The Annual

CONDITION OF EDUCATION

Report

2004

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A Report on

Prekindergarten, Elementary, and Secondary Education

in Iowa

Iowa Department of Education

2004

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, ELEMENTARY, AND SECONDARY EDUCATION

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To the Citizens of Iowa

We are pleased to present our 15th *Annual Condition of Education Report* to the citizens of Iowa as a comprehensive resource to help guide understanding and planning for the state's system of prekindergarten, elementary, and secondary education. This report includes all the information from our "*State Report Card for No Child Left Behind*," as well as a wide range of supplemental data such as demographics, various achievement indicators, teacher qualifications, and financial details so that readers have a more complete context in which to evaluate how well Iowa schools are meeting the needs of our children.

You will note that our students, schools and educators rate above national averages according to many of the indicators - including student test scores, college preparedness, graduation rates, health and safety, and teacher quality. At the same time, we recognize that we must maintain our commitment to continuous improvement for all students at all stages within the educational system, with particular focus on reducing the achievement and skills gaps among our students who may be struggling to learn, and supporting teachers with better salaries and professional growth opportunities.

These improvements will require considerable investment from state funding, as well as ongoing collaboration and cooperation among community leaders, educators, and parents. Our obligation is to assure we are providing the educational services necessary for every student to reach their highest potential.

I hope you find this report a rich resource, an accountability tool, and a source of benchmarks and indicators to help you be a part of the improvement process.

Judy Jeffrey
Interim Director, Department of Education

Dedication

This 15th edition of the *Annual Condition of Education Report* is dedicated to Ted Stilwill, who served as Director of the Iowa Department of Education for eight years until his recent retirement in August 2004.

As Director, Stilwill helped guide the expansion of the contents of this report over the years to ensure that it served as a timely and factual resource for policy-makers, community leaders, parents and educators alike. Of special interest to him was reporting student achievement information and reporting achievement results by subpopulations. Also of importance was presenting background information, which provided a social, demographic, and economic context in which education was being provided in Iowa.

Director Stilwill used information in the *Condition of Education Report* to help keep the public informed, a key factor to maintaining the quality of education for which Iowa is known. He championed quality student assessments and school accountability, while focusing on investments in teacher quality as the most influential way to improve student achievement. Throughout the year, he used the document as a resource and ready reference.

With this dedication, we would like to acknowledge his leadership and support for each *Condition of Education Report* and for demonstrating how information can be used to improve education in Iowa.

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, Iowa Testing Programs; Dr. Robert Ziomek and Mr. Dave Shawver, American College Testing Program.

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BACKGROUND DEMOGRAPHICS

Introduction to Background Demographics

The background demographic information reported in the Annual Condition of Education Report reviews changes and trends that have occurred over time. This information has been included in the Report for eight years and provides comparisons between Iowa, the nation, and other states. This section provides data on social, economic, population and demographics statistics that help analyze the condition of education in Iowa.

The background demographics section presents data in the following three categories:

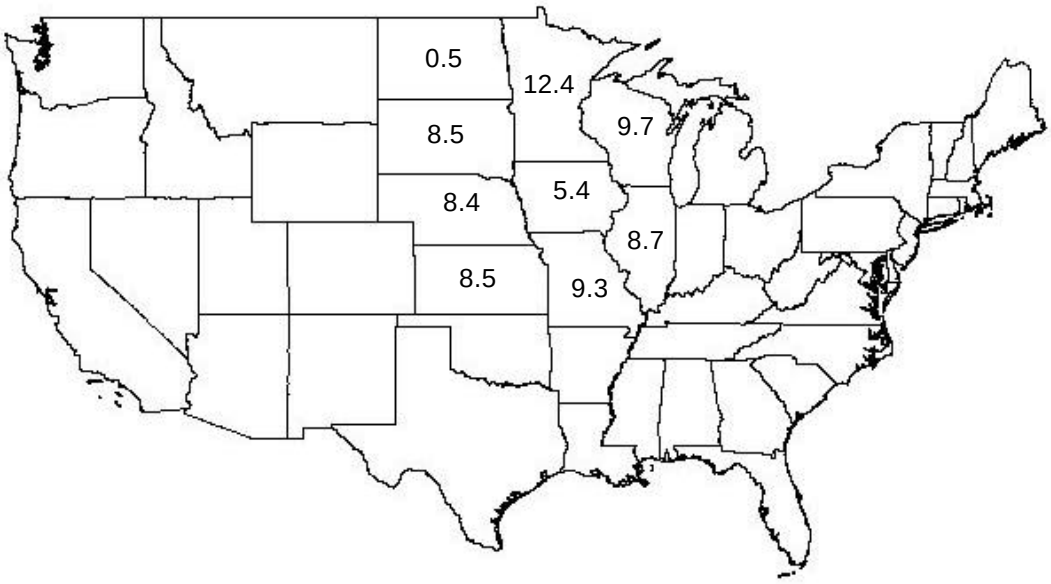
- Population and Demographics-includes information pertaining to total population, birth rates, migration, and age for the state, individual counties, surrounding states, and the nation.
- Economic-includes data pertaining to income by individual county and gross state product.
- Social-includes characteristics and information on poverty levels, educational attainment and earning levels, and out-of-wedlock births.

The information presented in the background demographics section is obtained from a variety of sources and each source is displayed. Information in this section is the most recent available at the time of publication.

Population and Demographics

Population Change

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



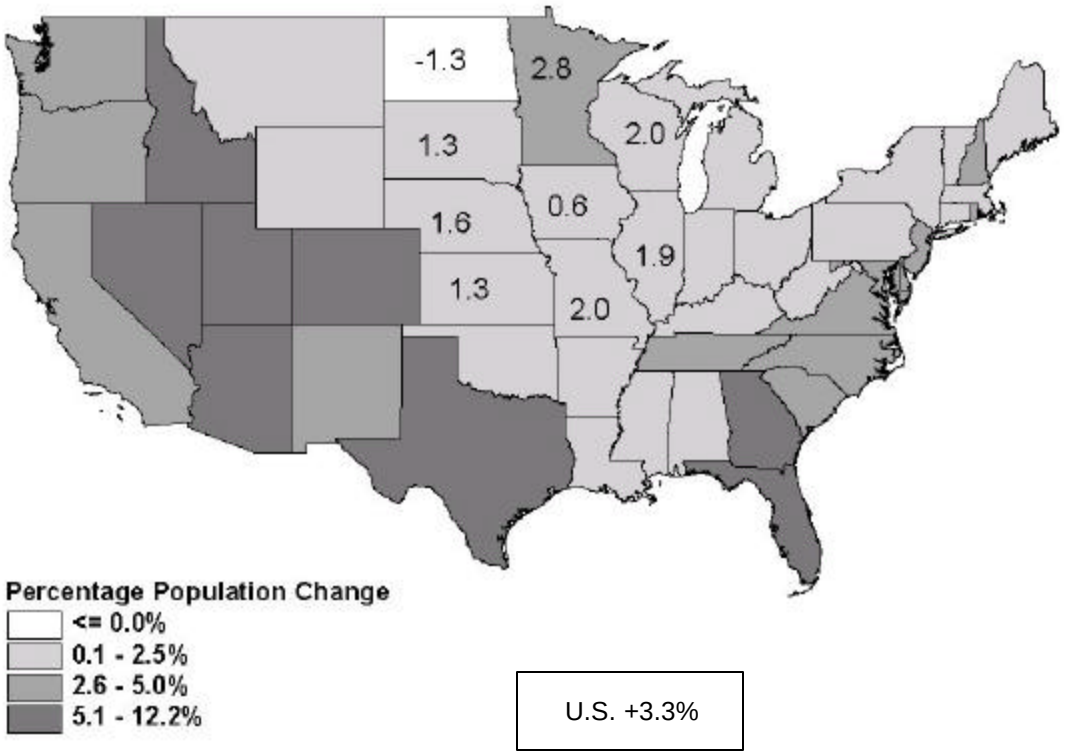
Source: U.S. Census Bureau, Census 1990 and Census 2000, *Population and Housing Unit Counts*, United States (2000 CPH-2-1).

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

Population and Demographics

Population Change

FIGURE 2B — POPULATION CHANGE FOR MIDWEST STATES
APRIL 1, 2000 TO JULY 1, 2003



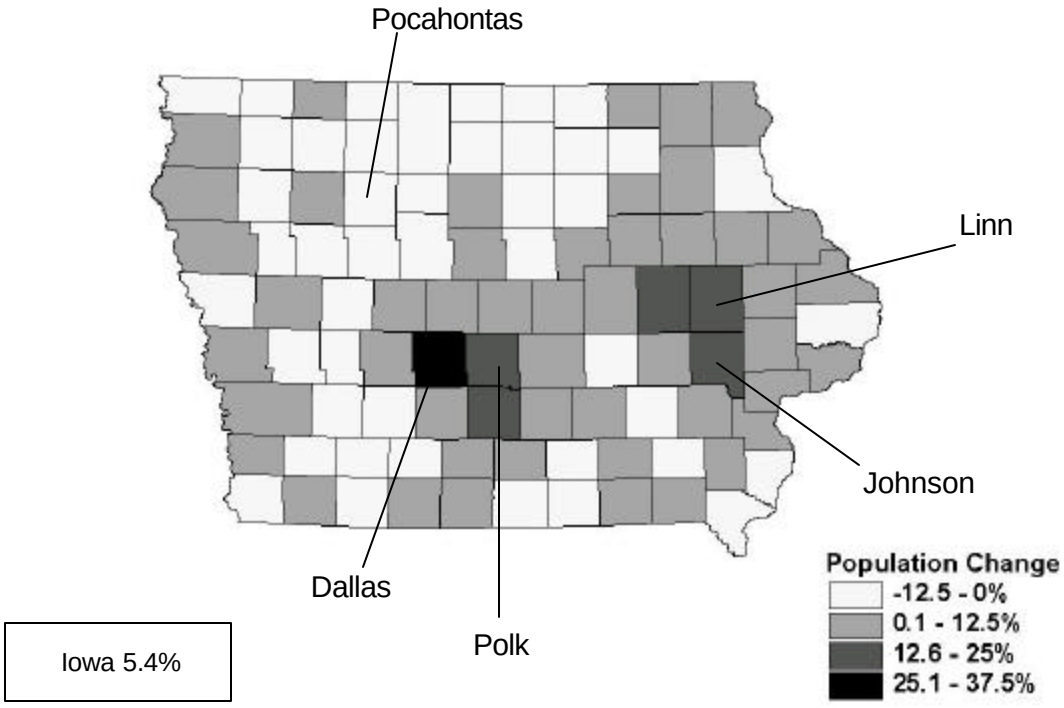
Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2003 National and State Population Estimates.

- North Dakota was the only state in the nation to show a decline in population from April 2000 to July 2003.
- Iowa showed little growth, 0.6 percent, during the same period and tied for 4th lowest in the nation.
- Nevada showed the largest increase at 12.2 percent.
- The nation grew at 3.3 percent from April 2000 to July 2003.

Population and Demographics

Iowa Population Change

FIGURE 3B — IOWA POPULATION CHANGE BY COUNTY
1990-2000



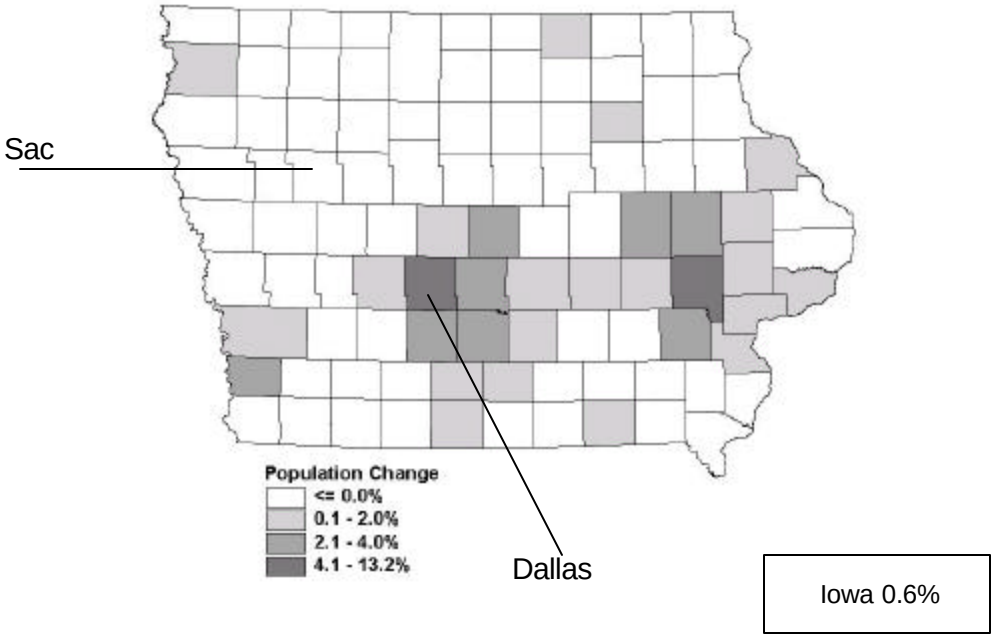
Source: U.S. Census Bureau, Census 1990 and Census 2000.

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

Population and Demographics

Iowa Population Change

FIGURE 4B — IOWA POPULATION CHANGE BY COUNTY
APRIL 2000 - JULY 2003



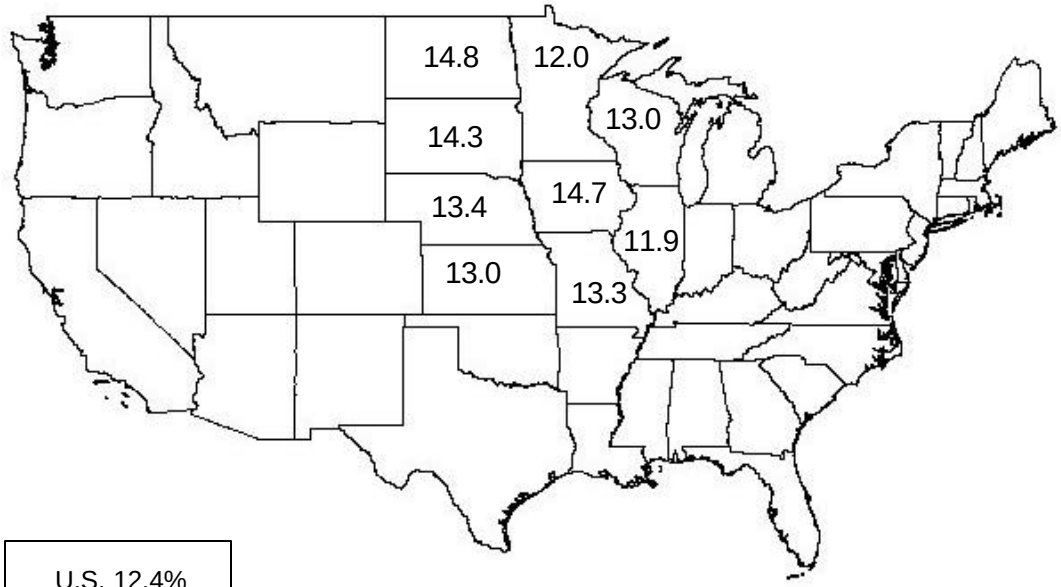
Source: U.S. Census Bureau, Population Estimates Branch, 7/1/2003 National and State Population and Estimates.

- Thirty counties showed increases in population from April 2000 to July 2003, two counties remained unchanged and 67 counties declined in population.
- Dallas County increased in population for the 13th year in a row and showed the largest increase from April 2000 to July 2003 at 13.2 percent.
- Sac County showed the largest decrease in population during the same period at (-5.7) percent.

Population and Demographics

Aging

FIGURE 5B — PERCENT OF POPULATION AGE 65 AND OLDER BY MIDWEST STATES, 2003



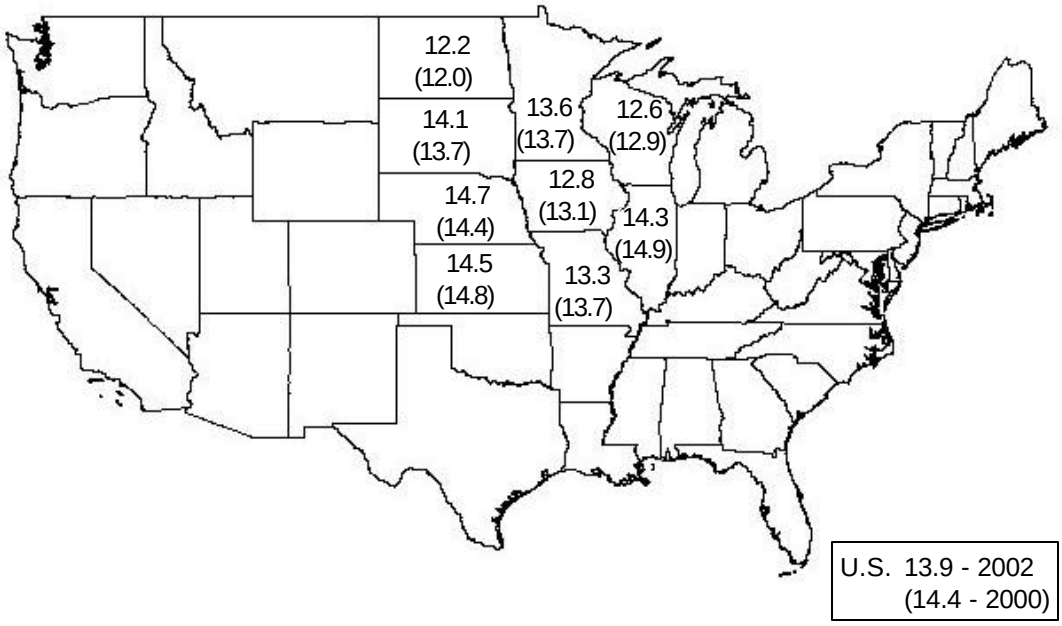
Source: U.S. Census Bureau, Population Division, 7/1/2003 State Population Estimates File.

- The percent of population 65 and older in the midwest was relatively unchanged from 2002 to 2003 with only two states showing a change, Kansas and South Dakota.
- Iowa's population 65 and older remained unchanged at 14.7 percent.
- Nationally 12.4 percent of the population was 65 and older in 2003.
- Florida showed the highest percentage 65 and older at 17.0 percent and Alaska the lowest at 6.3 percent.

Population and Demographics

Birth Rates

FIGURE 6B — BIRTHS PER THOUSAND POPULATION FOR MIDWEST STATES, 2000 AND 2002

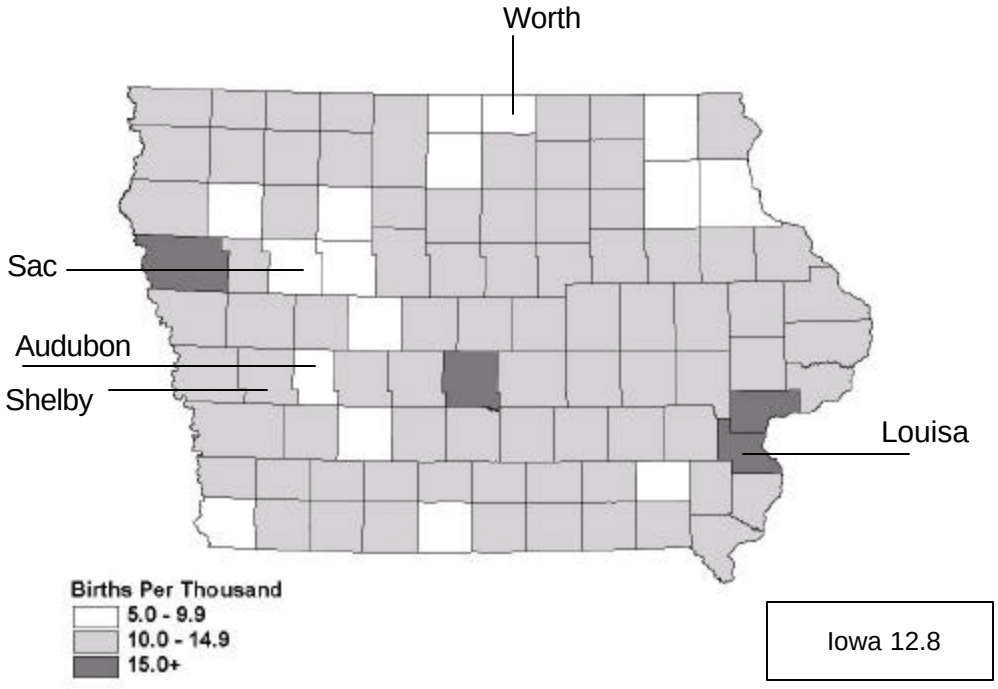


Source: Centers for Disease Control and Prevention, National Center for Health Statistics, "National Vital Statistics Reports", Vol. 52, Number 10, 12-17-2003 and Vol. 51, No. 12, 8-4-2003.
Note: The 2000 birth rates were revised based on population estimates using 2000 Census population.

- Birth rates increased for three states, Nebraska, South and North Dakota, from 2000 to 2002 with South Dakota showing the biggest increase.
- Nationally the birth rate decreased from 14.4 in 2000 to 13.9 in 2002.
- Iowa followed the national trend with a declining birth rate from 2000 to 2002.
- Utah showed the highest birth rate in 2002 at 21.2 and Vermont the lowest at 10.4.

Iowa Births

FIGURE 7B — BIRTHS PER THOUSAND POPULATION
IOWA BY COUNTY 2002

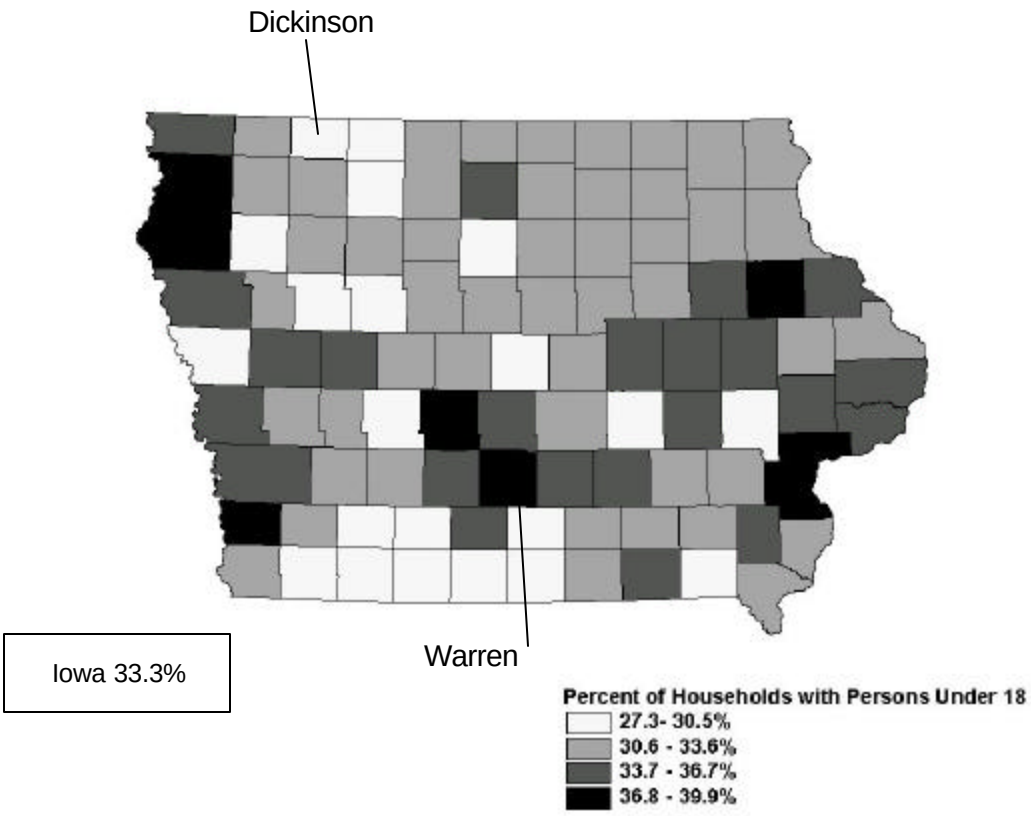


Source: Iowa Department of Public Health, Center for Health Statistics, "Vital Statistics of Iowa 2002", Table 45 A Birth Rate (Per 1,000 Population) 1990-2002.

- Louisa County experienced the highest birth rate for the state in 2002 at 16.3.
- Sac (8.1), Audubon (7.2) and Worth (8.6) Counties showed the lowest birth rates for the state in 2002.
- Shelby County experienced the largest growth from 2001 to 2002. In 2001, Shelby County experienced a rate of 8.7 and in 2002 a rate of 12.1.

Households with Individuals Under Age 18

FIGURE 8B — HOUSEHOLDS WITH INDIVIDUALS UNDER 18 YEARS OF AGE
2000

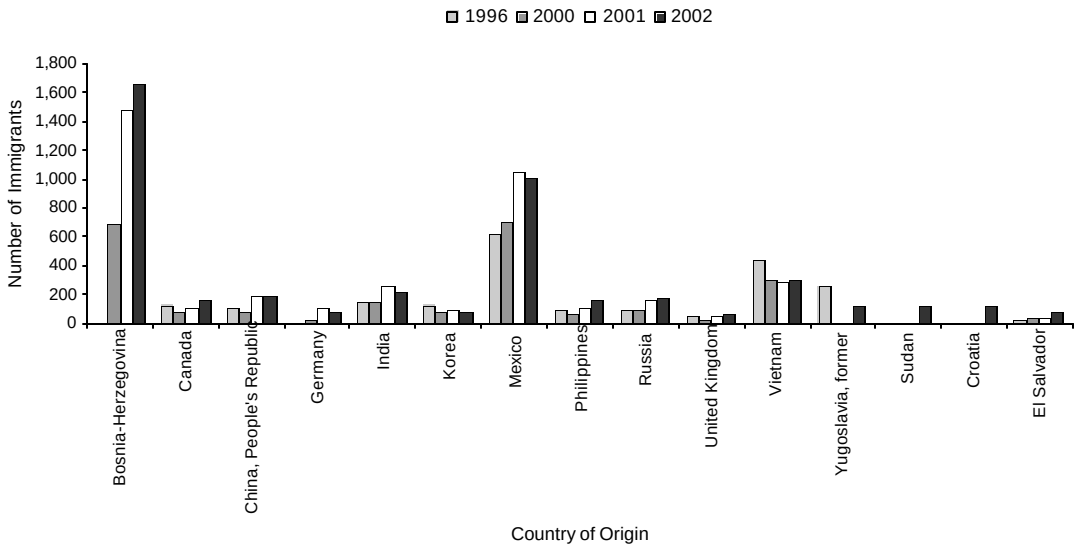


Source: U.S. Census Bureau, Census 2000.

- Warren County had the highest percentage of households with persons under 18 (39.9 percent).
- Dickinson County had the lowest percentage of households with persons under 18 (27.3 percent).
- Statewide 33.3 percent of Iowa's households had persons under 18.
- Nationally 36.0 percent of households had persons under 18.

Iowa Immigrants

FIGURE 9B — PROPORTION OF INTERNATIONAL IMMIGRATION TO IOWA BY COUNTRY OF ORIGIN (50 OR MORE IMMIGRANTS) 1996 AND 2000 TO 2002



Source: U.S. Department of Homeland Security, Bureau of Citizenship and Immigration Services, "2002 Yearbook of Immigration Statistics", "2001 Statistical Yearbook of the Immigration and Naturalization Service," "2000 Statistical Yearbook of the Immigration and Naturalization Service," "1996 Statistical Yearbook of the Immigration and Naturalization Service."

- Immigrants to Iowa continued to grow in 2002 reaching a 15 year high of 5,591.
- Immigrants from Bosnia made up the largest group coming to Iowa in 2002 followed by immigrants from Mexico.
- Immigrants from Croatia and Sudan were two new groups reported for Iowa in 2002.

Migration

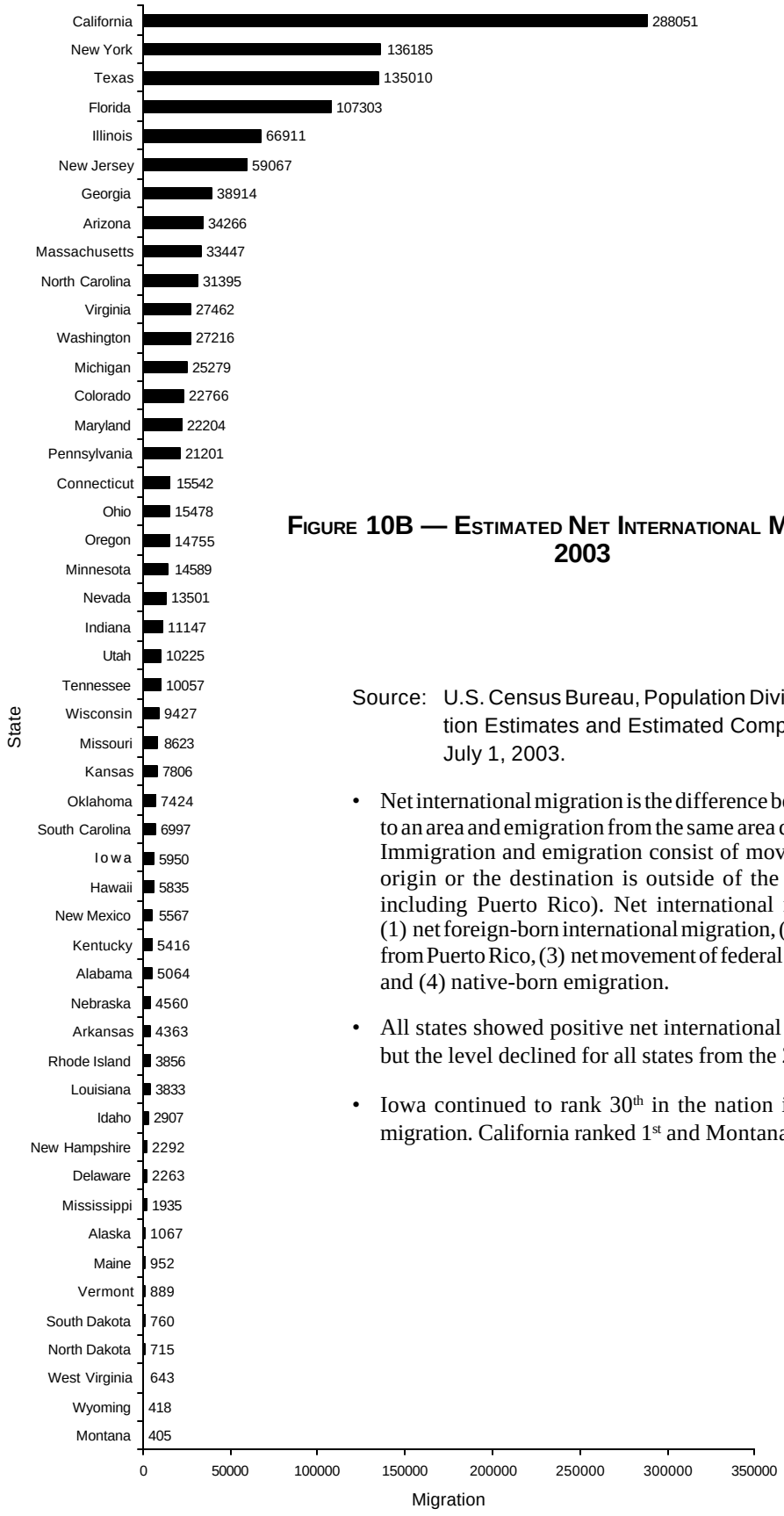


FIGURE 10B — ESTIMATED NET INTERNATIONAL MIGRATION 2003

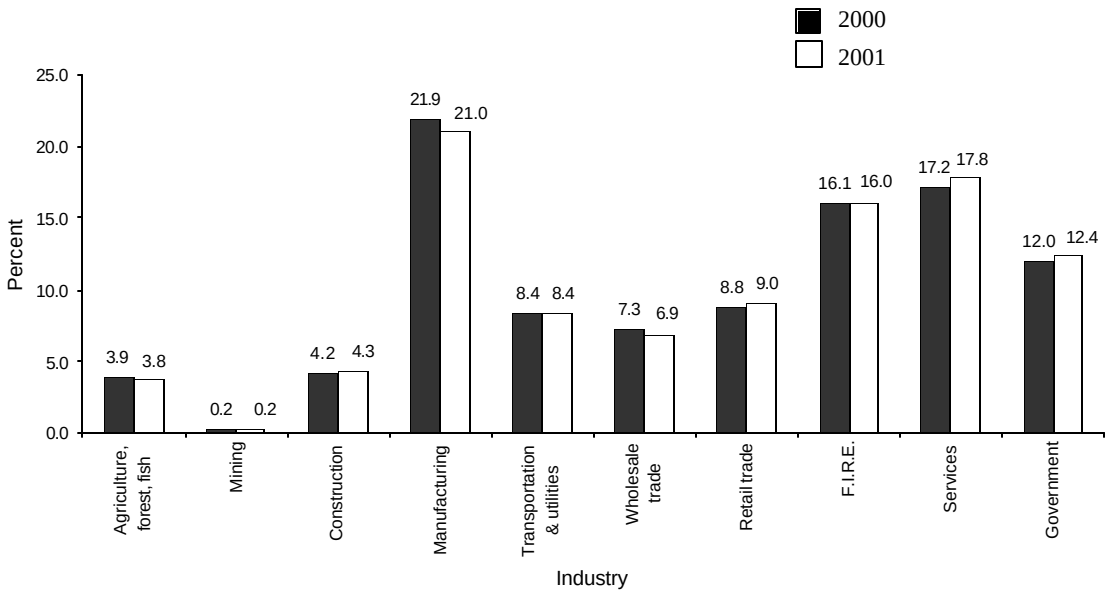
Source: U.S. Census Bureau, Population Division, State Population Estimates and Estimated Components of Change, July 1, 2003.

- Net international migration is the difference between immigration to an area and emigration from the same area during a time period. Immigration and emigration consist of moves where either the origin or the destination is outside of the United States (not including Puerto Rico). Net international migration includes: (1) net foreign-born international migration, (2) net movement to/from Puerto Rico, (3) net movement of federal and civilian citizens, and (4) native-born emigration.
- All states showed positive net international migration for 2003 but the level declined for all states from the 2002 level.
- Iowa continued to rank 30th in the nation in net international migration. California ranked 1st and Montana ranked 50th.

Economics

Iowa Gross State Product

FIGURE 11B — IOWA GROSS STATE PRODUCT BY INDUSTRY 2000 AND 2001



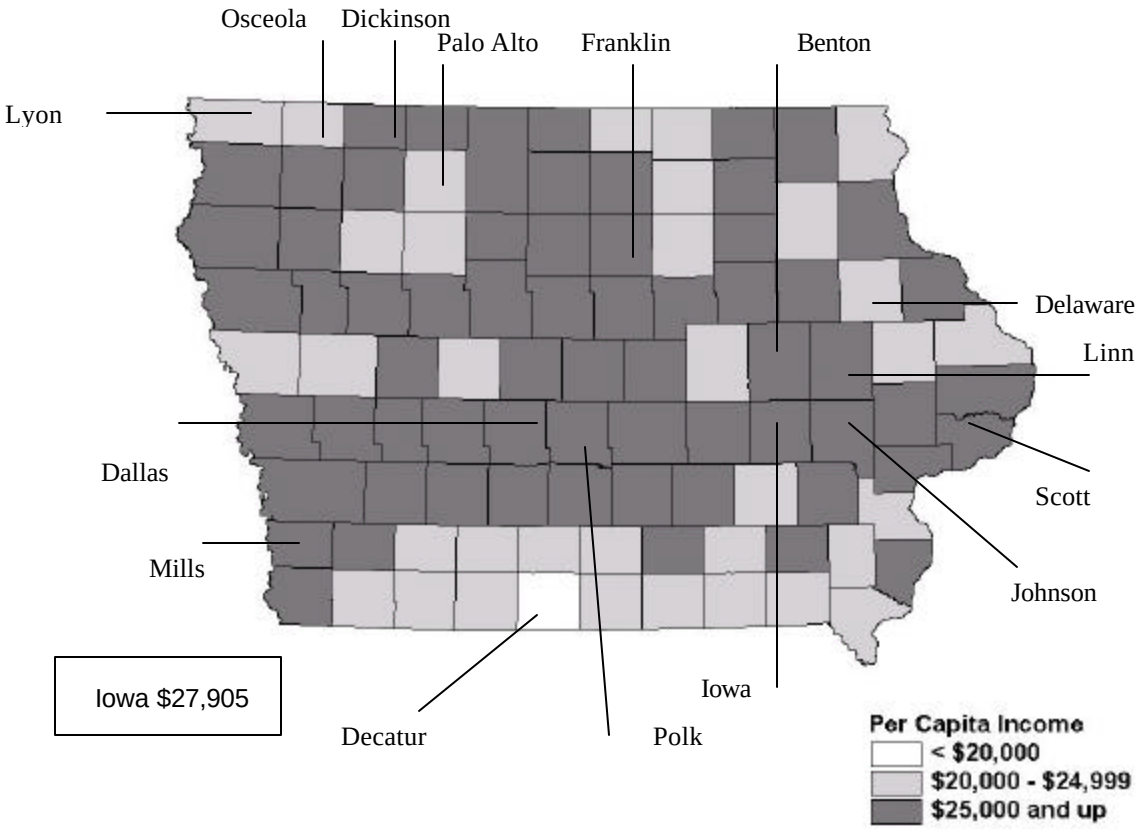
Source: U.S. Department of Commerce, Bureau of Economic Analysis, Gross State Product 2000 & 2001.
Note: F.I.R.E. - Finance, Insurance and Real Estate.

