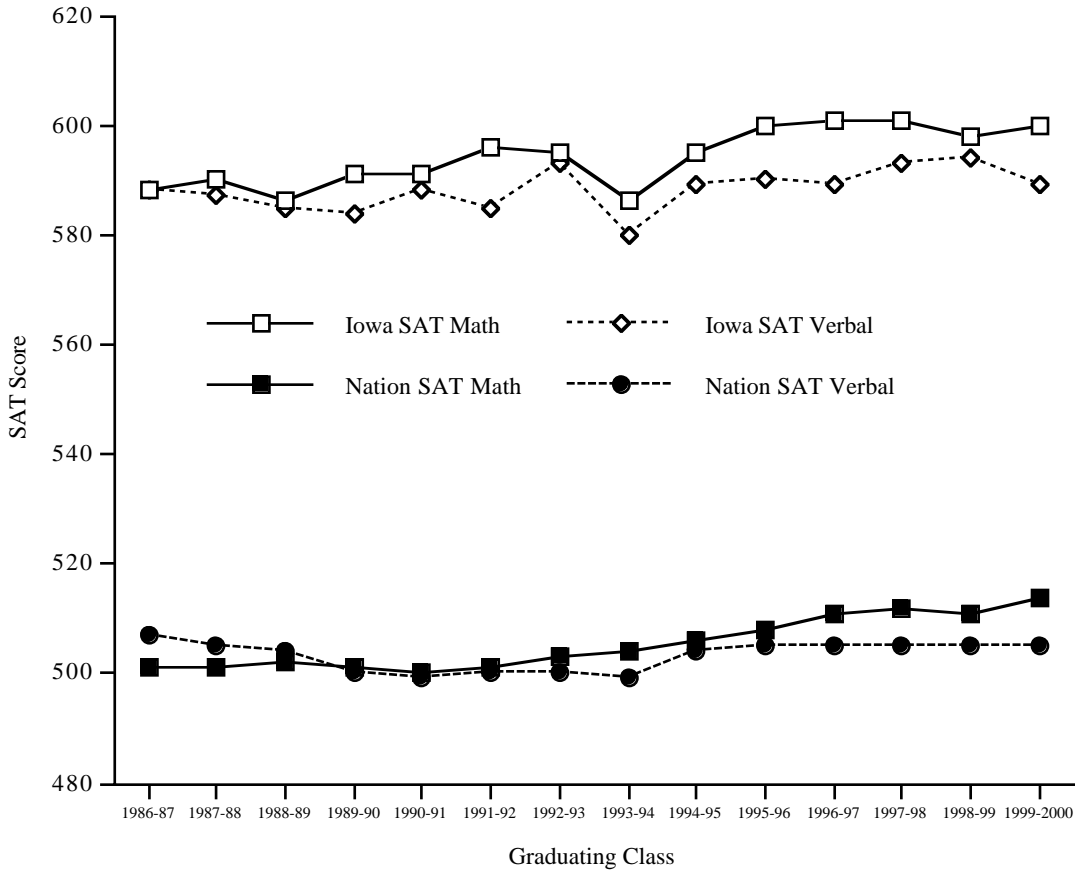
TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1987-2000				
Graduating Class	SAT Verbal		SAT Math	
	Iowa	Nation	Iowa	Nation
1986-87	588	507	588	501
1987-88	587	505	590	501
1988-89	585	504	586	502
1989-90	584	500	591	501
1990-91	588	499	591	500
1991-92	585	500	596	501
1992-93	593	500	595	503
1993-94	580	499	586	504
1994-95	589	504	595	506
1995-96	590	505	600	508
1996-97	589	505	601	511
1997-98	593	505	601	512
1998-99	594	505	598	511
1999-00	589	505	600	514

SOURCE: THE COLLEGE BOARD, 2000 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2000 WAS 5 PERCENT.

Figure 96

TRENDS OF AVERAGE SAT SCORES
FOR IOWA AND THE NATION



SOURCE: THE COLLEGE BOARD, 2000 PROFILE OF SAT PROGRAM TEST TAKERS.
NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2000 WAS 5 PERCENT.

Iowa average SAT verbal and mathematics scores are compared with scores from other midwest states in Table 112 for the years 1990 and 1997 through 2000. For the years reported, Iowa ranked number one in the nation on the SAT verbal test and number one in the nation on the mathematics test in 1990, 1997, and 1998, and ranked second along with Minnesota behind North Dakota in 1999, and second in 2000 behind North Dakota.

Table 112

**AVERAGE SAT SCORES FOR
IOWA, THE NATION AND MIDWEST STATES
1990, 1997-2000**

Nation and State	V=Verbal M=Math		Graduating Class								% of Graduating Class of 2000 Taking SAT
	1990		1997		1998		1999		2000		
	V	M	V	M	V	M	V	M	V	M	
Iowa	584	588	589	601	593	601	594	598	589	600	5 %
Nation	500	501	505	511	505	512	505	511	505	514	44
Illinois	542	547	562	578	564	581	569	585	568	586	12
Kansas	566	563	578	575	582	585	578	576	574	580	9
Minnesota	552	558	582	592	585	598	586	598	581	594	9
Missouri	548	541	567	568	570	573	572	572	572	577	8
Nebraska	559	562	562	564	565	571	568	571	560	571	9
North Dakota	579	578	588	595	590	599	594	605	588	609	4
South Dakota	580	570	574	570	584	581	585	588	587	588	4
Wisconsin	552	559	579	590	581	594	584	595	584	597	7
Iowa's Rank in Nation	1	1	1	1	1	1	1	2*	1	2	

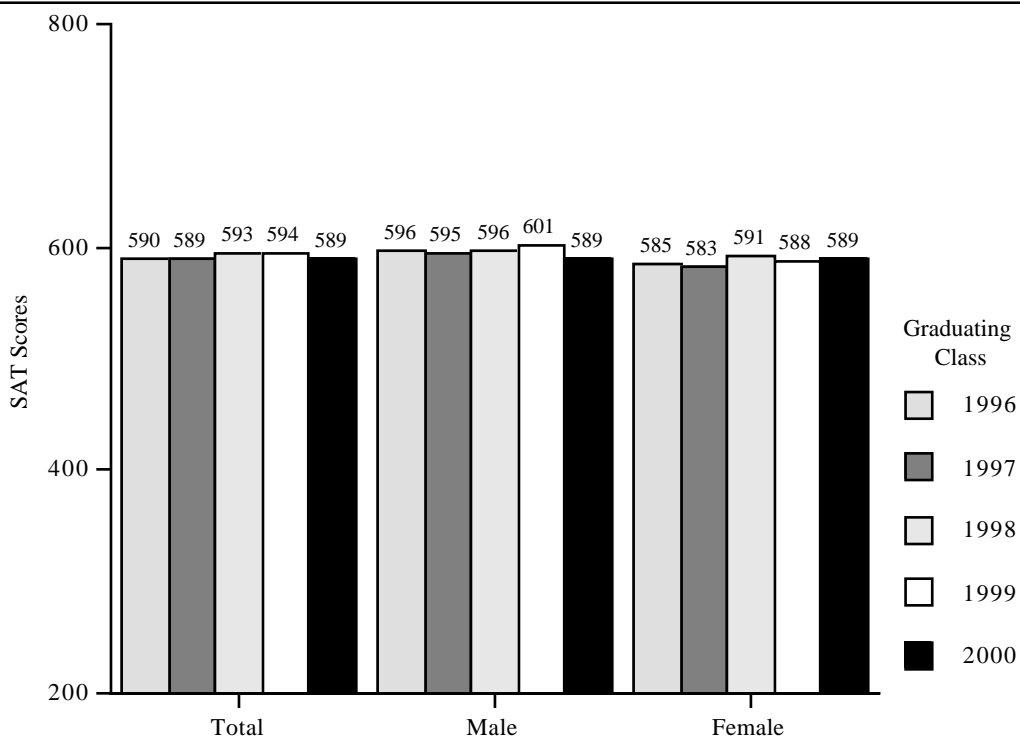
SOURCE: THE COLLEGE BOARD, 2000 PROFILE OF SAT PROGRAM TEST TAKERS.

NOTE: *INDICATES A TIE.

Gender comparisons are made for Iowa students on SAT verbal and mathematics scores for 1996 through 2000 in Figures 97 and 98. Average verbal and mathematics scores were higher for Iowa males than females, with substantially higher scores for males occurring in mathematics. Average verbal and mathematics SAT scores have shown a slight upward trend since 1996 for females, while scores for Iowa males declined slightly.

Figure 97

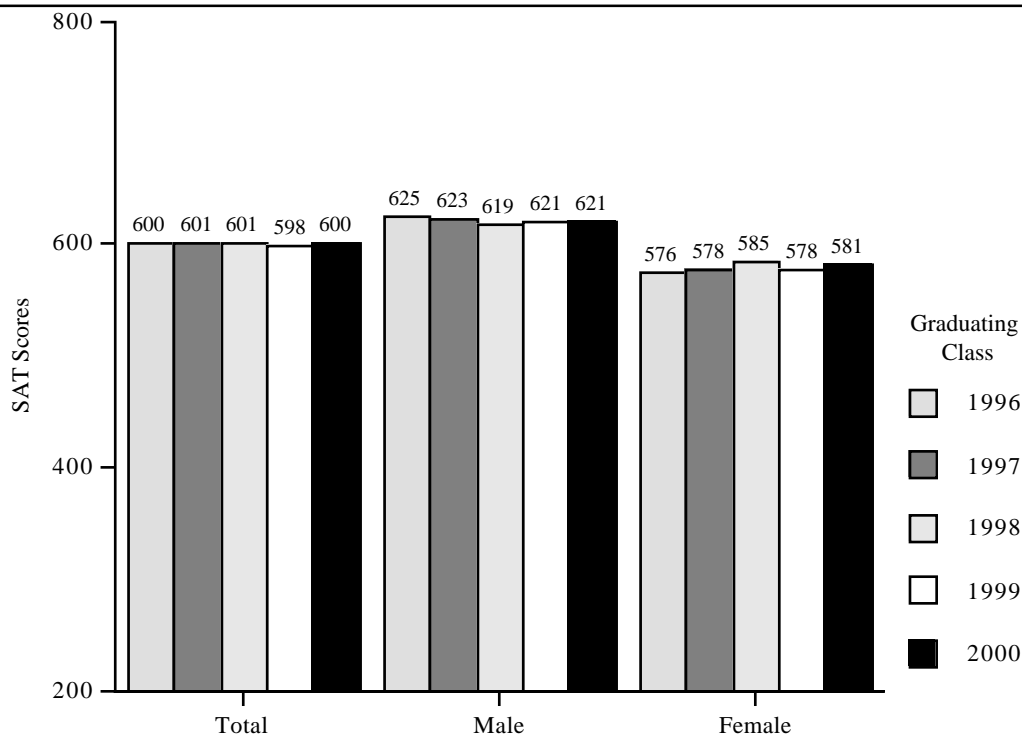
IOWA AVERAGE SAT VERBAL SCORES BY GENDER



SOURCE: THE COLLEGE BOARD, 2000 PROFILE OF SAT PROGRAM TEST TAKERS.
 NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2000 WAS 5 PERCENT.

Figure 98

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER



SOURCE: THE COLLEGE BOARD, 2000 PROFILE OF SAT PROGRAM TEST TAKERS.
 NOTE: THE IOWA PARTICIPATION RATE IN SAT FOR THE CLASS OF 2000 WAS 5 PERCENT.

Advanced Placement

The Advanced Placement Program, administered by The College Board, is designed to offer high school students the opportunity to earn college credits for AP approved courses taken during a student's high school career. Approved high school courses taught by AP accredited teachers are scored by AP on a five-point scale: 1- carries no recommendation for college credit, 2- interpreted as possibly qualified, 3- indicates qualified, 4- indicates well qualified, and 5- indicates a student is extremely well qualified.