- Iowa's gross state product increased 1.4 percent from 2000 to 2001.
- Manufacturing continued to make up the largest share of the gross state product in 2001 but was down 4.1 percent from 2000.
- Agriculture, F.I.R.E. and wholesale trade also declined from 2000 in total dollars.
- Data for Iowa Gross State Product by Industry for 2002 will not be available until December 2004.

Economics

Per Capita Income

FIGURE 12B — PER CAPITA PERSONAL INCOME BY COUNTY
2002

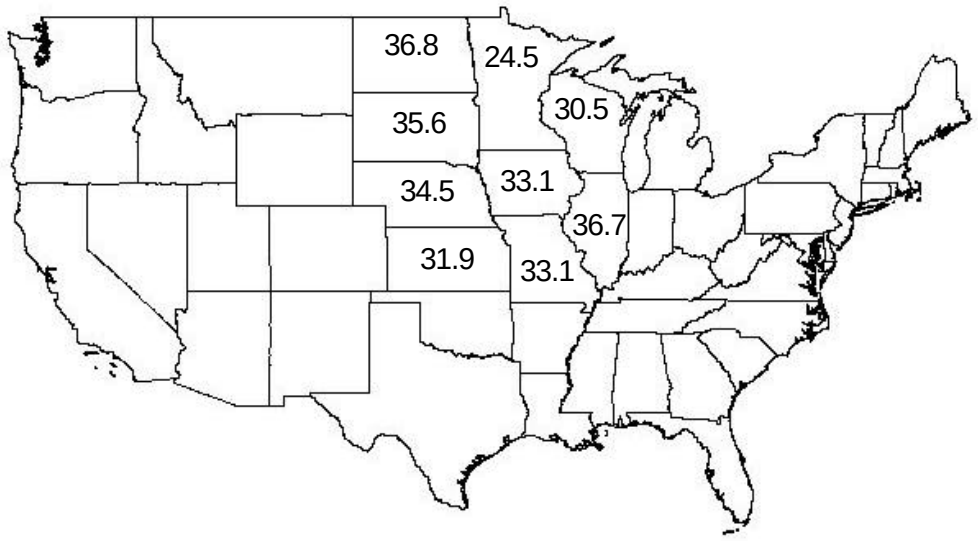


Source: U.S. Department of Commerce, Bureau of Economic Analysis, Regional Economic Accounts, Local Area Personal Income.
Note: Per capita personal income incorporates the results of the comprehensive revision to the national income and products accounts released December 10, 2003.

- Per capita personal income increased for all but six Iowa counties (Benton, Delaware, Franklin, Lyon, Osceola, and Palo Alto) in 2002.
- The number of counties with per capita personal income of $30,000 or higher increased in 2002 to eight (Dallas, Dickinson, Iowa, Johnson, Linn, Mills, Polk, and Scott).
- Only one county, Decatur, showed per capita pesonal income below $20,000 for 2002.

Children Poverty - States

FIGURE 13B — CHILDREN UNDER 18 AT OR BELOW 200 PERCENT OF POVERTY THRESHOLD MIDWEST STATES 2002



U.S. 38.3

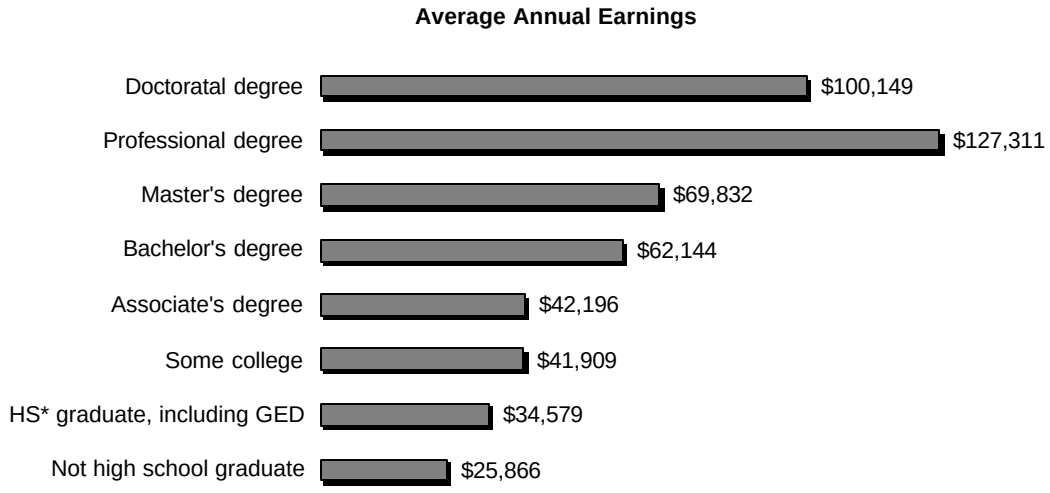
Source: U.S. Census Bureau, Current Populations Survey, Annual Demographics Survey, March Supplement 2003.

Notes: 200 percent of poverty level is double the income for a poverty threshold. The poverty threshold varies by family size. In 2001, a family of four (parents plus two children) with an income of $18,859 or lower would be in poverty.

- Of the midwest states, Minnesota showed the lowest percentage (24.5 percent) of children at or below 200 percent of poverty and Iowa tied for 4th lowest at 33.1 percent.
- Nationally 38.3 percent of children were at or below 200 percent of poverty.
- New Hampshire experienced the lowest percentage (20.0 percent) in the nation and Arkansas the highest percentage (51.8 percent).

Education and Earnings

FIGURE 14B — UNITED STATES AVERAGE ANNUAL EARNINGS OF FULL-TIME WORKERS 25 TO 64 YEARS OLD AND BY EDUCATIONAL ATTAINMENT 2002



Source: U.S. Census Bureau, Current Population Survey Annual Social and Economic Supplement, 2003, Table 9.
Note: *High School.

- Workers without a high school diploma continued to report the lowest average annual earnings in 2002 and lost ground compared to 2001.
- Workers with a professional degree continued to report the highest annual earnings for 2002 and showed the largest increase from 2001 to 2002.
- Workers with a master's degree declined slightly in 2002 compared to 2001.

Social

Educational Attainment

TABLE 1B — EDUCATIONAL ATTAINMENT
POPULATION 25 YEARS AND OLDER
MIDWEST STATES 2003

State/Nation	Completed High School or Higher	Bachelor's Degree or Higher	High School Midwest Rank	High School National Rank
United States	**84.6%**	**27.2%**	**-**	**-**
Minnesota	91.6	32.7	1	2
Nebraska	90.8	26.8	2	4
Iowa	**89.7**	**24.6**	**3**	**7**
North Dakota	89.7	25.2	3	7
South Dakota	88.7	23.9	5	12
Kansas	88.6	31.0	6	15
Wisconsin	88.6	24.1	6	15
Missouri	88.3	26.6	8	18
Illinois	85.9	28.1	9	31

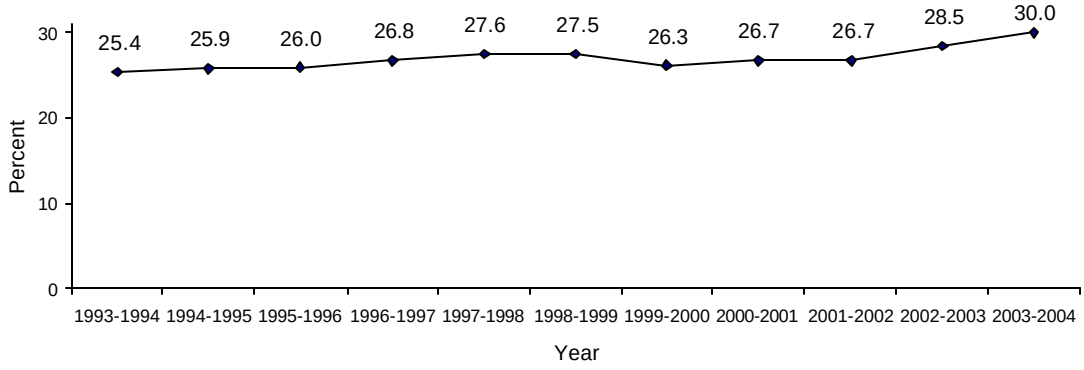
Source: U.S. Census Bureau, Current Population Report, P20-550.

- Minnesota ranked 2nd in the nation in the percentage of population 25 and older completing high school. New Hampshire was 1st in the nation at 92.1 percent.
- As in 2002, Texas showed the lowest percentage in the nation for 2003 at 77.2.
- Iowa's percentage of population 25 years and older completing high school increased slighly in 2003 to 89.7 percent.

Social

Eligible for Free or Reduced Price Meals

FIGURE 15B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS 1993-1994 TO 2003-2004



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

- The percentage of students eligible for free or reduced price meals grew for the second year in a row in 2003-2004 reaching a 14 year high of 30.0 percent.
- Over 150 districts reported more than 30.0 percent of their students eligible for free or reduced price meals.
- District percentages ranged from 5.5 percent to 64.2 percent of students eligible for free or reduced price meals in Iowa.

Eligible for Free or Reduced Price Meals

TABLE 2B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY ENROLLMENT CATEGORY 2002-2003 TO 2003-2004

Enrollment Category	2002-2003 Number	2002-2003 Percent	2003-2004 Number	2003-2004 Percent
<250	1,819	37.4%	1,610	38.0%
250-399	5,142	30.8	5,713	32.0
400-599	10,315	25.8	10,623	27.1
600-999	18,088	24.4	18,246	25.2
1,000-2,499	32,045	26.4	34,889	28.1
2,500-7,499	21,531	22.3	21,561	22.7
7,500+	48,474	37.7	51,589	40.0
State	137,414	28.5	144,231	30.0

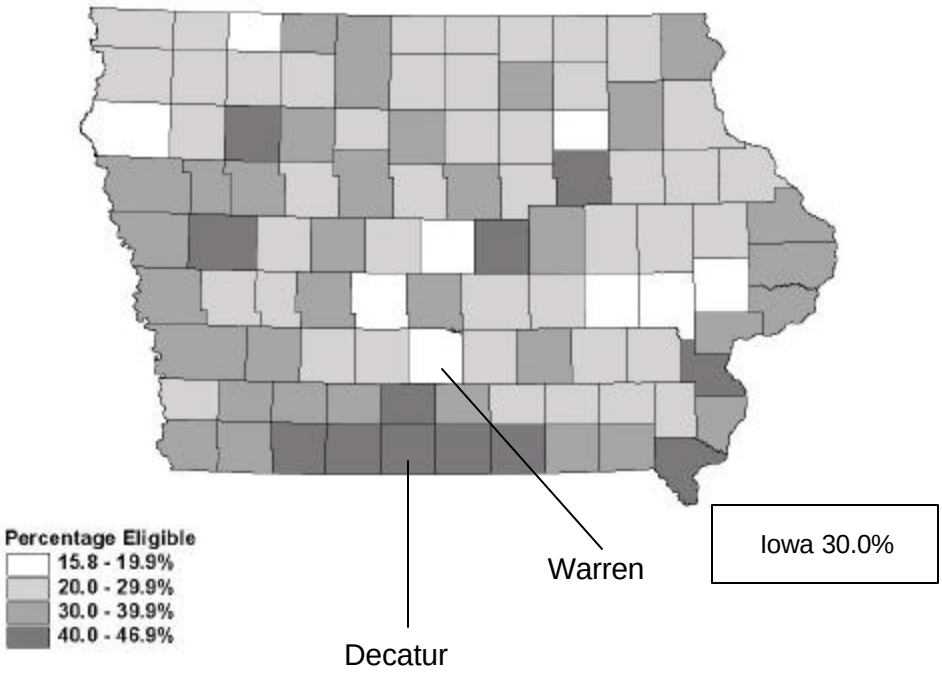
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Price Meal Eligibility Files.

Notes: Enrollment categories are based on certified enrollments. Percentages are based on dividing the number of PK-12 students eligible for free or reduced price meals by the PK-12 Basic Educational Data Survey enrollment.

- The number of students eligible for free or reduced price meals increased for all enrollment categories in 2003-2004 with the exception of the <250 category. However, all enrollment categories had an increase in the percentage eligible for free or reduced price meals.
- The 1,000-2,499 enrollment category experienced the biggest percentage increase in the number of students eligible for 2003-2004.

Eligible for Free or Reduced Price Meals

FIGURE 16B — PERCENT OF IOWA PUBLIC SCHOOL PK-12 STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE MEALS BY COUNTY 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Price Meal Eligibility File 2004.

- Twelve counties (Taylor, Ringgold, Decatur, Wayne, Appanoose, Clarke, Lee, Louisa, Crawford, Buena Vista, Black Hawk, and Marshall) reported 40.0 percent or more of their students eligible for free or reduced price meals.
- Decatur County reported the highest percentage (46.9 percent) of students eligible in 2003-2004 and Warren County the lowest (15.8).

Social

Working Parents

TABLE 3B — CHILDREN 6-17 IN FAMILIES WITH WORKING PARENTS
2002

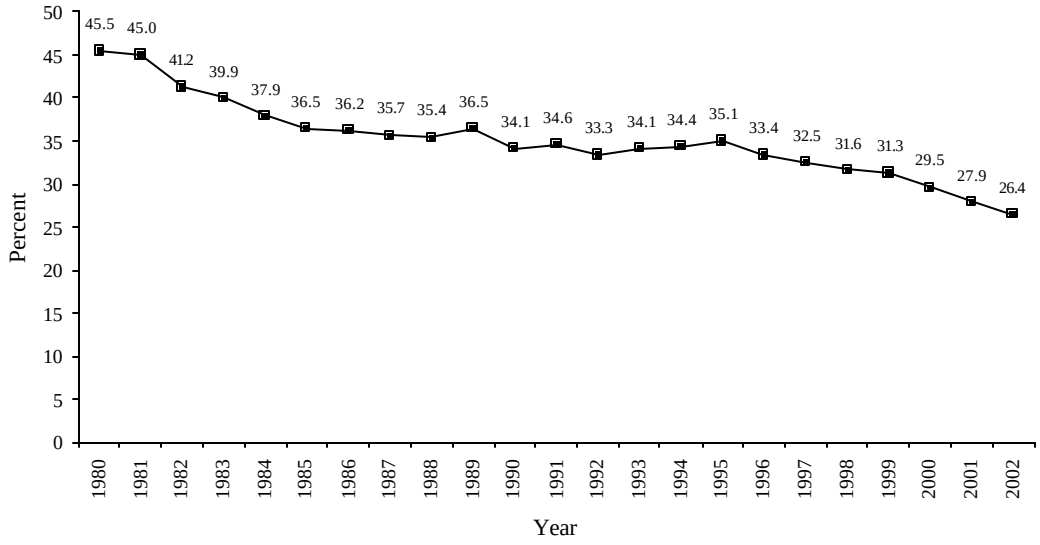
State/Nation	Percent of Children	Midwest Rank
United States	**69.4%**	-
South Dakota	79.9	1
Minnesota	77.8	2
Kansas	77.1	3
Iowa	**77.0**	**4**
North Dakota	76.7	5
Wisconsin	76.2	6
Nebraska	75.3	7
Missouri	73.2	8
Illinois	71.1	9

Source: U.S. Census Bureau, 2002 American Community Survey, Summary Table P063.
Note: Children with working parents include children in two parent families where both parents are in the labor force plus children in one parent families where the parent is in the labor force.

- Iowa ranked 4th in the midwest in the percentage of children in families with working parents.
- South Dakota reported the highest percentage, 79.9 percent of working parents for the midwest and the nation in 2002 and West Virginia reported the lowest, 62.9 percent.

Out-of-Wedlock Births

FIGURE 17B — IOWA, OUT-OF-WEDLOCK BIRTHS FOR 15-19 YEAR OLDS AS A PERCENTAGE OF TOTAL OUT-OF-WEDLOCK BIRTHS 1980 TO 2002



Source: Iowa Department of Public Health, Center for Health Statistics, Vital Statistics of Iowa 2002.

- Iowa total number of out-of-wedlock births increased from 4,895 in 1980 to 11,020 in 2002.
- The number of out-of-wedlock births to mothers ages 15-19 increased from 2,227 to 2,904 during the same period.
- Out-of-wedlock births to mothers ages 15-19, as a percentage of total out-of-wedlock births, decreased from 1980 to 2002 going from 45.5 percent to 26.4 percent.

INTRODUCTION TO GRADES PK-12

The Annual Condition of Education Report provides detailed information on a variety of aspects of Prekindergarten (PK) through 12th grade for Iowa public and nonpublic schools. Data presented in each section reflects the most current information at the time of publication. In most cases, data is displayed for the 2003-2004 school year when available.

Iowa schools served 522,254 students in 1,491 public and 200 accredited nonpublic schools. Other highlights of the Enrollment Chapter include:

- Iowa's 370 public school districts operated 364 high schools, 801 elementary schools, 230 middle schools, and 41 junior high schools.
- Of the 370 school districts, 24 sent their high school students to another district in 2003-2004.
- Of the 364 high schools, 141 had less than 200 students in 2003-2004.
- The total number of PK-12 public and nonpublic English language learner students increased for the 16th consecutive year.
- The trend of the number of open enrolled students continued to increase, moving to 4.5 percent of the total certified enrollment in 2003-2004.
- Special education enrollment as a percentage of certified enrollment continued to increase in 2003-2004.

In 2003-2004, schools reported there were 33,688 full-time teachers serving public school districts and area education agencies (AEAs) and 2,401 full-time teachers serving nonpublic schools. Other information in the Staff Chapter includes:

- The average salary for public full-time teachers was $39,432 while the national average for public school teachers was estimated at $46,826 in 2003-2004.
- There were 1,256 beginning full-time public school teachers with an average salary of $27,692.
- There were 1,069 public school full-time principals with an average salary of $70,097.
- There were 332 full-time superintendents with an average salary of $90,613.
- There were 12 AEAs that had 2,300 full-time staff that provided support in emerging education practices, planning, professional development, media and technology services.
- Iowa's pupil-teacher ratio was 15.2 to 1.

In 2003-2004, almost 40 percent of the districts reported either an organizational structure of K-5, 6-8, and 9-12 or PK-5, 6-8, 9-12. Other data in the Program Chapter includes:

- Average class size increased for all grades K-3 between 2002-2003 and 2003-2004.
- In 2002-2003, hardware and software per pupil expenditures continued to decrease and were $56.59, the lowest per pupil amount since 1994-1995.
- There were 3.7 pupils per computer in 2003-2004, the same amount as the previous year and the lowest amount since this data was collected.
- All 370 school districts will participate in Project EASIER and submit data electronically for the BEDS data collection by the fall of 2004.
- Over 95 percent of the school districts (351 districts) offered all-day, everyday, two semester kindergarten programs in 2003-2004.

State indicators of student success are provided in the Student Performance Chapter. Indicators include:

- For the 2002-2004 biennium, 76.7 percent of 4th graders performed at or above proficiency on ITBS reading comprehension and 76.8 percent performed at or above proficiency on ITBS mathematics.
- For the 2002-2004 biennium, 69.4 percent of 8th graders performed at or above proficiency on ITBS reading comprehension, 72.2 percent performed at or above proficiency on ITBS mathematics, and 78.0 percent performed at or above proficiency in ITBS science.
- For the 2002-2004 biennium, 76.8 percent of 11th graders performed at or above proficiency on ITED reading comprehension, 78.6 percent performed at or above proficiency on ITED mathematics, and 79.0 percent performed at or above proficiency on ITED science.
- In 2002-2003, the grade 7-12 dropout rate was at 1.34, the lowest rate since the data has been reported.
- Both female (1.13) and male (1.53) dropout rates were at an all time low in 2002-2003.
- Dropout rates for the race/ethnicity categories all decreased from 2001-2002.
- The 2002-2003 Iowa public school graduation rate was 90.4 percent, the highest for all years this data has been collected.

- The percent of Iowa public school graduating seniors that are pursuing or intending to pursue postsecondary education or training increased to 83.5 percent in 2003-2004.
- The percent of Iowa ACT participants that achieved an average composite ACT score of 20 or above was 69.5 percent.
- The percentage of Iowa ACT participants that completed a core high school program remained at 66.0 percent for the 6th straight year in 2003-2004.
- In 2003-2004, 66 of the 1,491 public schools (4.4 percent) and 9 of 370 school districts were determined to be in need of assistance under the No Child Left Behind guidelines for Iowa.

Data on public school district expenditures and revenues is provided in the Finance Chapter. The total Iowa elementary and secondary school district budget was estimated at $3.639 billion in 2004-2005. Other information found in the Finance Chapter includes:

- Salaries and benefits were approximately 82 percent of the total object category expenditures in 2002-2003.
- Local taxes accounted for nearly 34 percent of total general fund revenues in 2002-2003.
- Iowa average taxable valuation per pupil decreased 2.5 percent in 2004-2005 to $203,438.
- In 2002-2003, Iowa ranked 36th in average general fund expenditure per pupil at $6,974.
- The average school district general fund levy was approximately $12.19 per $1,000 of taxable valuation in 2004-2005.
- Of the 99 counties in Iowa, 90 (90.9 percent) had enacted a local option sales and services tax for school infrastructure as of June 30, 2004.

Educational data by district, including enrollment, free and reduced price lunch, dropouts, and graduates, are available at the Iowa Department of Education web site at:

http://www.state.ia.us/educate/fis/pre/eddata/index.html

ENROLLMENT

Information pertaining to state enrollment totals as well as by district enrollment categories are summarized in the Enrollment section. Data presented in this section are collected from the Basic Educational Data Survey (BEDS), certified enrollment, the National Center for Education Statistics (NCES), and Special Education counts. Analysis in this section includes enrollment trends, enrollment changes for the nation, distribution of public school students and districts, enrollment distribution by area education agencies and counties, racial/ethnic distribution of students, information pertaining to English Language Learners (ELL), open enrollment, and special education enrollment.

Enrollment Trends

The downtrend in K-12 enrollments continued for both public and nonpublic schools in 2003-2004. Table 1and Figure 1 show that public K-12 enrollment decreased 2,010 (-0.4 percent) between 2002-2003 and 2003-2004, and that was the seventh consecutive year of a declining enrollment. The 1972-1973 school year had the historical high in public school K-12 enrollment of 645,000.

Table 1

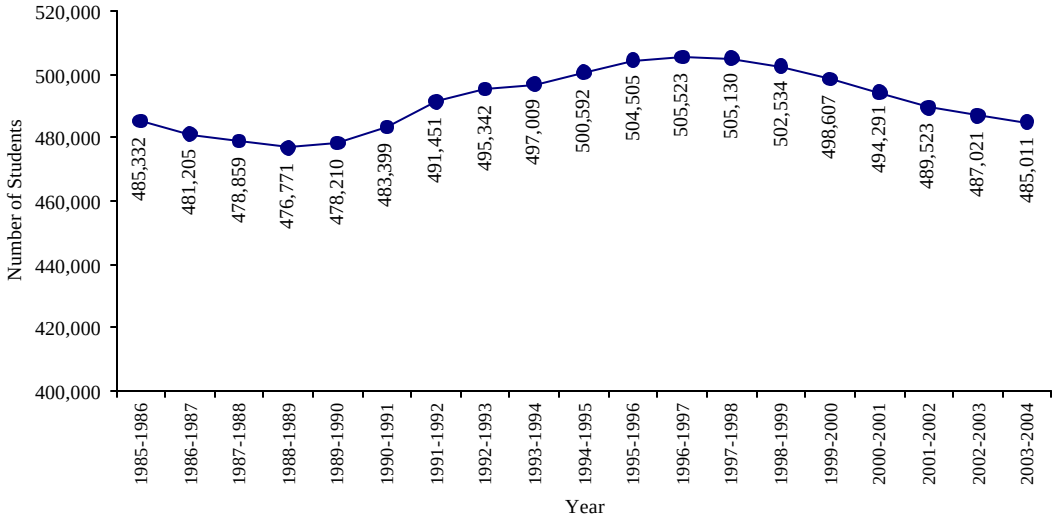
IOWA PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1972-1973 AND 1985-1986 TO 2003-2004

Year	Public	Nonpublic	Combined Total	Combined Total Change From Previous Year
1972-1973	645,000	66,000	711,000	
1985-1986	485,332	49,026	534,358	-24.8%*
1986-1987	481,205	48,520	529,725	-0.9
1987-1988	478,859	47,228	526,087	-0.7
1988-1989	476,771	47,373	524,144	-0.4
1989-1990	478,210	46,033	524,243	0.0
1990-1991	483,399	45,562	528,961	0.9
1991-1992	491,451	45,865	537,316	1.6
1992-1993	495,342	45,229	540,571	0.6
1993-1994	497,009	45,328	542,337	0.3
1994-1995	500,592	44,752	545,344	0.6
1995-1996	504,505	44,563	549,068	0.7
1996-1997	505,523	44,302	549,825	0.1
1997-1998	505,130	43,417	548,547	-0.2
1998-1999	502,534	42,758	545,292	-0.6
1999-2000	498,607	42,280	540,887	-0.8
2000-2001	494,291	41,064	535,355	-1.0
2001-2002	489,523	39,881	529,404	-1.1
2002-2003	487,021	38,998	526,019	-0.6
2003-2004	485,011	37,243	522,254	-0.7

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files, and Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Note: *Base year for comparison. Change from 1972-1973 to 1985-1986.

Figure 1

IOWA PUBLIC SCHOOL K-12 ENROLLMENTS
1985-1986 TO 2003-2004

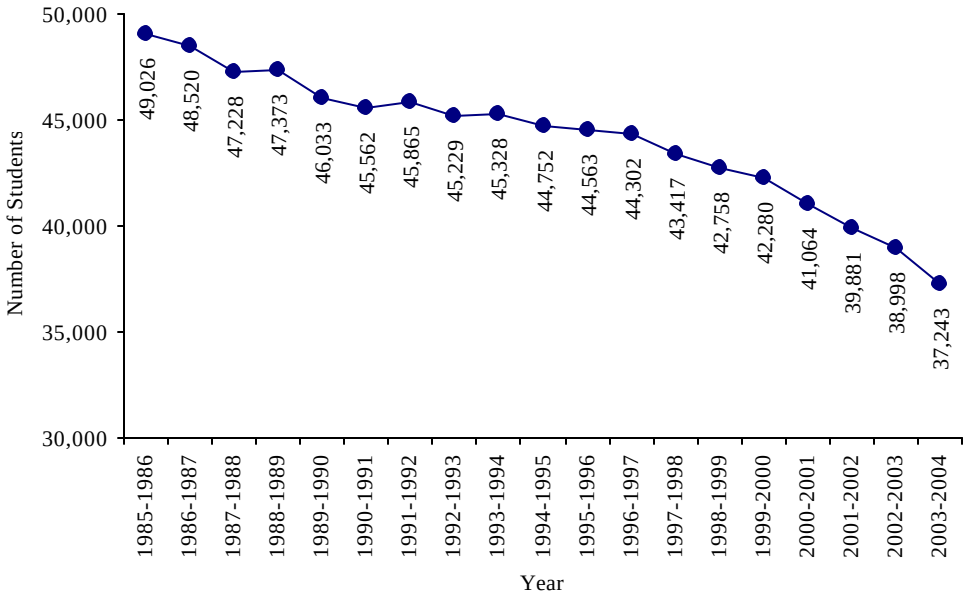


Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.

Nonpublic K-12 enrollments also continued to decline. In the 2003-2004 school year, nonpublic enrollment K-12 decreased by 1,755 students (-4.5 percent), continuing the downward trend shown in Table 1 and Figure 2. The last increase in nonpublic enrollment occurred during 1993-1994.

Figure 2

IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS
1985-1986 TO 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.

Table 2 displays information on public school enrollments by grade level for 1985-1986, 2002-2003 and 2003-2004. Kindergarten enrollments had the largest increase of all grades between 2003-2004 and 2002-2003. Nine of the 13 grade levels increased between 2002-2003 and 2003-2004. Kindergarten enrollments decreased 13.8 percent between 1985-1986 and 2003-2004.

Table 2

IOWA PUBLIC SCHOOL ENROLLMENTS BY GRADE LEVEL 1985-1986, 2002-2003 AND 2003-2004

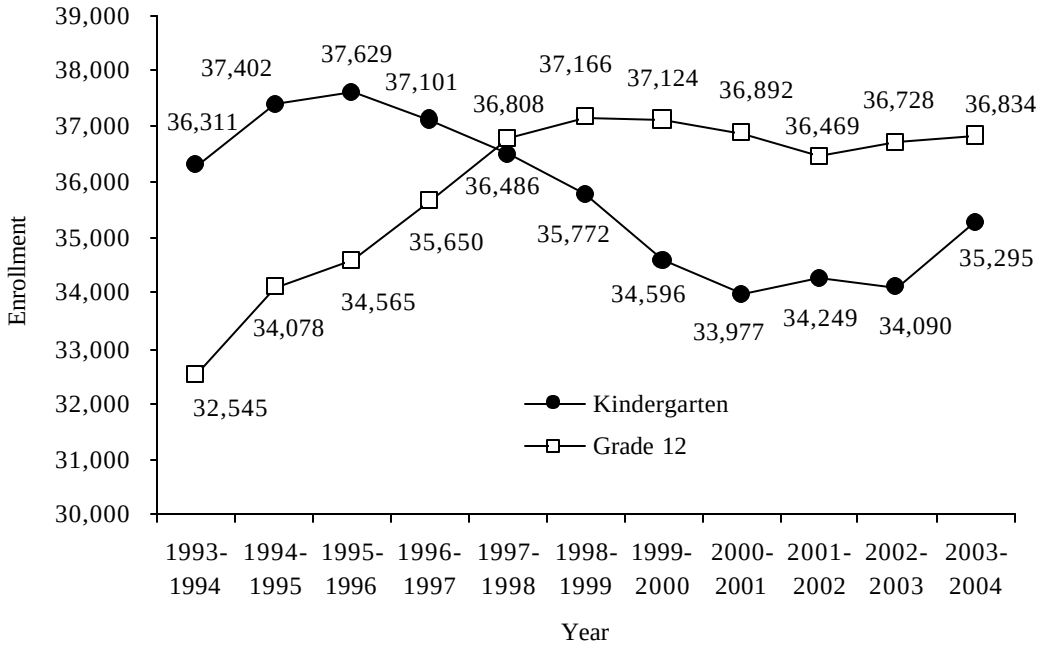
Grade Level	1985-1986	2002-2003	2003-2004	2002-2003 to 2003-2004 % Change	1985-1986 to 2003-2004 % Change
K	40,925	34,090	35,295	3.5%	-13.8%
1	38,110	33,047	33,296	0.8	-12.6
2	35,387	32,767	33,330	1.7	-5.8
3	34,508	33,653	33,326	-1.0	-3.4
4	32,977	34,803	34,290	-1.5	4.0
5	33,327	35,861	35,539	-0.9	6.6
6	32,038	36,581	36,701	0.3	14.6
7	32,653	37,693	37,919	0.6	16.1
8	35,136	37,281	38,428	3.1	9.4
9	39,688	39,434	40,486	2.7	2.0
10	39,337	37,958	38,451	1.3	-2.3
11	37,203	38,027	36,794	-3.2	-1.1
12	35,906	36,728	36,834	0.3	2.6
Other*	18,137	19,098	14,322	(NA)	(NA)
State	485,332	487,021	485,011	-0.4	-0.1

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.

The number of outgoing 12th graders has exceeded the number of incoming kindergartners for seven consecutive years, although the gap decreased in 2003-2004. Figure 3 shows the number of 12th graders compared to the number of kindergartners in public schools for the years 1993 to 2004. This information can provide an indication of the enrollment trends.

Figure 3

IOWA PUBLIC SCHOOL ENROLLMENTS
KINDERGARTEN VS GRADE 12 1993-1994 TO 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.

Among states in the region, Illinois had the largest public K-12 enrollment and the largest percentage increase in enrollment between 1991 and 2001 at 11.9 percent (see Table 3 and Figure 4). All states listed had enrollment increases between 1991 and 2001 below the national average (13.1 percent). Of the states listed, three states, including Iowa, had enrollment decreases between the years shown.

Table 3

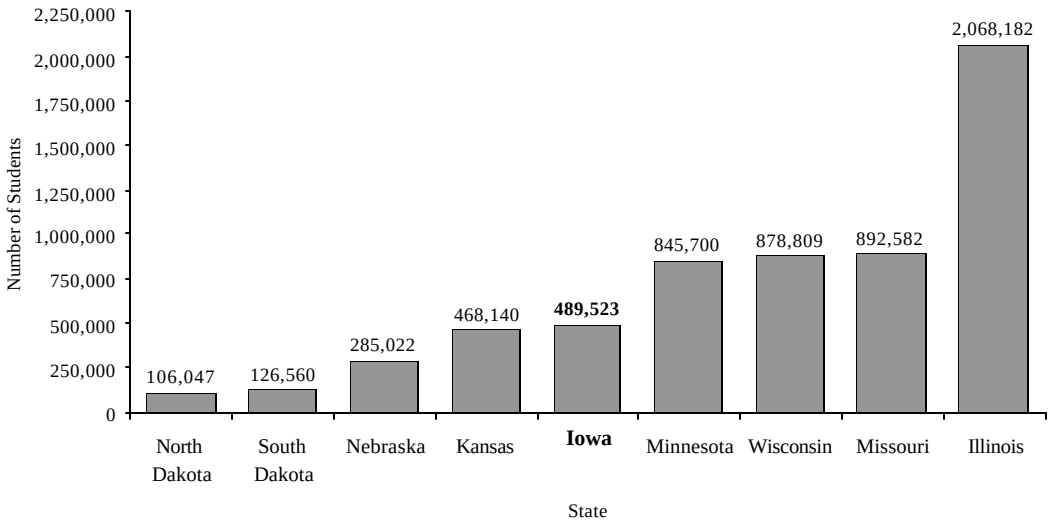
PUBLIC SCHOOL K-12 ENROLLMENT TRENDS FOR IOWA, THE NATION, AND MIDWEST STATES 1991, 1996 AND 2001

Nation and State	School Year Beginning 1991	1996	2001	Percent Change 1991 to 2001
Nation	**42,046,878**	**45,611,046**	**47,575,862**	**13.1%**
Illinois	1,848,166	1,973,040	2,068,182	11.9
Missouri	842,965	900,517	892,582	5.9
Wisconsin	814,671	879,559	878,809	7.9
Minnesota	773,571	847,204	845,700	9.3
Iowa	**491,363**	**502,941**	**489,523**	**-0.4**
Kansas	445,390	466,293	468,140	5.1
Nebraska	279,552	291,967	285,022	2.0
South Dakota	131,576	143,331	126,560	-3.8
North Dakota	118,376	120,123	106,047	-10.4

Source: U.S. Department of Education, Digest of Education Statistics, 2002.

Figure 4

PUBLIC SCHOOL K-12 ENROLLMENTS FOR IOWA AND MIDWEST STATES — 2001-2002



Source: U.S. Department of Education, Digest of Education Statistics, 2002.

Table 4 presents public school enrollment projections by grade level. Projections through the 2008-2009 school year show a continuation of a downward trend that started in the 1996-1997 school year (see Table 1). Projections indicate that grade 12 enrollments will continue to be larger than kindergarten enrollments, continuing the trend displayed in Figure 3.

Table 4

IOWA PUBLIC SCHOOL ENROLLMENT PROJECTIONS BY GRADE LEVEL 2004-2005 TO 2008-2009

Grade Level	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
K	35,347	35,167	34,935	34,974	35,049
1	33,957	34,468	34,293	34,067	34,105
2	33,271	33,932	34,442	34,267	34,042
3	33,516	33,456	34,121	34,634	34,458
4	33,531	33,722	33,662	34,331	34,847
5	34,551	33,787	33,979	33,919	34,593
6	36,016	35,014	34,240	34,435	34,374
7	37,580	36,878	35,852	35,060	35,260
8	38,194	37,853	37,146	36,112	35,314
9	41,427	41,175	40,808	40,045	38,931
10	38,999	39,906	39,663	39,310	38,575
11	37,052	37,580	38,454	38,220	37,879
12	35,611	35,861	36,372	37,218	36,992
Other*	15,479	15,236	14,975	14,698	14,397
State	484,531	484,035	482,942	481,290	478,816

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Public School Enrollment Projections.
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.

Historical and projected public school enrollments are displayed in Table 5. Projections show that by 2008-2009 only the grade 1-3 group and grade 12 will have greater enrollments than their corresponding group in 2003-2004.

Table 5

IOWA PUBLIC SCHOOL K-12 ENROLLMENTS FOR 1994-1995 THROUGH 2003-2004 AND PROJECTED ENROLLMENTS FOR 2004-2005 THROUGH 2008-2009

	Grade Level								
Year	K	1-3	4-5	6-8	9-11	12	Total	Other*	Grand Total
					Enrollments				
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	18,535	498,607
2000-2001	33,977	104,716	73,423	109,738	118,181	36,892	476,927	17,364	494,291
2001-2002	34,249	102,140	72,835	112,329	117,387	36,469	475,409	14,114	489,523
2002-2003	34,090	99,467	70,664	111,555	115,419	36,728	467,923	19,098	487,021
2003-2004	35,295	99,952	69,829	113,048	115,731	36,834	470,689	14,322	485,011
					Projected Enrollments				
2004-2005	35,347	100,744	68,082	111,790	117,478	35,611	469,052	15,479	484,531
2005-2006	35,167	101,856	67,509	109,745	118,661	35,861	468,799	15,236	484,035
2006-2007	34,935	102,856	67,641	107,238	118,925	36,372	467,967	14,975	482,942
2007-2008	34,974	102,968	68,250	105,607	117,575	37,218	466,592	14,698	481,290
2008-2009	35,049	102,605	69,440	104,948	115,385	36,992	464,419	14,397	478,816

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files, and Public School Enrollment Projections.

Notes: All enrollments are as of the third Friday in September. The public school enrollment projections are based upon trends observed in the number of students moving from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for first through twelfth grade. Kindergarten enrollments were estimated from an average ratio of kindergarten enrollments to cohorts born five years prior.

*Other refers primarily to special education students not associated with a given grade level. This is not a count of the number of special education students in the state.

Table 6 provides information on Iowa nonpublic school K-12 historical and projected enrollments. Total enrollments have decreased for each year shown and projections estimate that the trend will continue. The nonpublic enrollment decreased 16.8 percent between 1994-1995 and 2003-2004. The projections estimate that between 2003-2004 and 2008-2009, nonpublic enrollment will decrease another 10.0 percent.

Table 6

IOWA NONPUBLIC SCHOOL K-12 ENROLLMENTS FOR 1994-1995 THROUGH 2003-2004 AND PROJECTED ENROLLMENTS FOR 2004-2005 THROUGH 2008-2009

	Grade Level						
Year	K	1-3	4-5	6-8	9-11	12	Total
	Enrollments						
1994-1995	3,976	12,301	8,152	10,397	7,526	2,390	44,742
1995-1996	4,002	12,245	8,107	10,480	7,522	2,193	44,549
1996-1997	4,096	12,216	7,791	10,362	7,534	2,303	44,302
1997-1998	3,943	12,205	7,598	10,120	7,198	2,353	43,417
1998-1999	3,935	11,919	7,721	9,816	7,066	2,301	42,758
1999-2000	3,888	11,678	7,645	9,773	6,938	2,358	42,280
2000-2001	3,870	11,404	7,456	9,437	6,667	2,230	41,064
2001-2002	3,705	11,154	7,218	9,218	6,442	2,144	39,881
2002-2003	3,585	10,846	6,937	9,124	6,369	2,137	38,998
2003-2004	3,298	10,371	6,843	8,661	6,032	2,038	37,243
	Projected Enrollments						
2004-2005	3,538	10,018	6,636	8,447	5,827	1,948	36,414
2005-2006	3,520	9,825	6,400	8,213	5,623	1,937	35,518
2006-2007	3,496	9,805	6,127	8,009	5,461	1,791	34,689
2007-2008	3,500	9,813	5,902	7,772	5,322	1,756	34,065
2008-2009	3,508	9,778	5,899	7,433	5,172	1,740	33,530

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files and Nonpublic School Enrollment Projections.

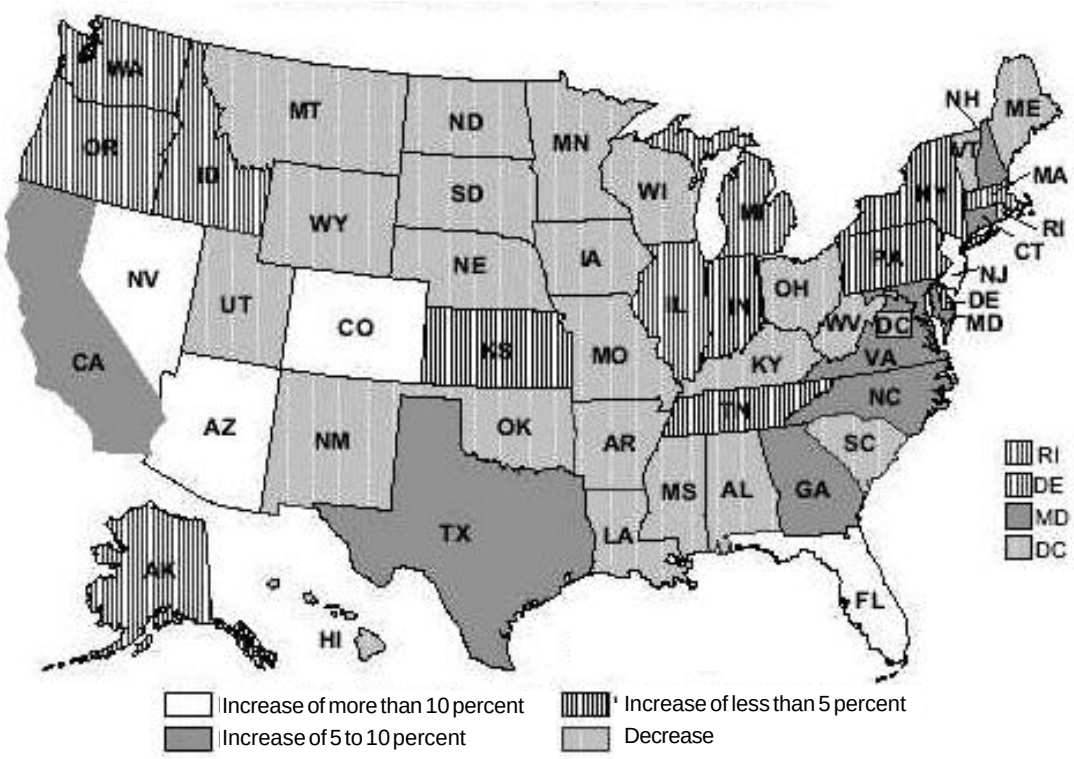
Notes: All enrollments are as of the third Friday in September. The nonpublic school enrollment projections are based upon trends observed in the number of students moving from grade to grade. The trend, calculated as an average cohort survival ratio, was used to estimate enrollments for first through twelfth grade. Kindergarten enrollments were estimated from an average ratio of kindergarten enrollments to cohorts born five years prior.

Enrollment Changes for the Nation

Iowa, along with most of the midwest states, experienced a decrease in public enrollments between 1996 and 2001 (Figure 5). Of the midwest states, only Illinois and Kansas had an increase in public enrollments in the years shown. Nationally, five states had an increase in public enrollments greater than 10.0 percent (Nevada, Arizona, Colorado, New Jersey, and Florida).

Figure 5

Percent Change in Public Elementary and Secondary Enrollment by State
Fall 1996 to Fall 2001



Source: U.S. Department of Education, Digest of Education Statistics, 2002.

Distribution of Public School Students and Districts

Table 7 and Figures 6 and 7 detail the change in the number of school districts since 1950. Between 1950 and 1970, the number of school districts decreased from 4,652 to 453 a 90.3 percent decrease. The decrease between 1965 and 1970 was due to an Iowa law change, which required all operating districts to provide K-12 programs.

The number of public school districts decreased by one to 370 in the school year ending in 2004. This was the first decrease since the 2000-2001 school year.

Table 7

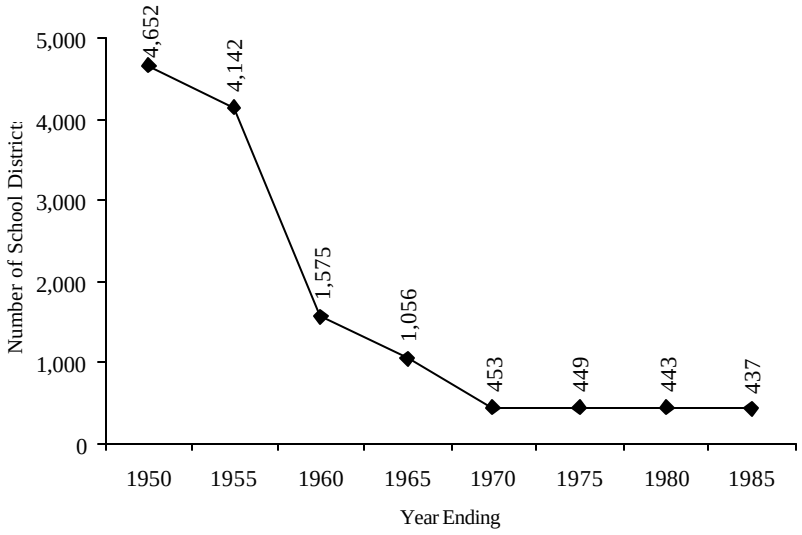
NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS
1950-2004

School Year Ending	Number of Iowa Public School Districts	Percent Change from Previous Year
1950	4,652	—
1955	4,142	-11.0%
1960	1,575	-62.0
1965	1,056	-33.0
1970	453	-57.1
1975	449	-0.9
1980	443	-1.3
1985	437	-1.4
1986	436	-0.2
1987	436	0.0
1988	433	-0.7
1989	431	-0.5
1990	430	-0.2
1991	425	-1.2
1992	418	-1.6
1993	397	-5.0
1994	390	-1.8
1995	384	-1.5
1996	379	-1.3
1997	377	-0.5
1998	375	-0.5
1999	375	0.0
2000	374	-0.3
2001	371	-0.8
2002	371	0.0
2003	371	0.0
2004	370	0.3

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Address Files and Historical Archives.
Note: Prior to July 1, 1966, Iowa allowed schools to operate as non-K-12 school districts.

Figure 6

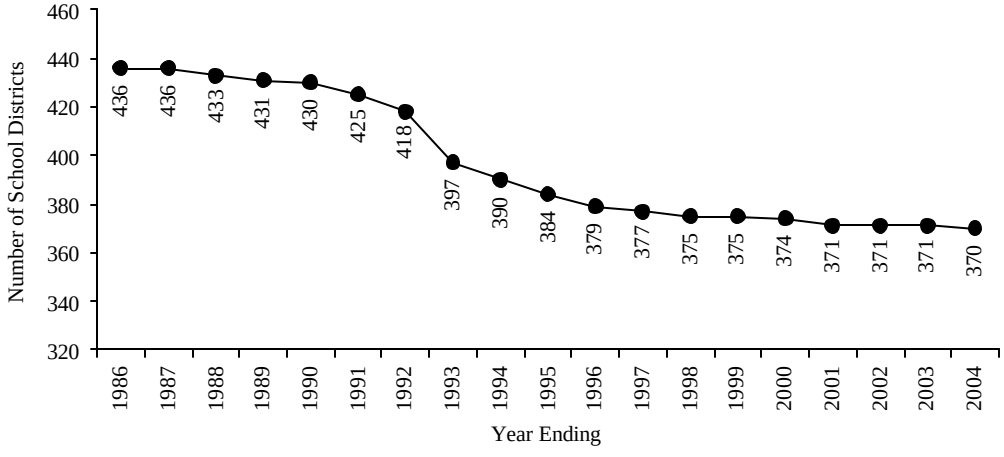
NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS
1950 TO 1985



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Address Files and Historical Archives.
Note: Prior to July 1, 1966, Iowa allowed schools to operate as non-K-12 school districts.

Figure 7

NUMBER OF IOWA PUBLIC SCHOOL DISTRICTS
1986 TO 2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Address Files and Historical Archives.
Note: Prior to July 1, 1966, Iowa allowed schools to operate as non-K-12 school districts.

The distribution of Iowa public school districts and students by enrollment category is presented in Table 8 for the 1985-1986, 2002-2003 and 2003-2004 school years. In 2003-2004 just under 70 percent of the school districts have less than 1,000 students and accounted for 27.8 percent of the total students. The nine school districts that fell in the largest enrollment category account for 27.2 percent of the total public K-12 enrollment. The 30 school districts in the smallest enrollment category accounted for 8.1 percent of the total number of districts and 1.2 percent of the total enrollment. Overall the percentage of districts in each enrollment category and the percentage of total enrollment by enrollment category did not change significantly between 2002-2003 and 2003-2004.

Table 8

Distribution of Iowa Public School Districts and Students by Enrollment Category 1985-1986, 2002-2003 and 2003-2004

	1985-1986				2002-2003				2003-2004			
Enrollment Category	Districts N	%	Students N	%	Districts N	%	Students N	%	Districts N	%	Students N	%
<250	52	11.9%	10,124	2.1%	31	8.4%	5,952	1.2%	30	8.1%	5,624	1.2%
250-399	90	20.6	29,060	6.0	52	14.0	17,010	3.5	55	14.9	17,940	3.7
400-599	94	21.5	46,544	9.6	78	21.0	39,563	8.1	77	20.8	38,809	8.0
600-999	97	22.2	72,595	15.0	98	26.4	75,279	15.5	95	25.7	72,087	14.9
1,000-2,499	72	16.5	109,551	22.6	79	21.3	120,073	24.7	81	21.9	123,173	25.4
2,500-7,499	24	5.5	95,189	19.6	24	6.5	96,830	19.9	23	6.2	95,379	19.7
7,500+	8	1.8	122,269	25.2	9	2.4	132,314	27.2	9	2.4	132,000	27.2
State	437	100.0	485,332	100.0	371	100.0	487,021	100.0	370	100.0	485,011	100.0

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.
Note: Totals may not add due to rounding.

Tables 9 and 10 show Iowa public and nonpublic school distribution by type for 2000-2001 through 2003-2004. There are 364 public high schools in 346 districts in 2003-2004. The remaining 24 districts send their high school students to other districts. Elementary schools represent the largest type for both public (53.7 percent) and nonpublic (86.0 percent).

Table 9

Iowa Public School Distribution by Type 2000-2001 to 2003-2004

	2000-2001		2001-2002		2002-2003		2003-2004	
Type of School	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High School	367	24.0%	367	24.1%	365	24.3%	364	24.4
Junior High School	46	3.0	44	2.9	44	2.9	41	2.7
Middle School	225	14.7	227	14.9	230	15.3	230	15.4
Elementary School	844	55.1	835	54.9	812	54.1	801	53.7
Special Education School	9	0.6	10	0.7	9	0.6	10	0.7
Alternative School	40	2.6	38	2.5	40	2.7	42	2.8
Other							3	.2
Total	1,531	100.0	1,521	100.0	1,500	100.0	1,491	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Address Files.

Table 10

IOWA NONPUBLIC SCHOOL DISTRIBUTION BY TYPE 2000-2001 TO 2003-2004

	2000-2001		2001-2002		2002-2003		2003-2004	
Type of School	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High School	26	12.3%	26	12.4%	27	13.0%	26	13.0
Elementary School	182	86.3	182	86.7	179	86.1	172	86.0
K-12 School	3	1.4	2	1.0	2	0.9	2	1.0
Total	211	100.0	210	100.0	208	100.0	200	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Address Files.

Although the number of school districts decreased to 370 in 2003-2004, the number of public school districts sending high school students to another district remained unchanged at 24. These districts no longer offer a high school program for their students. During the 2003-2004 school year, 57 school districts participated in some form of whole grade sharing. Table 11 provides information on the number of districts that sent their high school students out of the district.

Table 11

PUBLIC SCHOOL DISTRICTS SENDING HIGH SCHOOL STUDENTS OUT OF DISTRICT 1985-1986 THROUGH 2003-2004

Year	Total Number of Districts in Iowa	Number of Districts Sending High School Students Out of District	Percent of Districts Sending High School Students Out of District
1985-1986	437	2	0.5%
1986-1987	436	7	1.6
1987-1988	436	17	3.9
1988-1989	433	26	6.0
1989-1990	431	42	9.7
1990-1991	430	51	11.9
1991-1992	425	53	12.4
1992-1993	418	56	13.4
1993-1994	397	39	9.8
1994-1995	390	36	9.2
1995-1996	384	31	8.1
1996-1997	379	26	6.9
1997-1998	377	24	6.4
1998-1999	375	24	6.4
1999-2000	375	24	6.4
2000-2001	374	23	6.2
2000-2002	371	21	5.7
2002-2003	371	24	6.5
2003-2004	370	24	6.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Address Files.

Public high school enrollment distributions from 1999-2000 through 2003-2004 are shown in Table 12. The 100-199 high school enrollment category had the largest number and percent of schools for all years shown. High schools with enrollments between 100 and 299 accounted for approximately 55 percent of the total public high schools in Iowa in 2003-2004. The number of high schools with enrollments 1,700 or more remained at 6 in 2003-2004.

Table 12

IOWA PUBLIC HIGH SCHOOL ENROLLMENT DISTRIBUTION 1999-2000 THROUGH 2003-2004

	Number of High Schools						
Grades 9-12 Enrollment	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004 % of High Schools	2004 Cumulative % of High Schools
<100	20	21	22	22	24	6.6%	6.6%
100-199	104	111	115	115	117	32.1	38.7
200-299	94	91	92	86	84	23.1	61.8
300-399	48	46	37	42	35	9.6	71.4
400-499	16	15	22	21	26	7.1	78.6
500-599	23	17	17	14	12	3.3	81.9
600-699	11	15	11	13	14	3.8	85.7
700-799	6	6	6	7	6	1.6	87.4
800-899	2	1	2	2	3	0.8	88.2
900-999	2	3	2	3	2	0.5	88.7
1,000-1,099	5	4	4	4	5	1.4	90.1
1,100-1,199	4	4	4	4	5	1.4	91.5
1,200-1,299	8	8	7	9	6	1.6	93.1
1,300-1,399	6	7	8	6	4	1.1	94.2
1,400-1,499	3	4	2	3	5	1.4	95.6
1,500-1,599	6	6	6	4	8	2.2	97.8
1,600-1,699	4	4	5	5	2	0.5	98.4
1,700-1,799	3	2	2	2	2	0.5	98.9
1,800+	2	2	3	3	4	1.1	100.0%
Total	367	367	367	365	364		

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.

Enrollment Distribution by Area Education Agency (AEA)

Prior to the 2003-2004 school year, Area Education Agencies (AEA) 2, 6, and 7 merged to form AEA 267 and AEAs 3 and 5 merged to form AEA 8. Comparisons made to previous years include total enrollments from the merged AEAs. Area Education Agencies provide instruction and support for local school districts.

Public and nonpublic enrollments by AEA did not change significantly between 2002-2003 and 2003-2004. AEA 11 accounted for the largest portion of public (24.2 percent in 2003-2004) and nonpublic enrollment (21.0 percent in 2003-2004) for both years displayed. AEA 4 and AEA 14 each accounted for slightly more than 2 percent of the total public enrollment in 2003-2004. AEA 14 had the lowest nonpublic enrollment as well (0.3 percent in both 2002-2003 and 2003-2004). Table 13 and Figure 8 provide detailed enrollment information by AEA.

Table 13

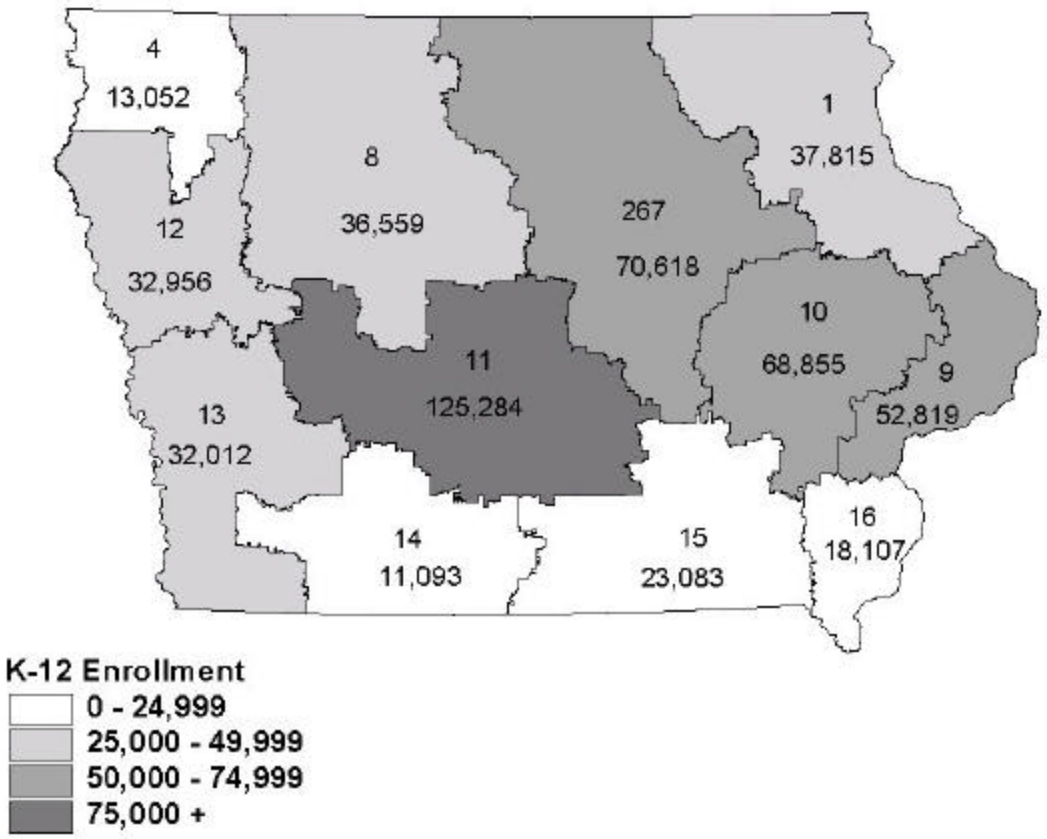
DISTRIBUTION OF IOWA SCHOOL K-12 ENROLLMENTS BY AEA 2002-2003 AND 2003-2004

	Public School Enrollments				Nonpublic School Enrollments			
	2002-2003		2003-2004		2002-2003		2003-2004	
AEA	Number*	Percent	Number	Percent	Number	Percent	Number	Percent
1	31,819	6.5%	31,699	6.5%	6,556	16.8%	6,116	16.4%
267	66,929	13.7	66,505	13.7	4,232	10.9	4,113	11.0
4	10,292	2.1	10,191	2.1	2,946	7.6	2,861	7.7
8	34,685	7.1	33,938	7.0	2,718	7.0	2,621	7.0
9	49,579	10.2	49,479	10.2	3,608	9.3	3,340	9.0
10	64,021	13.1	64,227	13.2	4,678	12.0	4,628	12.4
11	117,019	24.0	117,455	24.2	8,059	20.7	7,829	21.0
12	29,928	6.1	29,979	6.2	3,206	8.2	2,977	8.0
13	31,262	6.4	30,867	6.4	1,234	3.2	1,145	3.1
14	11,245	2.3	10,970	2.3	125	0.3	123	0.3
15	22,906	4.7	22,662	4.7	451	1.2	421	1.1
16	17,337	3.6	17,038	3.5	1,185	3.0	1,069	2.9
State	487,021	100%	485,011	100.0	38,998	100%	37,243	100%

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.
Note: *Totals may not add due to rounding.

Figure 8

K-12 (PUBLIC AND NONPUBLIC) ENROLLMENTS BY AEA
2003-2004



Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment File, and Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment File.

County Level Enrollments

Table 14 provides public school county level certified enrollments for 2002-2003 and 2003-2004. Tama and Dallas counties had the largest percentage increase (15.4 and 8.1 percent respectively) while Ringgold, Van Buren and Grundy counties had the largest percentage decrease (14.0, 8.7 and 8.1 respectively) between 2002-2003 and 2003-2004. Polk county accounted for the largest percentage of statewide enrollments at 13.3 percent. Overall public enrollment decreased 0.4 percent between the two school years shown.

Table 14

IOWA PUBLIC SCHOOL CERTIFIED ENROLLMENT BY COUNTY OF RESIDENCE 2002-2003 AND 2003-2004

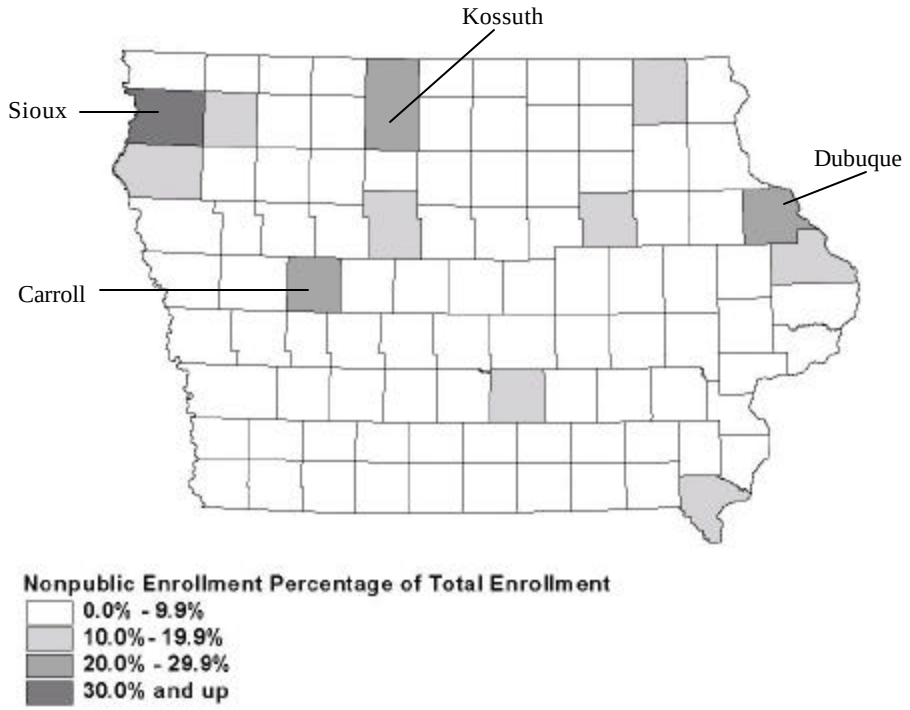
County	2003 County Enrollment	2004 County Enrollment	Percent of Total Enrollment	Enrollment Change 2003 to 2004	Percent Change 2003 to 2004
Adair	1,457	1,436	0.3%	(21)	-1.4%
Adams	846	817	0.2	(29)	-3.5
Allamakee	2,502	2,455	0.5	(47)	-1.9
Appanoose	2,268	2,226	0.5	(42)	-1.9
Audubon	1,274	1,216	0.3	(58)	-4.6
Benton	5,065	5,015	1.0	(49)	-1.0
Black Hawk	17,592	17,627	3.6	35	0.2
Boone	4,524	4,382	0.9	(142)	-3.1
Bremer	3,895	3,849	0.8	(46)	-1.2
Buchanan	3,532	3,660	0.8	128	3.6
Buena Vista	3,553	3,532	0.7	(21)	0.6
Butler	2,644	2,579	0.5	(65)	-2.4
Calhoun	1,820	1,809	0.4	(11)	-0.6
Carroll	3,076	3,028	0.6	(48)	-1.6
Cass	2,548	2,455	0.5	(92)	-3.6
Cedar	3,330	3,360	0.7	30	0.9
Cerro Gordo	7,056	6,903	1.4	(153)	-2.2
Cherokee	2,263	2,222	0.5	(42)	-1.8
Chickasaw	2,232	2,137	0.4	(95)	-4.2
Clarke	1,748	1,732	0.4	(16)	-0.9
Clay	2,885	2,878	0.6	(6)	-0.2
Clayton	3,286	3,146	0.6	(140)	-4.3
Clinton	8,749	8,682	1.8	(67)	-0.8
Crawford	3,124	3,234	0.7	110	3.5
Dallas	8,351	9,027	1.9	676	8.1
Davis	1,271	1,340	0.3	69	5.4
Decatur	1,348	1,352	0.3	4	0.3
Delaware	3,219	3,168	0.7	(50)	-1.6
Des Moines	6,825	6,641	1.4	(184)	-2.7
Dickinson	2,610	2,608	0.5	(3)	-0.1
Dubuque	12,096	12,403	2.6	307	2.5
Emmet	1,816	1,777	0.4	(39)	-2.1
Fayette	3,973	3,729	0.8	244	-6.1
Floyd	2,779	2,682	0.6	(97)	-3.5
Franklin	1,918	1,861	0.4	(58)	-3.0
Fremont	1,487	1,428	0.3	(58)	-3.9
Greene	1,895	1,860	0.4	(35)	-1.8
Grundy	2,454	2,254	0.5	(200)	-8.1
Guthrie	1,930	1,961	0.4	31	1.6
Hamilton	2,812	2,805	0.6	(7)	-0.3
Hancock	2,166	2,116	0.4	(50)	-2.3
Hardin	2,903	3060	0.6	157	5.4
Harrison	3,068	2976	0.6	(92)	-3.0
Henry	3,501	3,401	0.7	(99)	-2.8
Howard	1,527	1,581	0.3	54	3.5
Humboldt	1,737	1,657	0.3	(79)	-4.6
Ida	1,501	1,430	0.3	(72)	-4.8
Iowa	3,039	2,987	0.6	(52)	-1.7
Jackson	3,445	3,427	0.7	(19)	-0.5
Jasper	6,372	6,286	1.3	(87)	-1.4
Jefferson	2,305	2,300	0.5%	(4)	-0.2%
Johnson	14,324	14,552	3.0	227	1.6
Jones	3,303	3,244	0.7	(59)	-1.8
Keokuk	2,134	2,051	0.4	(84)	-3.9
Kossuth	2,635	2,572	0.5	(63)	-2.4
Lee	5,903	5,863	1.2	(41)	-0.7
Linn	31,680	31,714	6.5	34	0.1
Louisa	2,508	2,518	0.5	10	0.4
Lucas	1,675	1,720	0.4	45	2.7
Lyon	1,983	1,980	0.4	(3)	-0.1
Madison	2,765	2,738	0.6	(27)	-1.0
Mahaska	3,698	3,598	0.7	(100)	-2.7
Marion	5,555	5,493	1.1	(62)	-1.1
Marshall	7,503	7,058	1.5	(446)	-5.9
Mills	2,763	2,756	0.6	(6)	-0.2
Mitchell	1,835	1,836	0.4	1	0.0
Monona	1,718	1,676	0.3	(42)	-2.5
Monroe	1,430	1,464	0.3	34	2.4
Montgomery	2,070	2,039	0.4	(31)	-1.5
Muscatine	8,152	8,257	1.7	105	1.3
O'Brien	2,328	2,236	0.5	(92)	-3.9
Osceola	1,264	1,252	0.3	(12)	-0.9
Page	2,607	2,601	0.5	(6)	-0.2
Palo Alto	1,546	1,537	0.3	(9)	-0.6
Plymouth	4,333	4,356	0.9	23	0.5
Pocahontas	1,508	1,447	0.3	(62)	-4.1
Polk	64,341	64,583	13.3	242	0.4
Pottawattamie	15,703	15,653	3.2	(50)	-0.3
Poweshiek	3,111	3,098	0.6	(13)	-0.4
Ringgold	886	762	0.2	(124)	-14.0
Sac	2,035	1,928	0.4	(106)	-5.2
Scott	27,436	27,328	5.6	(108)	-0.4
Shelby	2,331	2,261	0.5	(70)	-3.0
Sioux	4,214	4,197	0.9	(16)	-0.4
Story	10,423	10,307	2.1	(116)	-1.1
Tama	2,901	3,346	0.7	445	15.4
Taylor	1,200	1,171	0.2	(29)	-2.4
Union	1,985	1,958	0.4	(27)	-1.4
Van Buren	1,320	1,206	0.2	(115)	-8.7
Wapello	6,087	6,068	1.3	(18)	-0.3
Warren	8,098	8,090	1.7	(8)	-0.1
Washington	3,644	3,678	0.8	34	0.9
Wayne	1,162	1,118	0.2	(45)	-3.8
Webster	5,943	5,883	1.2	(61)	-1.0
Winnebago	2,194	2,142	0.4	(52)	-2.4
Winneshiek	3,127	3,087	0.6	(40)	-1.3
Woodbury	18,129	18,227	3.8	98	0.5
Worth	1,331	1,326	0.3	(5)	-0.4
Wright	2,591	2,542	0.5	(49)	-1.9
Total	487,021	485,011	100.0	(2,010)	-0.4

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.

Figure 9 shows the nonpublic enrollment comparison to total enrollment by county. Thirty-four counties had no nonpublic enrollments during the 2003-2004 school year. As in previous years, Sioux (36.7 percent), Carroll (27.7 percent), Dubuque (26.6 percent), and Kossuth (23.1 percent) counties each had over 20.0 percent of total nonpublic enrollment.

Figure 9

K-12 Nonpublic BEDS Enrollments by County 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment File.

Racial/Ethnic Distribution of Students

Table 15 provides the public school enrollments by racial/ethnic groups for 1985-1986, 2002-2003 and 2003-2004. The number of Hispanic students increased 10.7 percent between 2002-2003 and 2003-2004, the largest increase of all the racial/ethnic groups. The non-white racial/ethnic groups accounted for 11.8 percent of the total enrollment, up from 11.0 percent in 2002-2003. Since 1985-1986, the percentage of white students has decreased from 95.3 percent to 88.2 percent, a change of –8.3 percent. The change in the racial/ethnic makeup of the student population reflects the change in Iowa's population racial/ethnic makeup (see Figure 9B in the Background Demographics Section).

Table 15

IOWA PUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 2002-2003 AND 2003-2004

Racial/ Ethnic Group	1985-1986 N	1985-1986 %	2002-2003 N	2002-2003 %	2003-2004 N	2003-2004 %	%Change 2002-2003 to 2003-2004	%Change 1985-1986 to 2003-2004
American Indian	1,090	0.2%	2,635	0.5%	2,835	0.6	7.6%	160.1%
Hispanic	4,069	0.8	21,375	4.4	23,661	4.9	10.7	481.5
Asian American	5,310	1.1	8,547	1.8	8,702	1.8	1.8	63.9
African American	12,308	2.5	20,629	4.3	21,687	4.5	5.1	76.2
White	462,555	95.3	429,024	89.0	424,341	88.2	-1.1	-8.3
Total*	485,332	100.0	482,210	100.0	481,226	100.0	-0.2	-0.8

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Notes: Includes PK through grade 12 and ungraded special education students.
*Figures may not total 100 percent due to rounding.