In 1999 close to 686,000 students in the nation participated in the Advanced Placement Program, taking more than 1.12 million exams. Nationwide, the participation in AP has more than doubled since 1990.

Participation in AP by Iowa high school students has also grown considerably. The total number of high school students participating in AP grew by more than 11 percent in 1999 from the previous year (Table 113). Since 1989 the number of Iowa AP candidates increased by nearly 200 percent while the number of AP examinations taken by Iowa students increased by nearly 3.5 times. Table 113 provides trend information on Iowa AP candidates and examinations taken. Both the number of candidates and the number of examinations have shown steady and substantial increases since 1989. In 1989, an average of 1.26 exams per candidate were taken by Iowa high school students. This increased to an average of 1.43 exams per candidate in 1999.

Table 113

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS 1989-1999

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

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

Table 114 presents AP data for Iowa and the Nation for the years 1993 through 1999. Iowa average AP scores have consistently been above the national average and have increased over each of the past two years.

Table 114

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

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.

Advanced Placement score distributions are shown for Iowa candidates in Table 115 for the years 1990 through 1999. Across the time period roughly 69 to 75 percent of Iowa AP candidates earned scores equivalent to qualified (3) or above on AP examinations taken.

Table 115

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

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 distributions of Advanced Placement scores for Iowa students by gender are reported in Tables 116 and 117. In general, for the 10 year period from 1990 to 1999, a higher percentage of Iowa males than females attained a score equivalent to qualified (3) or above on AP examinations taken. The percentage of male candidates achieving an AP score of 5, extremely well qualified, ranged from about 15 to just under 20 percent compared to a range of just under 10 to 15 percent for Iowa females taking AP exams.

Table 116

ADVANCED PLACEMENT SCORE DISTRIBUTIONS FOR IOWA MALES

Year	AP Score Distributions					Percent of Candidates with Score 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

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 117

ADVANCED PLACEMENT SCORE DISTRIBUTIONS FOR IOWA FEMALES

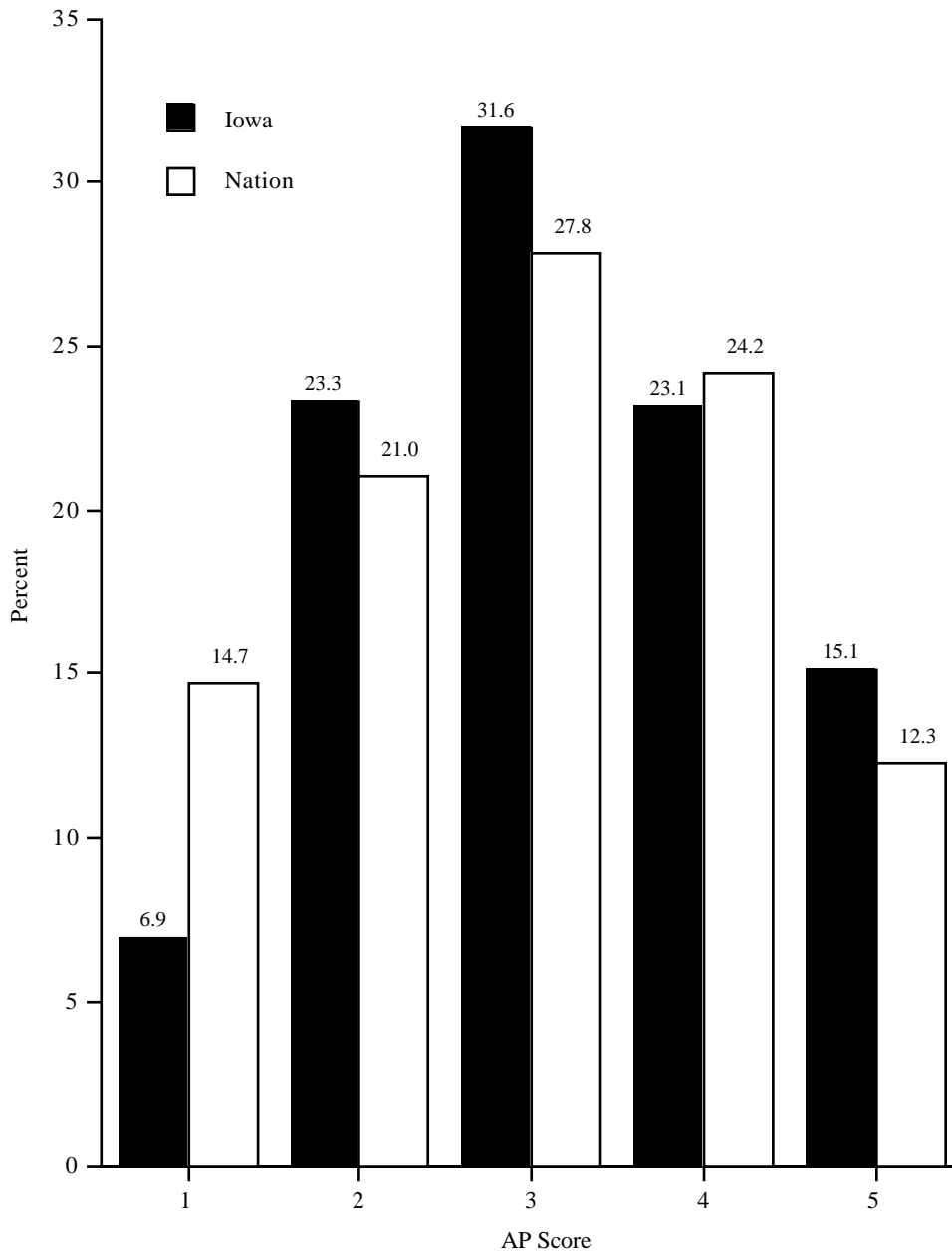
Year	AP Score Distributions					Percent of Candidates with Score of 3 and Above
	1	2	3	4	5	
1990	5.5%	26.9%	33.6%	23.5%	10.7%	67.8%
1991	3.9	27.1	35.2	21.4	12.4	69.0
1992	5.5	24.8	38.1	20.4	11.2	69.7
1993	6.3	24.4	35.9	20.8	12.6	69.3
1994	4.2	23.3	37.3	20.2	15.0	72.5
1995	6.6	26.6	35.5	21.6	9.7	66.8
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

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.

Advanced Placement exam score distributions for Iowa and for the nation are compared in Figure 99 for 1999. Just under 7 percent of Iowa AP candidates received a score of 1 which carries “no recommendation” compared to nearly 15 percent for the nation, while just over 15 percent of Iowa AP candidates achieved the highest AP score of 5, “extremely well-qualified” compared to just over 12 percent for the nation. Overall, 5.5 percent more Iowa students achieved an AP score of qualified or above than students for the nation.

Figure 99

**ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR
IOWA AND THE NATION - 1999**



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 percentage of Advanced Placement school participation by states is shown in Table 118. Nationally 56 percent of schools in 1999 were AP participants compared to 44 percent in 1991. Iowa's AP school participation rose from 18 percent of schools in 1991 to 35.6 percent in 1999. AP participation by other mid-west states ranged from a high of 64.1 percent in Wisconsin to a low of 21.1 percent in South Dakota. Iowa's AP school participation ranked 40th in the nation in 1999 and 46th in 1991.

Table 118

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT										
Rank Based on 1999 Data	State	Year								
		1999	1998	1997	1996	1995	1994	1993	1992	1991
1	Connecticut	87.9	82.3	82.1	84	80	78	78	77	77
2	New Jersey	87.4	83.7	85.0	85	83	80	78	77	75
3	Hawaii	82.7	73.3	69.9	68	65	65	72	68	65
4	Massachusetts	82.5	82.3	80.4	80	78	78	75	74	73
5	Vermont	76.8	69.5	74.7	66	66	61	65	61	56
6	Rhode Island	76.1	74.6	72.6	74	73	68	63	66	59
7	New York	75.2	74.6	73.7	72	71	69	68	66	65
8	New Hampshire	75.0	69.0	71.2	68	69	62	60	58	53
9	Maryland	74.9	74.1	72.5	71	69	72	69	68	68
10	District of Col.	72.5	73.2	82.5	100	100	78	81	76	97
11	California	72.3	69.7	68.9	69	66	65	64	63	60
12	Virginia	71.8	69.5	69.4	70	68	69	69	67	66
13	South Carolina	71.4	70.0	70.6	70	70	67	66	65	65
14	Utah	69.4	71.6	73.0	70	70	74	68	69	63
15	North Carolina	67.6	63.3	63.9	64	64	67	67	60	57
16	Kentucky	64.8	60.0	62.5	62	58	60	59	58	53
17	Wisconsin	64.1	60.1	56.9	56	52	52	47	46	36
18	Delaware	63.3	47.4	46.8	46	42	62	62	58	58
19	Maine	63.1	57.4	58.5	58	54	56	53	50	45
20	Florida	62.7	57.5	56.8	57	55	55	55	52	52
21	Pennsylvania	61.7	60.6	60.9	60	56	53	52	51	48
22	Ohio	61.0	59.7	58.5	58	56	53	54	53	51
23	Texas	60.7	56.9	56.3	51	45	38	35	32	29
24	Georgia	60.5	58.5	57.8	59	59	61	60	53	49
25	Washington	58.4	54.7	52.8	53	48	47	48	50	48
26	Indiana	57.0	56.2	56.4	55	55	57	53	49	45
27	Michigan	56.5	54.1	53.1	52	50	51	51	48	47
	United States	56.0	53.8	52.9	52	50	49	48	46	44
28	Tennessee	53.2	50.6	50.2	50	47	45	45	43	44
29	Illinois	52.0	51.8	52.2	50	49	47	45	44	42
30	Colorado	50.7	47.8	47.9	50	50	47	47	44	43
31	Arizona	50.2	53.9	46.6	57	51	55	55	54	52
32	West Virginia	49.4	55.3	57.5	63	64	60	59	59	55
33	Idaho	49.0	42.7	42.8	39	41	37	40	35	37
34	Oregon	48.7	48.5	42.5	44	45	44	45	44	40
35	New Mexico	48.4	43.9	39.0	42	40	39	34	31	28
36	Minnesota	45.3	43.1	43.1	44	42	35	34	30	30
37	Nevada	41.0	40.2	52.2	56	53	52	52	48	44
38	Alabama	38.3	36.9	41.9	44	45	45	46	46	45
39	Mississippi	36.4	38.2	36.4	38	33	34	30	31	31
40	Iowa	35.6	36.3	31.9	29	30	27	25	22	18
41	Oklahoma	33.7	24.8	18.0	16	17	17	15	15	16
42	Montana	33.2	32.3	35.0	31	31	28	27	26	22
43	Arkansas	32.2	30.5	30.2	27	22	23	21	20	19
44	Wyoming	30.5	29.1	30.4	30	30	34	34	33	31
45	Missouri	30.2	27.1	24.9	26	26	24	20	19	20
46	Kansas	26.0	24.1	22.8	24	25	22	20	20	18
47	Louisiana	24.4	23.8	23.9	24	25	24	24	23	21
48	Nebraska	22.5	22.7	21.7	19	22	20	21	20	18
49	South Dakota	21.1	19.0	15.9	14	19	9	9	7	12
50	Alaska	13.9	12.8	11.7	12	12	13	12	10	10
51	North Dakota	8.2	7.6	7.4	7	5	5	5	5	4

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS, 1991-1999.

A comparison by states of the number of Advanced Placement examinations taken per 1,000 eleventh and twelfth graders is reported in Table 119. In 1999 the number of AP examinations taken per 1,000 eleventh and twelfth graders for the nation was 165 compared to 89 in 1991. Comparable Iowa figures for 1999 and 1991 were 59 and 27 exams per 1,000 eleventh and twelfth graders respectively. Iowa ranked 46th among the 50 states in AP exams taken per 1,000 eleventh and twelfth graders in 1999.

Table 119

NUMBER OF ADVANCED PLACEMENT EXAMINATIONS TAKEN PER THOUSAND 11TH AND 12TH GRADERS										
Rank Based on 1999 Data	State	Year								
		1999	1998	1997	1996	1995	1994	1993	1992	1991
1	District of Col.	388	359	331	277	249	251	221	220	283
2	Virginia	302	249	241	227	221	209	184	170	161
3	New York	276	256	237	218	195	192	180	170	157
4	New Jersey	245	210	206	195	163	155	143	136	121
5	California	238	221	206	195	178	167	157	147	139
6	Utah	235	231	232	221	229	239	215	211	193
7	Maryland	234	216	201	188	177	164	157	145	135
8	Connecticut	233	218	188	171	152	144	138	134	123
9	Massachusetts	230	213	202	180	162	153	145	134	121
10	Florida	226	215	183	197	190	189	171	181	156
11	North Carolina	219	190	178	167	170	145	119	95	81
12	South Carolina	193	191	184	178	171	165	152	141	130
13	Delaware	182	176	168	155	136	132	135	120	103
14	Texas	178	149	136	115	103	82	69	57	52
15	Georgia	169	144	122	110	144	154	125	85	77
	United States	165	150	139	130	122	116	106	98	89
16	Hawaii	164	157	142	129	140	136	127	129	118
17	Colorado	158	147	131	124	119	122	121	123	115
18	New Hampshire	147	138	127	122	111	95	91	83	74
19	Alaska	145	150	108	101	91	97	103	98	94
20	Illinois	144	144	136	130	122	115	106	101	90
21	Vermont	142	123	107	94	87	102	94	84	82
22	Rhode Island	140	131	122	118	104	98	90	89	86
23	Maine	137	118	125	104	96	84	80	71	63
24	Pennsylvania	131	116	110	102	91	90	86	79	72
25	Wisconsin	125	117	106	96	85	74	64	48	39
26	Nevada	124	118	100	103	101	97	87	80	80
27	Minnesota	123	105	80	75	77	51	46	40	35
28	Michigan	122	112	107	105	91	84	82	76	70
29	Tennessee	121	104	97	94	88	89	80	74	70
30.5	Kentucky	112	98	94	86	79	78	74	69	59
30.5	Ohio	112	103	96	88	83	72	68	63	55
32	New Mexico	106	83	80	76	74	78	74	80	72
33	Arizona	99	107	102	98	92	105	94	85	66
34	Indiana	98	91	89	97	92	84	68	59	50
35.5	Oklahoma	93	71	56	49	45	51	48	42	37
35.5	Washington	93	82	74	63	57	60	58	57	54
37.5	Alabama	82	84	94	88	88	81	73	70	62
37.5	Montana	82	72	64	63	52	51	44	44	41
39.5	Idaho	77	67	60	46	50	56	52	47	44
39.5	Oregon	77	75	70	58	60	65	65	65	61
42	Arkansas	72	62	54	42	41	37	32	29	29
42	South Dakota	72	68	48	37	35	23	24	18	18
42	West Virginia	72	66	72	68	68	62	58	55	48
44	Mississippi	65	58	58	54	48	45	39	38	36
45	Missouri	64	56	51	48	47	47	44	38	34
46	Iowa	59	54	53	48	44	39	37	31	27
47	Kansas	56	51	48	47	41	40	38	35	36
48	Louisiana	46	42	39	38	36	39	37	34	34
49	Nebraska	45	50	49	44	48	46	47	41	39
50	Wyoming	44	31	30	34	45	48	42	42	33
51	North Dakota	41	38	28	32	24	21	19	19	19

SOURCE: THE COLLEGE BOARD, ADVANCED PLACEMENT PROGRAM, IOWA AND NATIONAL SUMMARY REPORTS, 1991-1999.

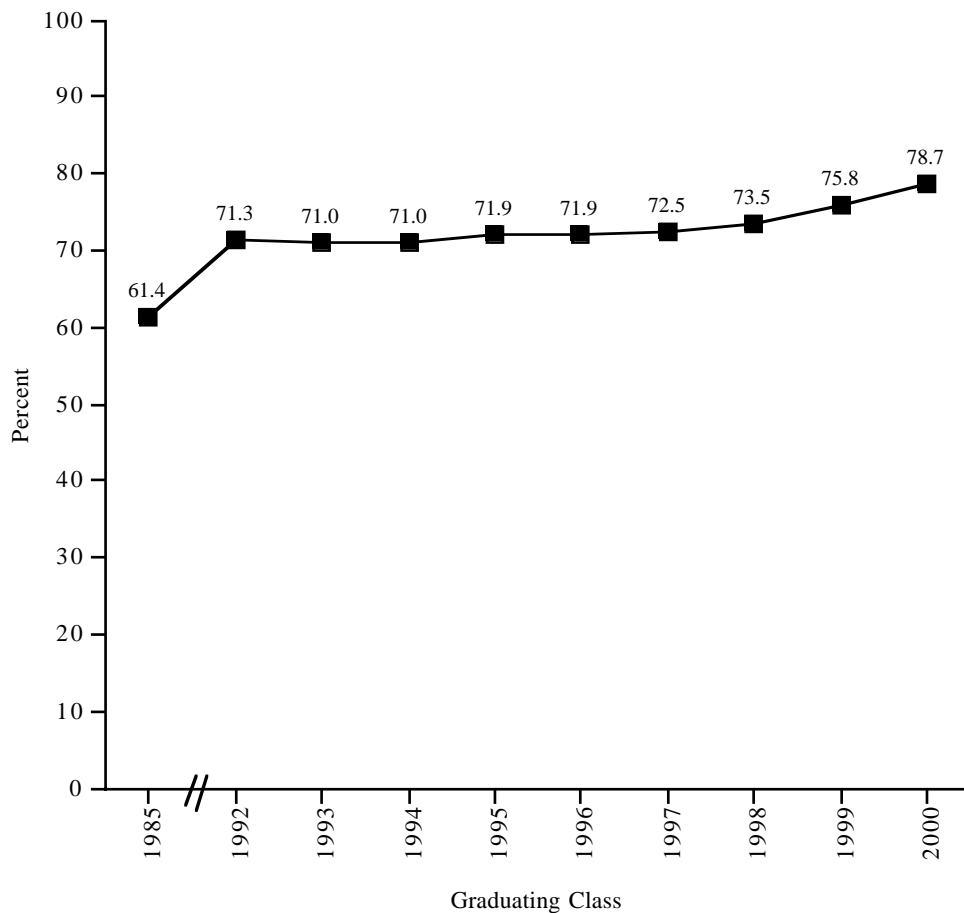
Pursuit of Postsecondary Education/Training

Data in this section represent follow-up information on student status one year after graduation for the years 1985 and 1992 through 1996. Data from 1997 through 1999 represent both follow-up data from graduates and intentions of seniors to pursue postsecondary education/training. This is due to the transition from web-based reporting to submission of individual student records via electronic data interchange (EDI), where electronic student records are no longer maintained for students who have graduated. Data for the 1999-2000 school year represent postsecondary education/training intentions of high school seniors for all public school districts.

Figure 100 shows that the percentage of Iowa high school graduates or seniors who were pursuing or intended to pursue some type of postsecondary education or training has markedly increased since 1985, climbing from 61.4 percent to nearly 79 percent in 1999-2000.

Figure 100

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992-2000



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/training by Iowa students is also reported by enrollment category and is presented in Table 120. The range in the percentage of students pursuing or intending to pursue postsecondary education/training in 1985 across enrollment categories was about 14 percentage points and narrowed considerably to 6.5 percentage points in 1999-2000. The largest enrollment category, enrollments of 7,500 and above, experienced the greatest percentage point increase from 1985 to 2000, about 27 points, while districts with enrollments under 7,500, on average, experienced an increase for the period of about 15 percentage points.

Table 120

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1995 THROUGH 2000

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

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 gender comparison of Iowa students pursuing or intending to pursue postsecondary education/training is also provided (Table 121). Data for 1997-98 through 1999-2000 indicate that a higher percentage of Iowa females than males pursued or intended to pursue postsecondary education/training across all years.

Table 121

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

Graduating Class	Male	Female	Total
1998	68.8%	78.4%	73.7%
1999	70.7	80.9	75.8
2000	74.5	82.9	78.7

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.

Postsecondary education/training pursuits of Iowa graduates/seniors, by institution, are presented in Table 122 for the years 1985 and 1996 through 2000. For four-year private colleges, the percentages have remained relatively stable across the period and accounted for 12.6 percent of Iowa students pursuing postsecondary education/training in 1999-2000, while public four-year colleges showed a gradual increase. Private two-year colleges increased from 1.4 percent in 1985 to 5.8 percent in 2000, while community colleges experienced the greatest growth, increasing from 18.2 percent in 1985 to over 30 percent in 1999, then dropping slightly to 28.9 percent in 2000. Pursuit of other types of postsecondary education/training, such as trade school attendance and apprenticeship programs, decreased from 6.2 percent in 1985 to 3.3 percent in 2000.

Table 122

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

Postsecondary Institution	1985	1996	Graduating Class		1999	2000
			1997	1998		
Private 4-Year College	12.3%	13.3%	13.1%	13.3%	14.0%	12.6%
Public 4-Year College	23.3	25.3	25.1	26.6	25.9	28.0
Private 2-Year College	1.4	1.2	1.3	1.0	2.0	5.8
Community College	18.2	28.3	29.4	28.8	30.4	28.9
Other Training	6.2	3.8	3.6	4.0	3.6	3.3
Total	61.4	71.9	72.5	73.7	75.8	78.7

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 separate comparison is made in Table 123 and Figure 101 for Iowa graduates and seniors pursuing or intending to pursue postsecondary education at two and four-year colleges, by combining both public and private colleges into a single category for two-year and four-year colleges. Data for two-year colleges represent combined totals for two-year private colleges and community colleges.

Data shown in Table 123 for the years 1985 and 1996 through 2000 indicate growth in both two-year and four-year colleges, with more than a 15 percentage point gain for two-year colleges, while four-year colleges increased by 5 percentage points over the same period.

Table 123

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

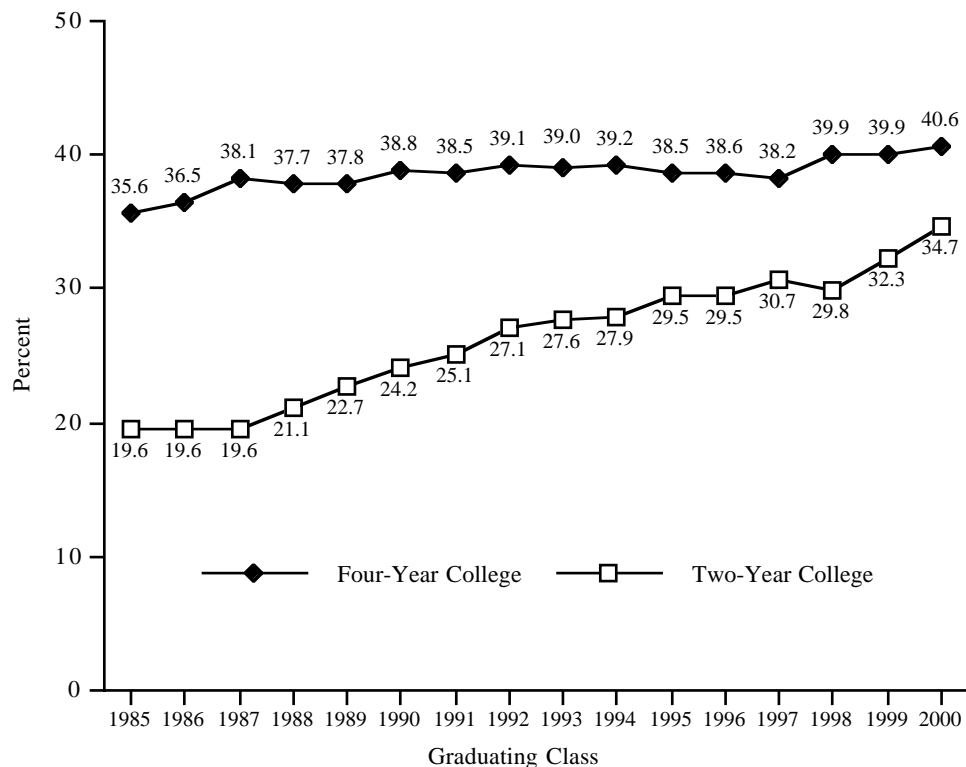
Postsecondary Institution	1985	1996	Graduating Class		1999	2000
			1997	1998		
Four-Year College	35.6%	38.6%	38.2%	39.9%	39.9%	40.6%
Two-Year College	19.6	29.5	30.7	29.8	32.3	34.7

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.