Enrollments for nonpublic racial/ethnic groups decreased in 2003-2004. White students accounted for 94.3 percent of the nonpublic PK-12 total enrollment in 2003-2004. Hispanic at 2.4 percent, remained the largest non-white racial/ethnic group while Asian remained the second largest with 1.6 percent of the total enrollment in 2003-2004. Table 16 displays the nonpublic school prekindergarten through grade 12 enrollments by race/ethnicity.

Table 16

IOWA NONPUBLIC SCHOOL PK-12 ENROLLMENTS BY RACIAL/ETHNIC GROUP 1985-1986, 2002-2003 AND 2003-2004

Racial/ Ethnic Group	1985-1986 N	1985-1986 %	2002-2003 N	2002-2003 %	2003-2004 N	2003-2004 %	%Change 2002-2003 to 2003-2004	%Change 1985-1986 to 2003-2004
American Indian	42	0.1%	78	0.2%	72	0.2	-7.7%	71.4%
Hispanic	527	1.1	978	2.4	964	2.4	-1.4	82.9
Asian American	344	0.7	659	1.6	648	1.6	-1.7	88.4
African American	273	0.6	554	1.3	553	1.4	-0.2	102.6
White	48,372	97.6	39,242	94.5	37,340	94.3	-4.8	-22.8
Total*	49,558	100.0	41,511	100.0	39,577	100.0	-4.7	-20.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.
Notes: Includes PK through grade 12 students.
*Figures may not total 100 percent due to rounding.

Nationally the percentage of minority enrollments was 38.8 percent in 2000, up from 29.6 percent in 1986 (Table 17). The largest increase in the minority enrollments occurred in the Hispanic race/ethnicity group, which increased 6.4 percentage points between 1986 and 2000. In 2000, Hispanics accounted for over 40.0 percent of the student population in California, New Mexico, and Texas. The African American race/ethnicity group remains the largest minority group at 17.2 percent of total enrollment in 2000, up from 16.1 percent in 1986. Five states including Iowa had over 90.0 percent of the total enrollment in the White race/ethnicity group.

Table 17

ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY RACE/ETHNICITY AND STATE: FALL 1986 AND FALL 2000

State or other area	Percent Distribution Fall 1986		Percent Distribution Fall 2000						
	White[1]	Total Minority	White[1]	Total Minority	African American	Hispanic	Asian	American Indian	Minority %age point change 1986 to 2000
United States	**70.4**	**29.6**	**61.2**	**38.8**	**17.2**	**16.3**	**4.1**	**1.2**	**31.1**
Alabama	62.0	38.0	60.8	39.2	36.5	1.3	0.7	0.7	3.2
Alaska	65.7	34.3	61.5	38.5	4.6	3.4	5.5	25.0	11.9
Arizona	62.2	37.8	52.8	47.2	4.6	33.9	2.1	6.6	24.9
Arkansas	74.7	25.3	71.7	28.3	23.3	3.6	0.9	0.5	11.4
California	53.7	46.3	36.1	63.9	8.5	43.4	11.1	0.9	38.0
Colorado	78.7	21.3	68.2	31.8	5.7	22.0	2.9	1.2	50.0
Connecticut	77.2	22.8	70.1	29.9	13.7	13.1	2.8	0.3	31.7
Delaware	68.3	31.7	60.7	39.3	30.8	6.0	2.3	0.3	23.9
District of Columbia	4.0	96.0	4.5	95.5	84.6	9.2	1.6	0.1	-0.5
Florida	65.4	34.6	53.3	46.7	25.2	19.4	1.9	0.3	35.3
Georgia	60.7	39.3	54.7	45.3	38.2	4.8	2.2	0.2	15.5
Hawaii	23.5	76.5	20.4	79.6	2.3	4.5	72.3	0.4	3.9
Idaho	92.6	7.4	86.0	14.0	0.7	10.7	1.2	1.4	91.8
Illinois	69.8	30.2	59.8	40.2	21.3	15.4	3.4	0.2	33.0
Indiana	88.7	11.3	83.6	16.4	11.7	3.5	1.0	0.2	45.1
Iowa	**94.6**	**5.4**	**90.2**	**9.8**	**4.0**	**3.6**	**1.7**	**0.5**	**81.5**
Kansas	85.6	14.4	78.7	21.3	8.9	8.9	2.2	1.3	46.9
Kentucky	89.2	10.8	87.5	12.5	10.7	1.0	0.6	0.2	15.7
Louisiana	56.5	43.5	48.9	51.1	47.8	1.4	1.3	0.6	17.5
Maine	98.3	1.7	96.5	3.5	1.2	0.6	1.0	0.7	105.9
Maryland	59.7	40.3	53.4	46.6	37.1	4.8	4.4	0.4	15.9
Massachusetts	83.7	16.3	76.1	23.9	8.5	10.7	4.4	0.3	46.6
Michigan	76.4	23.6	73.8	26.2	19.8	3.5	1.8	1.0	10.6
Minnesota	93.9	6.1	82.9	17.1	6.6	3.4	5.1	2.0	175.8
Mississippi	43.9	56.1	47.3	52.7	51.1	0.8	0.7	0.1	-6.1
Missouri	83.4	16.6	79.3	20.7	17.4	1.8	1.2	0.3	24.7
Montana	92.7	7.3	86.2	13.8	0.6	1.7	1.0	10.5	91.7
Nebraska	91.4	8.6	83.0	17.0	6.7	7.3	1.5	1.5	97.7
Nevada	77.4	22.6	56.7	43.3	10.2	25.7	5.7	1.7	91.6
New Hampshire	98.0	2.0	95.5	4.5	1.1	1.8	1.3	0.2	109.5
New Jersey	69.1	30.9	60.3	39.7	17.8	15.3	6.3	0.2	28.2
New Mexico	43.1	56.9	35.3	64.7	2.4	50.2	1.1	11.1	13.9
New York	68.4	31.6	54.9	45.1	20.2	18.5	6.0	0.4	46.3
North Carolina	68.4	31.6	61.0	39.0	31.3	4.4	1.9	1.5	23.7
North Dakota	92.4	7.6	89.4	10.6	1.0	1.2	0.8	7.6	41.3
Ohio	83.1	16.9	80.7	19.3	16.3	1.7	1.1	0.1	14.3
Oklahoma	79.0	21.0	64.9	35.1	10.8	6.0	1.4	16.9	67.1
Oregon	89.8	10.2	80.4	19.6	2.9	10.5	4.0	2.1	91.2
Pennsylvania	84.4	15.6	78.2	21.8	15.1	4.5	2.0	0.1	38.2
Rhode Island	87.9	12.1	74.3	25.7	7.9	14.0	3.3	0.5	114.2
South Carolina	54.6	45.4	54.9	45.1	42.1	1.9	1.0	0.2	-0.4
South Dakota	90.6	9.4	86.5	13.5	1.2	1.2	0.9	10.1	42.6
Tennessee	76.5	23.5	72.4	27.6	24.5	1.8	1.1	0.2	17.9
Texas	51.0	49.0	42.0	58.0	14.4	40.6	2.7	0.3	18.1
Utah	93.7	6.3	85.9	14.1	1.0	8.8	2.7	1.6	120.3
Vermont	98.4	1.6	96.3	3.7	1.1	0.6	1.4	0.6	117.6
Virginia	72.6	27.4	63.6	36.4	27.1	4.9	4.1	0.3	32.3
Washington	84.5	15.5	74.4	25.6	5.3	10.2	7.3	2.7	65.6
West Virginia	95.9	4.1	94.7	5.3	4.3	0.4	0.5	0.1	29.3
Wisconsin	86.6	13.4	80.7	19.3	10.0	4.5	3.3	1.4	42.2
Wyoming	90.7	9.3	87.9	12.1	1.2	6.9	0.9	3.1	30.1
Other Areas									
American Samoa	—	—	0.0	—	0.0	0.0	100.0	-	—
Guam	—	—	1.7	98.3	0.3	0.2	97.7	0.1	—
Northern Marianas	—	—	0.3	99.7	0.0	0.0	99.7	0.0	—
Puerto Rico	—	—	0.0	—	0.0	100.0	0.0	0.0	—
Virgin Islands	—	—	0.8	99.2	85.8	13.1	0.2	0.1	—

Source: U.S. Department of Education, Digest of Education Statistics, 2002.

Notes: [1] Excludes persons of Hispanic origin.

—Data not available.

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

Weighted English Language Learners and Total English Language Learners

Limited English Proficient (LEP) students are defined by the Code of Iowa as follows: "a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background".

The increase in immigrants in Iowa has lead to an increase in languages spoken in the state. This is reflected in school districts as well. English Language Learners (ELL), also referred to as Limited English Proficient (LEP), have increased substantially in the last ten years.

Two types of ELL students are reported. Eligible ELL students receive a weighting of 0.22 for purposes of school foundation funding. School districts may receive additional funding for these weighted ELL students for three years. The other type of ELL students includes any public or nonpublic PK-12 ELL students who no longer qualify for additional funding for their school district because they have exceeded the three-year limit.

Weighted English Language Learners

Table 18 provides data on the distribution of weighted English language learners by enrollment category. Weighted ELL enrollment increased 4.5 percent in 2003-2004. All enrollment categories had increases in ELL weighted enrollments with the smallest enrollment category almost doubling between 2002-2003 and 2003-2004. Between 1993-1994 and 2003-2004, the total ELL weighted enrollment increased 150.3 percent. Only the smallest enrollment category (<250) had an increase below 100 percent between those years.

Table 18

DISTRIBUTION OF IOWA WEIGHTED ENGLISH LANGUAGE LEARNERS[1] BY ENROLLMENT CATEGORY 1993-1994, 2002-2003 AND 2003-2004

	1993-1994		2002-2003		2003-2004		Percent Change in Weighted ELL Enrollment	
Enrollment Category	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	Basic Enrollment	Weighted ELL Enrollment	2002-2003 to 2003-2004	1993-1994 to 2002-2003
<250	6,956	17	5,952	12	5,624	23	91.67%	35.29%
250-399	17,794	21	17,010	95	17,940	97	2.11	361.90
400-599	47,617	72	39,563	147	38,809	148	0.68	105.56
600-999	79,260	229	75,279	737	72,087	777	5.43	239.30
1,000-2,499	119,988	706	120,073	1,957	123,173	2,105	7.56	198.16
2,500-7,499	94,422	488	96,830	1,554	95,379	1,675	7.79	243.24
7,500+	130,970	2,252	132,314	4,563	132,000	4,650	1.91	106.48
State	497,007	3,785	487,021	9,065	485,011	9,475	4.52	150.33

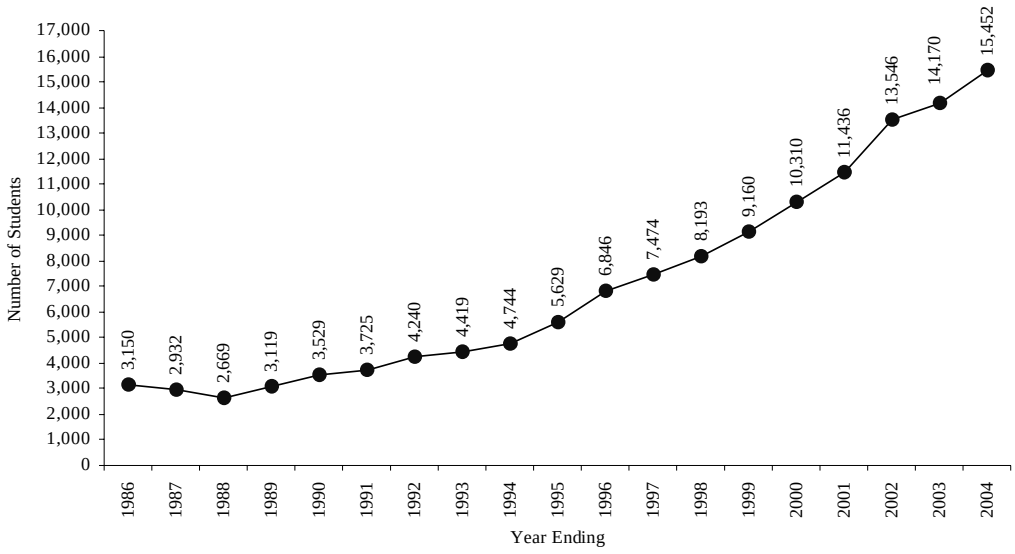
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.
Note: [1]Figures represent a count of ELL students eligible for generating additional funds for their education.

Total English Language Learners

Figure 10 provides yearly summaries for the Iowa public and nonpublic total English language learners from 1986 to 2004. The 2003-2004 increase of 1,282 was the third largest increase of all the years shown behind the increase that occurred in 2001-2002 (an increase of 2,110). The total ELL counts increased 9.0 percent between 2002-2003 and 2003-2004 and 390.5 percent since 1986.

Figure 10

PK-12 Enrollments of Total English Language Learners Iowa Public and Nonpublic Students 1985-1986 to 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, English Language Learners Student File.

The number of ELL students whose primary language was Spanish continued to increase in Iowa school districts. In 2003-2004, Spanish accounted for 72.9 percent of primary languages for ELL students. Bosnian remained second, however the number of Bosnian ELL students decreased by 354 in 2003-2004. Table 19 details all the ELL primary languages for PK-12 public and nonpublic students.

Table 19

ENGLISH LANGUAGE LEARNERS PRIMARY LANGUAGES FOR PK-12 IOWA PUBLIC AND NONPUBLIC STUDENTS 1985-1986 AND 2000-2001 THROUGH 2003-2004

LANGUAGE	1985-1986	2000-2001	2001-2002	2002-2003	2003-2004	% of Total ELL Students 2003-2004
SPANISH	807	7,128	9,117	9,730	11,271	72.9%
BOSNIAN	0	369	1,114	1,105	751	4.9%
VIETNAMESE	439	768	729	700	713	4.6%
LAOTIAN; PHA XA LAO	548	411	436	425	423	2.7%
SERBO-CROATIAN	0	556	540	465	345	2.2%
GERMAN	24	153	119	113	181	1.2%
ARABIC	26	82	158	169	166	1.1%
CHINESE; ZHONGWEN	89	80	93	88	150	1.0%
KOREAN; CHOSON-O	136	76	73	51	116	0.8%
RUSSIAN	0	65	53	93	98	0.6%
CAMBODIAN; KHMER	239	101	105	86	84	0.5%
NUER	0	6	13	10	74	0.5%
FRENCH	20	31	50	49	46	0.3%
HMONG	101	29	31	52	44	0.3%
LATIN	0	1	3	5	44	0.3%
TAGALOG	0	4	9	11	42	0.3%
ALBANIAN; SHQIP	0	44	38	32	41	0.3%
CROATIAN; HRVATSKI	0	10	33	37	37	0.2%
JAPANESE; NIHONGO	0	40	40	35	37	0.2%
THAI	333	23	13	34	34	0.2%
SWAHILI	0	22	27	30	33	0.2%
PERSIAN; FARSI	0	4	5	24	29	0.2%
MARATHI	0	1	2	1	27	0.2%
SOMALI	0	28	30	32	24	0.2%
UKRAINIAN	0	15	18	20	24	0.2%
SUNDANESE	0	13	34	19	19	0.1%
THAI DAM, TAI DAM	0	142	0	12	18	0.1%
HINDI	0	6	11	19	16	0.1%
URDU	0	8	3	11	14	0.1%
INDONESIAN; BAHASA I	0	13	10	6	11	0.1%
(AFAN) OROMO	0	15	1	3	10	0.1%
AMHARIC	0	5	10	8	9	0.1%
TURKISH	0	0	7	7	9	0.1%
CORSICAN	0	2	2	7	8	0.1%
FAROESE	0	1	0	8	7	0.0%
GREEK	0	2	8	6	7	0.0%
GUJARATI	0	4	2	1	7	0.0%
NEPALI	0	1	1	1	7	0.0%
ITALIAN	7	1	2	0	6	0.0%
KURDISH; ZIMANY KURD	0	13	8	5	6	0.0%
PUNJABI; PANJABI	0	10	3	8	6	0.0%
AFRIKAANS	0	3	18	7	5	0.0%
DINKA	0	0	0	0	5	0.0%
POLISH	0	11	7	2	5	0.0%
PORTUGUESE	0	10	11	8	5	0.0%
PASHTO, PUSHTO	0	0	0	0	4	0.0%
KINYARWANDA	0	3	6	4	4	0.0%
KIRUNDI	0	9	11	6	4	0.0%
MARSHALLESE	0	0	0	0	4	0.0%
SAMOAN	0	3	1	1	4	0.0%
SINGHALESE	0	3	3	1	4	0.0%
SLOVENIAN	0	4	6	6	4	0.0%
TIBETAN; BODSKAD	0	5	6	8	4	0.0%
AMERICAN INDIAN	20	5	0	4	3	0.0%
BENGALI; BANGLA	0	3	1	5	3	0.0%
LINGALA	0	1	2	4	3	0.0%
MALAY; BAHASA MALAYS	0	1	3	4	3	0.0%
NORWEGIAN	0	3	2	4	3	0.0%
ROMANIAN	0	5	4	2	3	0.0%
SERBIAN; SRPSKI	0	434	13	9	3	0.0%
TAMIL	0	3	0	2	3	0.0%
YORUBA	0	5	5	4	3	0.0%
ESTONIAN	0	0	0	0	2	0.0%
GEORGIAN; KARTULI	0	0	2	1	2	0.0%
ICELANDIC; ISLENZK	0	1	2	1	2	0.0%
ORIYA	0	0	0	8	2	0.0%
SWEDISH; SVENSKA	0	0	0	0	2	0.0%
ARMENIAN; HAYEREN	0	0	0	0	1	0.0%
BASHKIR	0	0	1	2	1	0.0%
BULGARIAN	0	4	4	3	1	0.0%
BYELORUSSIAN	0	0	0	0	1	0.0%
FRISIAN	0	0	0	1	1	0.0%
HEBREW; IWRITH	0	1	0	10	1	0.0%
KANNADA	0	0	0	1	1	0.0%
KIRGHIZ; KYRGYZ	0	0	3	11	1	0.0%
NAURU	0	0	0	0	1	0.0%
SLOVAK	0	0	4	1	1	0.0%
TELUGU	0	1	1	2	1	0.0%
AZERBAIJANI	0	3	3	4	0	0.0%
BURMESE; MYANMASA	0	1	1	1	0	0.0%
CZECH	0	3	0	0	0	0.0%
FINNISH; SUOMI	0	2	2	0	0	0.0%
GUARANI	0	0	0	2	0	0.0%
HUNGARIAN; MAGYAR	0	0	0	2	0	0.0%
KAZAKH	0	0	14	0	0	0.0%
LATVIAN; LETTISH	0	1	1	1	0	0.0%
MACEDONIAN	0	2	2	0	0	0.0%
MALAYALAM	0	2	0	0	0	0.0%
MAORI	0	1	1	1	0	0.0%
UZBEK	0	1	0	0	0	0.0%
WOLOF	0	0	1	0	0	0.0%
NOT IDENTIFIED	361	619	454	519	358	2.3%
STATE	3,150	11,436	13,546	14,170	15,452	100.0%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, English Language Learners Student Files.

Open Enrollment

Under the Open Enrollment law, parents may enroll their children in a district outside of the district in which they reside. Open enrollment for public students is provided under Iowa Code 282.18. The Open Enrollment Act was implemented during the 1989-1990 school year and 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".

The upward trend in the number of open enrolled students continued in 2003-2004. The percentage of open enrolled students to total enrollment was 4.5 percent in 2003-2004, up from 4.2 percent the previous school year. Table 20 provides the historical data on the number of open enrolled students and Figure 11 shows the continued upward trend.

Table 20

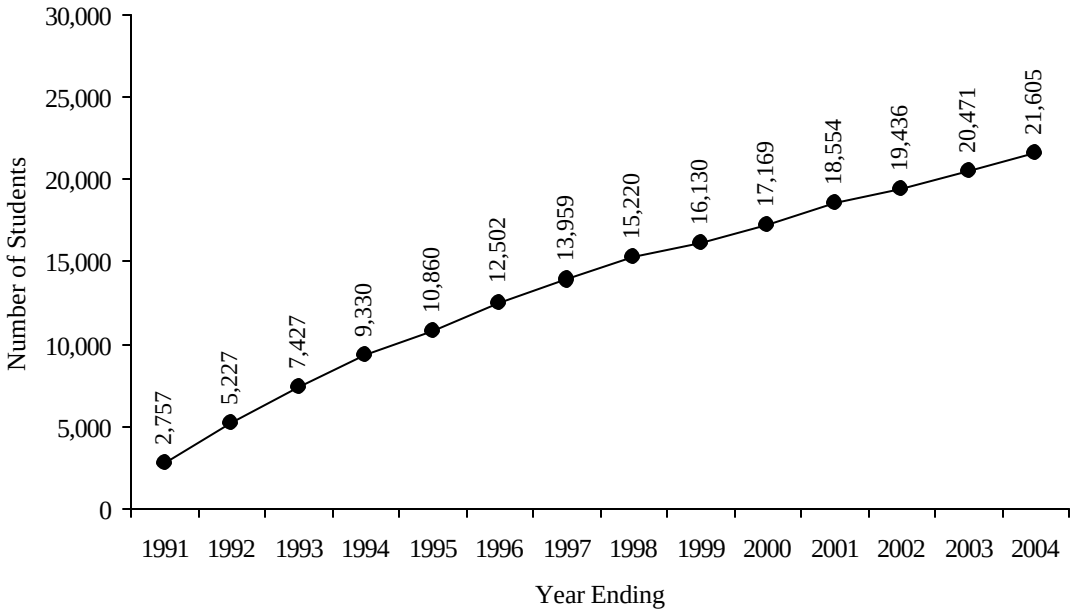
NUMBER OF OPEN ENROLLED IOWA K-12 PUBLIC STUDENTS 1990-1991 THROUGH 2003-2004

Year	Number of Students Open Enrolled	Total Certified Enrollment	Open Enrolled Students as a Percent of Total Enrollment
1990-1991	2,757	483,399	0.6%
1991-1992	5,227	491,451	1.1
1992-1993	7,427	495,342	1.5
1993-1994	9,330	497,009	1.9
1994-1995	10,860	500,592	2.2
1995-1996	12,502	504,505	2.5
1996-1997	13,959	505,523	2.8
1997-1998	15,220	505,130	3.0
1998-1999	16,130	502,534	3.2
1999-2000	17,169	498,607	3.4
2000-2001	18,554	494,291	3.8
2001-2002	19,436	489,523	4.0
2002-2003	20,471	487,021	4.2
2003-2004	21,605	485,011	4.5

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.

Figure 11

IOWA OPEN ENROLLMENT TREND
1990-1991 THROUGH 2003-2004



Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.

Table 21 provides data on the net enrollment change by enrollment category. As in previous years, the 1,000-2,499 enrollment category continued to have the largest net enrollment change among all the enrollment categories. Open enrollment results in a net loss in the two smallest enrollment categories (<250 and 250-399) and the largest enrollment category (7,500+), continuing the trend from previous years.

Table 21

NET OPEN ENROLLMENT CHANGE IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY
1990-1991 AND 1998-1999 TO 2003-2004

	Net Enrollment Change							Number of Students Open Enrolled
Enrollment Category	1990-1991	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2003-2004
<250	-236	-349	-436	-521	-601	-678	-799	1,057
250-399	-264	-405	-217	-392	-272	-219	-249	1,756
400-599	-50	253	-68	142	354	119	279	2,534
600-999	66	209	558	436	101	269	421	4,096
1,000-2,499	370	1,014	1,070	1,340	1,388	1,707	1,869	4,622
2,500-7,499	45	554	436	431	375	123	60	3,802
7,500+	-67	-1,367	-1,444	-1,554	-1,463	-1,413	-1,664	3,738

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files.

Special Education Enrollment

Children requiring special education and special education are defined in Iowa Code 256B.2. The Code definition of children requiring special education states: "persons under twenty-one years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavioral disorder, or physical, mental, communication, or learning disability, as defined by the rules of the department of education." Special education is defined as: "classroom, home, hospital, institutional, or other instruction designed to meet the needs of children requiring special education…"

Although the annual percentage change in special education enrollment increased in 2003-2004, the increase of 0.5 percent was the lowest percentage increase for all the years shown. The ratio of special education enrollment to certified enrollment increased for the 18th straight year, moving to 13.4 percent in 2003-2004. Table 22 provides detailed information on special education enrollment and Figure 12 shows the annual upward trend of special education enrollment as a percent of total enrollment.

Table 22

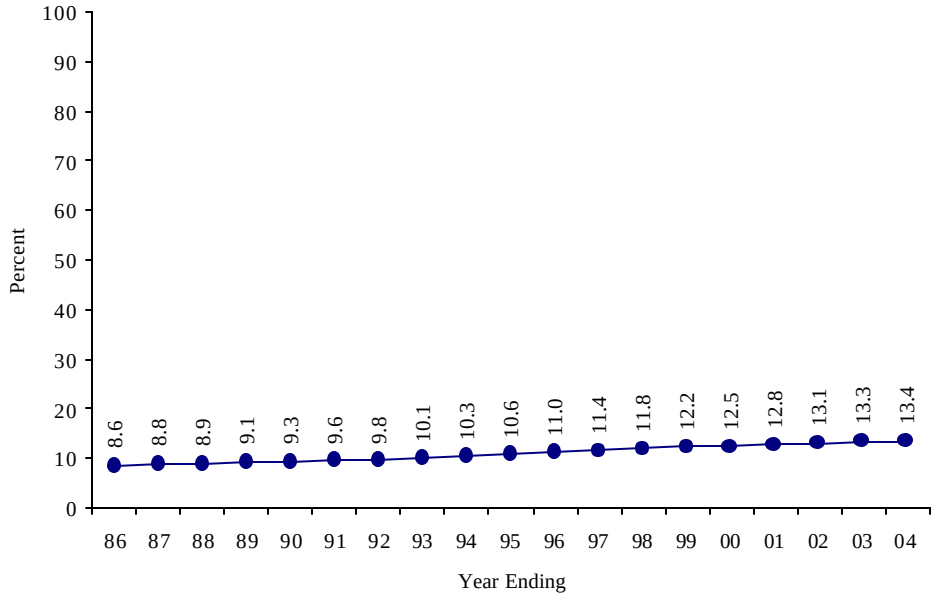
SPECIAL EDUCATION ENROLLMENT IN IOWA PUBLIC SCHOOLS
1985-1986 THROUGH 2003-2004

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	—	8.6%
1986-1987	481,205	-0.9%	42,360	1.1%	8.8
1987-1988	478,859	-0.5	42,625	0.6	8.9
1988-1989	476,771	-0.4	43,290	1.6	9.1
1989-1990	478,210	0.3	44,585	3.0	9.3
1990-1991	483,399	1.1	46,593	4.5	9.6
1991-1992	491,451	1.7	48,201	3.5	9.8
1992-1993	495,342	0.8	49,848	3.4	10.1
1993-1994	497,009	0.3	51,022	2.4	10.3
1994-1995	500,592	0.7	53,151	4.2	10.6
1995-1996	504,505	0.8	55,514	4.5	11.0
1996-1997	505,523	0.2	57,845	4.2	11.4
1997-1998	505,130	-0.1	59,711	3.2	11.8
1998-1999	502,534	-0.5	61,079	2.3	12.2
1999-2000	498,607	-0.8	62,536	2.4	12.5
2000-2001	494,291	-0.9	63,392	1.4	12.8
2001-2002	489,523	-1.0	64,044	1.0	13.1
2002-2003	487,021	-0.5	64,700	1.0	13.3
2003-2004	485,011	-0.4	65,027	0.5	13.4

Sources: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files and Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family, and Community Services, December 1 Special Education Files.

Figure 12

Special Education Enrollment in Iowa Public Schools as a Percent of Total Certified Enrollment 1985-1986 through 2003-2004



Sources: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment Files, and Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children Family, and Community Services, December 1 Special Education Files.

STAFF

Data on licensed staff and some non-licensed staff for Iowa's schools and area education agencies for the 2003-2004 school year and the 1985-1986 base year are presented in this chapter. The data presented are summarized on the state level as well as by enrollment categories and area education agencies. National and regional state comparative data are also presented where available. Characteristics of staff such as age, race/ethnicity, gender, experience, and salary are listed. The information in this section displays data on teachers, principals, superintendents, other licensed positions and some non-licensed staff. Pupil-teacher ratios and the number of instructional aides for public schools are also included.

Teacher Characteristics

Information on licensed staff is collected from schools through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS) at the beginning of each school year. A maximum of ten positions and ten assignments can be reported to accurately reflect the duties of the staff. In this section, data on full-time teachers are presented. Full-time teachers are staff that reported having at least one position code of teacher, full-time contract, a regular salary of at least $24,500, and at least 180 contract days. There were 5,573 teachers that reported serving in other positions, such as administrative and student support services in 2003-2004. The reported salary for these teachers may be impacted by these additional duties since salary is not reported separately for each position.

Characteristics of full-time teachers in Iowa public and nonpublic schools are presented in Table 23. There was not much of a significant change in characteristics between 2002-2003 and 2003-2004. The average age and experience of full-time teachers in 2003-2004 has increased since 1985-1986. The average age of full-time public school teachers has increased from 39.9 in 1985-1986 to 42.4 in 2003-2004 and the average total experience has increased from 13.9 in 1985-1986 to 15.1 in 2003-2004. The percent of females increased from 63.5 to 72.0 percent from 1985-1986 to 2003-2004. The percent of full-time teachers with advanced degrees decreased from 29.0 percent in 1985-1986 to 26.9 percent in 2003-2004.

The characteristics of nonpublic school teachers also changed little from 2002-2003 to 2003-2004. The average age increased from 36.6 to 41.4 between 1985-1986 and 2003-2004. The average years of total experience also increased from 1985-1986 to 2003-2004, 11.5 versus 13.7. The percent of female teachers increased from 77.5 percent in 1985-1986 to 80.8 percent in 2003-2004. The percent of teachers with advanced degrees decreased from 16.0 percent in 1985-1986 to 14.7 percent in 2003-2004.

The number, percent with advanced degrees, percent female, percent minority, average years of total experience, average years of district experience, and average age of full-time public school teachers are listed by enrollment category in Table 24. The smallest enrollment category, less than 250 students, had the smallest percent of teachers with advanced degrees, 7.7 percent. The largest enrollment category, 7,500 or more students, had the largest percent of teachers with advanced degrees, 37.5 percent. The largest enrollment category had the largest percent of minority teachers with 4.3 percent and the 250-399 and 600-999 enrollment categories had the smallest percent of minority teachers with 0.7 percent.

Table 23

CHARACTERISTICS OF IOWA FULL-TIME TEACHERS 1985-1986, 2002-2003 AND 2003-2004

Characteristics	Public			Nonpublic		
	1985-1986	2002-2003	2003-2004	1985-1986	2002-2003	2003-2004
Average Age	39.9	42.4	42.4	36.6	41.0	41.4
Percent Female	63.5%	71.5%	72.0%	77.5%	80.3%	80.8%
Percent Minority	1.2%	1.8%	1.8%	0.5%	0.6%	0.7%
Percent Advanced Degree	29.0%	26.7%	26.9%	16.0%	14.3%	14.7%
Average Total Experience	13.9	15.1	15.1	11.5	13.0	13.7
Average District Experience	10.6	11.9	11.8	5.7	9.4	9.9
Number of Teachers	30,499	33,425	33,688	2,419	2,456	2,401

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA teachers.

Table 24

ADVANCED DEGREE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 2003-2004

Enrollment Category	Number of Full-Time Teachers	Percent with Advanced Degree	Percent Females	Percent Minority	Average Years Total Experience	Avg. Years District Experience	Average Age
<250	426	7.7%	78.6%	1.2%	12.6	10.2	40.9
250-399	1,509	13.7	70.4	0.7	13.9	11.1	41.9
400-599	3,008	15.3	67.6	0.8	15.1	12.2	42.0
600-999	5,175	17.5	68.0	0.7	15.4	12.3	42.4
1,000-2,499	8,511	23.9	71.3	1.0	15.8	12.1	42.5
2,500-7,499	6,120	33.7	73.6	1.3	15.0	11.4	41.9
7,500+	8,492	37.5	74.7	4.3	14.8	11.6	42.7
AEA	447	36.5	86.8	0.9	14.8	10.4	44.3
State	33,688	26.9	72.0	1.8	15.1	11.8	42.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File, and Division of Financial and Information Services, Certified Enrollment File.
Note: State total includes AEA teachers.

Teacher Age and Experience

Table 25 and Figure 13 present the number of full-time public school teachers by age category for 1993-1994 and 2003-2004. The percentage of teachers age 35 and younger increased from 26.5 percent in 1993-1994 to 31.2 percent in 2003-2004. There was approximately a 13 percentage point decrease in the percent of teachers ages 36-45. The percentage of teachers age 45 and younger has decreased from 62.8 percent to 54.5 percent from 1993-1994 to 2003-2004. The percentage of teachers age 56 and older increased from 9.7 in 1993-1994 to 10.6 in 2003-2004. The percentage of teachers age 46-55 increased from 27.5 percent in 1993-1994 to 34.9 percent in 2003-2004. Overall the total number of full-time teachers has increased by 3,161 (10.4 percent) from 1993-1994 to 2003-2004.

Table 25

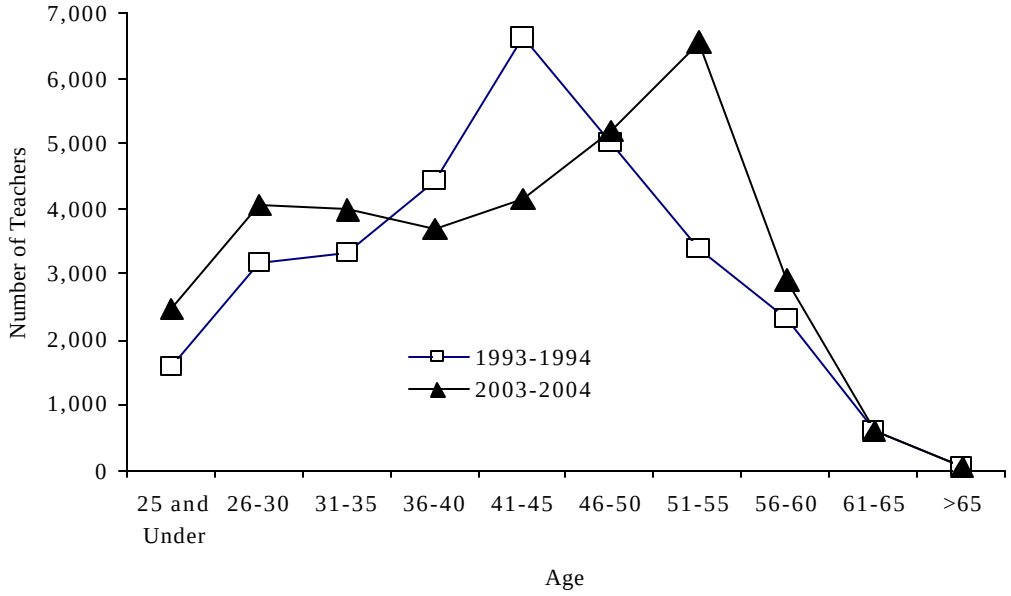
IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS 1993-1994 AND 2003-2004

	1993-1994				2003-2004			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1,591	1,591	5.2%	5.2%	2,477	2,477	7.4%	7.4%
26-30	3,181	4,772	10.4	15.6	4,043	6,520	12.0	19.4
31-35	3,336	8,118	10.9	26.5	4,003	10,523	11.9	31.2
36-40	4,442	12,550	14.5	41.1	3,711	14,234	11.0	42.3
41-45	6,611	19,161	21.6	62.8	4,136	18,370	12.3	54.5
46-50	5,004	24,165	16.4	79.1	5,189	23,559	15.4	69.9
51-55	3,379	27,544	11.1	90.2	6,565	30,124	19.5	89.4
56-60	2,300	29,844	7.5	97.8	2,914	33,038	8.6	98.1
61-65	614	30,458	2.0	99.8	596	33,634	1.8	99.8
Over 65	69	30,527	0.2	100.0	54	33,688	0.2	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA teachers.

Figure 13

IOWA FULL-TIME PUBLIC SCHOOL TEACHER AGE DISTRIBUTIONS 1993-1994 AND 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA teachers.