Figure 101

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



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.

Postsecondary Enrollment Options

The Iowa Code, Chapter 261C makes provision for Iowa high school students to earn college credit while still enrolled in high school. Under the Postsecondary Enrollment Options Act, eligible students are defined as eleventh or twelfth grade students or any ninth or tenth grade student who is identified, according to a school district's gifted and talented criteria and procedures, as a gifted and talented student. School districts participating in the postsecondary enrollment options program are required to pay a tuition reimbursement fee to the postsecondary institution providing the course, in 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.

Table 124 and Figure 102 reflect increases in the number of high school students participating in the postsecondary enrollment options (PSEO) program and in the number of courses taken. Since the 1992-93 school year, the number of students participating in the Iowa PSEO program has increased by about 162 percent, while the number of courses taken has increased about 209 percent.

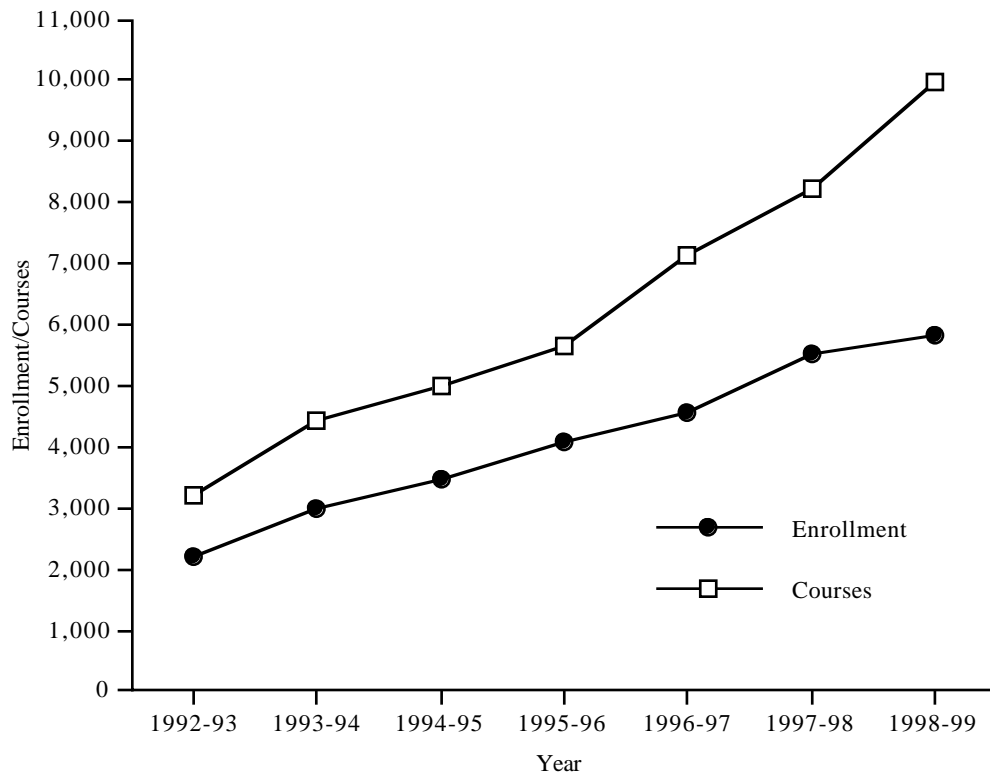
Table 124

IOWA POSTSECONDARY ENROLLMENT OPTIONS ENROLLMENTS AND COURSES - 1992-93 TO 1998-99		
Year	Enrollment	Courses
1992-93	2,219	3,229
1993-94	2,978	4,421
1994-95	3,465	5,016
1995-96	4,098	5,645
1996-97	4,577	7,125
1997-98	5,524	8,226
1998-99	5,815	9,991

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

Figure 102

**IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES - 1992-93 TO 1998-99**



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

Tables 125 and 126 show enrollments and courses taken by Iowa public high school juniors and seniors under the PSEO program in 1992-93 and 1998-99 by type of postsecondary institution. Since 1992-93 courses classified as career options and vocational technical experienced the greatest increases, while all remaining course categories also showed substantial increases in the number of courses taken. Increases in the number of courses taken in the humanities area showed the smallest increase, 155 percent, followed by increases of 193 percent for social studies, 221 percent for science, 232 percent for mathematics, and 342 percent, and 350 percent for vocational technical and career options, respectively.

Table 125

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 126

1998-99 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	137	431	568	130	244	188	272	16	27
COMMUNITY COLLEGE	905	3,519	4,424	983	604	2,144	2,371	994	1,072
PRIVATE 4 YR. COLLEGE	96	436	532	83	52	347	235	23	16
PRIVATE 2 YR. COLLEGE	5	93	98	24	14	41	61	15	35
TOTALS ¹	1,143	4,479	5,622	1,220	914	2,720	2,939	1,048	1,150

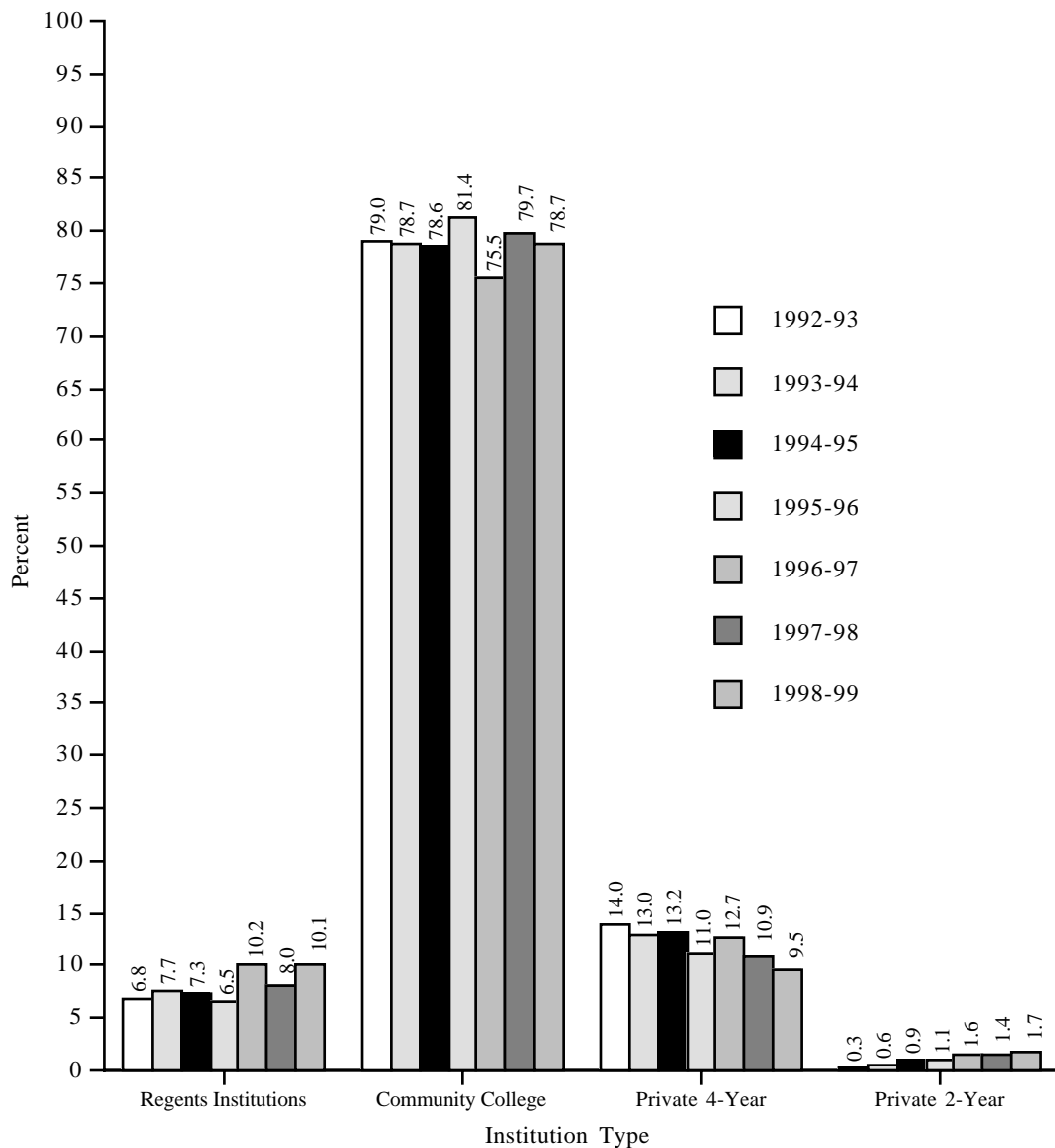
SOURCE: IOWA DEPARTMENT OF EDUCATION, BUREAU OF PLANNING, RESEARCH, AND EVALUATION, BASIC EDUCATIONAL DATA SURVEY, POSTSECONDARY ENROLLMENT OPTIONS FILE.

NOTE: ¹EXCLUDED FROM TOTAL ENROLLMENTS ARE 193 FRESHMEN AND SOPHOMORES.

Figure 103 reports distributions of Iowa PSEO enrollments by institution for 1992-93 through 1998-99. The vast majority of Iowa students participating in the PSEO program attended Iowa community colleges, 78.7 percent in 1998-99, followed by Regents institutions, 10.1 percent; private four-year colleges, 9.5 percent; and private two-year colleges, 1.7 percent.

Figure 103

**PERCENTAGE DISTRIBUTION OF IOWA HIGH SCHOOL JUNIORS
AND SENIORS POSTSECONDARY ENROLLMENT
OPTIONS ENROLLMENTS - 1992-93 TO 1998-99**



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

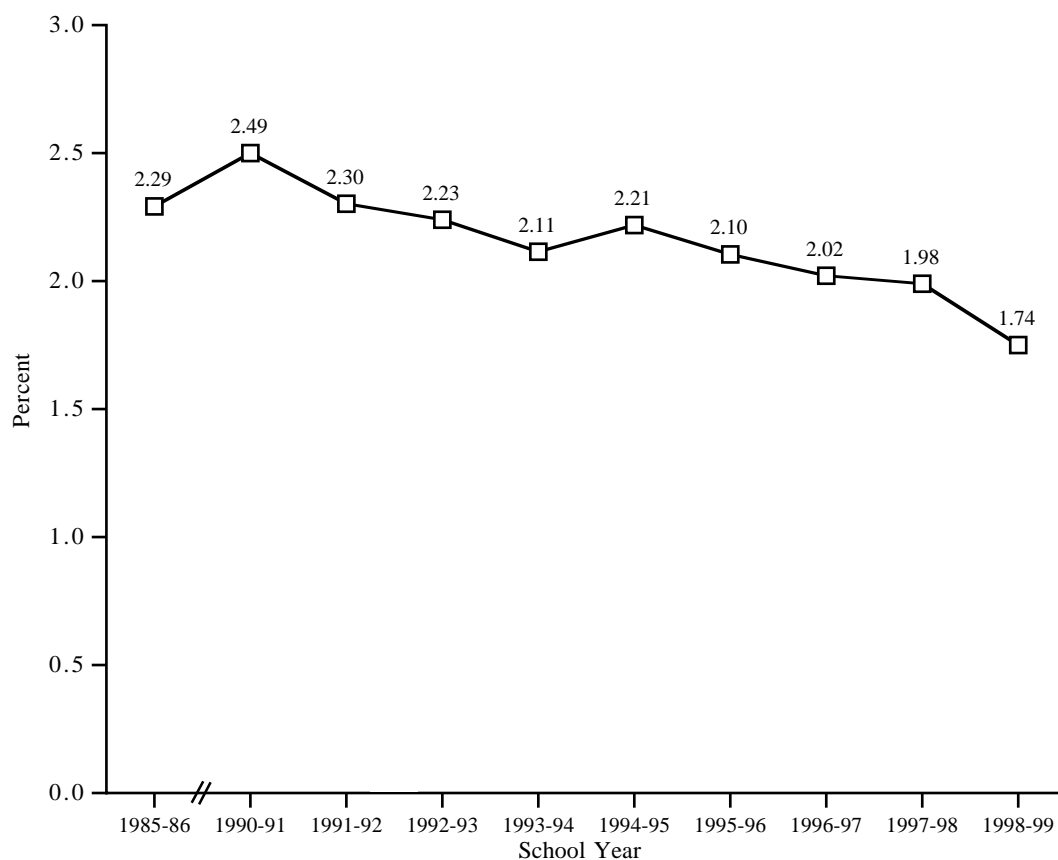
Dropouts

Information on public school students who are dropouts is reported annually on the fall Basic Educational Data Survey. Students are considered dropouts if they fail to complete a district approved program for kindergarten through grade twelve. Dropout information is collected for students in grades seven through twelve by gender and by racial/ethnic category. Overall dropout statistics, expressed as a percent, for grades 7-12 inclusively are calculated by dividing the combined number of dropouts in grades 7-12 by the total 7-12 enrollment.

Since the 1990-91 school year, the percentage of grade 7-12 Iowa public school students classified as dropouts declined each year except in 1994-95. The percentage of 7-12 dropouts in 1998-99 represented the lowest dropout percentage in recent history (Figure 104).

Figure 104

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.

Iowa public school dropouts for 1998-99 are shown by enrollment category and grade level in Table 127. A total of 4,023 students in grades 7-12 were reported as dropouts in 1998-99. This represented a 12.2 percent decline in total dropouts compared to previous year's figures. The highest number of dropouts was reported for grade 12. This represented a departure from previous years where the greatest number of dropouts had been reported at grade 11. Seventh and eighth graders represented only .4 percent of the total dropouts.

Districts with enrollments of 2,500 and above accounted for more than 60 percent of all 7-12 dropouts while accounting for just over 44 percent of 7-12 enrollment. The percentage of 7-12 dropouts generally reflected increases with successively larger enrollment categories.

Table 127

**TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS
BY ENROLLMENT CATEGORY
1998-99**

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	4	3	10	0.3%	0.6%	0.69%
250-399	0	0	8	23	37	24	92	2.3	3.5	1.13
400-599	2	1	8	34	60	72	177	4.4	8.1	0.94
600-999	3	1	40	69	123	132	368	9.1	16.8	0.94
1,000-2,499	1	1	109	200	294	337	942	23.4	26.9	1.51
2,500-7,499	0	1	85	202	270	258	816	20.3	19.4	1.82
7,500+	6	10	326	316	461	499	1,618	40.2	24.7	2.83
State	12	14	577	846	1,249	1,325	4,023	100.0	100.0	1.74

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

Dropouts by gender are reported in Table 128 for the years 1993-94 through 1998-99. Dropout rates for males were consistently higher than for females.

Table 128

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Female Dropout Percent	1.83%	1.87%	1.81%	1.75%	1.73%	1.59%
Male Dropout Percent	2.39%	2.54%	2.38%	2.27%	2.22%	1.87%
Female Dropouts as a Percent of Total Dropouts	42.6%	41.7%	42.2%	42.6%	42.94%	44.89%
Female Enrollment as a Percent of Total Enrollment	49.3%	49.2%	49.0%	49.1%	49.05%	48.94%

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

Table 129 reports dropouts for 1998-99 by race/ethnicity. Dropout rates for minority public school students exceeded the rate for non-minority as well as the overall state dropout rate. The highest dropout rate, 6.12 percent, was reported for Hispanic students.

Table 129

1998-99 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
White	1.55	3,340	83.0%	215,060	92.8%
All Minority	4.10	683	17.0	16,677	7.2
American Indian	5.41	51	1.3	942	0.4
Asian	1.65	65	1.6	3,938	1.7
Hispanic	6.12	310	7.7	5,068	2.2
African American	3.82	257	6.4	6,729	2.9
State	1.74	4,023	100.0	231,737	100.0

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

Table 130 and Figure 105 present trend data on dropouts from 1993-94 to 1998-99 for each race/ethnicity group. In 1998-99, 17 percent of the total 7-12 Iowa public school dropouts were minority students compared to 14.5 percent in 1993-94, while minority students represented 5.8 percent of the total 7-12 public school enrollment in 1993-94 and 7.2 percent in 1998-99. The percentage of 7-12 dropouts accounted for by Hispanic students has increased annually since 1993-94, while the percentage of total African American dropouts has shown steady decreases since 1995-96. The percentage of dropouts accounted for by Asians and American Indian minorities remained relatively stable across the period.

Table 130

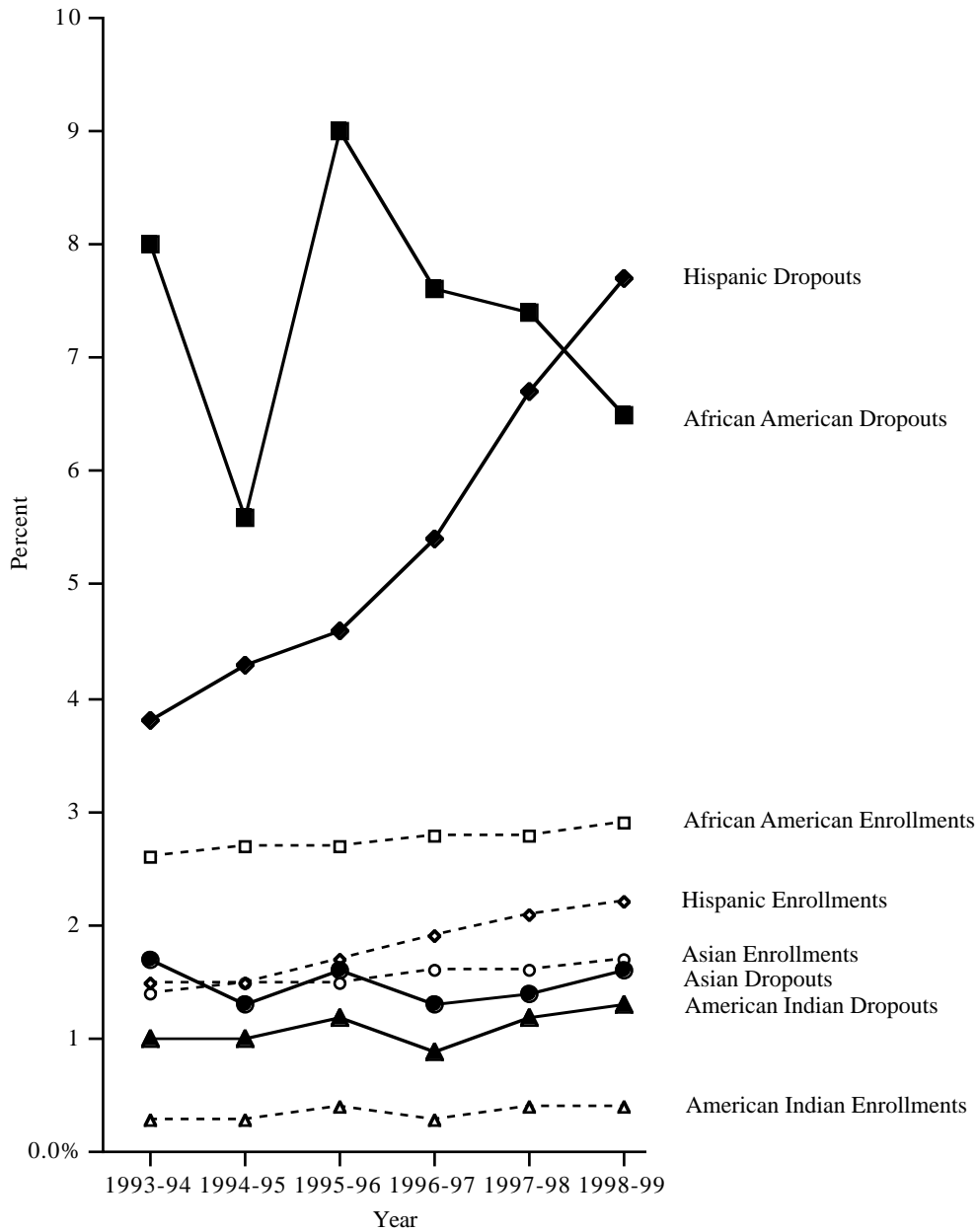
**PERCENT OF DROPOUTS AND PERCENT OF ENROLLMENT
FOR IOWA PUBLIC SCHOOL GRADES 7-12
BY RACIAL/ETHNIC GROUP
1993-94 TO 1998-99**

Racial/Ethnic Group	% of 7-12 Total Dropouts					
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
White	85.5%	87.8%	83.6%	84.8%	83.3%	83.0%
African American	8.0	5.6	9.0	7.6	7.4	6.4
Hispanic	3.8	4.3	4.6	5.4	6.7	7.7
Asian	1.7	1.3	1.6	1.3	1.4	1.6
American Indian	1.0	1.0	1.2	0.9	1.2	1.3
	% of 7-12 Enrollment					
White	94.2%	94.0%	93.7%	93.4%	93.1%	92.8%
African American	2.6	2.7	2.7	2.8	2.8	2.9
Hispanic	1.5	1.5	1.7	1.9	2.1	2.2
Asian	1.4	1.5	1.5	1.6	1.6	1.7
American Indian	0.3	0.3	0.4	0.3	0.4	0.4

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

Figure 105

PERCENT OF DROPOUTS AND PERCENT OF ENROLLMENTS FOR IOWA PUBLIC SCHOOL GRADES 7-12 — MINORITY GROUPS 1993-94 TO 1998-99



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

According to public high school grade 9-12 dropout figures released by the National Center for Education Statistics (NCES), Iowa ranked third lowest in the nation in 1996-97 with a 9-12 dropout percentage of 2.9 percent. North Dakota and Wisconsin tied for the lowest ranking at 2.7 percent. NCES figures also placed Iowa among the lowest ranking states in terms of 9-12 dropouts for 1993-94 through 1995-96 (Table 131).