Table 26 and Figure 14 report the combined age and experience distribution of Iowa full-time teachers in 1993-1994 and 2003-2004. Full-time public school teachers in Iowa that are covered by the Iowa Public Retirement System (IPERS) are eligible to receive full retirement benefits if they are at least 55 years old and the sum of their age and total IPERS covered employment is equal to or greater than 88. The percent of teachers with combined age and experience of 88 or higher decreased from 6.4 in 1993-1994 to 5.7 in 2003-2004. The percent of teachers with combined age and experience between 81 and 87 was higher in 2003-2004 than in 1993-1994, 10.3 percent versus 6.5 percent.

Table 26

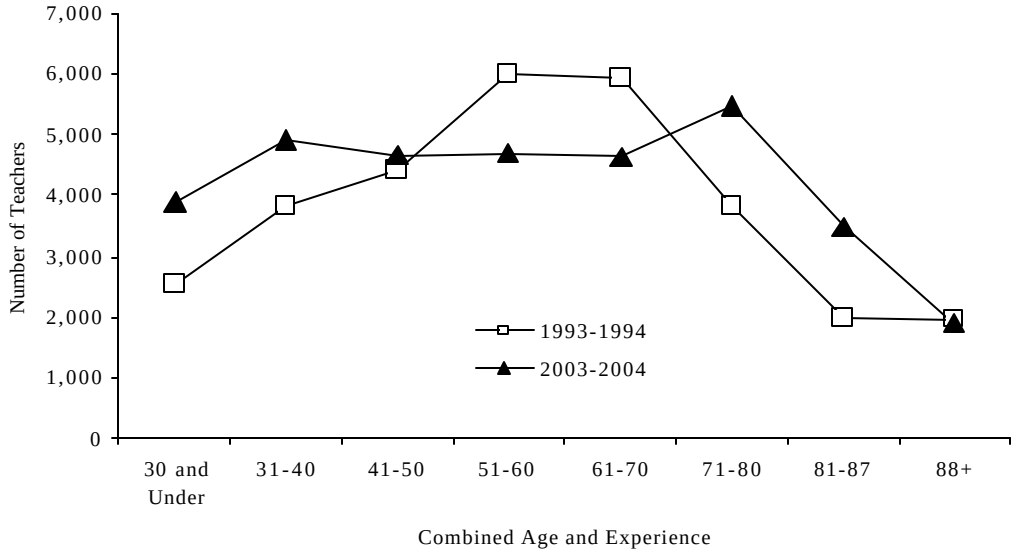
COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS 1993-1994 AND 2003-2004

Combined Age and Experience Interval	1993-1994 Number	1993-1994 Cumulative Total	1993-1994 Percent	1993-1994 Cumulative Percent	2003-2004 Number	2003-2004 Cumulative Total	2003-2004 Percent	2003-2004 Cumulative Percent
30 and Under	2,551	2,551	8.3%	8.3%	3,878	3,878	11.5%	11.5%
31-40	3,832	6,383	12.5	20.9	4,927	8,805	14.6	26.1
41-50	4,413	10,796	14.4	35.4	4,673	13,478	13.9	40.0
51-60	6,002	16,798	19.7	55.0	4,712	18,190	14.0	54.0
61-70	5,949	22,747	19.5	74.5	4,636	22,826	13.8	67.7
71-80	3,839	26,586	12.6	87.1	5,477	28,303	16.2	84.0
81-87	1,979	28,565	6.5	93.6	3,477	31,780	10.3	94.3
88+	1,962	30,527	6.4	100.0	1,908	33,688	5.7	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA teachers.

Figure 14

DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS COMBINED AGE AND EXPERIENCE 1993-1994 AND 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA teachers.

Teacher Contract Days

The number of contract days served by teachers in public school districts is part of the information collected on the Licensed Staff Detail report of the fall Basic Educational Data Survey (BEDS). Table 27 lists the distribution of full-time public school teachers by contract days for 2001-2002, 2002-2003, and 2003-2004. The distribution is about the same for all three years. Following the trend of previous years, the highest percentage of teachers had a contract length of 190 days in 2003-2004, 29.2 percent.

Table 27

DISTRIBUTION OF CONTRACT DAYS FOR FULL-TIME PUBLIC SCHOOL TEACHERS 2001-2002 TO 2003-2004

Number of Contract Days	Percent			Cumulative Percent		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Less than 186	5.5%	5.3%	5.2%	5.5%	5.3%	5.2%
186	2.4	2.5	2.4	7.9	7.9	7.6
187	5.5	5.6	5.4	13.4	13.5	13.0
188	6.1	6.1	6.4	19.5	19.7	19.4
189	5.3	5.6	5.4	24.8	25.3	24.8
190	29.3	28.9	29.2	54.1	54.1	54.0
191	7.5	6.9	7.0	61.6	61.0	61.0
192	9.2	9.3	9.4	70.8	70.3	70.4
193	10.0	10.3	10.0	80.8	80.6	80.4
194	4.3	4.5	4.8	85.1	85.2	85.2
195	9.3	9.7	9.2	94.4	94.9	94.4
196+	5.6	5.1	5.5	100.0	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.
Note: Includes AEA teachers.

Teacher Assignments

Tables 28 and 29 list the average number of different teaching assignments for Iowa full-time public school teachers in grades 9-12 by enrollment category for 1985-1986, 2002-2003 and 2003-2004 and the distribution of assignments for 2003-2004. Teaching assignments for public school teachers are collected on the Licensed Staff Detail form from the fall BEDS. Up to ten assignments can be reported for each teacher. As in previous years, the number of teaching assignments was higher for teachers in the smaller enrollment categories than for those in the larger enrollment categories in 2003-2004. The average number of teaching assignments for teachers in the districts with less than 250 students was 4.7 while the average number of assignments for teachers in the districts with 7,500 or more students was 2.1 in 2003-2004. In 2003-2004, about 80 percent of the public school teachers in grades 9-12 had 4 or less teaching assignments (Table 29).

Table 28

Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category 1985-1986, 2002-2003 and 2003-2004

	1985-1986			2002-2003			2003-2004		
Enrollment Category	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	3.8	31	158	4.8	30	135	4.7
250-399	90	1,218	3.6	52	766	4.3	55	839	4.3
400-599	94	1,754	3.3	78	1,546	4.0	77	1,584	3.9
600-999	97	2,228	3.1	98	2,476	3.6	95	2,422	3.6
1,000-2,499	72	2,843	2.6	79	3,197	3.0	81	3,320	3.0
2,500-7,499	24	1,997	2.1	24	2,120	2.4	23	2,077	2.4
7,500+	8	2,349	2.0	9	2,465	2.2	9	2,503	2.1
State	437	12,859	2.7	371	12,728	3.0	370	12,880	3.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: State total does not include AEA teachers.

Table 29

Distribution of Assignments for Full-time Public School Teachers in Grades 9-12 2003-2004

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	2,802	21.8%	21.8%
2	3,425	26.6	48.4
3	2,351	18.3	66.7
4	1,697	13.2	79.9
5	1,091	8.5	88.4
6	702	5.4	93.8
7	400	3.1	96.9
8	226	1.7	98.6
9	104	0.8	99.4
10	82	0.6	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.
Note: Does not include AEA teachers.

Minority Teacher Characteristics

Table 30 lists the characteristics of minority and non-minority full-time public school teachers in Iowa in 2003-2004. Minority teachers accounted for 1.8 percent of all full-time public school teachers in 2003-2004. The percent of females was lower for minorities than non-minorities, 68.6 percent versus 72.0 percent. The percent of teachers with advanced degrees was higher for minority teachers (30.0 percent) than non-minority teachers (26.8 percent). The average salary of minority teachers was slightly higher than non-minority teachers, $39,522 compared to $39,430. Average total experience for minority teachers was less than non-minority teachers, 12.0 years versus 15.2 years.

Table 30

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY MINORITY AND NON-MINORITY GROUPS 2003-2004

Characteristics	Non-Minority	Minority
Number	33,079	609
Percent	98.2%	1.8%
Average Age	42.4	40.7
Percent Female	72.0%	68.6%
Percent Advanced Degree	26.8%	30.0%
Average Total Experience	15.2	12.0
Average District Experience	11.8	9.3
Average Salary	$39,430	$39,522

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.

Notes: Includes AEA teachers.
Figures for 2003-2004 represent average salaries for full-time public school staff with at least one teaching position code. 5,573 full-time public school staff in 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for those staff include salaries for these additional responsibilities as well.

Teacher Salaries

Licensed staff salaries are reported through the fall BEDS. Benefits are not included in the reported salary, but salary for extra duties such as yearbook sponsorship and coaching are included. Regular salary is the portion of the contract salary paid for regular responsibilities directly associated with the reported position(s). The total salary reported includes the regular salary and the salary reported for extra duties. In 2003-2004 there were 5,573 licensed staff with teaching positions that also reported having administrative and supportive assignments and/or positions, which could inflate the average teacher salary figures for 2003-2004.

In 2002-2003 and 2003-2004, full-time teachers were required to have a minimum regular salary of $24,500. For calculation purposes, full-time teachers are defined as having a minimum contract length of 180 days. The average salary of full-time public school teachers was $39,432 in 2003-2004, which was an increase of 81.8 percent from 1985-1986, and an increase of 0.9 percent from 2002-2003.

The average salaries of full-time public school teachers by enrollment category for 1985-1986, 2002-2003 and 2003-2004 are presented in Table 31. The average salary was higher for the larger enrollment categories. The lowest average salary ($31,292) was in the smallest enrollment category, less than 250 students, while the highest average salary ($42,894) was in the largest enrollment category, 7,500 students or more.

Table 31

AVERAGE SALARIES OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS BY ENROLLMENT CATEGORY 1985-1986, 2002-2003 AND 2003-2004

Enrollment Category	Average Salary 1985-1986	Average Salary 2002-2003*	Average Salary 2003-2004	Percent Salary Change 1985-1986 to 2003-2004	Salary Change 2002-2003 to 2003-2004
<250	$16,347	$31,042	$31,292	91.4%	0.8%
250-399	17,971	33,023	33,016	83.7	0.0
400-599	19,198	34,844	35,424	84.5	1.1
600-999	20,079	36,392	37,004	84.3	1.7
1,000-2,499	21,616	38,651	39,204	81.4	1.4
2,500-7,499	23,835	40,832	41,131	72.6	0.7
7,500+	24,041	42,779	42,894	78.4	0.3
State	21,690	39,059	39,432	81.8	0.9

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files, Division of Financial and Information Services, Certified Enrollment Files.

Notes: State total includes AEA teachers.
Figures for 2002-2003 and 2003-2004 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2002-2003 and 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.
*Salary does not include Phase III funds.

Average Regular Salary Versus Average Total Salary

The portion of a contract salary that is paid for direct position responsibilities is referred to as regular salary. The total salary of teachers includes regular salary and extra salary paid for extra curricular and extra duties that go beyond the direct position responsibilities, such as, coaching, yearbook sponsorship, and supervision of school organizations (e.g. student council). Table 32 contains the average regular salary and the average total salary for full-time teachers from 2000-2001 through 2003-2004. Regular salary data was not collected prior to the 2000-2001 school year. As in 2001-2002 and 2002-2003, the average total salary was about 3 percent higher than the average regular salary in 2003-2004.

Table 32

AVERAGE FULL-TIME TEACHER REGULAR SALARY VS. AVERAGE FULL-TIME TEACHER TOTAL SALARY 2000-2001 THROUGH 2003-2004

	2000-2001*	2001-2002	2002-2003	2003-2004
Average Regular Salary	NA	$37,243	$38,000	$38,381
Average Total Salary	$36,480	$38,230	$39,059	$39,432
Difference	NA	$987	$1,059	$1,051
Percent Total Salary Greater Than Regular Salary	NA	2.7%	2.8%	2.7%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: Includes AEA teachers.
Figures represent average salaries for full-time public school teachers staff with teaching position codes. In all years, approximately 5,000 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well. Salary does not include Phase III funds in 2001-2002 to 2002-2003. Phase III funds no longer exist in 2003-2004.
*Regular salary not available for 2000-2001.

Tables 33 through 35 contain salary information for Iowa public school full-time teachers by years total experience and degree status. In most cases, the average salary increased with the size of the enrollment category in 2003-2004. The average salary of teachers at the baccalaureate degree level with ten or more years of experience was about $11,000 higher than those at the same degree level with five or less years of experience, $41,498 compared with $29,971. The average salary of teachers at the advanced degree level and five or less years of experience was over $14,000 lower than the average salary of teachers at the same degree level and ten or more years of experience, $34,797 versus $48,869. The difference in average salaries between teachers at the advanced degree level and the baccalaureate degree level was $4,826 for teachers with five or less years of experience, $4,670 for teachers with six to ten years of experience, and $7,371 for teachers with more than ten years of experience in 2003-2004.

Table 33

AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF FIVE YEARS OR LESS 1985-1986 vs. 2003-2004

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2003-2004	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2003-2004	Number of Teachers Baccalaureate Degree 2003-2004	Number of Teachers Advanced Degree 2003-2004
<250	$14,659	$26,969	$15,782	$27,517	138	2
250-399	15,434	27,355	16,753	28,349	450	21
400-599	15,775	28,314	17,226	32,212	726	32
600-999	16,017	28,907	17,731	33,316	1,181	54
1,000-2,499	16,403	29,391	19,500	33,955	1,795	110
2,500-7,499	17,191	30,974	20,057	35,853	1,415	152
7,500+	17,156	31,871	21,143	35,817	1,931	240
State	16,211	29,971	19,545	34,797	7,636	611

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: State total does not include AEA teachers.
Figures in 2003-2004 represent average salaries for full-time public school staff in this group with teaching position codes. 1,433 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

Table 34

AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF SIX TO TEN YEARS 1985-1986 vs. 2003-2004

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2003-2004	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2003-2004	Number of Teachers Baccalaureate Degree 2003-2004	Number of Teachers Advanced Degree 2003-2004
<250	$16,218	$29,584	$16,704	$29,367	71	3
250-399	17,423	30,537	18,537	31,731	202	12
400-599	18,419	32,264	19,704	34,861	439	29
600-999	18,874	33,497	20,026	35,497	728	88
1,000-2,499	19,543	34,811	21,360	38,128	1,128	183
2,500-7,499	20,570	36,420	23,174	39,995	762	255
7,500+	20,686	37,402	23,104	41,846	1,088	373
State	19,335	34,978	21,919	39,648	4,418	943

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: State total does not include AEA teachers.
Figures in 2003-2004 represent average salaries for full-time public school staff in this group with teaching position codes. 1,067 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

Table 35

AVERAGE SALARY COMPARISON FOR IOWA PUBLIC SCHOOL FULL-TIME TEACHERS WITH TOTAL EXPERIENCE OF MORE THAN TEN YEARS 1985-1986 vs. 2003-2004

Enrollment Category	Average Salary Baccalaureate Degree Level 1985-1986	Average Salary Baccalaureate Degree Level 2003-2004	Average Salary Advanced Degree Level 1985-1986	Average Salary Advanced Degree Level 2003-2004	Number of Teachers Baccalaureate Degree 2003-2004	Number of Teachers Advanced Degree 2003-2004
<250	$17,821	$34,414	$18,985	$36,887	184	28
250-399	19,324	36,207	21,260	39,264	650	174
400-599	20,559	38,308	22,583	42,136	1,383	399
600-999	21,381	40,016	23,632	43,996	2,361	763
1,000-2,499	22,495	41,924	25,440	47,048	3,550	1,745
2,500-7,499	23,804	43,308	28,044	50,164	1,880	1,656
7,500+	23,594	44,880	28,110	52,545	2,290	2,570
State	22,196	41,498	26,528	48,869	12,298	7,335

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: State total does not include AEA teachers.
Figures in 2003-2004 represent average salaries for full-time public school staff in this group with teaching position codes. 3,064 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.

Teacher Salary Comparisons – Nation and Midwest States

Average salaries of public school teachers for Iowa, the Midwest states and the nation, based on the National Education Association's *Rankings of the States and Estimates of School Statistics*, are presented in Table 36 and Figure 15. Iowa ranked 37th in the nation in 2003-2004, a drop of three ranks from 2002-2003. Iowa was ranked fifth among the nine Midwest states in 2003-2004.

Table 36

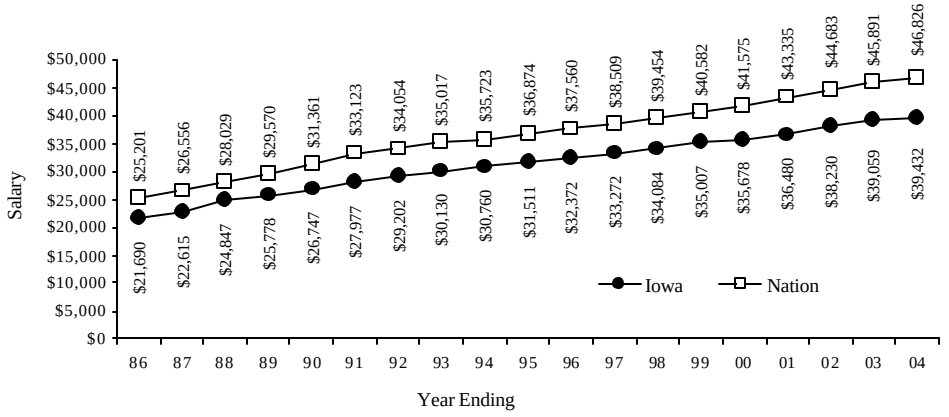
AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS FOR IOWA, MIDWEST STATES AND THE NATION 2002-2003 AND 2003-2004

Nation and State	2002-2003 Salary	2002-2003 National Rank	2002-2003 Midwest Rank	2003-2004 Salary	2003-2004 National Rank	2003-2004 Midwest Rank
Nation	**$45,891**			**$46,826**		
Iowa	**39,059***	**34**	**4**	**39,432**	**37**	**5**
Illinois	51,475	6	1	52,950	7	1
Kansas	37,795	42	6	38,883	41	6
Minnesota	44,745	19	2	45,041	20	2
Missouri	37,655	44	7	38,006	45	7
Nebraska	37,896	41	5	39,635	35	4
North Dakota	33,869	50	8	35,441	49	8
South Dakota	32,416	51	9	33,236	51	9
Wisconsin	42,775	23	3	43,382	24	3

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: *Salary does not include Phase III funds.
Figures for Iowa represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2002-2003 and 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Figure 15

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS FOR IOWA AND THE NATION, 1985-1986 TO 2003-2004



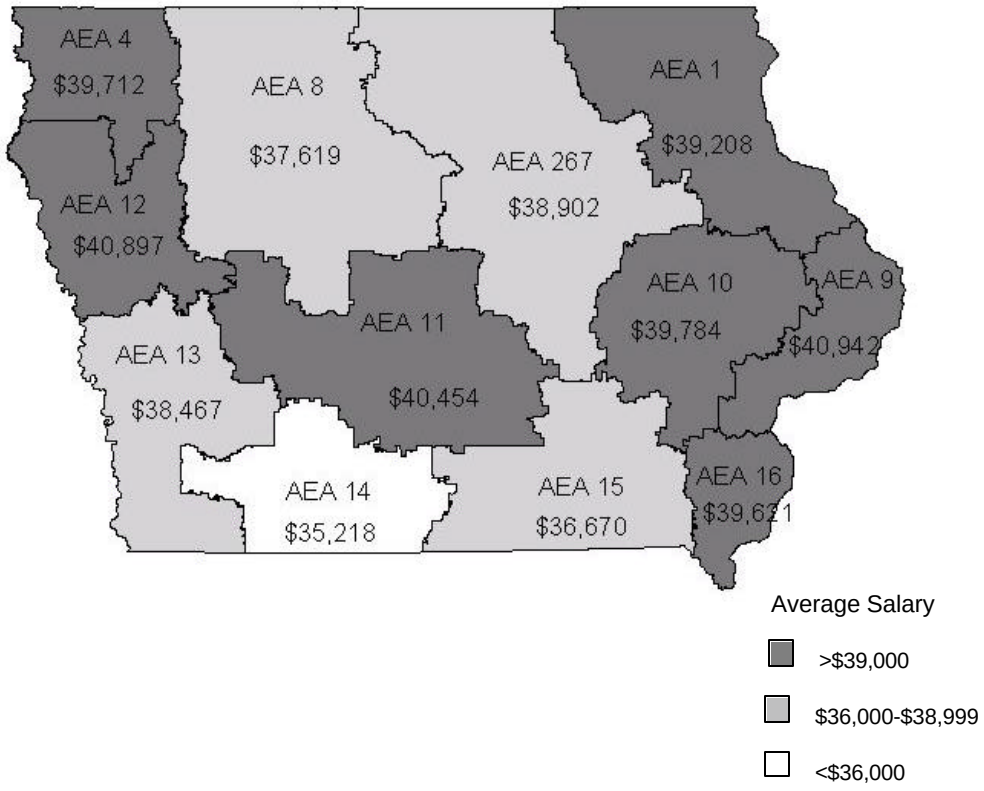
Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Note: Figures for Iowa 2003-2004 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salaries by Area Education Agency

There were 12 Area Education Agencies (AEAs) in the state of Iowa that provided services to local school districts in 2003-2004. The average salary of full-time public school teachers by AEA is presented in Figure 16. Table 37 also lists the average salary of full-time public school teachers by AEA along with other characteristics. Approximately 46 percent of full-time public school teachers in Iowa taught in AEAs 9, 10, and 11 in 2003-2004. AEA 9 had the highest average salary, $40,942. AEAs 1, 8, 267, 13, 14, and 15 had average salaries that were less than the state average salary of $39,432. AEA 12 had the highest percent of teachers with advanced degrees, 31.9 percent, AEA 4 and AEA 8 had less than 20 percent of teachers with advanced degrees.

Figure 16

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL TEACHERS BY AEA, 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.

Notes: State total includes AEA teachers.
Figures for 2002-2003 and 2003-2004 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2002-2003 and 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Table 37

AVERAGE SALARIES OF FULL-TIME IOWA PUBLIC SCHOOL TEACHERS BY AEA 2003-2004

AEA	Number	Percent of Teachers	Average Salary	Average Total Experience	Average District Experience	Percent with Advanced Degree
1	2,186	6.5%	$39,208	16.6	13.2	26.4%
4	737	2.2	39,712	17.1	13.4	19.3
267	4,707	14.0	38,902	15.6	12.2	25.3
8	2,559	7.6	37,619	15.8	12.2	19.2
9	3,343	9.9	40,942	15.0	12.3	29.5
10	4,204	12.5	39,784	14.2	10.4	29.4
11	7,921	23.5	40,454	13.9	10.5	27.9
12	2,045	6.1	40,897	16.3	12.9	31.9
13	2,241	6.7	38,467	15.9	12.5	27.5
14	869	2.6	35,218	15.5	12.1	21.0
15	1,665	4.9	36,670	15.1	12.1	25.4
16	1,211	3.6	39,621	16.6	13.6	28.0
State	33,688	100.0	39,432	15.1	11.8	26.9

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.

Notes: Includes AEA teachers.
Figures for Iowa 2003-2004 represent average salaries for full-time public school staff with teaching position codes. 5,573 full-time public school staff in 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well. AEA 267 was formed from AEAs 2, 6 and 7 and AEA 8 was formed from AEAs 3 and 5.

Teacher Salary Comparisons with Other Occupational Groups

State occupational wage estimates for a variety of occupational groups are calculated by the U.S. Bureau of Labor Statistics. Table 38 lists the wage estimates for a selection of occupational groups requiring baccalaureate degrees in the state of Iowa for 2001 and 2002. Average teacher salary increased by 4.8 percent between 2001 and 2002. Air Traffic Controllers had the largest percent increase in average salary between 2001 and 2002, 8.9 percent. Child, family and school social workers and interior designers had a lower average salary than teachers in 2002.

Table 38

IOWA SALARY COMPARISONS BY OCCUPATION 2001 AND 2002

Occupation	Average Salary 2001	Average Salary 2002	Percent Change 2001 to 2002
Electrical Engineer	$62,120	$62,490	0.6%
Computer Software Engineer, Applications	65,710	64,260	-2.2
Air Traffic Controller	63,020	68,620	8.9
Civil Engineer	57,470	60,590	5.4
Computer Programmer	50,820	51,180	0.7
Speech-Language Pathologist	46,050	48,220	4.7
Accountant & Auditor	42,440	44,610	5.1
Teacher*	36,480	38,230	4.8
Registered Nurse	39,130	39,810	1.7
Child, Family and School Social Worker	34,570	33,800	-2.2
Interior Designer	34,630	35,450	2.4

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, 2001 and 2002.
Note: *Teacher average salaries were based on Iowa Department of Education, Basic Educational Data Survey, Staff Files.

Teacher Salaries and the Consumer Price Index (CPI)

The consumer price index (CPI) compares the cost for a collection of goods in one year to the cost of the same goods the following year in order to measure the change in prices over time. Table 39 compares the changes in the average salary of full-time teachers in Iowa and the nation to the change in the CPI. The percent change in average full-time teacher salary in Iowa was 0.9 percent and the percent change in average full-time teacher salary in the nation was 2.0 percent between 2002-2003 and 2003-2004.

Table 39

CHANGE IN FULL-TIME PUBLIC SCHOOL TEACHERS COMPARED TO CHANGES IN THE CONSUMER PRICE INDEX 1990-1991 THROUGH 2003-2004

	Iowa		Nation		
Year	Average Salary	Percent Change from Previous Year	Average Salary	Percent Change from Previous Year	Percent Change in CPI from Previous Year
1990-1991	$27,977	4.6%	$33,123	5.6%	4.2%
1991-1992	29,202	4.4	34,054	2.8	3.0
1992-1993	30,130	3.2	35,017	2.8	3.0
1993-1994	30,760	2.1	35,723	2.0	2.6
1994-1995	31,511	2.4	36,874	3.2	2.8
1995-1996	32,372	2.7	37,560	1.9	3.0
1996-1997	33,272	2.8	38,509	2.5	2.3
1997-1998	34,084	2.4	39,454	2.5	1.6
1998-1999	35,007	2.7	40,582	2.9	2.2
1999-2000	35,678	1.9	41,724	2.8	3.4
2000-2001	36,480	2.2	43,335	3.9	2.8
2001-2002	38,230	4.8	44,683	3.1	1.6
2002-2003	39,059	2.2	45,891	2.7	2.3
2003-2004	39,432	0.9	46,826	2.0	

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: Figures for Iowa 1999-2000 to 2003-2004 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 1999-2000 to 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Beginning Full-time Public School Teachers

Information on beginning teachers is collected on the fall BEDS. Beginning teachers are those teachers who are in their first year of teaching. Characteristics of beginning full-time teachers are listed in Table 40 for 1997-1998 through 2003-2004. The number of beginning full-time teachers increased between 1997-1998 and 2000-2001, but began to decrease in 2001-2002. However, the number of beginning full-time teachers increased from 1,104 to 1,256 between 2002-2003 and 2003-2004. For 2002-2003 and 2003-2004, the minimum salary for full-time public school teachers was $24,500. The average salary of beginning full-time teachers increased by only $20 between 2002-2003 and 2003-2004. The percent of minority beginning full-time teachers decreased by 0.3 percentage points in 2003-2004. The percent of beginning full-time teachers with advanced degrees increased from 4.9 percent in 2002-2003 to 5.1 percent in 2003-2004.

Table 40

CHARACTERISTICS OF BEGINNING FULL-TIME TEACHERS IN IOWA PUBLIC SCHOOLS
1997-1998 THROUGH 2003-2004

Characteristics	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Average Age	28.4	28.2	28.7	28.5	28.5	27.3	27.2
Percent Female	67.7%	71.9%	72.6%	71.6%	72.3%	72.7%	73.4%
Percent Minority	3.2%	3.6%	2.1%	2.8%	1.7%	2.7%	2.4%
Percent Advanced Degree	3.0%	6.7%	7.1%	5.9%	6.1%	4.9%	5.1%
Average Salary**	$22,712	$24,132	$25,275	$26,058	$27,553	$27,672	$27,692
Number of Beginning F-T Teachers*	1,133	1,258	1,616	1,660	1,443	1,104	1,256
Percent of Beginning F-T Teachers*	3.5%	3.9%	4.9%	4.9%	4.3%	3.3%	3.7%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: *F-T indicates full-time.
Includes AEA teachers.
Figures for 1999-2000 to 2003-2004 represent average salaries for full-time public school staff in this group with teaching position codes.
157 full-time public school staff with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these individuals would include salaries for these additional responsibilities as well.
**Salary does not include Phase III funds in 1997-1998 to 2002-2003. Phase III funds no longer exist in 2003-2004.

The number of beginning full-time teachers and percentage of total full-time teachers that were beginning full-time teachers by enrollment category is shown in Table 41 for 1997-1998 to 2003-2004. The enrollment category of 250-399 students had the largest percentage of beginning full-time teachers in 2003-2004, 6.2 percent. The smallest percentage of beginning full-time teachers was 3.2 percent in the 400-599 enrollment category. The percentage of beginning full-time teachers increased for all enrollment categories except the 400-599 and 2,500-7,499 enrollment categories in 2003-2004. The percent of beginning full-time teachers decreased at the AEAs between 2002-2003 and 2003-2004, 4.7 vs. 3.8.

Table 41

IOWA FULL-TIME BEGINNING TEACHERS AS A PERCENTAGE OF TOTAL FULL-TIME PUBLIC SCHOOL TEACHERS 1997-1998 THROUGH 2003-2004

	Number of Beginning F-T* Teachers							Beginning F-T* Teachers as a % of Total F-T* Teachers						
	Year							Year						
Enrollment Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	24	20	37	28	37	20	21	8.1%	6.8%	11.1%	7.4%	8.2%	4.2%	4.9%
250-399	76	65	87	106	72	63	94	6.2	5.3	6.1	7.3	5.3	4.5	6.2
400-599	134	136	175	189	129	111	98	5.5	5.3	6.6	7.0	4.3	3.7	3.2
600-999	200	249	253	270	278	167	197	3.6	4.3	4.5	4.9	5.1	3.1	3.8
1,000-2,499	258	260	354	358	313	251	292	3.2	3.2	4.3	4.2	3.7	3.0	3.4
2,500-7,499	164	185	286	306	278	216	204	2.8	3.2	4.8	5.0	4.4	3.5	3.3
7,500+	260	334	416	382	327	257	333	3.3	4.2	5.1	4.6	3.9	3.0	3.9
AEA	17	9	8	21	9	19	17	3.6	2.1	1.9	5.0	2.1	4.7	3.8
State	1,133	1,258	1,616	1,660	1,443	1,104	1,256	3.5	3.9	4.9	4.9	4.3	3.3	3.7

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Notes: *F-T indicates full-time.
State total includes AEA teachers.

Beginning Teacher Salary Comparisons with Midwest States

Average salaries for beginning teachers in Iowa and the other midwest states as reported by the American Federation of Teachers (AFT) for the 2001-2002 school year are listed in Table 42. Illinois had the highest average beginning teacher salary ($31,761) and average teacher salary ($49,679) out of all Midwest states and was the only midwest state to have a higher average than the national average in both categories. North Dakota had the lowest average beginning teacher salary, $20,988, and South Dakota had the lowest average teacher salary, $31,383, out of all midwest states. Iowa's average beginning teacher salary was 10.3 percent lower than the national average beginning teacher salary and Iowa's average teacher salary was 13.8 percent below the national average teacher salary.

Table 42

COMPARISON OF BEGINNING FULL-TIME PUBLIC SCHOOL TEACHER SALARIES, 2001-2002

Nation and State	Average Beginning Salary	Average Teacher Salary	Average Beginning Salary Rank Among Nine States	Average Teacher Salary Rank Among Nine States	Percent Beginning Salary Above/Below National Average	Average Beginning Salary as Percent of Average Teacher Salary
Nation	**$30,719**	**$44,367**				**69.2%**
Iowa	**27,553**	**38,230**	**4**	**4**	**-10.3%**	**72.1**
Illinois	31,761	49,679	1	1	3.4	63.9
Kansas	26,596	37,069	6	5	-13.4	71.7
Minnesota	29,998	42,175	2	2	-2.3	71.1
Missouri	27,554	36,063	3	7	-10.3	76.4
Nebraska	26,010	36,236	7	6	-15.3	71.8
North Dakota	20,988	32,468	9	8	-31.6	64.6
South Dakota	23,938	31,383	8	9	-22.1	76.3
Wisconsin	27,397	41,056	5	3	-10.8	66.7

Source: American Federation of Teachers, http://www.aft.org/research/survey02/salarysurvey02.pdf.

Beginning Teacher Salaries Compared to Expected Beginning Salaries in Other Occupations

The expected salaries of college graduates hired in the spring in the United States in 1990, 1992, 1994, 1996, 1998, 2000 and 2002 for various occupations are listed in Table 43. Of the occupations listed, teachers had the lowest expected salary in 2002, $30,719. Engineering graduates had the highest expected salary in 2002 at $49,702. Engineering, math/statistics, and computer science graduates had expected salaries over $45,000.

Table 43

BEGINNING TEACHER SALARIES AND EXPECTED SALARIES OF COLLEGE GRADUATES TO BE HIRED IN THE SPRING IN THE UNITED STATES 1990, 1992, 1994, 1996, 1998, 2000 AND 2002

Occupational Area	Year 1990	1992	1994	1996	1998	2000	2002
Teaching	$20,529	$22,171	$23,231	$24,285	$25,735	$27,989	$30,719
Engineering	32,304	35,064	35,736	38,481	42,862	47,112	49,702
Accounting	27,408	28,440	28,860	29,960	33,702	37,688	41,162
Sales/Marketing	27,828	27,144	28,452	30,714	33,252	37,946	37,946
Business Administration	26,496	27,024	27,768	30,140	34,831	40,242	40,242
Liberal Arts	26,244	26,472	27,852	29,979	33,600	36,201	34,568
Chemistry	29,088	30,048	30,960	33,938	36,036	38,210	38,210
Math/Statistics	28,944	28,944	31,392	33,279	40,523	46,744	46,744
Economics/Finance	26,712	27,072	29,484	31,754	36,658	41,102	41,102
Computer Science	29,100	31,488	31,728	35,481	40,920	46,495	46,495

Source: American Federation of Teachers, http://www.aft.org/research/survey02/salarysurvey02.pdf.

Characteristics of Principals

Table 44 lists the characteristics of principals in public and nonpublic schools in Iowa. The percent of female principals in public schools increased from 8.7 percent in 1985-1986 to 34.1 percent in 2003-2004. The total number of principals in public and nonpublic schools decreased between 1985-1986 and 2003-2004. There were 1,223 public school principals in 1985-1986 and 1,069 in 2003-2004. There were 177 nonpublic school principals in 1985-1986 and 97 in 2003-2004. The percent of minority principals in public schools increased from 1.6 percent in 1985-1986 to 3.5 percent in 2003-2004 while the number of minority principals in nonpublic schools remained at 0.

Table 44

CHARACTERISTICS OF IOWA FULL-TIME PRINCIPALS 1985-1986, 2002-2003 AND 2003-2004

	Public			Nonpublic		
Characteristics	1985-86	2002-03	2003-04	1985-86	2002-03	2003-04
Average Age	46.6	47.8	47.7	46.0	48.1	49.1
Percent Female	8.7%	33.3%	34.1%	49.5%	45.0%	45.4%
Percent Minority	1.6%	3.7%	3.5%	0.0%	0.0%	0.0%
Average Total Experience	21.9	22.0	22.0	21.5	23.1	23.7
Average District Experience	13.2	11.4	11.1	6.0	9.3	10.0
Number of Principals	1,223	1,091	1,069	177	100	97

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Figures for public schools include AEA principals.

Principal Age and Experience

Table 45 and Figure 17 show the age distribution of full-time public school principals in 1993-1994 and 2003-2004. In 1993-1994 about 35 percent of full-time public school principals were age 51 years or older and in 2003-2004 about 45 percent of full-time public school principals were 51 years or older. Table 46 and Figure 18 show the combined age and experience distribution of full-time public school principals. Principals are eligible for the same retirement benefits as teachers. They are able to retire under IPERS with full benefits when their combined age and experience is at least 88 years and their age is at least 55. About 17 percent of full-time public school principals had combined age and experience of 88 or more in 1993-1994 and about 11 percent had combined age and experience of 88 or more in 2003-2004. The percent of principals with combined age and experience between 81 and 87 was two times higher in 2003-2004 than in 1993-1994, 20 percent vs. 10.1 percent.