Table 131

**PUBLIC HIGH SCHOOL - GRADE 9-12
DROPOUT RATES BY STATES 1993-94 TO 1996-97**

	1993-94		1994-95		1995-96		1996-97	
	% DROPOUT	RANK	% DROPOUT	RANK	% DROPOUT	RANK	% DROPOUT	RANK
North Dakota	2.7	1	2.5	1	2.5	1	2.7	1.5
Wisconsin ¹	-	-	-	-	-	-	2.7	1.5
Iowa	3.2	3	3.5	4.5	3.1	2.5	2.9	3
Maine	3.1	2	3.4	3	3.1	2.5	3.2	4
Massachusetts	3.7	4.5	3.6	6.5	3.3	4	3.4	5.5
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
New Jersey ¹	-	-	-	-	-	-	3.7	8
Pennsylvania	3.8	6	4.1	8.5	4.0	7	3.9	9.5
Connecticut	4.9	11.5	5.0	15	4.8	14	3.9	9.5
West Virginia	-	-	4.2	10	3.8	6	4.1	11
Nebraska	4.6	8.5	4.5	11	4.5	10.5	4.3	12
Utah	-	-	3.6	6.5	4.4	9	4.5	14
Delaware	4.6	8.5	4.6	12.5	4.5	10.5	4.5	14
South Dakota ¹	-	-	-	-	-	-	4.5	14
Kansas	5.0	13	5.1	16	4.7	13	4.6	16.5
Virginia ¹	-	-	-	-	-	-	4.6	16.5
Rhode Island	4.9	11.5	4.6	12.5	4.6	12	4.7	18
Alaska	-	-	-	-	-	-	4.9	19.5
Maryland ¹	-	-	-	-	-	-	4.9	19.5
Arkansas	5.3	15	4.9	14	4.1	8	5.0	21.5
Vermont ¹	-	-	-	-	-	-	5.0	21.5
Montana	-	-	-	-	5.6	17	5.1	23.5
Tennessee ¹	-	-	-	-	-	-	5.1	23.5
Ohio	-	-	5.3	18	5.4	16	5.2	25
Alabama ¹	-	-	-	-	-	-	5.3	26
Minnesota	5.1	14	5.2	17	5.3	15	5.5	27
Missouri	7.1	17	7.1	21	6.6	20	5.8	28
Mississippi	6.1	16	6.4	19	6.2	19	6.0	29.5
Colorado ¹	-	-	-	-	-	-	6.0	29.5
Wyoming	-	-	6.7	20	5.7	18	6.2	31
Idaho ¹	-	-	-	-	-	-	7.2	32
New Mexico	8.1	18	8.5	22	-	-	7.5	33
Georgia	8.7	19	9.0	23	8.5	21	8.2	34
Illinois ¹	-	-	-	-	-	-	8.8	35
Arizona ¹	-	-	-	-	-	-	10.0	36
Nevada	9.8	21	10.3	24	9.6	22	10.2	37
Louisiana ²	4.7	10	3.5	4.5	11.6	23	11.6	38
District of Columbia	9.6	20	10.6	25	-	-	-	-

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, DROPOUT RATES IN THE UNITED STATES: 1998.

NOTES: "-" DATA ON ALL STATES WERE NOT AVAILABLE.

"1" THIS STATE REPORTED ON AN ALTERNATIVE JULY THROUGH JUNE CYCLE RATHER THAN THE SPECIFIED OCTOBER THROUGH SEPTEMBER CYCLE.

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

Finance

This chapter of the Annual Condition of Education Report provides current status and baseline information regarding Iowa public school district finance. Iowa's local school districts report financial information on an annual basis to the Department of Education through the *Certified Annual Financial Report*. Additional information is provided from the Iowa Department of Management, Program and Budget Summary, Iowa Department of Management, School Budget Master File, Aid and Levy worksheets and from the Iowa Legislative Fiscal Bureau. The most current year for which Iowa school district expenditure information is available is the 1998-1999 school year.

Data reported in the finance chapter includes expenditures by function and object categories, revenues, taxable valuation per pupil, general fund expenditures per pupil, state aid, property taxes, income surtaxes, and elementary and secondary education budgets.

Function Category Expenditures

Function category expenditures are composed of expenditures for instruction, student support services, staff support services, administrative services, operations and maintenance, student transportation, central support services, food services subsidy and community service and education. Function category expenditures are shown in Table 132 as a percentage of the total general fund expenditures for the two most current school years and for the base year of 1985-1986.

Table 132

**FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF
TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
1985-86, 1997-98, AND 1998-99**

Function Category	Year		
	1985-86	1997-98	1998-99
Instruction	65.3%	68.6%	69.1%
Student Support Services	2.9	3.8	3.7
Staff Support Services	3.2	3.9	4.0
Administrative Services	10.2	9.7	9.6
Operations and Maintenance	12.2	9.1	8.8
Student Transportation	5.2	3.8	3.9
Central Support Services	0.6	0.8	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.

The percentage of general fund expenditures expended for instruction, student support services, and staff support services have increased on a statewide basis from 1985-86 to 1998-99, while expenditures for administrative services, operations and maintenance, and student transportation decreased for the same time period. The percentage of general fund expenditures allocated for central support services, food services subsidy and community service and education have experienced little or no change for the same time period.

Function category expenditures as a percent of total general fund expenditures by enrollment category for 1998-99 are presented in Table 133. The percentage of general fund expenditures for student support services, staff support services, and operations and maintenance tended to increase with increases in enrollment, while administrative services and student transportation tended to decrease with increases in enrollment.

Table 133

**FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL
GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS
BY ENROLLMENT CATEGORY 1998-99**

Function Category	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Instruction	70.9	69.9	68.7	68.5	69.2	69.4	69.3	69.1
Student Support Services	2.5	2.6	2.7	3.1	3.7	3.9	4.5	3.7
Staff Support Services	2.5	2.8	3.3	3.3	4.2	4.9	4.2	4.0
Administrative Services	11.6	12.2	11.7	10.7	9.8	8.9	8.2	9.6
Operations and Maintenance	6.8	7.6	8.3	8.7	8.6	8.6	9.5	8.8
Student Transportation	4.8	4.6	4.8	5.3	4.1	3.7	2.6	3.9
Central Support Services	0.2	0.1	0.1	0.1	0.2	0.5	1.4	0.6
Food Services Subsidy	0.5	0.1	0.2	0.1	0.1	0.0	0.0	0.1
Community Service and Ed.	0.2	0.1	0.2	0.2	0.1	0.1	0.3	0.2

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

Object Category Expenditures

Object category expenditures include salaries, benefits, purchased services, supplies, property and other objects. Object category expenditures as a percentage of the total general fund expenditures are reported in Table 134. Comparisons are made for the base year, 1985-86, and for the two most current school years. Salaries accounted for the largest portion of general fund expenditures and decreased on a statewide basis from 68.1 percent of general fund expenditures in 1985-86, to 64.7 percent in 1998-99. Employee benefits rose from 12.9 percent of general fund expenditures in 1985-86 to 15.5 percent in 1998-99. Expenditures for supplies and property also rose for the same time period.

Table 134

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-86, 1997-98, AND 1998-99			
Object Category	1985-86 Percent	Year 1997-98 Percent	1998-99 Percent
Salaries	68.1%	64.8%	64.7%
Benefits	12.9	15.5	15.5
Purchased Services	9.9	9.8	10.1
Supplies	5.7	6.5	6.3
Property	2.6	3.0	3.0
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.

Object category expenditures, as a percent of general fund expenditures, are reported by enrollment category for the 1998-99 school year in Table 135. Expenditures for salaries and employee benefits, as a percentage of general fund expenditures, generally increased with increases in enrollment, while purchased services decreased with increases in enrollments. Differences across enrollment categories in purchased services were primarily a function of whole-grade sharing in smaller school districts. No particular pattern across enrollment categories was evident for the portion of general fund expenditures allocated for property, supplies and other objects.

Table 135

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1998-99								
Object Category	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Salaries	50.6%	59.0%	62.3%	62.7%	65.2%	66.3%	66.4%	64.7%
Benefits	12.2	13.8	14.2	14.6	15.4	15.6	16.9	15.5
Purchased Services	27.3	16.7	12.2	11.4	9.0	9.1	9.1	10.1
Supplies	6.4	7.3	7.2	7.4	6.9	5.8	4.9	6.3
Property	3.0	2.9	3.7	3.6	3.2	2.5	2.4	3.0
Other Objects	0.5	0.3	0.4	0.3	0.3	0.7	0.3	0.4

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

Revenues

Revenue by source for Iowa public school districts for the baseline year 1985-86 and for 1997-98 and 1998-99 are reported in Table 136 and Figure 106. Local taxes and state foundation aid are the primary sources of revenue for all years reported. Statewide, local taxes and state foundation aid accounted for nearly 86 percent of all school district revenues in 1998-99.

Figure 106 reflects a shift in the percentage of revenue derived from local taxes and state foundation aid since 1985-86. In 1985-86, local taxes and state foundation aid accounted for nearly equal proportions of school district revenue at 47.3% and 46% respectively. By 1998-99, the percent of district revenue derived from local taxes dropped 14.1 percentage points from 47.3 percent to 33.2 percent on a statewide basis. Also by 1998-99, district revenue derived from state foundation aid increased by 6.4 percentage points from 46.0 percent to 52.4 percent for the state as a whole.

From 1985-86 to 1998-99, interagency revenue more than doubled, revenue from other state sources has increased by more than sevenfold, and revenue from federal sources increased slightly from 2.4 percent of general fund revenues to 2.8 percent.

Table 136

**REVENUES BY SOURCE AS A PERCENT OF TOTAL
GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS
1985-86, 1997-98, AND 1998-99**

Source of Revenue	Year		
	1985-86	1997-98	1998-99
Local Taxes	47.3%	32.6%	33.2%
Interagency	1.4	3.6	3.6
Other Local Sources	1.8	2.4	2.4
Intermediate Sources	0.1	0.2	0.3
State Foundation Aid	46.0	53.1	52.4
Other State Sources	0.7	5.1	5.0
Federal Sources	2.4	2.7	2.8
Other Financing Sources	0.3	0.3	0.3

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.

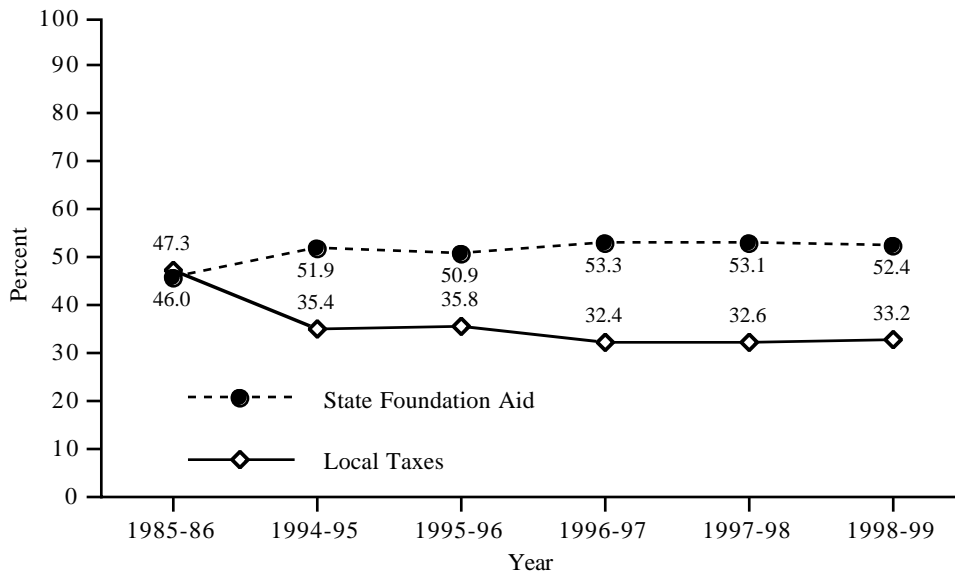
INTERMEDIATE INCLUDES GRANTS-IN-AID REVENUES IN LIEU OF TAXES RECEIVED FROM AEA's, CITIES AND COUNTIES.

OTHER LOCAL REVENUES 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 106

**PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND STATE FOUNDATION AID IN IOWA PUBLIC SCHOOLS
1985-86 AND 1994-95 TO 1998-99**



SOURCE: IOWA DEPARTMENT OF EDUCATION, DIVISION OF FINANCIAL AND INFORMATION SERVICES, CERTIFIED ANNUAL FINANCIAL REPORTS.

Revenues by source for enrollment categories for 1998-99 are reflected in Table 137 and in Figure 107. State foundation aid, as a percentage of general fund revenue, in general, increased with increases in enrollment. Districts with enrollments under 1,000 students derived a higher percentage of revenue from local taxes than districts with enrollments of 1,000 students and above in 1998-99. In general, revenue from local taxes decreased with enrollment category increases, while revenues from state foundation aid increased.

Table 137

REVENUES BY SOURCE AS A PERCENT OF TOTAL GENERAL FUND REVENUES IN IOWA PUBLIC SCHOOLS - 1998-99

Source of Revenue	Enrollment Category							State
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	
Local Taxes	39.0%	36.7%	34.5%	34.0%	31.5%	33.1%	33.3%	33.2%
Interagency	5.3	6.7	5.4	4.6	3.9	3.6	1.7	3.6
Other Local Sources	2.4	2.5	2.4	2.1	2.1	2.6	2.6	2.4
Intermediate Sources	0.1	0.2	0.1	0.1	0.1	0.0	0.8	0.3
State Foundation Aid	41.4	44.8	49.1	51.1	54.5	54.0	52.7	52.4
Other State Sources	8.7	5.5	5.6	5.2	4.9	4.5	5.1	5.0
Federal Sources	2.9	3.4	2.6	2.5	2.7	2.2	3.5	2.8
Other Financing Sources	0.2	0.2	0.3	0.4	0.3	0.0	0.3	0.3

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.

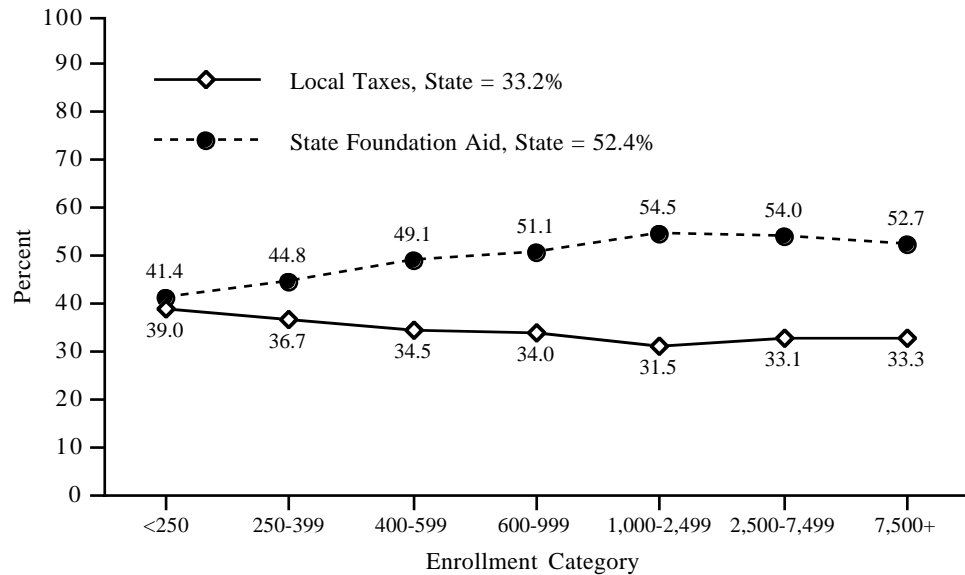
INTERMEDIATE INCLUDES GRANTS-IN-AID REVENUES IN LIEU OF TAXES RECEIVED FROM AEA's, CITIES AND COUNTIES.

OTHER LOCAL REVENUES 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 107

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND STATE FOUNDATION AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY - 1998-99



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

Taxable Valuation

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 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 5 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.

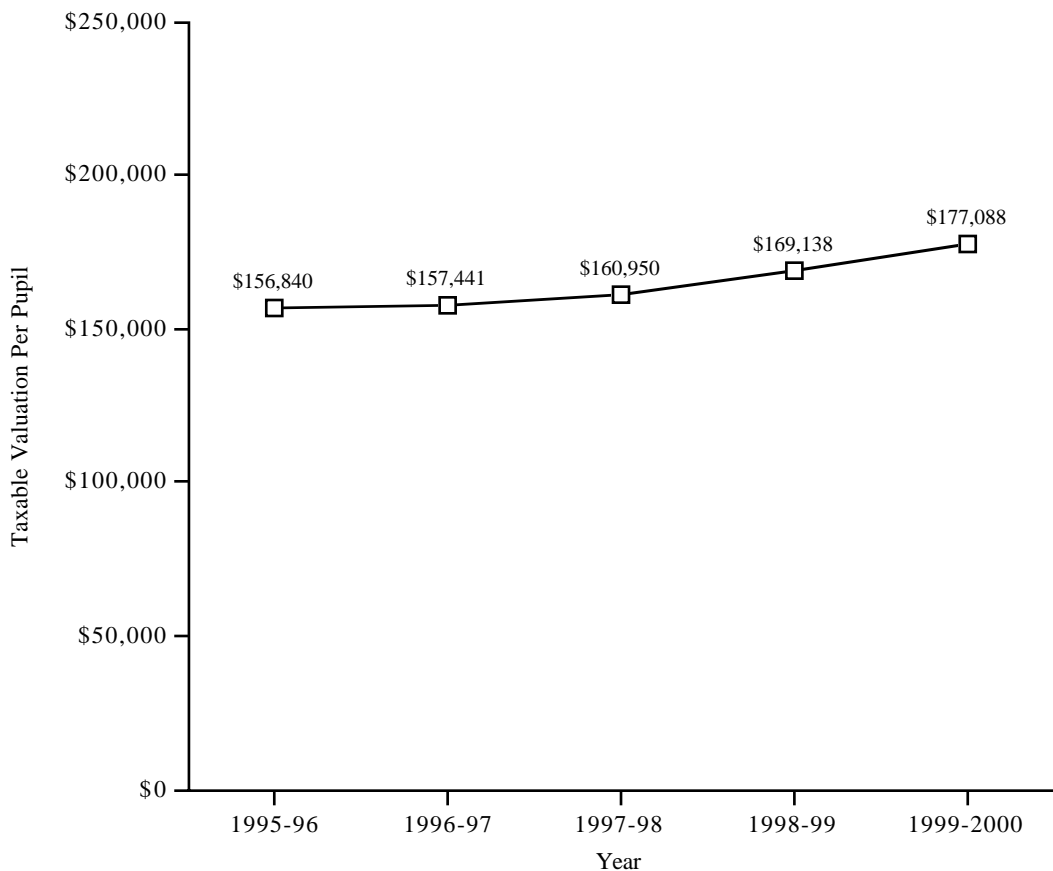
The Iowa school foundation aid plan requires all school districts to levy a uniform levy of \$5.40 per \$1,000 taxable valuation. State aid is provided to adjust for the differences raised by property taxes in each district. The relative property wealth is the primary factor in determining property tax rates and state aid in a school district.

Total taxable valuation per pupil for Iowa from 1995-96 to 1999-2000 is shown in Figure 108. For the time period 1995-96 to 1999-2000, taxable valuation per pupil increased, with larger increases occurring over the last two school years. Taxable valuations per pupil increased by 5.09 percent from 1997-98 to 1998-99 and by 4.7 percent from 1998-99 to 1999-2000. From 1995-96 to 1999-2000 taxable valuation per pupil increased by 12.91 percent on a statewide basis. The average taxable

valuation per pupil for the 1999-2000 school year was \$177,088. In 1999-2000 the minimum taxable valuation per pupil was \$82,977 and the maximum was \$501,207, a range of \$418,230. The median taxable valuation per pupil was more than \$12,000 higher than the average.

Figure 108

**IOWA AVERAGE TAXABLE VALUATION PER PUPIL
1995-96 TO 1999-2000**



SOURCE: IOWA DEPARTMENT OF MANAGEMENT, SCHOOL BUDGET MASTER FILES.
NOTE: PER PUPIL AMOUNTS ARE BASED ON BUDGET ENROLLMENTS.

Taxable valuations per pupil by enrollment category for 1995-96 through 1999-2000 are shown in Table 138. Taxable valuation generally decreased with increases in student enrollment through enrollment categories 1,000-2,499. This trend was consistent for all years. Smaller school district's taxable valuation showed percentage increases over the past two years at a greater rate than that of larger school districts.

The percent change in taxable valuation per pupil from 1995-96 to 1999-2000 was the lowest for enrollment categories under 400 and the highest for the 2,500-7,499 enrollment category. In general, the largest percentage increases in per pupil taxable valuation for all enrollment categories occurred from 1997-98 to 1998-99.

Table 138

**IOWA AVERAGE TAXABLE VALUATION PER PUPIL
BY ENROLLMENT CATEGORY
1995-96 TO 1999-2000**

Enrollment Category	Per Pupil Taxable Valuation				
	1995-96	1996-97	Year 1997-98	1998-99	1999-2000
<250	\$239,705	\$231,315	\$230,928	\$243,617	\$262,531
250-399	203,297	201,621	204,350	215,148	216,057
400-599	181,824	181,877	185,960	194,922	208,769
600-999	173,055	172,377	172,337	184,123	191,868
1,000-2,499	148,700	149,434	153,096	158,097	165,805
2,500-7,499	142,837	144,390	148,747	158,190	166,072
7,500+	148,207	150,060	155,558	162,587	169,218
State	156,840	157,441	160,950	169,138	177,088

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

NOTE: PER PUPIL AMOUNTS ARE BASED ON BUDGET ENROLLMENTS.

Expenditures Per Pupil

General fund expenditure per pupil calculations are defined as follows: expenditures include instruction, student-support services, administration, operations and maintenance, student transportation, and central support; excluded are community services, adult education, nonpublic education, co-curricular activities, financial support for food services programs, area education agency flow-through, inter-fund transfers, facility acquisition, debt service, and interagency revenues from other school districts and area education agencies for services sold. Expenditures are divided by budget enrollment figures.

The average statewide general fund expenditure per pupil in 1998-99 was \$5,347 compared to \$2,916 in 1985-86. The 1998-99 figure represented an increase of 4.5 percent over the previous year (Table 139). The range in average general fund expenditures per pupil in 1985-86 was \$549 compared to a range of \$1,057 in 1998-99. In 1998-99, as in previous years, average general fund expenditures per pupil tended to decrease in successively larger enrollment categories through the enrollment category 2,500-7,499.

Table 139

**AVERAGE GENERAL FUND PER PUPIL EXPENDITURES
FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY
1985-86, AND 1996-97 THROUGH 1998-99**

Enrollment Category	Year			
	1985-86	1996-97	1997-98	1998-99
<250	\$3,368	\$5,567	\$5,726	\$6,209
250-399	3,000	5,179	5,339	5,610
400-599	2,917	4,867	5,025	5,296
600-999	2,869	4,833	4,985	5,220
1,000-2,499	2,819	4,721	4,881	5,152
2,500-7,499	2,899	4,827	5,055	5,231
7,500+	2,987	5,210	5,461	5,656
State	2,916	4,923	5,119	5,347

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

Per pupil expenditures for Iowa, the nation, and states surrounding Iowa are presented in Table 140 and in Figure 109. These figures are taken from the National Education Association's (NEA) publications, Rankings of the States, Estimates of School Statistics, and Preliminary Rankings of the States and Estimates of School Statistics. Definitions of expenditures vary from those shown in Table 139, therefore, figures are not the same for corresponding years. Per pupil expenditures are shown in terms of fall enrollments. In 1998-99 Iowa ranked 34th in the nation with a per pupil expenditure of \$5,583, placing Iowa 10.4 percent or \$649 below the national average. In 1985-86 Iowa ranked 25th in the nation in per pupil expenditures at \$3,357 or only 3.6 percent below the national average. Of the states shown in Table 140, only South Dakota, Kansas, and Iowa showed substantial declines in national rankings from 1985-86 to 1998-99.