Table 45

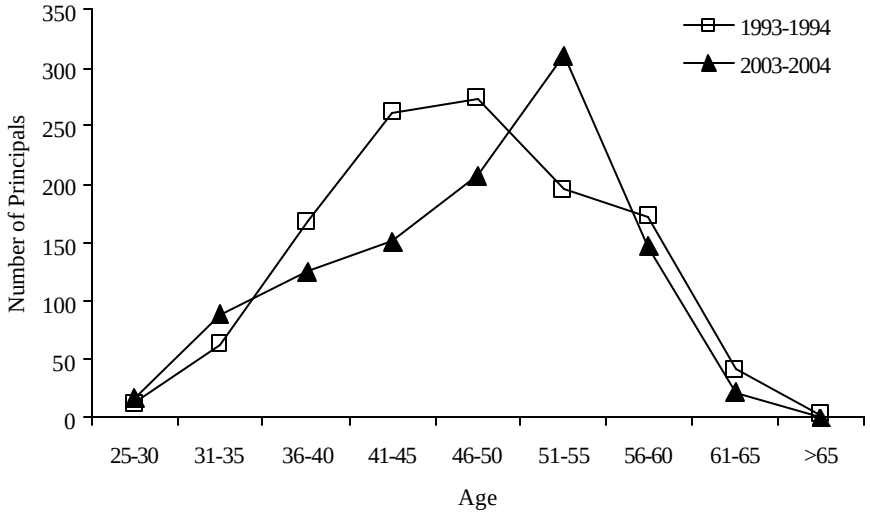
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2003-2004

	1993-1994				2003-2004			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25-30	12	12	1.0%	1.0%	17	17	1.6%	1.6%
31-35	63	75	5.3	6.3	89	106	8.3	9.9
36-40	168	243	14.1	20.4	125	231	11.7	21.6
41-45	262	505	22.0	42.4	151	382	14.1	35.7
46-50	274	779	23.0	65.3	208	590	19.4	55.2
51-55	195	974	16.3	81.7	310	900	29.0	84.2
56-60	173	1,147	14.5	96.2	147	1,047	13.7	97.9
61-65	42	1,189	3.5	99.7	22	1,069	2.0	100.0
Over 65	3	1,192	0.2	100.0	0	1,069	0.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA principals.

Figure 17

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA principals.

Table 46

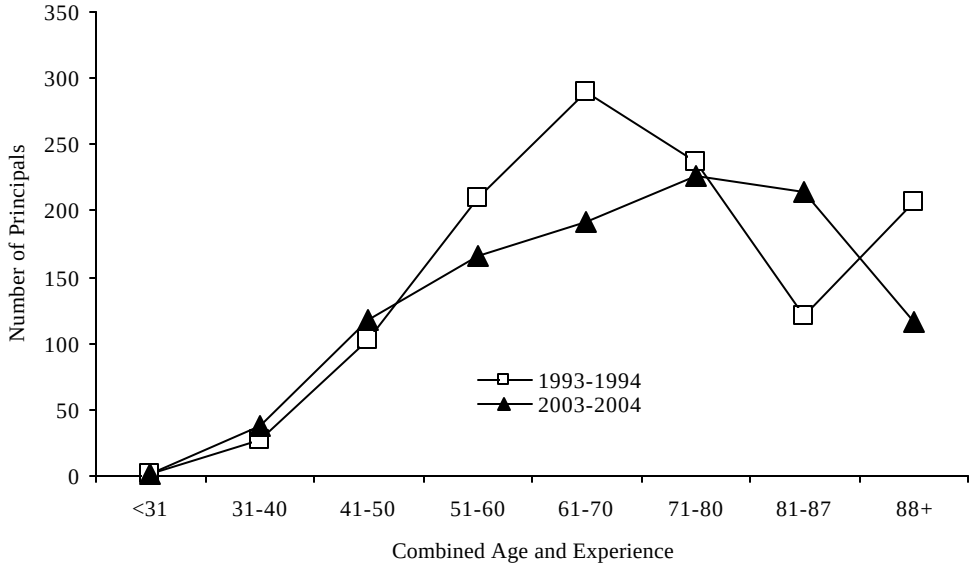
COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2003-2004

Combined Age and Experience Interval	1993-1994 Number	1993-1994 Cumulative Total	1993-1994 Percent	1993-1994 Cumulative Percent	2003-2004 Number	2003-2004 Cumulative Total	2003-2004 Percent	2003-2004 Cumulative Percent
<31	1	1	0.1%	0.1%	1	1	0.1%	0.1%
31-40	27	28	2.3	2.4	37	38	3.5	3.6
41-50	102	130	8.5	10.9	117	155	10.9	14.5
51-60	210	340	17.6	28.5	166	321	15.5	30.0
61-70	289	629	24.2	52.7	191	512	17.9	47.9
71-80	237	866	19.9	72.6	227	739	21.2	69.1
81-87	120	986	10.1	82.7	214	953	20.0	89.1
88+	206	1,192	17.3	100.0	116	1,069	10.8	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA principals.

Figure 18

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS 1993-1994 AND 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Includes AEA principals.

Principal Salaries

As seen in Table 47, the average salary of full-time public school principals in Iowa increased by 98.5 percent between 1985-1986 and 2003-2004. The average salary increased by 2.9 percent between 2002-2003 and 2003-2004. The greatest increase in salary from 2002-2003 to 2003-2004 was for principals in the enrollment category with 250-399 students, 4.6 percent. The highest average salary was in the 7,500 or more enrollment category, $77,798, and the lowest average salary was in the enrollment category of less than 250 students, $60,205.

Table 47

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS BY ENROLLMENT CATEGORY 1985-1986, 2002-2003 AND 2003-2004

Enrollment Category	Average Salary 1985-1986	Average Salary 2002-2003	Average Salary 2003-2004	Number of Principals 2003-2004	Percent Average Salary Change 2002-2003 to 2003-2004
<250	$26,399	$58,165	$60,205	28	3.5%
250-399	28,387	59,064	61,766	75	4.6
400-599	31,095	60,022	61,829	132	3.0
600-999	33,428	62,929	65,134	191	3.5
1,000-2,499	36,427	68,742	70,574	242	2.7
2,500-7,499	39,465	74,218	76,311	171	2.8
7,500+	39,584	75,742	77,798	225	2.7
State*	35,313	68,087	70,097	1,069	2.9

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: *Figures include AEA principals.

Characteristics of Superintendents

The characteristics of full-time public school superintendents in 1985-1986, 2002-2003 and 2003-2004 are listed in Table 48. There were a number of district reorganizations between 1985-1986 and 2003-2004 that accounts for the decrease in number of superintendents from 425 in 1985-1986 to 332 in 2003-2004. Although there were 370 school districts in 2003-2004, 19 districts shared superintendents and 19 districts reported a part-time superintendent. Between 1985-1986 and 2003-2004 the average age of full-time superintendents increased from 48.7 to 51.7. The percent of female superintendents increased from 1.6 percent in 1985-1986 to 10.5 percent in 2003-2004. The percent of full-time superintendents with specialist/doctorate degrees increased from 46.9 percent to 63.5 percent between 1985-1986 and 2003-2004.

Table 48

CHARACTERISTICS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS —1985-1986, 2002-2003 AND 2003-2004

Characteristics	1985-1986	2002-2003	2003-2004
Average Age	48.7	51.9	51.7
Percent Female	1.6%	9.6%	10.5%
Percent Minority	0.0%	1.5%	1.8%
Percent Specialist/Doctorate Degree	46.9%	59.6%	63.5%
Average Total Experience	23.6	26.6	26.5
Average District Experience	8.8	6.8	7.1
Number of Superintendents	425	342	332

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Superintendent Age and Experience

Table 49 and Figure 19 show that the average age of full-time public school superintendents has increased between 1993-1994 and 2003-2004. In 1993-1994, 45.6 percent of full-time public school superintendents were over 50 years old, while in 2003-2004 60.8 percent were over 50 years old.

Table 49

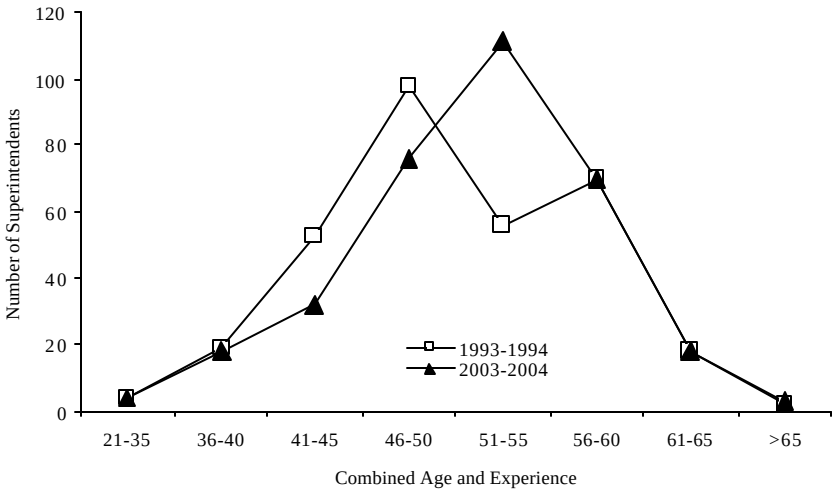
AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2003-2004

Age Interval	1993-1994 Number	Cumulative Total	Percent	Cumulative Percent	2003-2004 Number	Cumulative Total	Percent	Cumulative Percent
21-35	4	4	1.2%	1.2%	4	4	1.2%	1.2%
36-40	19	23	5.9	7.2	18	22	5.4	6.6
41-45	53	76	16.6	23.7	32	54	9.6	16.3
46-50	98	174	30.6	54.4	76	130	22.9	39.1
51-55	56	230	17.5	71.9	111	241	33.4	72.6
56-60	70	300	21.9	93.7	70	311	21.1	93.7
61-65	18	318	5.6	99.4	18	329	5.4	99.1
Over 65	2	320	0.6	100.0	3	332	0.9	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Figure 19

AGE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Superintendents are able to retire under IPERS with full benefits when their combined age and experience is at least 88 years. Table 50 and Figure 20 show the combined age and experience distribution of full-time public school superintendents. The percent of full-time superintendents eligible for IPERS retirement benefits was lower in 2003-2004 than in 1993-1994, 23.8 percent compared to 26.5 percent. As with teachers and principals, the percent of superintendnets in the age plus experience between 81 and 87 group was much higher in 2003-2004 than in 1993-1994, 23.5 percent vs. 8.7 percent.

Table 50

COMBINED AGE AND EXPERIENCE DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2003-2004

Combined Age and Experience	1993-1994				2003-2004			
		Cumulative		Cumulative		Cumulative		Cumulative
Interval	Number	Total	Percent	Percent	Number	Total	Percent	Percent
30-40	2	2	0.6%	0.6%	0	0	0.0%	0.0%
41-50	9	11	2.8	3.4	10	10	3.0	3.0
51-60	36	47	11.2	14.7	26	36	7.8	10.8
61-70	72	119	22.5	37.2	53	89	16.0	26.8
71-80	88	207	27.5	64.7	86	175	25.9	52.7
81-87	28	235	8.7	73.4	78	253	23.5	76.2
88+	85	320	26.5	100.0	79	332	23.8	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Figure 20

COMBINED AGE AND EXPERIENCE OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1993-1994 AND 2003-2004

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Superintendent Salaries

The average salaries of full-time public school superintendents by enrollment category are listed in Table 51. The average salary of full-time public school superintendents in 2003-2004 was $90,613, an increase of 122.6 percent from 1985-1986 and a 4.0 percent increase from 2002-2003. The largest increase in average salary between 2002-2003 and 2003-2004 was 7.8 percent in the smallest enrollment category, less than 250 students. Although the average salary decreased by 2.7 percent in the largest enrollment category, 7,500 students or more, that enrollment category had the highest average salary ($128,028).

Table 51

AVERAGE SALARY OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY ENROLLMENT CATEGORY 1985-1986, 2002-2003 AND 2003-2004

Enrollment Category	Average Salary 1985-1986	Average Salary 2002-2003	Average Salary 2003-2004	2003-2004 Number of Full-time Superintendents	% Change in Avg. Salary 1985-1986 to 2003-2004	% Change in Avg. Salary 2002-2003 to 2003-2004
<250	$33,597	$63,406	$68,355	19	103.5%	7.8%
250-399	34,060	75,215	77,849	45	128.6	3.5
400-599	39,213	80,013	82,745	66	111.0	3.4
600-999	41,482	85,173	88,566	89	113.5	4.0
1,000-2,499	47,288	95,140	99,550	81	110.5	4.6
2,500-7,499	55,110	114,300	118,362	23	114.8	3.6
7,500+	62,235	131,534	128,028	9	105.7	-2.7
State	40,710	87,146	90,613	332	122.6	4.0

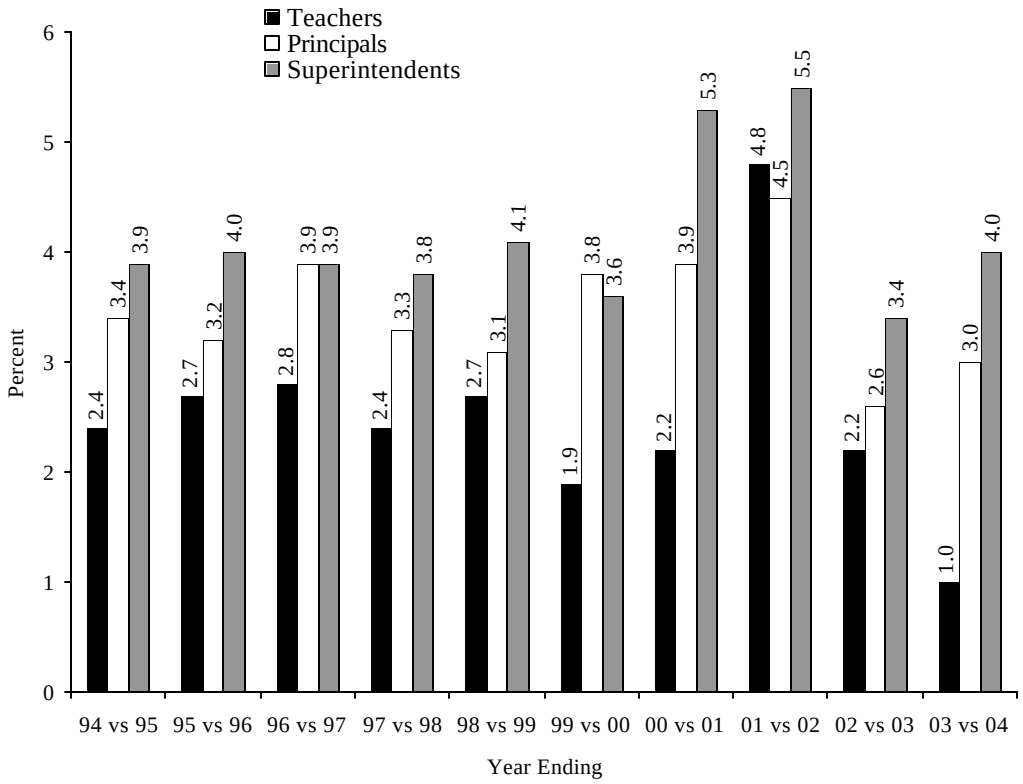
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.
Notes: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Teacher, Principal, and Superintendent Salary Comparisons

Figure 21 presents the annual percentage increases in average salaries for full-time public school teachers, principals, and superintendents from 1993-1994 to 2003-2004. For all years except 1999-2000 superintendents' average salary had the greatest percentage increase. Teacher average salary had the smallest percentage increase for all years except 2001-2002.

Figure 21

ANNUAL PERCENTAGE INCREASES IN AVERAGE SALARIES FOR IOWA FULL-TIME PUBLIC SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS 1993-1994 TO 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: Teacher figures for 2002-2003 and 2003-2004 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2002-2003 and 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.
Salary does not include Phase III funds from 1994-1995 to 2002-2003. Phase III funds did not exist in 2003-2004.

The average salaries of full-time public school teachers, principals, and superintendents by enrollment category are listed in Table 52. The average salaries increased as enrollment category size increased for teachers, principals, and superintendents.

Table 52

Average Salary Comparison of Iowa Full-Time Public School Teachers, Principals, and Superintendents by Enrollment Category 1985-1986 and 2003-2004

Enrollment Category	1985-1986 Teachers	1985-1986 Principals	1985-1986 Superintendents	2003-2004 Teachers	2003-2004 Principals	2003-2004 Superintendents
<250	$16,347	$26,399	$33,597	$31,292	$60,205	$68,355
250-399	17,971	28,387	34,060	33,016	61,766	77,849
400-599	19,198	31,095	39,213	35,424	61,829	82,745
600-999	20,079	33,428	41,482	37,004	65,134	88,566
1,000-2,499	21,616	36,427	47,288	39,204	70,574	99,550
2,500-7,499	23,835	39,465	55,110	41,131	76,311	118,362
7,500+	24,041	39,584	62,235	42,894	77,798	128,028
State	21,690	35,313	40,710	39,432	70,097	90,613

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff Files.

Notes: Includes AEA staff.
Teacher figures for 2003-2004 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Gender Comparison

Tables 53 and 54 compare characteristics of full-time teachers and principals by gender. There were a greater number of female teachers than male teachers in 2003-2004: 24,254 females and 9,434 males. The average salary for male teachers was higher than the average salary for female teachers, $41,308 versus $38,702. There was a higher percent of male minority teachers (2.0 percent) than female minority teachers (1.7 percent). The average years of total experience and average years of district experience was higher for males than females. There were 28.7 percent of male teachers with advanced degrees and 26.1 percent of female teachers with advanced degrees.

Table 53

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS — 2003-2004

Characteristics	Female	Male
Average Age	42.5	42.2
Percent Minority	1.7%	2.0%
Percent Advanced Degree	26.1%	28.7%
Average Total Experience	14.8	16.1
Average District Experience	11.5	12.5
Average Salary	$38,702	$41,308
Number of Teachers	24,254	9,434

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.

Notes: Includes AEA teachers.
Figures for 2003-2004 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2003-2004 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

There were more male full-time public school principals than female full-time public school principals in 2003-2004, 704 compared to 365 (Table 54). The percent of minority principals was higher for males (4.0 percent) than females (2.5 percent). A higher percentage of female principals had advanced degrees than male principals, 95.9 percent versus 90.8 percent. The average experience of full-time principals was higher for males than females. The average salary of males was $70,509, which was higher than the female average salary of $69,303.

Table 54

GENDER COMPARISON OF IOWA FULL-TIME PUBLIC SCHOOL PRINCIPALS — 2003-2004

Characteristics	Female	Male
Average Age	47.9	47.7
Percent Minority	2.5%	4.0%
Percent Advanced Degree	95.9%	90.8%
Average Total Experience	20.7	22.6
Average District Experience	10.9	11.2
Average Salary	$69,303	$70,509
Number of Principals	365	704

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.
Note: Includes AEA principals.

Area Education Agency Licensed Staff

There were 12 area education agencies (AEAs) in Iowa in 2003-2004 with personnel who develop and provide programs, services, leadership in school improvement, professional development, emerging educational practices, school-community planning, curriculum, special education, school technology, and media services. The characteristics of full-time licensed staff in the AEAs are presented in Table 55. Approximately 81 percent of these staff members were female. Staff with advanced degrees made up 81.1 percent of the licensed AEA staff. The average age was 45.9 years and the average years of total experience was 18.3. The average contract length was 198.6 days. The average salary of full-time licensed AEA staff was $47,460. Table 56 lists the breakdown of the 2,300 full-time AEA licensed staff by position. The highest percent of the staff members were consultants (21.6 percent).

Table 55

CHARACTERISTICS OF IOWA FULL-TIME LICENSED AEA STAFF 2003-2004

Characteristics	
Percent Female	80.5%
Percent Minority	1.3%
Percent Staff with Advanced Degrees	81.1%
Average Years Total Experience	18.3
Average Number of Contract Days	198.6
Average Age	45.9
Average Salary	$47,460
Number of AEA Staff	2,300

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.

Table 56

NUMBER OF IOWA FULL-TIME AEA LICENSED STAFF BY POSITION, 2003-2004

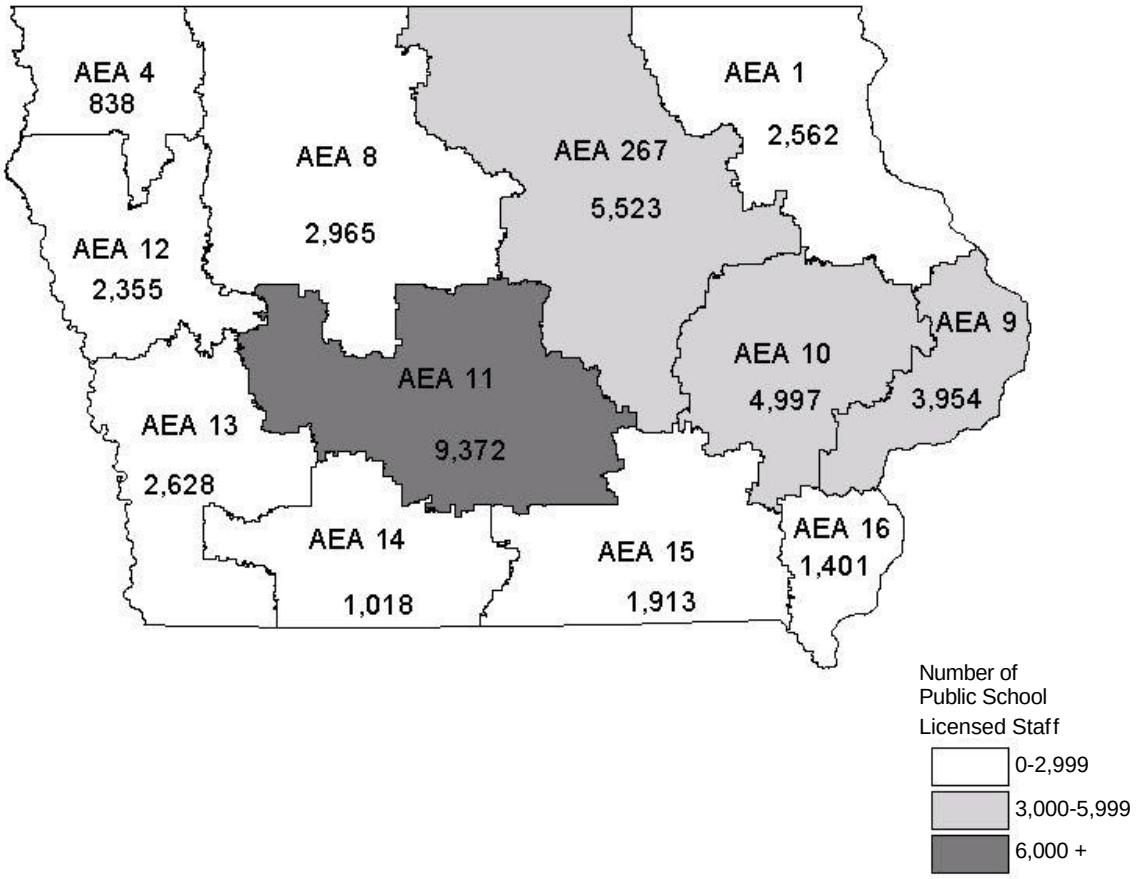
Position	Number	Percent*
Administrative Assistant	3	0.1 %
Administrator	20	0.9
Assistant Dean/Director	4	0.2
Clinician	160	7.0
Consultant	496	21.6
Coordinator	89	3.9
Counselor	2	0.1
Department Head	13	0.6
Director	32	1.4
Educational Strategist	10	0.4
Home Intervention PK Teacher	61	2.7
Hospital Teacher	2	0.1
Instructor	8	0.3
Integrated Teacher	31	1.3
Itinerant Teacher	73	3.2
Librarian	7	0.3
Manager	1	0.0
Pre School Teacher	28	1.2
Principal	5	0.2
Psychologist	295	12.8
Resource Teacher	61	2.7
School Social Worker	201	8.7
School Audiologist	30	1.3
Self-Contained Teacher	126	5.5
Special Education Nurse	3	0.1
Speech Language Pathologist	335	14.6
Special Education Delivery Personnel	12	0.5
Specialist	15	0.7
Supervisor	37	1.6
Teacher	48	2.1
Teacher/Coordinator	2	0.1
Technology Coordinator	3	0.1
Therapist	87	3.8
Total	2,300	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.
Note: *Figures may not total 100 percent due to rounding.

The number of public school full-time licensed staff by AEA is presented in Figure 22. Table 57 shows the distribution of public and nonpublic full-time licensed staff by AEA. AEA 11 had the highest percent of public school licensed staff (23.7 percent) and nonpublic school licensed staff (19.0 percent).

Figure 22

NUMBER OF PUBLIC SCHOOL FULL-TIME LICENSED STAFF BY AEA, 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File.
Note: AEA full-time licensed staff are included.

Table 57

DISTRIBUTION OF IOWA PUBLIC AND NON-PUBLIC SCHOOL TOTAL FULL-TIME LICENSED STAFF BY AEAS 2003-2004

AEA	Districts		Public School Licensed Staff*		Nonpublic School Licensed Staff	
	N	%	N	%	N	%
1	25	6.8%	2,562	6.5%	444	15.8%
4	13	3.5	838	2.1	196	7.0
267	62	16.7	5,523	14.0	336	11.9
8	48	13.0	2,965	7.5	225	8.0
9	22	5.9	3,954	10.0	260	9.2
10	33	8.9	4,997	12.6	327	11.6
11	55	14.9	9,372	23.7	535	19.0
12	24	6.5	2,355	6.0	233	8.3
13	31	8.4	2,628	6.6	96	3.4
14	20	5.4	1,018	2.6	10	0.4
15	24	6.5	1,913	4.8	41	1.5
16	13	3.5	1,401	3.5	109	3.9
State	370	100.0	39,526	100.0	2,812	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File
Note: *AEA full-time licensed staff are included. Figures may not total 100 percent due to rounding. No staff reported for East Monona CSD due to whole grade sharing all grades.

Instructional Aides

Non-licensed staff members who assist teachers in the classroom are referred to as instructional aides. The number of full-time equivalent instructional aides by enrollment category for 1985-1986, 2002-2003, and 2003-2004 are listed in Table 58. The total number of instructional aides in the state increased by 222.5 percent between 1985-1986 and 2003-2004 and by 7.6 percent between 2002-2003 and 2003-2004. The enrollment category of less than 250 students had the only negative change in the number and percentage change of instructional aides between 2002-2003 and 2003-2004, -6.6 percent.

Table 58

INSTRUCTIONAL AIDES IN IOWA PUBLIC SCHOOLS 1985-1986, 2002-2003 AND 2003-2004

	Number of Full-time Equivalent (FTE) Aides				
Enrollment Category	1985-1986	2002-2003	2003-2004	% Change in FTE Aides 1985-1986 to 2003-2004	% Change in FTE Aides 2002-2003 to 2003-2004
<250	40.1	100.4	93.8	133.9%	-6.6%
250-399	124.2	269.6	293.2	136.1	8.7
400-599	167.5	567.7	578.8	245.5	1.9
600-999	249.1	1,174.8	1,176.4	372.3	0.1
1,000-2,499	605.9	2,023.8	2,262.2	273.4	11.8
2,500-7,499	625.7	1,697.0	1,869.3	198.8	10.1
7,500+	856.1	2,163.2	2,332.5	172.4	7.8
State	2,668.6	7,996.5	8,606.2	222.5	7.6

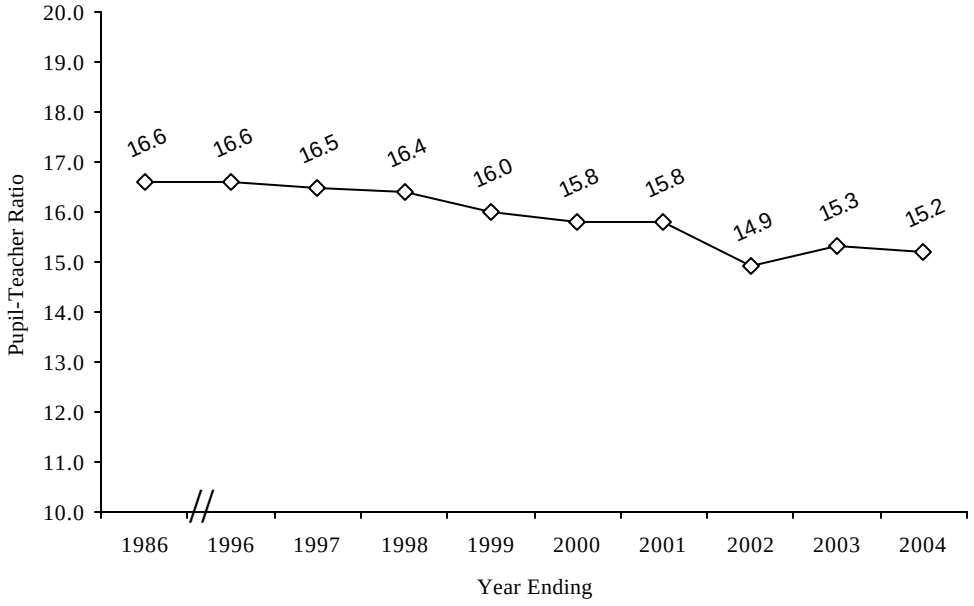
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Non-licensed Staff Files.

Pupil-Teacher Ratios

Pupil-teacher ratios for Iowa public schools are presented in Figures 23 and 24 and Table 59. The pupil-teacher ratio decreased slightly, from 15.3 to 15.2, between 2002-2003 and 2003-2004. The smallest enrollment category, less than 250 students, had the smallest pupil-teacher ratio in 2003-2004, 9.9. The enrollment category of 2,500-7,499 students had the largest pupil-teacher ratio, 16.8.

Figure 23

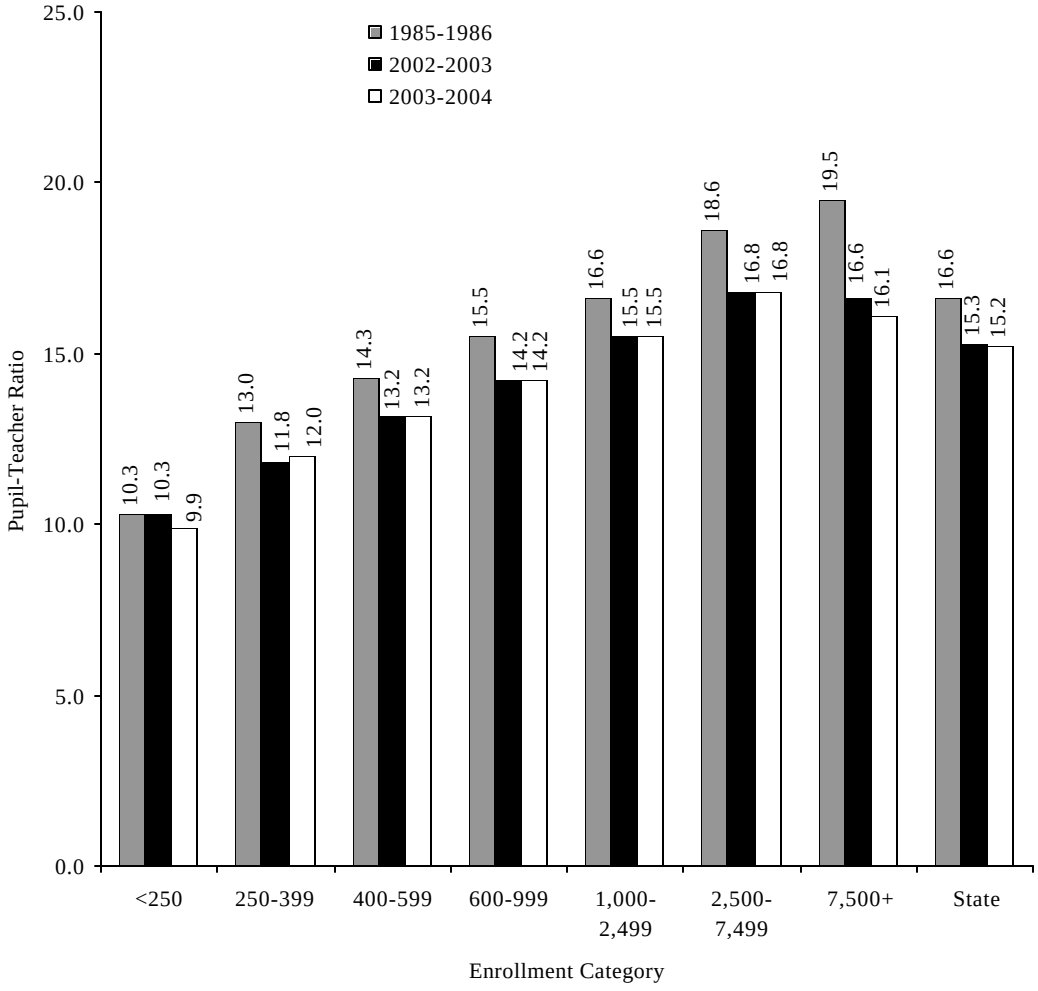
IOWA PUBLIC SCHOOL K-12 PUPIL-TEACHER RATIOS
1985-1986 AND 1995-1996 TO 2003-2004



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 24

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category 1985-1986, 2002-2003 and 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.

Note: Pupil-teacher ratios do not include special education teachers or ungraded special education students.

Table 59

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category 2003-2004

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<250	4,865	490.5	9.9
250-399	17,867	1,493.2	12.0
400-599	38,512	2,906.6	13.2
600-999	70,187	4,927.2	14.2
1,000-2,499	120,007	7,729.6	15.5
2,500-7,499	93,575	5,580.1	16.8
7,500+	125,676	7,820.8	16.1
State	470,689	30,947.9	15.2

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.

PROGRAM

This chapter includes information regarding school district organizational structure, curriculum unit offerings, enrollments for foreign language, higher level mathematics, higher level science, and computer-related courses, graduation requirements for mathematics and science, class size statistics in grades kindergarten through three, and early childhood education information on preschool enrollments and kindergarten type. The Program chapter also includes a technology section with information regarding expenditures for computer hardware and software, availability of computers for school districts, and school district participation in Project EASIER (Electronic Access System for Iowa Education Records).

School District Organizational Structure

The organizational structure of Iowa public school districts in 1985-1986 and 2003-2004 are displayed in Tables 60 and 61. In 1985-1986 the largest percent of districts had a K-6, 7-12 organizational structure (38.9 percent). In 2003-2004, 1.9 percent of the districts used a K-6, 7-12 organizational structure. The largest percent of districts had an organizational structure of K-5, 6-8, 9-12 in 2003-2004 (29.5 percent). Preschool was included in only one organizational structure in 1985-1986, but was included in 9 of the 19 organizational structures in 2003-2004.

Table 60

ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS
1985-1986

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

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures File.

Table 61

ORGANIZATIONAL STRUCTURES IN IOWA PUBLIC SCHOOL DISTRICTS 2003-2004

Structure (Grade Levels Included)	Percent of Districts
K-5, 6-8, 9-12	29.5%
PK-5, 6-8, 9-12	10.0
K-6, 7-8, 9-12	27.0
PK-6, 7-8, 9-12	9.7
K-4, 5-8, 9-12	11.6
PK-4, 5-8, 9-12	3.8
K-6, 7-12	1.9
PK-6, 7-12	1.1
K-6, 7-9, 10-12	1.1
PK-6, 7-9, 10-12	0.5
K-4, 5-6, 7-8, 9-12	1.1
K-3, 4-8, 9-12	0.8
K-3, 4-5, 6-8, 9-12	<0.3
PK-3, 4-6, 7-8, 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, 4-7, 8-12	<0.3
PK-5, 6-7, 8-9, 10-12	<0.3
	100.0

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey, Policies and Procedures File.

Curriculum and Course Enrollments

Table 62 presents data on the course offerings within Iowa public school districts for grades 9-12. In 2002-2003 there was a slight change in the methodology used to generate the data. Table 62 lists the data that was calculated using the methodology used before 2002-2003. Courses with the same title with different levels are calculated as separate Carnegie units. A course that is offered and taught daily for an entire year is counted as one Carnegie unit. The Iowa Department of Education used local school district course codes prior to 1997-1998. In 1997-1998 the Department began to collect curriculum data using National Center for Education Statistics (NCES) course codes including a course level assignment. Between 1997-1998 and 2001-2002 course level was not a determining factor in the calculation of average curriculum units offered and taught. Table 63 lists the second set of data that was calculated using the changed methodology. Courses with the same title with different levels are counted as the same course. Table 64 lists information on courses that have been designated as honors level courses.

Methodology changes were made in 2002-2003 to present a more accurate picture of the course enrollments for foreign language (Tables 65 and 66), higher level mathematics (Table 67), higher level science (Tables 68 and 69) and computer-related courses (Table 70). Students in all course levels of the courses are counted in the enrollment figures. The enrollment data for these courses are listed for 1985-1986 and for 2000-2001 to 2003-2004.

Curriculum Unit Offerings

The average curriculum units offered and taught by district enrollment category where courses with the same title and different levels are counted as separate courses are listed in Table 62 for 1985-1986 and 2000-2001 to 2003-2004. In most cases, the number of units shown by enrollment category increase by the size of the enrollment category for all courses. The number of units for all courses shown statewide increased for almost every year shown. The exceptions were that the number of curriculum units for mathematics decreased from 9.5 to 9.4, the number of science units stayed the same, and the number of foreign language decreased from 5.9 to 5.6 between 2002-2003 and 2003-2004.

Table 62

Average Curriculum Units Offered and Taught for Grades 9-12 by District Enrollment Category 1985-1986 and 2000-2001 to 2003-2004 Same Title/Different Level - Counted as Separate Courses

	Min Units IA Standards	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986									
Total Number of Districts		52	90	95	97	71	24	8	437
# Districts Operating HS**		50	89	95	97	71	24	8	434
English/Language Arts	5	5	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
2000-2001									
Total Number of Districts		32	46	80	101	81	24	9	373
# Districts Operating HS**		14	41	80	101	81	24	9	350
English/Language Arts	6	6.3	7.2	7.5	8.4	10.3	14.1	22.1	9.1
Mathematics	6	6.9	7.4	7.9	8.5	9.6	13.0	15.8	8.9
Science	5	5.2	5.7	6.1	7.0	7.7	11.9	14.1	7.2
Social Studies	5	5.1	5.5	6.0	6.2	7.5	9.8	13.5	6.8
Foreign Language	4	3.4*	3.7*	4.3	4.9	7.0	11.8	18.4	5.9
2001-2002									
Total Number of Districts		32	46	81	98	81	24	9	371
# Districts Operating HS**		13	43	81	98	81	24	9	349
English/Language Arts	6	6.6	7.5	7.6	8.5	10.9	16.3	24.4	9.6
Mathematics	6	7.6	7.7	7.6	8.5	9.7	15.7	17.7	9.2
Science	5	5.1	6.0	6.2	6.9	7.9	13.5	15.3	7.4
Social Studies	5	5.3	5.6	6.2	6.4	7.5	11.7	15.2	7.1
Foreign Language	4	3.5*	3.9*	4.2	4.6	6.8	13.3	18.3	5.9
2002-2003									
Total Number of Districts		33	54	71	101	79	24	9	371
# Districts Operating HS**		12	51	71	101	79	24	9	347
English/Language Arts	6	6.9	7.8	7.9	8.8	11.8	15.7	25.2	10.0
Mathematics	6	7.3	7.7	8.3	8.6	10.8	13.9	18.9	9.5
Science	5	5.6	5.9	6.4	6.9	8.2	12.2	16.5	7.5
Social Studies	5	5.5	6.1	6.4	6.5	7.8	12.3	15.4	7.3
Foreign Language	4	3.8*	4.0	4.5	4.6	7.0	12.0	18.9	5.9
2003-2004									
Total Number of Districts		34	54	76	93	81	23	9	370
# Districts Operating HS**		13	51	76	93	81	23	9	346
English/Language Arts	6	9.0	8.3	8.3	9.2	11.6	16.5	24.3	10.3
Mathematics	6	8.1	7.7	8.2	8.6	10.5	12.7	19.9	9.4
Science	5	5.5	6.0	6.2	7.2	8.0	12.1	15.3	7.5
Social Studies	5	6.1	6.2	6.4	6.8	7.9	11.7	15.7	7.4
Foreign Language	4	3.5*	4.0	4.5	4.4	6.3	10.8	18.6	5.6

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
*Waiver provisions are available under special circumstances.
**High School.

Table 63 presents the average curriculum units offered and taught by district enrollment size category where courses with the same title were counted as the same course regardless of level for 2000-2001 to 2003-2004. The state average number of units for every class except English/Language Arts decreased between 2002-2003 and 2003-2004.

Table 63

AVERAGE CURRICULUM UNITS OFFERED AND TAUGHT BY DISTRICT ENROLLMENT CATEGORY 2000-2001 TO 2003-2004 SAME TITLE/DIFFERENT LEVEL - COUNTED AS SAME COURSE

	Min Units IA Standards	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2000-2001									
Total Number of Districts		32	46	80	101	81	24	9	373
# Districts Operating HS**		14	41	80	101	81	24	9	350
English/Language Arts	6	6.2	6.9	7.0	7.8	9.0	11.8	18.0	8.3
Mathematics	6	6.8	7.3	7.6	8.4	9.3	11.8	13.3	8.6
Science	5	5.0	5.7	5.9	6.7	7.2	10.3	12.3	6.9
Social Studies	5	5.1	5.4	5.7	6.0	6.8	8.2	10.3	6.3
Foreign Language	4	3.4*	3.7*	4.2	4.6	6.7	11.3	18.0	5.7
2001-2002									
Total Number of Districts		32	46	81	98	81	24	9	371
# Districts Operating HS**		13	43	81	98	81	24	9	349
English/Language Arts	6	6.5	7.2	7.1	7.9	9.6	13.6	19.9	8.7
Mathematics	6	7.3	7.5	7.5	8.3	9.3	14.2	14.5	8.8
Science	5	4.9	6.0	6.0	6.6	7.3	11.5	13.2	7.0
Social Studies	5	5.2	5.5	5.9	6.1	6.7	9.9	11.0	6.5
Foreign Language	4	3.3*	3.8*	4.2	4.4	6.5	12.8	17.7	5.6
2002-2003									
Total Number of Districts		33	54	71	101	79	24	9	371
# Districts Operating HS**		12	51	71	101	79	24	9	347
English/Language Arts	6	6.6	7.2	7.4	7.9	10.3	12.8	20.2	8.9
Mathematics	6	7.2	7.5	8.0	8.4	10.3	12.7	15.5	9.0
Science	5	5.5	5.8	6.2	6.6	7.6	10.5	13.5	7.0
Social Studies	5	5.5	5.9	6.1	6.2	6.9	10.3	11.5	6.7
Foreign Language	4	3.7*	3.9*	4.4	4.4	6.8	11.4	18.4	5.7
2003-2004									
Total Number of Districts		34	54	76	93	81	23	9	370
# Districts Operating HS**		13	51	76	93	81	23	9	346
English/Language Arts	6	8.2	7.4	7.4	8.2	9.8	13.1	19.8	8.9
Mathematics	6	7.7	7.3	7.8	8.3	9.8	11.0	16.2	8.8
Science	5	5.4	6.0	5.8	6.7	7.3	9.9	13.0	6.9
Social Studies	5	5.9	5.8	6.0	6.3	6.6	9.5	11.2	6.6
Foreign Language	4	3.4*	4.0	4.3	4.2	6.1	10.2	18.1	5.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
*Waiver provisions are available under special circumstances.
**High School.

The numbers of units of honors level courses offered and taught by enrollment category are reported in Table 64 for 2000-2001 to 2003-2004. Foreign language courses had the highest state average number of units in 2003-2004. For every year listed, districts with enrollment over 2,500 students offered a greater number of honors level units than the state average for all courses.

Table 64

AVERAGE UNITS HONORS COURSES OFFERED AND TAUGHT BY DISTRICT ENROLLMENT CATEGORY — 2000-2001 TO 2003-2004

Average Units (Number of districts that offered honors courses)

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
# Districts Operating HS**	14	41	80	101	81	24	9	350
English/Language Arts	1.33 (3)	1.07 (7)	1.10 (22)	1.55 (31)	1.92 (42)	2.55 (19)	2.78 (9)	1.79 (133)
Mathematics	1.00 (1)	1.57 (7)	1.13 (17)	1.56 (35)	1.59 (35)	2.25 (18)	2.72 (9)	1.69 (122)
Science	1.00 (2)	1.20 (5)	1.42 (13)	1.81 (26)	1.52 (27)	3.47 (17)	2.69 (8)	1.99 (98)
Social Studies	0	0.68 (4)	1.31 (8)	1.06 (9)	1.38 (21)	1.89 (18)	2.55 (7)	1.55 (67)
Foreign Language	0	0	1.00 (2)	1.71 (7)	1.38 (8)	2.25 (6)	3.00 (6)	1.95 (29)
2001-2002								
Total Number of Districts	32	46	81	98	81	24	9	371
# Districts Operating HS**	13	43	81	98	81	24	9	349
English/Language Arts	1.25 (4)	1.06 (8)	1.20 (22)	1.50 (29)	2.12 (41)	3.03 (18)	2.78 (9)	1.91 (131)
Mathematics	1 (2)	1.45 (10)	1.25 (18)	1.80 (33)	1.70 (37)	2.61 (15)	3.11 (9)	1.84 (124)
Science	1 (2)	1.13 (8)	1.31 (15)	1.86 (25)	1.48 (26)	3.38 (17)	2.86 (7)	1.93 (100)
Social Studies	0	.83 (3)	.97 (11)	1.17 (6)	1.32 (22)	2.33 (18)	2.93 (7)	1.67 (67)
Foreign Language	0	0	1 (1)	1.50 (8)	1.58 (6)	2.36 (7)	2.69 (6)	1.97 (28)
2002-2003								
Total Number of Districts	33	54	71	101	79	24	9	371
# Districts Operating HS**	12	51	71	101	79	24	9	347
English/Language Arts	2.00 (2)	1.25 (8)	1.12 (20)	1.58 (31)	2.01 (41)	3.14 (18)	3.22 (9)	1.96 (129)
Mathematics	1.00 (1)	1.19 (8)	1.17 (18)	1.78 (32)	1.65 (37)	2.45 (16)	3.22 (9)	1.80 (121)
Science	1.50 (2)	1.25 (6)	1.54 (14)	1.80 (23)	1.68 (20)	3.08 (19)	3.29 (7)	2.07 (91)
Social Studies	0	0.80 (4)	0.95 (11)	1.20 (13)	1.17 (25)	2.50 (18)	3.07 (7)	1.61 (78)
Foreign Language	0	0	1.17 (3)	1.57 (7)	1.22 (9)	2.11 (9)	3.20 (5)	1.83 (33)
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
# Districts Operating HS**	13	51	76	93	81	23	9	346
English/Language Arts	1.03 (3)	1.05 (10)	1.33 (17)	1.30 (34)	1.96 (41)	2.87 (19)	2.79 (9)	1.81 (133)
Mathematics	1.75 (4)	1.38 (4)	1.08 (18)	1.55 (37)	1.74 (42)	2.40 (18)	3.00 (9)	1.76 (132)
Science	2.00 (3)	1.17 (6)	1.19 (13)	1.84 (20)	1.46 (29)	2.73 (20)	2.99 (7)	1.87 (98)
Social Studies	0	0.64 (5)	1.15 (13)	1.30 (10)	1.31 (28)	2.78 (18)	2.94 (6)	1.58 (80)
Foreign Language	0	1.00 (1)	1.20 (5)	1.44 (8)	1.30 (10)	3.13 (8)	3.49 (4)	1.96 (36)

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
**High School.

Foreign Language Enrollments

Table 65 lists the number of Iowa public school 9-12 grade students who were enrolled in foreign language courses by enrollment category for 1985-1986 and 2000-2001 to 2003-2004. The estimated percentage of students enrolled in foreign language courses is calculated by dividing the total enrollment in foreign language courses by the enrollment for grades 9-12. Between 2002-2003 and 2003-2004 the percent of students enrolled in foreign language courses increased from 51.8 percent to 53.0 percent. Every enrollment category except 250-399 had at least 50 percent of the students enrolled in foreign language courses in 2003-2004.

Table 65

Total Iowa Public School Grade 9-12 Enrollment in All Foreign Language Courses by Enrollment Category 1985-1986 and 2000-2001 to 2003-2004

	1985-1986		2000-2001		2001-2002		2002-2003		2003-2004	
Enrollment Category	No. of Students Enrolled	Est. % of Students Enrolled	No. of Students Enrolled	Est. % of Students Enrolled	No. of Students Enrolled	Est. % of Students Enrolled	No. of Students Enrolled	Est. % of Students Enrolled	No. of Students Enrolled	Est. % of Students Enrolled
< 250	658	20.4%	519	44.4%	443	41.4%	462	48.9%	518	50.1%
250-399	1,667	18.2	2,055	42.8	2,107	43.3	2,621	45.0	2,511	43.4
400-599	2,769	18.9	6,291	45.3	6,590	47.9	6,072	48.7	6,714	50.4
600-999	5,079	21.8	12,509	48.5	12,299	49.5	12,543	49.6	11,929	50.9
1,000-2,499	10,536	30.2	22,096	54.7	22,073	55.3	22,224	56.2	21,529	52.8
2,500-7,499	13,018	42.7	16,078	52.6	16,223	53.6	16,871	56.2	16,331	55.2
7,500+	13,064	35.9	21,761	56.6	19,645	50.1	18,028	47.4	21,400	55.4
State	46,791	30.8	81,309	52.4	79,380	51.6	78,821	51.8	80,932	53.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Note: Estimated percents are based on the assumption that foreign language courses are normally taken in grades 9-12.

The foreign language enrollment by language for 1985-1986 and 2000-2001 to 2003-2004 is shown in Table 66. Approximately 98 percent of the students enrolled in foreign language courses in 2003-2004 were enrolled in Spanish, French, or German. Spanish had the highest enrollment of the foreign languages listed for each year shown. The percent of students taking Spanish courses decreased slightly between 2002-2003 and 2003-2004, 79.5 percent versus 79.4 percent.

Table 66

Foreign Language Enrollment in Iowa Public Schools Grades 9-12 — 1985-1986 and 2000-2001 to 2003-2004

	1985-1986		2000-2001		2001-2002		2002-2003		2003-2004	
Language	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Spanish	27,893	59.6%	62,212	76.5%	61,947	78.0%	62,652	79.5%	64,230	79.4%
French	12,837	27.4	11,308	13.9	10,174	12.8	9,248	11.7	9,450	11.7
German	5,462	11.7	6,221	7.7	5,582	7.0	5,265	6.7	5,792	7.2
Japanese	21	0.0	493	0.6	544	0.7	592	0.8	647	0.8
Russian	102	0.2	185	0.2	144	0.2	54	0.1	37	<0.1
Latin	443	0.9	98	0.1	88	0.1	102	0.1	125	<0.2
Chinese	0	0.0	96	0.1	116	0.1	90	0.1	82	0.1
Italian	16	0.0	122	0.2	111	0.1	143	0.2	107	0.1
Other	17	0.0	574	0.7	674	0.8	675	0.9	462	0.6
Total*	46,791	100.00	81,309	100.00	79,380	100.00	78,821	100.00	80,932	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum Files.
*Total may not add due to rounding.

Higher Level Mathematics Enrollments

Information regarding enrollment in higher level mathematics courses by enrollment category is listed in Table 67 for 1985-1986 and 2000-2001 to 2003-2004. Higher level mathematics courses include trigonometry and calculus. The estimated percentage of pupils enrolled was found by dividing the number of students enrolled in higher level mathematics courses by the number of students in grades 11 and 12. The statewide percent of students enrolled in higher level mathematics courses increased from 19.4 percent to 19.8 percent between 2002-2003 and 2003-2004. The percent of females enrolled in higher-level mathematics decreased slightly from 48.9 percent in 2002-2003 to 48.8 percent in 2003-2004.

Table 67

IOWA PUBLIC SCHOOL ENROLLMENT IN HIGHER LEVEL MATHEMATICS BY ENROLLMENT CATEGORY — 1985-1986 AND 2000-2001 TO 2003-2004

	< 250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
# Districts Operating High School	50	89	95	97	71	24	8	434
Number of Districts Offering Higher Level Math	17	20	33	37	40	18	8	173
Pupils Enrolled in Higher Level Math	93	140	355	603	1,551	1,766	2,603	7,111
Percent Females Enrolled in Higher Level Math	44.1%	44.3%	44.5%	43.0%	44.6%	45.1%	46.1%	45.1%
Estimated % of all Pupils Enrolled	6.0%	3.1%	4.9%	5.3%	9.2%	12.1%	15.3%	9.7%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
# Districts Operating High School	14	41	80	101	81	24	9	350
Number of Districts Offering Higher Level Math	8	32	75	89	77	23	9	313
Pupils Enrolled in Higher Level Math	69	368	1,153	2,186	4,075	2,845	3,507	14,203
Percent Females Enrolled in Higher Level Math	63.8%	56.8%	51.3%	51.7%	49.4%	49.1%	49.0%	50.0%
Estimated % of all Pupils Enrolled	11.2%	15.2%	16.8%	17.4%	20.8%	19.3%	19.9%	19.1%
2001-2002								
Total Number of Districts	32	46	81	98	81	24	9	371
# Districts Operating High School	13	43	81	98	81	24	9	349
Number of Districts Offering Higher Level Math	8	35	73	88	75	24	9	312
Pupils Enrolled in Higher Level Math	58	413	1,143	2,170	4,064	2,800	3,507	14,155
Percent Females Enrolled in Higher Level Math	53.4%	54.2%	50.5%	49.2%	48.2%	45.3%	48.3%	48.2%
Estimated % of all Pupils Enrolled	10.2%	16.5%	16.6%	17.6%	20.7%	19.0%	19.2%	18.9%
2002-2003								
Total Number of Districts	33	54	71	101	79	24	9	371
# Districts Operating High School	12	51	71	101	79	24	9	347
Number of Districts Offering Higher Level Math	9	41	67	91	75	24	9	316
Pupils Enrolled in Higher Level Math	71	527	1,120	2,226	4,031	3,125	3,403	14,503
Percent Females Enrolled in Higher Level Math	47.9%	54.5%	47.7%	51.2%	49.4%	48.5%	46.8%	48.9%
Estimated % of all Pupils Enrolled	13.8%	18.0%	17.9%	17.3%	20.5%	21.2%	19.1%	19.4%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
# Districts Operating High School	13	51	76	93	81	23	9	346
Number of Districts Offering Higher Level Math	9	43	68	85	78	23	9	315
Pupils Enrolled in Higher Level Math	56	417	1,084	2,068	4,594	2,966	3,428	14,613
Percent Females Enrolled in Higher Level Math	50.0%	51.3%	50.6%	49.7%	48.7%	48.4%	47.9%	48.8%
Estimated % of all Pupils Enrolled	10.3%	14.8%	16.6%	17.8%	22.8%	20.7%	19.4%	19.8%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.

Notes: Estimated percents are based on the assumption that higher level mathematics courses are normally taken in grades 11 and 12. Includes calculus and trigonometry.

Higher Level Science Enrollments

Tables 68 and 69 list the higher level science enrollments and estimated percent of public high school students enrolled in higher level science courses (chemistry and physics) in 1985-1986 and 2000-2001 through 2003-2004. The estimated percentage of students enrolled in chemistry is found by dividing the number of students enrolled in chemistry by the number of students in grade 11. The estimated percentage of students enrolled in physics is found by dividing the number of students enrolled in physics by the number of students in grade 12.

Chemistry

The statewide percentage of 11th grade students enrolled in chemistry courses increased from 64.2 percent to 67.1 percent between 2002-2003 and 2003-2004. In 2003-2004, all enrollment categories had over 60 percent of the students enrolled in chemistry except for the enrollment category of <250 students (53.7 percent). Following the trend of the previous three years, over 50 percent of the students were female in 2003-2004 (54.0 percent). Statewide, the percent of students enrolled in chemistry courses increased by 18.9 percentage points between 1985-1986 and 2003-2004. Every enrollment category except the smallest category (<250 students) increased in the percent of students enrolled in chemistry courses during that same time frame (Table 68).

Table 68

Iowa Public School Enrollment in Chemistry by Enrollment Category 1985-1986 and 2000-2001 to 2003-2004

	< 250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
Number Districts Operating High School	50	89	95	97	71	24	8	434
Number of Districts Offering Chemistry	40	73	87	96	71	24	8	399
Pupils Enrolled in Chemistry	413	971	1,690	2,946	3,969	4,283	3,673	17,945
Percent Females Enrolled in Chemistry	50.6%	51.3%	52.0%	51.0%	49.3%	48.8%	47.5%	49.5%
Estimated % of all Pupils Enrolled	55.4%	42.4%	46.0%	51.5%	46.3%	57.8%	41.8%	48.2%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
Number Districts Operating High School	14	41	80	101	81	24	9	350
Number of Districts Offering Chemistry	10	37	78	99	80	24	9	337
Pupils Enrolled in Chemistry	124	689	1,998	4,041	6,464	4,901	6,328	24,545
Percent Females Enrolled in Chemistry	43.5%	56.6%	55.6%	55.1%	54.5%	51.4%	52.5%	53.6%
Estimated % of all Pupils Enrolled	44.8%	55.7%	58.9%	64.8%	65.5%	65.4%	69.7%	65.3%
2001-2002								
Total Number of Districts	32	46	81	98	81	24	9	371
Number Districts Operating High School	13	43	81	98	81	24	9	349
Number of Districts Offering Chemistry	11	41	80	98	80	24	9	343
Pupils Enrolled in Chemistry	153	747	2,065	4,163	6,566	5,055	5,874	24,623
Percent Females Enrolled in Chemistry	60.8%	56.1%	52.9%	54.7%	53.8%	53.1%	51.3%	53.2%
Estimated % of all Pupils Enrolled	57.3%	59.9%	58.3%	65.9%	65.2%	66.9%	62.3%	64.1%
2002-2003								
Total Number of Districts	33	54	71	101	79	24	9	371
Number Districts Operating High School	12	51	71	101	79	24	9	347
Number of Districts Offering Chemistry	10	47	70	99	79	24	9	338
Pupils Enrolled in Chemistry	145	857	1,877	4,294	6,532	4,986	5,721	24,412
Percent Females Enrolled in Chemistry	55.2%	53.1%	53.6%	53.0%	53.7%	50.5%	52.6%	52.7%
Estimated % of all Pupils Enrolled	60.2%	59.2%	61.7%	66.2%	65.8%	66.2%	61.2%	64.2%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
Number Districts Operating High School	13	51	76	93	81	23	9	346
Number of Districts Offering Chemistry	12	49	75	92	81	23	9	341
Pupils Enrolled in Chemistry	130	841	1,979	3,950	6,450	4,872	6,468	24,690
Percent Females Enrolled in Chemistry	55.4%	53.5%	54.5%	55.7%	54.8%	53.3%	52.7%	54.0%
Estimated % of all Pupils Enrolled	53.7%	60.8%	60.8%	69.6%	64.5%	68.3%	71.1%	67.1%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Note: Estimated percents are based on the assumption that chemistry courses are normally taken in grade 11.

Physics

Public school physics enrollments by enrollment category for 1985-1986 and 2000-2001 to 2003-2004 are shown in Table 69. The statewide percentage of students enrolled in physics decreased from 27.5 percent in 2002-2003 to 26.8 percent in 2003-2004. Also, the statewide percentage of females enrolled in physics decreased from 43.8 percent to 42.5 percent between 2002-2003 and 2003-2004.

Table 69

IOWA PUBLIC SCHOOL ENROLLMENT IN PHYSICS BY ENROLLMENT CATEGORY — 1985-1986 AND 2000-2001 TO 2003-2004

	< 250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
Number Districts Operating High School	50	89	95	97	71	24	8	434
Number of Districts Offering Physics	32	71	86	91	71	24	8	383
Pupils Enrolled in Physics	191	683	897	1,216	1,737	2,303	2,024	9,051
Percent Females Enrolled in Physics	47.6%	36.2%	38.8%	40.2%	37.2%	40.9%	38.4%	39.1%
Estimated % of all Pupils Enrolled	23.4%	30.6%	25.0%	21.6%	21.1%	32.0%	24.6%	25.2%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
Number Districts Operating High School	14	41	80	101	81	24	9	350
Number of Districts Offering Physics	9	35	75	98	78	24	9	328
Pupils Enrolled in Physics	60	280	870	1,616	2,439	2,178	3,237	10,680
Percent Females Enrolled in Physics	58.3%	48.6%	46.4%	47.0%	43.5%	44.3%	44.5%	45.0%
Estimated % of all Pupils Enrolled	17.7%	23.8%	25.0%	25.4%	25.1%	30.2%	37.7%	28.9%
2001-2002								
Total Number of Districts	32	46	81	98	81	24	9	371
Number Districts Operating High School	13	43	81	98	81	24	9	349
Number of Districts Offering Physics	7	37	76	93	78	24	9	324
Pupils Enrolled in Physics	72	313	839	1,611	2,464	2,048	2,928	10,275
Percent Females Enrolled in Physics	48.6%	47.9%	47.3%	50.5%	44.4%	42.4%	43.5%	45.1%
Estimated % of all Pupils Enrolled	23.9%	24.8%	25.0%	26.9%	25.7%	28.5%	33.2%	28.2%
2002-2003								
Total Number of Districts	33	54	71	101	79	24	9	371
Number Districts Operating High School	12	51	71	101	79	24	9	347
Number of Districts Offering Physics	10	41	68	96	75	24	9	323
Pupils Enrolled in Physics	54	346	731	1,431	2,577	2,074	2,897	10,110
Percent Females Enrolled in Physics	53.7%	46.5%	44.5%	42.8%	42.9%	45.7%	43.1%	43.8%
Estimated % of all Pupils Enrolled	19.7%	23.3%	22.7%	22.5%	26.6%	28.7%	34.2%	27.5%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
Number Districts Operating High School	13	51	76	93	81	23	9	346
Number of Districts Offering Physics	8	43	70	90	78	23	9	321
Pupils Enrolled in Physics	41	402	774	1,293	2,244	1,909	3,192	9,855
Percent Females Enrolled in Physics	46.3%	46.3%	45.2%	43.2%	40.8%	41.7%	42.8%	42.5%
Estimated % of all Pupils Enrolled	13.5%	28.1%	23.6%	21.8%	22.2%	26.5%	37.3%	26.8%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.
Note: Estimated percents are based on the assumption that physics courses are normally taken in grade 12.

Computer-Related Course Enrollments

Table 70 contains information on Iowa public school enrollment in computer-related courses by enrollment category for 1985-1986 and 2000-2001 to 2003-2004. The percentage of students enrolled in computer-related courses is estimated by dividing the number of students enrolled in computer-related courses by the total number of students enrolled in grades 9 through 12. The statewide percentage of students enrolled in computer-related courses increased from 12.1 percent to 22.5 percent between 1985-1986 and 2003-2004. However, the statewide percentage of students enrolled in computer-related courses decreased from 23.3 percent in 2002-2003 to 22.5 percent in 2003-2004. The percent of females enrolled in computer-related courses increased by 1.3 percentage points between 2002-2003 and 2003-2004. The smallest enrollment category (<250 students) had the largest percentage of students enrolled in computer-related courses in 2003-2004, 29.5 percent. The 2,500-7,499 enrollment category had the smallest percentage of students enrolled in computer-related courses in 2003-2004, 18.0 percent.

Table 70

Iowa Public School Enrollment in Computer-Related Courses by Enrollment Category 1985-1986 and 2000-2001 to 2003-2004

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Total Number of Districts	52	90	95	97	71	24	8	437
# Districts Operating High School	50	89	95	97	71	24	8	434
# of Districts Offering Comp-Rel Courses	41	72	74	81	65	24	7	364
Pupils Enrolled in Comp-Related Courses	697	1,262	2,047	3,466	4,565	4,250	2,178	18,465
% Females Enrolled in Comp-Rel Courses	46.6%	45.4%	47.6%	46.4%	45.1%	37.2%	42.7%	43.6%
Estimated % of all Pupils Enrolled	21.6%	13.8%	13.8%	14.8%	13.2%	13.9%	6.0%	12.1%
2000-2001								
Total Number of Districts	32	46	80	101	81	24	9	373
# Districts Operating High School	14	41	80	101	81	24	9	350
# of Dist. Offering Comp-Related Courses	13	39	79	100	81	24	9	345
Pupils Enrolled in Comp-Related Courses	349	1,376	4,131	6,967	10,692	5,469	8,844	37,828
% Females Enrolled in Comp-Rel Courses	51.9%	43.3%	44.2%	44.1%	45.1%	39.0%	42.0%	43.2%
Estimated % of all Pupils Enrolled	29.8%	28.6%	29.7%	27.0%	26.5%	17.9%	23.0%	24.4%
2001-2002								
Total Number of Districts	32	46	81	98	81	24	9	371
# Districts Operating High School	13	43	81	98	81	24	9	349
# of Dist. Offering Comp-Related Courses	12	38	80	98	81	24	9	342
Pupils Enrolled in Comp-Related Courses	260	1,318	4,242	6,944	10,062	6,004	7,753	36,583
% Females Enrolled in Comp-Rel Courses	46.2%	42.3%	43.0%	43.3%	39.7%	38.0%	38.4%	40.4%
Estimated % of all Pupils Enrolled	24.3%	27.1%	30.9%	28.0%	25.2%	19.8%	19.8%	23.8%
2002-2003								
Total Number of Districts	33	54	71	101	79	24	9	371
# Districts Operating High School	12	51	71	101	79	24	9	347
# of Dist. Offering Comp-Related Courses	10	50	70	100	79	24	9	342
Pupils Enrolled in Comp-Related Courses	231	1,714	3,506	6,968	10,031	5,695	7,352	35,497
% Females Enrolled in Comp-Rel Courses	48.5%	45.3%	41.9%	41.2%	40.6%	39.2%	40.3%	40.8%
Estimated % of all Pupils Enrolled	24.5%	29.5%	28.1%	27.5%	25.4%	19.0%	19.3%	23.3%
2003-2004								
Total Number of Districts	34	54	76	93	81	23	9	370
# Districts Operating High School	13	51	76	93	81	23	9	346
# of Dist. Offering Comp-Related Courses	12	49	74	93	81	23	9	341
Pupils Enrolled in Comp-Related Courses	305	1,570	3,643	6,575	9,857	5,333	7,071	34,354
% Females Enrolled in Comp-Rel Courses	43.9%	44.3%	43.2%	43.5%	41.4%	39.4%	42.9%	42.1%
Estimated % of all Pupils Enrolled	29.5%	27.1%	27.3%	28.0%	24.1%	18.0%	18.3%	22.5%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Curriculum and Enrollment Files.

Note: Estimated percents are based on the assumption that computer-related courses are normally taken in grades 9-12.

Graduation Requirements for Mathematics and Science

The graduation requirements for Iowa public high schools are collected by the Department of Education through the spring Basic Educational Data Survey (BEDS). Iowa Administrative Code 12.5(14) states that one course unit is assigned to a course that meets at least 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. For example, a course that meets one 50-minute period each day for both semesters is normally given two local credits, but would count as one course unit.

Tables 71 and 72 show the average number of mathematics and science units required for graduation in Iowa public schools by enrollment category for 1985-1986 and 1999-2000 to 2003-2004. The statewide average mathematics units required for graduation increased from 2.28 in 2002-2003 to 2.29 in 2003-2004 (Table 71). The 250-399 enrollment category had the largest average mathematics units required for graduation in 2003-2004, 2.53 units. The statewide average science units required for graduation remained the same (2.17 units) in 2003-2004 from 2002-2003.

The average science units and the average mathematics units required for graduation was at least 2.00 units for each enrollment category in 2003-2004 (Table 71 and 72).

Table 71

Average Number of Mathematics Units Required for Graduation in Iowa Public Schools 1985-1986 and 1999-2000 through 2003-2004

Enrollment Category	1985-1986	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	2.00	2.56	2.45	2.38	2.38	2.45
250-399	2.01	2.47	2.33	2.50	2.46	2.53
400-599	1.89	2.31	2.27	2.30	2.36	2.35
600-999	1.91	2.34	2.23	2.26	2.27	2.28
1,000-2,499	1.77	2.15	2.11	2.15	2.19	2.17
2,500-7,499	1.49	2.02	1.98	2.04	2.03	2.07
7,500+	1.69	2.00	2.11	2.06	2.11	2.11
State	1.88	2.28	2.21	2.26	2.28	2.29

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures Files.

Table 72

Average Number of Science Units Required for Graduation in Iowa Public Schools 1985-1986 and 1999-2000 through 2003-2004

Enrollment Category	1985-1986	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	1.98	2.44	2.27	2.31	2.23	2.27
250-399	1.99	2.38	2.24	2.34	2.37	2.34
400-599	1.84	2.16	2.13	2.15	2.19	2.20
600-999	1.88	2.22	2.09	2.09	2.12	2.11
1,000-2,499	1.74	2.09	2.06	2.10	2.15	2.13
2,500-7,499	1.52	1.92	1.90	1.98	1.98	2.02
7,500+	1.75	2.00	2.00	1.94	1.89	2.00
State	1.86	2.18	2.10	2.30	2.17	2.17

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures Files.

Tables 73 and 74 displays the frequency distributions of mathematics and science units required for graduation by Iowa public school districts in 2003-2004. The largest percentage of districts required 2.0 units of both mathematics and science in 2003-2004. Ninety-five school districts (27.5 percent) required 3.0 units or more of mathematics for graduation and 59 districts (17.1 percent) required 3.0 units or more of science for graduation in 2003-2004.

Table 73

Frequency Distribution of Mathematics Units Required for Graduation by Iowa Public School Districts 2003-2004

Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	2	0.6%	0.6%
1.3	1	0.3	0.9
1.5	4	1.2	2.0
2.0	224	64.7	66.7
2.3	1	0.3	67.0
2.5	19	5.5	72.5
3.0	94	27.1	99.7
4.0	1	0.3	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures File.
Note: The number of districts represents those districts providing high school programs and does not include districts sending high school students to other districts as a part of whole-grade sharing.

Table 74

Frequency Distribution of Science Units Required for Graduation by Iowa Public School Districts 2003-2004

Units Required for Graduation	Number of Districts	Percent of Districts	Cumulative Percent
1.0	8	2.3%	2.3%
1.5	3	0.9	3.2
2.0	262	75.7	78.9
2.3	2	0.6	79.5
2.5	12	3.5	83.0
3.0	58	16.8	99.7
4.0	1	0.3	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures File.
Note: The number of districts represents those districts providing high school programs and does not include districts sending high school students to other districts as a part of whole-grade sharing.

Class Size

Class size reduction for the early elementary grades has been an important goal nationally and for Iowa during the past five years. Nationally the goal is the reduction of early elementary grades to no more than 18 students per teacher. Iowa's goal is an average class size of 17 students for kindergarten through third grade. Funding for class size reduction is available at the federal level through the U.S. Department of Education's Class Size Reduction Program and at the state level through the Iowa Early Intervention Block Grant Program. Class size reduction funding increased over the past 5 years.

Iowa Early Intervention Block Grant Program funding included:

- $10 million in FY 2000
- $20 million in FY 2001
- $30 million in FY 2002
- $30 million in FY 2003
- $29.3 million in FY 2004

Through the U.S. Department of Education's Class Size Reduction Program, Iowa districts received the following amounts for Iowa class size reduction efforts:

- $ 9.4 million in FY 2000
- $10.2 million in FY 2001
- $12.8 million in FY 2002
- $20.7 million in FY 2003
- $20.7 million in FY 2004

While funding for class size reduction has increased over time, other district resources have declined. Federal and state class size reduction funds may be allocated for activities other than hiring additional teachers. For example, funds may be used for activities such as teacher training.

Average class size is calculated by taking the number of students for a grade level divided by the number of classroom sections for that grade level.

Average Class Size = Number of Students/Number of Classrooms

Regular education classrooms are included while special education, art, music, physical education and other pullout classrooms are excluded from the average.