Table 140

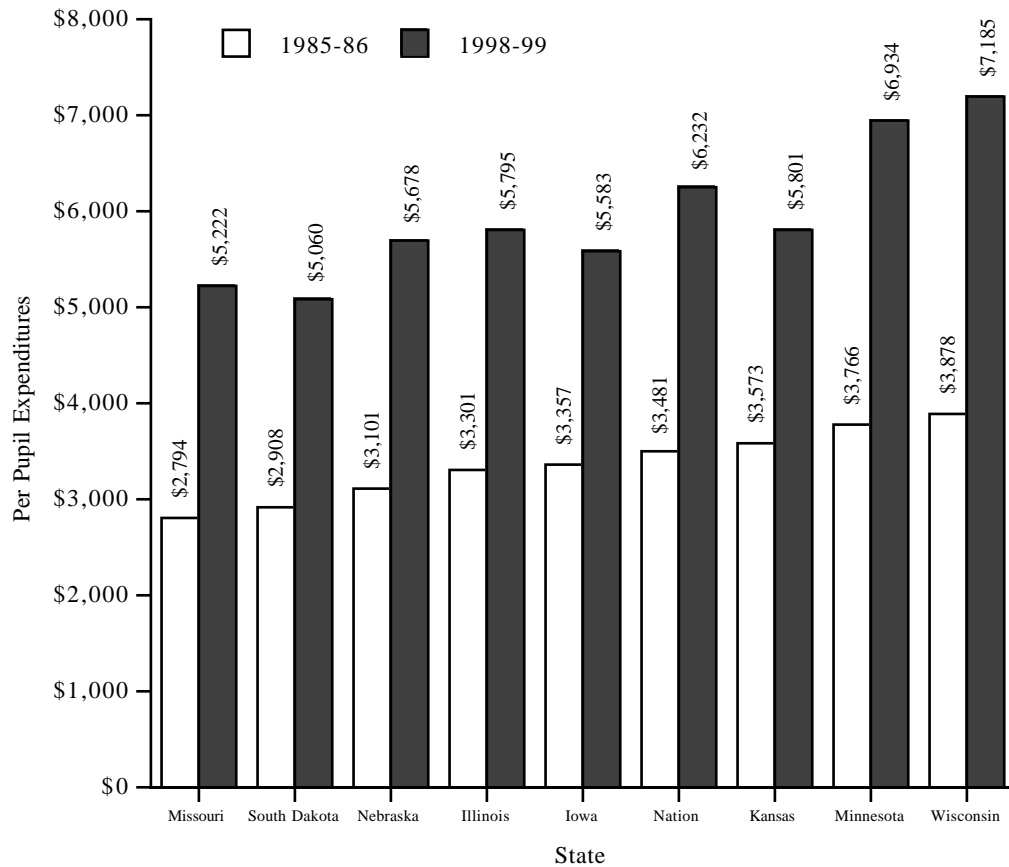
**IOWA PUBLIC SCHOOL AVERAGE PER PUPIL
GENERAL FUND EXPENDITURES 1985-86, 1997-98 AND 1998-99**

State/Nation	Year		Year		Year	
	1985-86	Rank	1997-98	Rank	1998-99	Rank
Iowa	\$3,357	25	\$5,424	35	\$5,583	34
Nation	\$3,481	—	\$6,154	—	\$6,232	—
Illinois	\$3,301	26	\$5,779	26	\$5,795	30
Kansas	\$3,573	19	\$5,644	28	\$5,801	28
Minnesota	\$3,766	15	\$6,638	15	\$6,934	14
Missouri	\$2,794	38	\$5,230	40	\$5,222	41
Nebraska	\$3,101	32	\$5,399	36	\$5,678	31
South Dakota	\$2,908	36	\$5,020	45	\$5,060	45
Wisconsin	\$3,878	12	\$6,901	12	\$7,185	8

SOURCE: NATIONAL EDUCATION ASSOCIATION, ESTIMATES OF SCHOOL STATISTICS.
NOTES: 1998-99 FIGURES ARE ESTIMATED BY NEA.
BASED ON FALL ENROLLMENTS.

Figure 109

**PER PUPIL EXPENDITURES
1985-86 AND 1998-99**



SOURCE: NATIONAL EDUCATION ASSOCIATION, ESTIMATES OF SCHOOL STATISTICS.
NOTES: 1998-99 FIGURES ARE ESTIMATED BY NEA.
BASED ON FALL ENROLLMENTS.

State Aid

State aid to school districts, which includes State foundation aid, Educational Excellence (Phases I, II, and III), Instructional Support, Technology/School Improvement, and Class Size Reduction/School Improvement, increased 2.9 percent between 1999-00 and 2000-01 (Table 141). Class Size Reduction/School Improvement was in its second year of funding and increased from \$10 million to \$20 million. Approximately 38.8 percent of the state's total general fund appropriation was allocated to school districts in 2000-01.

In 1996-97 and in 1999-00 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 1996-97 the foundation level was increased from 83 percent to 87.5 percent. In 1999-00 the foundation aid percent for special education increased from 79 percent to 87.5 percent.

Table 141

**TOTAL IOWA GOVERNMENT APPROPRIATIONS
(IN MILLIONS)**

Year	State Aid to Districts	General Fund Appropriations	Percent Spent on Education
2000-01	\$1,893.0	\$4,880.1	38.8%
1999-00	1,840.3	4,786.6	38.4
1998-99	1,739.7	4,522.0	38.5
1997-98	1,686.0	4,359.9	38.7
1996-97	1,615.8	4,122.2	39.2
1995-96	1,425.5	3,842.0	37.1
1994-95	1,360.5	3,615.6	37.6
1993-94	1,324.8	3,471.7	38.2
1992-93	1,273.1	3,394.3	37.5
1991-92	1,185.4	3,178.8	37.3
1990-91	1,147.7	3,130.9	36.7
1989-90	1,047.8	2,853.4	36.7
1988-89	964.1	2,667.5	36.1
1987-88	905.7	2,422.3	37.4
1986-87	761.1	2,190.2	34.8
1985-86	712.3	2,207.0	32.3
1984-85	708.5	2,088.6	33.9
1983-84	660.3	1,976.6	33.4
1982-83	642.3	1,870.9	34.3
1981-82	621.0	1,762.6	35.2

SOURCE: LEGISLATIVE FISCAL BUREAU, SESSION FISCAL REPORT.

Property Taxes

In 2000-01, property taxes needed to fund the combined district cost totaled \$905.3 million. This represents an increase of approximately five percent over 1999-00 taxes. Over \$100 million in these taxes are offset each year through the application of tax credits such as; machinery and equipment, homestead, military, agriculture land and family farms. Property taxes have been increasing since 1996-97. The decrease in property taxes 1996-97 was due to a change in the school finance formula designed specifically to provide increased property tax relief (Table 142).

Table 142

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

Year	Property Taxes	Property Taxes Less Credits
2000-01	\$905.3	\$786.0
1999-00	859.3	741.0
1998-99	866.9	751.9
1997-98	821.3	704.8
1996-97	798.2	701.8
1995-96	853.4	757.0
1994-95	822.0	725.6
1993-94	793.5	696.7
1992-93	781.1	684.3
1991-92	757.0	670.4
1990-91	741.0	651.2
1989-90	718.3	632.5
1988-89	705.4	619.6
1987-88	721.0	601.9
1986-87	751.7	636.4
1985-86	724.3	612.5
1984-85	700.4	597.5
1983-84	680.2	563.2
1982-83	664.0	543.6
1981-82	635.6	518.9

SOURCE: DEPARTMENT OF MANAGEMENT, PROGRAM AND BUDGET SUMMARY.

Income Surtaxes

In the 2000-01 school year, school districts will receive approximately \$41 million from income surtaxes (Table 143). These income surtaxes are locally imposed taxes used for the voted portion of physical plant and equipment levy, asbestos removal, instructional support, and educational improvement levies. The primary increase in the statewide surtax amount is due to increased use of the physical plant and equipment levy, and instruction support levy. Since 1995-96, the income surtax revenues have increased \$21 million.

Table 143

IOWA INCOME SURTAXES		
Year	Income Surtax in Millions	Percent Increase
2000-01	\$41.4	8.4%
1999-00	38.2	12.7
1998-99	33.9	8.3
1997-98	31.3	26.7
1996-97	24.7	21.1
1995-96	20.4	8.5
1994-95	18.8	9.9
1993-94	17.1	5.6
1992-93	16.2	30.6
1991-92	12.4	122.5
1990-91	5.5	77.4
1989-90	3.1	6.9
1988-89	2.9	52.6
1987-88	1.9	NA

SOURCE: IOWA DEPARTMENT OF MANAGEMENT, ANNUAL AID AND LEVY WORKSHEETS.

Total Elementary and Secondary Education Budgets

Iowa school district budgets continue to increase and will be approximately \$3.26 billion in 2000-01 (Table 144). In 2000-01, 66.7 percent of the budget was regular program costs compared to 78.4 percent in 1985-86. The primary budget change since 1985-86 was the decrease in regular program and the increase in the special education budget. The budget guarantee amount was approximately the same in 2000-01 and 1999-2000.

The Miscellaneous Income category includes School Improvement/Class size Reduction, Technology, and Educational Excellence Program funds. All revenues are included in the budget estimates except for “other” miscellaneous. This was included in past years, however budget estimates of revenue from non- state or non-federal miscellaneous income have proven too unreliable to include.

Table 144

**IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL
1985-86, 1999-00, AND 2000-01**

Source of Funds	1985-86		1999-00		2000-01	
	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	\$1,263,768,116	78.4%	\$2,089,815,926	66.9%	\$2,175,673,579	66.7%
Guarantee Amount	3,161,077	0.2	6,228,766	0.2	6,629,840	0.2
Supplementary Weights	426,616	0.0	22,725,083	0.7	21,887,590	0.7
Special Education	90,438,951	5.6	257,942,586	8.3	278,121,047	8.5
AEA Media	10,865,134	0.7	18,608,679	0.6	19,184,863	0.6
AEA Ed Services	11,986,320	0.7	20,534,743	0.7	21,167,941	0.6
AEA Special Education	60,292,283	3.7	103,382,454	3.3	107,245,598	3.3
Tag SBRC	5,008,416	0.3	0	0.0	0	0.0
Dropout SBRC	1,702,264	0.1	35,459,111	1.1	40,504,621	1.2
Other SBRC	14,203,445	0.9	324,391	0.0	664,690	0.0
Instructional Support & Enrichment	4,092,470	0.3	103,303,156	3.3	109,749,562	3.4
Educational Improvement	0	0.0	357,422	0.0	317,837	0.0
Enrollment Audit Adjustment	0	0.0	(270,801)	(0.0)	(695,392)	0.0
Management	23,199,501	1.4	43,942,003	1.4	47,005,258	1.4
Physical Plant & Equipment	0	0.0	69,999,568	2.2	80,703,751	2.5
67.5 Cent Schoolhouse	0	0.0	5,951,225	0.2	668,203	0.0
Playground and Library	0	0.0	1,513,500	0.0	1,592,530	0.0
Debt Service	85,639,275	5.3	100,381,619	3.2	99,375,793	3.0
Miscellaneous*	0	0.0	0	0.0	0	0.0
Estimated Misc. State Categorical	0	0.0	143,921,263	4.6	147,121,263	4.5
Estimated Misc. Federal	38,100,000	2.4	99,000,000	3.2	104,000,000	3.2
Total	\$1,679,683,868	100.0	\$3,123,120,694	100.0	\$3,260,918,574	100.0

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

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

*MISCELLANEOUS INCOME IS AN ESTIMATED AMOUNT OF STATE AND FEDERAL INCOME.

NOTES