Class Size Trend

Average class size declined in the early years of the program compared to the 1998-1999 base year, when funds were initially introduced and awareness raised for class size reduction, although the state goal of 17 students per classroom was not met. Beginning with the 2002-2003 school year, average class size began to increase slightly as school districts faced tightened budgets. The increase in average class size continued for the 2003-2004 school year with average class size increasing for all grade levels. The largest increase occurred for first grade where the average class size increased from 18.8 students to 19.1 students per classroom. Despite the increase, the 2003-2004 figures remain below the 1998-1999 averages in all four grades shown (see Table 75 and Figure 25). Kindergarten reported the lowest average class size for 2003-2004 and third grade the largest, reflecting district efforts to focus class size reduction resources towards reducing class size for the early grades.

Table 75

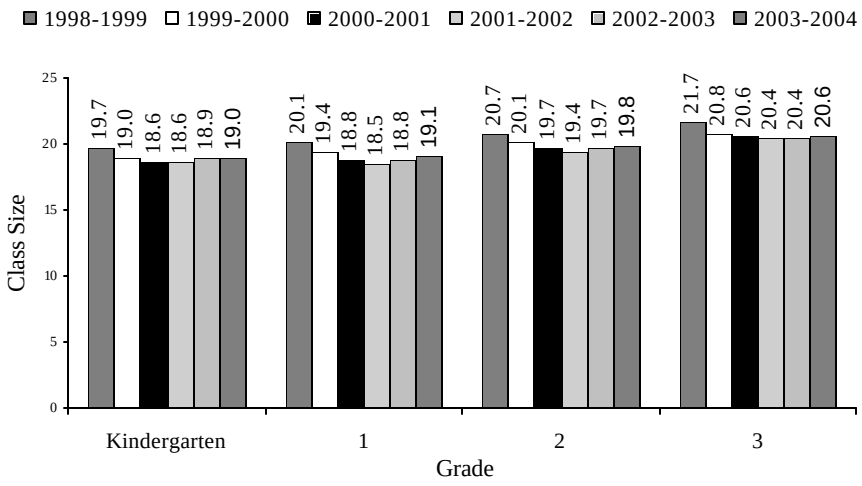
IOWA PUBLIC SCHOOL DISTRICT
AVERAGE CLASS SIZES FOR GRADES K-3
1998-1999 TO 2003-2004

Grade	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Kindergarten	19.7	19.0	18.6	18.6	18.9	19.0
1	20.1	19.4	18.8	18.5	18.8	19.1
2	20.7	20.1	19.7	19.4	19.7	19.8
3	21.7	20.8	20.6	20.4	20.4	20.6

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Figure 25

IOWA PUBLIC SCHOOL DISTRICT
AVERAGE CLASS SIZES FOR GRADES K-3
1998-1999 TO 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

The trend from 1998-1999 to 2003-2004 was more uniform with average class size declining as enrollment declined for all grade levels. The decrease in average class size for kindergarten outpaced the decline in kindergarten enrollment during that period, with a 3.6 percent decline in average class size and a 1.3 percent decline in enrollment. For first through third grade, the decreases in enrollment were greater than the decreases in average class size (see Tables 76 and 77).

Table 76

IOWA PUBLIC SCHOOL BEDS ENROLLMENT FOR
KINDERGARTEN THROUGH THIRD GRADE
1998-1999 AND 2003-2004

Grade	1998-1999 Enrollment	2003-2004 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment
Kindergarten	35,772	35,295	-477	-1.3%
1	35,699	33,296	-2,403	-6.7
2	35,866	33,330	-2,536	-7.1
3	36,500	33,326	-3,174	-8.7

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files.

Table 77

IOWA PUBLIC SCHOOL DECLINE IN AVERAGE CLASS SIZE VS BEDS ENROLLMENT 1998-1999 TO 2003-2004

Grade	Percent Change in Class Size	Percent Change in Enrollment
Kindergarten	-3.6%	-1.3%
1	-5.0	-6.7
2	-4.3	-7.1
3	-5.1	-8.7

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Enrollment Files and Class Size Survey Files.

Class Size by Enrollment Category

Average class size continued to vary by the size of the district in 2003-2004 with the smallest districts experiencing the lowest average class size (see Tables 78-82). The <250 category showed the lowest average class size for all grades and was well below the state goal of 17 students per class in each grade level. The averages for the <250 category were substantially lower than the next largest enrollment category. The number of districts and students in the <250 enrollment category has increased since 1998-1999. The number of districts increased from 22 districts to 30 districts and enrollment increased from 4,154 to 5,624. The largest average class sizes by grade level were reported by the largest and second largest enrollment categories. The 7,500+ enrollment category showed the highest average class size for first and third grade while the 2,500-7,499 was largest for kindergarten and second grade.

Table 78

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY - KINDERGARTEN 1998-1999 TO 2003-2004

Enrollment Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	12.4	12.8	10.5	10.6	11.4	10.8
250-399	17.6	16.7	16.9	16.7	16.2	16.4
400-599	17.5	16.6	16.0	16.4	16.5	16.8
600-999	18.2	18.0	17.3	17.3	17.7	17.5
1,000-2,499	19.8	19.3	18.9	18.7	18.4	19.0
2,500-7,499	21.5	20.8	20.5	20.8	20.6	20.6
7,500+	20.7	19.5	19.4	19.4	20.3	20.3
State	19.7	19.0	18.6	18.6	18.9	19.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files and Division of Financial and Information Services, Certified Enrollment Files.

Table 79

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — FIRST GRADE 1998-1999 TO 2003-2004

Enrollment Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	12.8	12.4	12.0	11.2	11.1	12.2
250-399	18.4	17.3	16.5	17.1	16.7	16.0
400-599	16.9	17.1	16.7	16.1	16.5	16.7
600-999	19.0	17.9	17.8	17.9	17.8	17.5
1,000-2,499	20.3	19.3	18.7	18.2	18.7	18.9
2,500-7,499	21.7	20.8	20.2	19.9	19.8	20.6
7,500+	21.1	20.9	20.0	19.8	20.3	21.0
State	20.1	19.4	18.8	18.5	18.8	19.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files and Division of Financial and Information Services, Certified Enrollment Files.

Table 80

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — SECOND GRADE 1998-1999 TO 2003-2004

Enrollment Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	12.8	12.9	11.8	12.1	11.7	11.6
250-399	17.7	18.1	17.7	17.7	17.0	16.8
400-599	18.0	17.1	17.3	17.5	17.3	17.0
600-999	19.6	19.1	18.1	18.1	18.3	18.5
1,000-2,499	21.3	20.6	19.7	19.4	19.8	19.8
2,500-7,499	22.0	21.2	21.3	20.6	21.3	21.5
7,500+	21.7	21.4	21.2	20.6	21.3	21.3
State	20.7	20.1	19.7	19.4	19.7	19.8

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files and Division of Financial and Information Services, Certified Enrollment Files.

Table 81

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY — THIRD GRADE 1998-1999 TO 2003-2004

Enrollment Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	14.2	14.1	12.6	13.6	13.4	12.8
250-399	19.5	18.3	18.7	18.4	18.3	17.9
400-599	19.4	17.8	18.0	17.9	18.0	17.6
600-999	20.3	19.6	19.5	19.0	19.2	19.5
1,000-2,499	21.9	21.6	20.9	20.5	20.2	20.5
2,500-7,499	23.0	21.7	22.0	21.8	21.7	22.1
7,500+	23.0	22.1	21.9	21.9	22.2	22.4
State	21.7	20.8	20.6	20.4	20.4	20.6

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files and Division of Financial and Information Services, Certified Enrollment Files.

Table 82

AVERAGE CLASS SIZE COMPARISON FOR IOWA PUBLIC SCHOOL BY ENROLLMENT CATEGORY — KINDERGARTEN TO THIRD GRADE 2003-2004

Enrollment Category	Grade K	1	2	3
<250	10.8	12.2	11.6	12.8
250-399	16.4	16.0	16.8	17.9
400-599	16.8	16.7	17.0	17.6
600-999	17.5	17.5	18.5	19.5
1,000-2,499	19.0	18.9	19.8	20.5
2,500-7,499	20.6	20.6	21.5	22.1
7,500+	20.3	21.0	21.3	22.4
State	19.0	19.1	19.8	20.6

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files and Division of Financial and Information Services, Certified Enrollment Files.

Class Size Distribution

The percentage of very large classrooms declined slightly in 2003-2004. There were no districts with an average class size above 30 students for first and second grades. The percentage of kindergarten classrooms greater than 30 remained the same at 0.1 percent and the third grade declined from 0.3 to 0.1 percent (Table 83).

The percentage of classrooms above the state goal of 17 students per classroom increased in 2003-2004, however, the increase for most grade levels was small at 1 percentage point or less. The exception was first grade which showed the largest increase with the percentage of classrooms above 17 students going from 65.9 percent to 69.4 percent from 2002-2003 to 2003-2004 (see Table 83).

Table 83

PERCENT OF IOWA PUBLIC SCHOOL K-3 CLASSROOMS WITH GREATER THAN 17, 21, 25, AND 30 STUDENTS 1998-1999 AND 2001-2002 THROUGH 2003-2004

Grade	1998-1999	2001-2002	2002-2003	2003-2004
		Percent above 17		
Kindergarten	71.8%	62.9%	67.7%	68.5%
1	75.5	61.8	65.9	69.4
2	83.2	70.8	75.3	75.8
3	87.4	79.9	80.0	81.0
		Percent above 21		
Kindergarten	34.4	20.9	24.0	26.7
1	34.8	19.6	21.8	25.1
2	41.9	27.4	29.7	32.5
3	53.2	40.0	39.5	42.4
		Percent above 25		
Kindergarten	5.2	2.4	2.0	1.7
1	5.4	2.0	2.0	2.8
2	7.9	2.5	3.0	4.3
3	14.4	7.4	6.9	6.7
		Percent above 30		
Kindergarten	0.2	0.2	0.1	0.1
1	0.2	0.0	0.1	0.0
2	0.2	0.0	0.0	0.0
3	0.4	0.1	0.3	0.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Tables 84-87 and Figures 26-29 provide an overview of the number of classrooms by class size. The number of very large classrooms declined since 1998-1999. For example in 1998-1999 there was one kindergarten classroom with 35+ students. In 2003-2004 the largest kindergarten classroom was 31 students with 1.5 teachers and .5 aides for that classroom. First and second grade showed similar declines with the largest first grade classroom dropping from 35 to 30 students and second grade going from 35 students to 29 students from 1998-1999 to 2003-2004. Third grade also showed a decline although the decrease was not as large. In 1998-1999 the largest third grade classroom was 32 students and in 2003-2004 the largest third grade classroom had 31 students.

Table 84

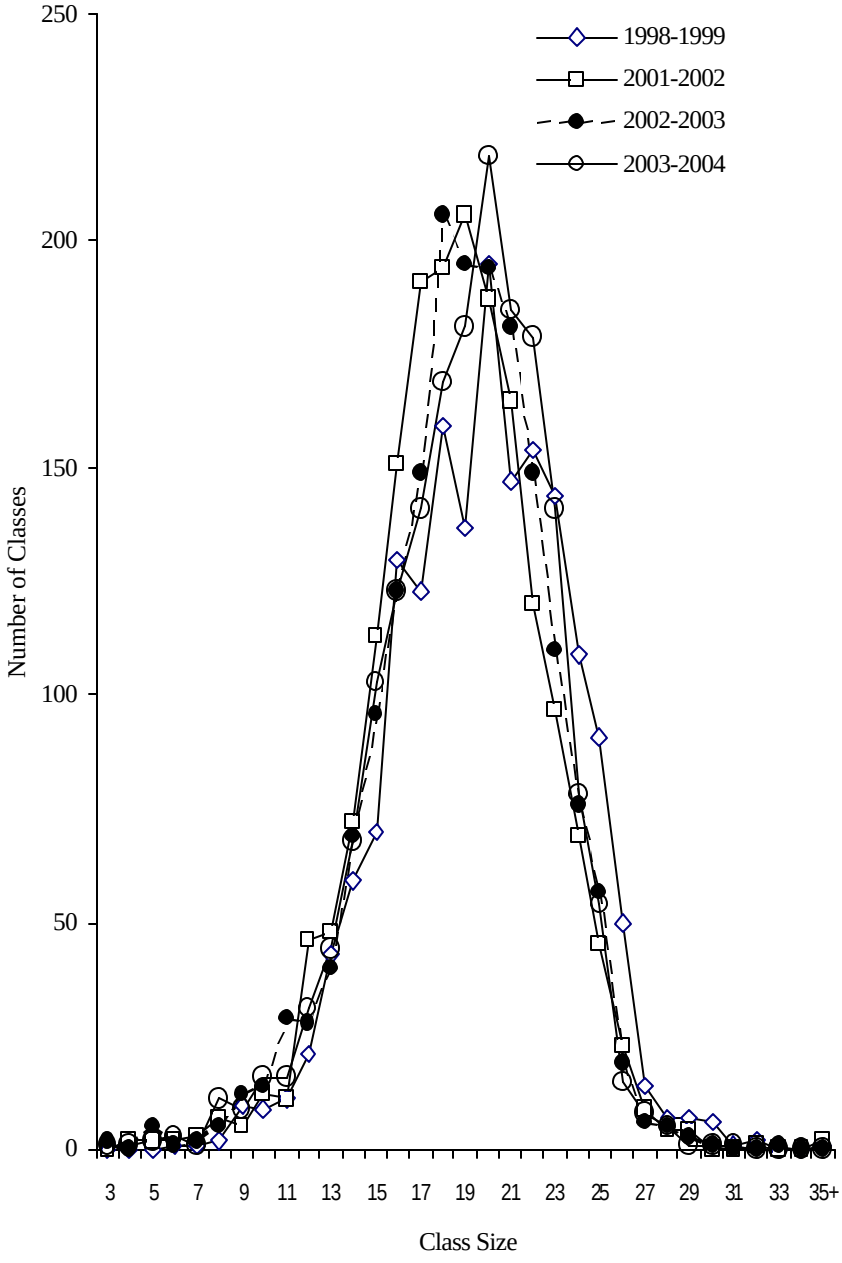
IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE DISTRIBUTION 1998-1999 AND 2001-2002 THROUGH 2003-2004

	1998-1999			2001-2002			2002-2003			2003-2004		
Class Size	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
3	0	0.0%	0.0%	0	0.0%	0.0%	2	0.1%	0.1%	1	0.1%	0.1%
4	0	0.0	0.0	2	0.1	0.1	0	0.0	0.1	1	0.1	0.1
5	0	0.0	0.0	2	0.1	0.2	5	0.3	0.4	2	0.1	0.2
6	1	0.1	0.1	2	0.1	0.3	1	0.1	0.4	3	0.2	0.4
7	1	0.1	0.1	3	0.2	0.5	2	0.1	0.6	1	0.1	0.4
8	2	0.1	0.2	7	0.4	0.9	5	0.3	0.8	11	0.6	1.1
9	10	0.6	0.8	5	0.3	1.2	12	0.7	1.5	9	0.5	1.5
10	9	0.5	1.3	12	0.7	1.9	14	0.8	2.3	16	0.9	2.4
11	11	0.6	2.0	11	0.6	2.5	29	1.6	3.9	16	0.9	3.3
12	21	1.2	3.2	46	2.6	5.0	28	1.6	5.5	31	1.7	5.0
13	43	2.5	5.8	48	2.7	7.7	40	2.2	7.8	44	2.4	7.5
14	59	3.5	9.2	72	4.0	11.7	69	3.9	11.6	68	3.8	11.2
15	70	4.1	13.3	113	6.3	18.0	96	5.4	17.0	103	5.7	16.9
16	130	7.6	21.0	151	8.4	26.5	123	6.9	24.0	123	6.8	23.7
17	123	7.2	28.2	191	10.7	37.1	149	8.4	32.3	141	7.8	31.5
18	159	9.3	37.5	194	10.8	48.0	206	11.6	43.9	169	9.4	40.9
19	137	8.0	45.5	206	11.5	59.5	195	11.0	54.9	181	10.0	50.9
20	195	11.4	57.0	187	10.4	69.9	194	10.9	65.8	219	12.1	63.0
21	147	8.6	65.6	165	9.2	79.1	181	10.2	76.0	185	10.2	73.3
22	154	9.0	74.6	120	6.7	85.8	149	8.4	84.4	179	9.9	83.2
23	144	8.5	83.1	97	5.4	91.2	110	6.2	90.6	141	7.8	91.0
24	109	6.4	89.5	69	3.9	95.1	76	4.3	94.8	78	4.3	95.3
25	91	5.3	94.8	45	2.5	97.6	57	3.2	98.0	54	3.0	98.3
26	50	2.9	97.8	23	1.3	98.9	19	1.1	99.1	15	0.8	99.1
27	14	0.8	98.6	9	0.5	99.4	6	0.3	99.4	8	0.4	99.6
28	7	0.4	99.0	4	0.2	99.6	5	0.3	99.7	5	0.3	99.8
29	7	0.4	99.4	4	0.2	99.8	3	0.2	99.9	1	0.1	99.9
30	6	0.4	99.8	0	0.0	99.8	1	0.1	99.9	1	0.1	99.9
31	1	0.1	99.8	0	0.0	99.8	0	0.0	99.9	1	0.1	100.0
32	2	0.1	99.9	1	0.1	99.9	0	0.0	99.9	0	0.0	100.0
33	0	0.0	99.9	0	0.0	99.9	1	0.1	100.0	0	0.0	100.0
34	0	0.0	99.9	0	0.0	99.9	0	0.0	100.0	0	0.0	100.0
35+	1	0.1	100.0	2	0.1	100.0	0	0.0	100.0	0	0.0	100.0
Total	1,704			1,791			1,778			1,807		

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Figure 26

DISTRIBUTIONS OF IOWA PUBLIC SCHOOL KINDERGARTEN CLASS SIZE



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Table 85

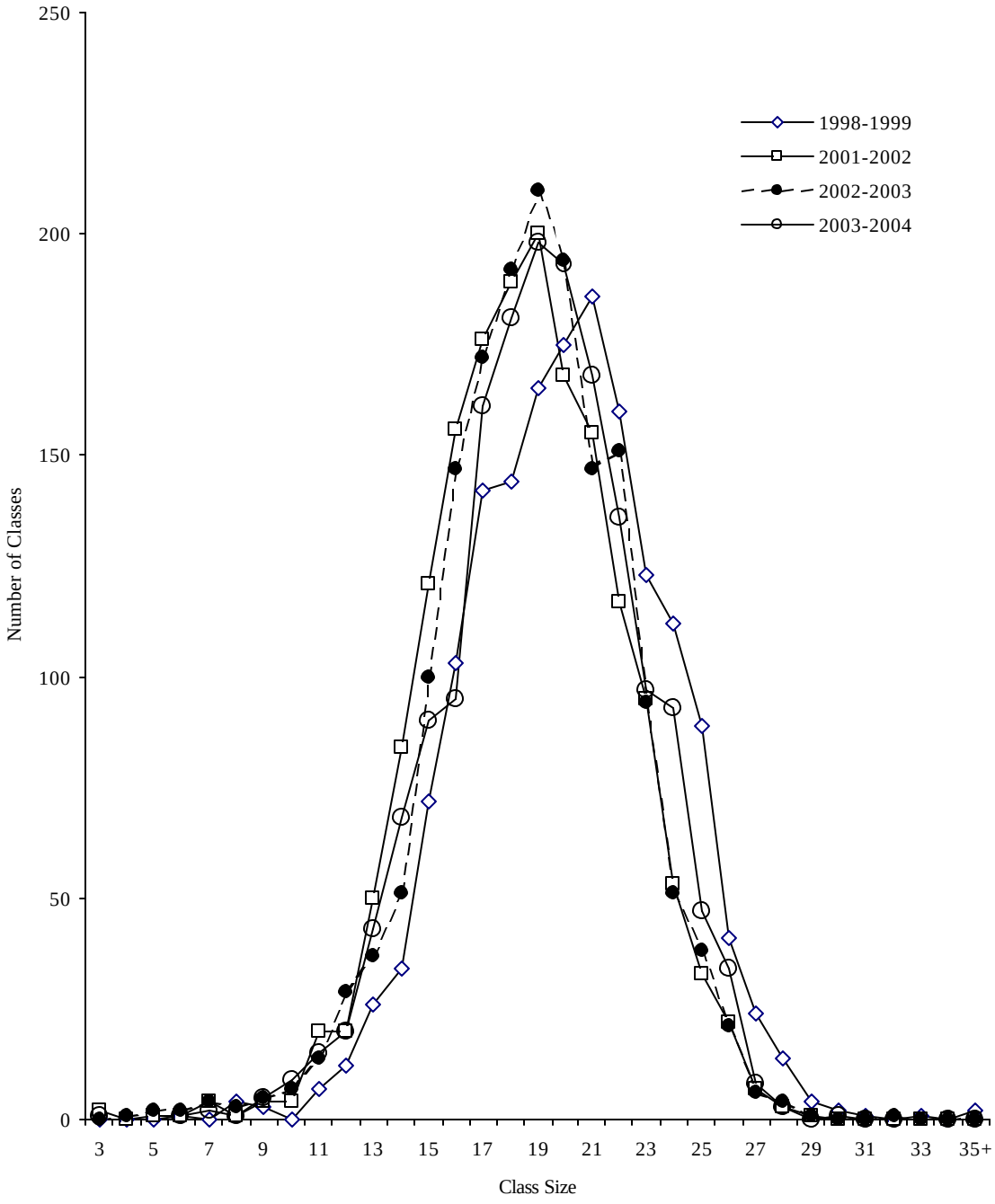
IOWA PUBLIC SCHOOL GRADE 1 CLASS SIZE DISTRIBUTION
1998-1999 AND 2001-2002 THROUGH 2003-2004

	1998-1999			2001-2002			2002-2003			2003-2004		
Class Size	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
3	0	0.0%	0.0%	2	0.1%	0.1%	0	0.0%	0.0%	1	0.1%	0.1%
4	0	0.0	0.0	0	0.0	0.1	1	0.1	0.1	0	0.0	0.1
5	0	0.0	0.0	1	0.1	0.2	2	0.1	0.2	0	0.0	0.1
6	1	0.1	0.1	1	0.1	0.3	2	0.1	0.3	1	0.1	0.1
7	0	0.0	0.1	4	0.2	0.5	4	0.2	0.5	2	0.1	0.2
8	4	0.2	0.3	1	0.1	0.6	3	0.2	0.7	1	0.1	0.3
9	3	0.2	0.5	4	0.2	0.8	5	0.3	1.0	5	0.3	0.6
10	0	0.0	0.5	4	0.2	1.0	7	0.4	1.4	9	0.5	1.1
11	7	0.4	0.9	20	1.2	2.2	14	0.8	2.3	15	0.9	2.0
12	12	0.7	1.6	20	1.2	3.4	29	1.7	4.0	20	1.2	3.2
13	26	1.6	3.2	50	3.0	6.4	37	2.2	6.2	43	2.6	5.8
14	34	2.1	5.3	84	5.0	11.3	51	3.0	9.2	68	4.1	9.9
15	72	4.4	9.7	121	7.2	18.5	100	5.9	15.1	90	5.4	15.3
16	103	6.3	15.9	156	9.2	27.7	147	8.7	23.9	95	5.7	21.0
17	142	8.6	24.5	176	10.4	38.2	172	10.2	34.1	161	9.6	30.6
18	144	8.7	33.3	189	11.2	49.4	192	11.4	45.5	181	10.8	41.4
19	165	10.0	43.3	200	11.9	61.2	210	12.5	58.0	198	11.9	53.3
20	175	10.6	53.9	168	10.0	71.2	194	11.5	69.5	193	11.6	64.9
21	186	11.3	65.2	155	9.2	80.4	147	8.7	78.2	168	10.1	74.9
22	160	9.7	74.9	117	6.9	87.3	151	9.0	87.2	136	8.1	83.1
23	123	7.5	82.4	95	5.6	92.9	94	5.6	92.8	97	5.8	88.9
24	112	6.8	89.2	53	3.1	96.1	51	3.0	95.8	93	5.6	94.4
25	89	5.4	94.6	33	2.0	98.0	38	2.3	98.0	47	2.8	97.2
26	41	2.5	97.1	22	1.3	99.3	21	1.2	99.3	34	2.0	99.3
27	24	1.5	98.5	7	0.4	99.8	6	0.4	99.6	8	0.5	99.8
28	14	0.9	99.4	3	0.2	99.9	4	0.2	99.9	3	0.2	99.9
29	4	0.2	99.6	1	0.1	100.0	1	0.1	99.9	0	0.0	99.9
30	2	0.1	99.8	0	0.0	100.0	0	0.0	99.9	1	0.1	100.0
31	1	0.1	99.8	0	0.0	100.0	0	0.0	99.9	0	0.0	100.0
32	0	0.0	99.8	0	0.0	100.0	1	0.1	100.0	0	0.0	100.0
33	1	0.1	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
34	0	0.0	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
35	2	0.1	100.0	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
Total	1,647			1,687			1,684			1,670		

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Figure 27

Distributions of Iowa Public School Grade 1 Class Size



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Table 86

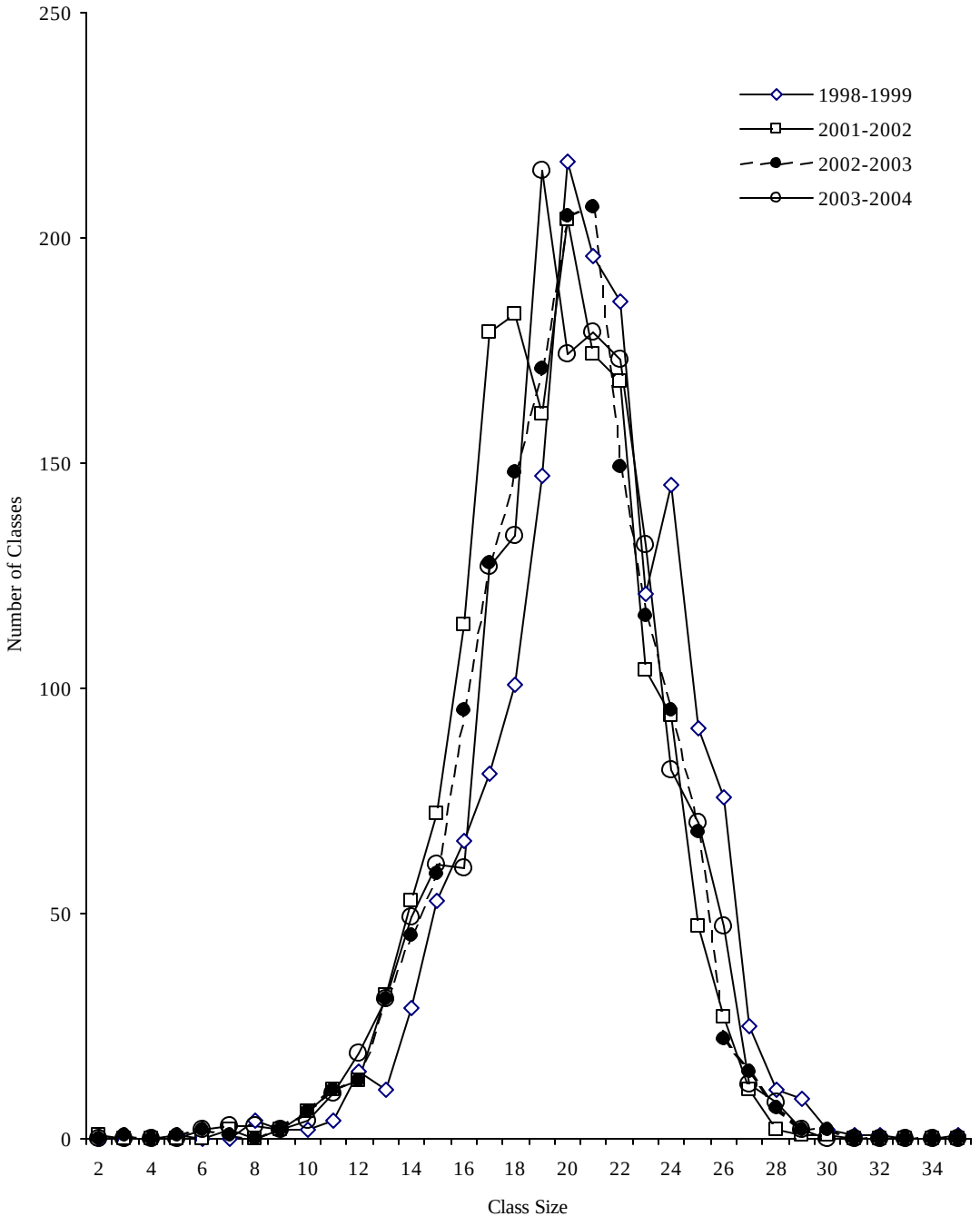
IOWA PUBLIC SCHOOL GRADE 2 CLASS SIZE DISTRIBUTION
1998-1999 AND 2001-2002 THROUGH 2003-2004

	1998-1999			2001-2002			2002-2003			2003-2004		
Class Size	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percentt
2	0	0.0%	0.0%	1	0.1%	0.1%	0	0.0%	0.0%	0	0.0%	0.0%
3	0	0.0	0.0	0	0.0	0.1	1	0.1	0.1	0	0.0	0.0
4	0	0.0	0.0	0	0.0	0.1	0	0.0	0.1	0	0.0	0.0
5	1	0.1	0.1	0	0.0	0.1	1	0.1	0.1	0	0.0	0.0
6	0	0.0	0.1	0	0.0	0.1	2	0.1	0.2	2	0.1	0.1
7	0	0.0	0.1	2	0.1	0.2	1	0.1	0.3	3	0.2	0.3
8	4	0.3	0.3	0	0.0	0.2	0	0.0	0.3	3	0.2	0.5
9	2	0.1	0.4	2	0.1	0.3	2	0.1	0.4	2	0.1	0.6
10	2	0.1	0.6	6	0.4	0.7	6	0.4	0.8	4	0.2	0.9
11	4	0.3	0.8	11	0.7	1.3	11	0.7	1.5	10	0.6	1.5
12	15	0.9	1.8	13	0.8	2.1	13	0.8	2.3	19	1.2	2.7
13	11	0.7	2.4	32	1.9	4.0	31	1.9	4.2	31	1.9	4.6
14	29	1.8	4.3	53	3.2	7.2	45	2.8	7.1	49	3.0	7.6
15	53	3.3	7.6	72	4.3	11.6	59	3.7	10.7	61	3.8	11.4
16	66	4.1	11.7	114	6.9	18.4	95	5.9	16.7	80	4.9	16.3
17	81	5.1	16.8	179	10.8	29.2	128	8.0	24.7	127	7.8	24.2
18	101	6.3	23.1	183	11.0	40.2	148	9.2	33.9	134	8.3	32.4
19	147	9.2	32.3	161	9.7	49.9	171	10.7	44.6	215	13.3	45.7
20	217	13.6	45.9	204	12.3	62.2	205	12.8	57.4	174	10.7	56.5
21	196	12.3	58.1	174	10.5	72.6	207	12.9	70.3	179	11.1	67.5
22	186	11.6	69.8	168	10.1	82.7	149	9.3	79.6	173	10.7	78.2
23	121	7.6	77.3	104	6.3	89.0	116	7.2	86.8	132	8.2	86.3
24	145	9.1	86.4	94	5.7	94.6	95	5.9	92.8	82	5.1	91.4
25	91	5.7	92.1	47	2.8	97.5	68	4.2	97.0	70	4.3	95.7
26	76	4.8	96.9	27	1.6	99.1	22	1.4	98.4	47	2.9	98.6
27	25	1.6	98.4	11	0.7	99.8	15	0.9	99.3	12	0.7	99.4
28	11	0.7	99.1	2	0.1	99.9	7	0.4	99.8	8	0.5	99.9
29	9	0.6	99.7	1	0.1	99.9	2	0.1	99.9	2	0.1	100.0
30	2	0.1	99.8	1	0.1	100.0	2	0.1	100.0	0	0.0	100.0
31	1	0.1	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
32	1	0.1	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
33	0	0.0	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
34	0	0.0	99.9	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
35	1	0.1	100.0	0	0.0	100.0	0	0.0	100.0	0	0.0	100.0
Total	1,598			1,662			1,602			1,619		

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Figure 28

Distributions of Iowa Public School Grade 2 Class Size



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Table 87

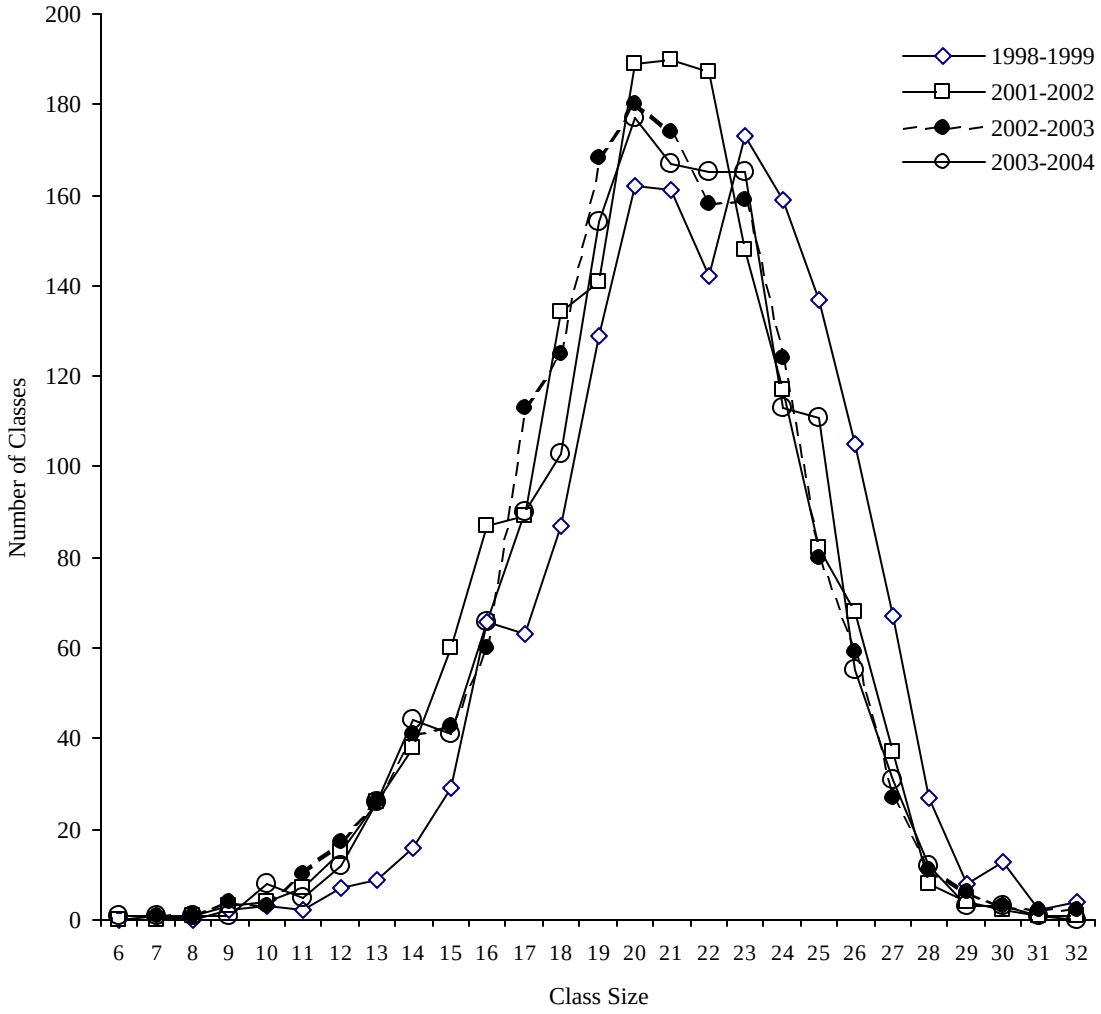
IOWA PUBLIC SCHOOL GRADE 3 CLASS SIZE DISTRIBUTION
1998-1999 AND 2001-2002 THROUGH 2003-2004

	1998-1999			2001-2002			2002-2003			2003-2004		
Class Size	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
6	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.1%	0.1%
7	1	0.1	0.1	0	0.0	0.0	1	0.1	0.1	1	0.1	0.1
8	0	0.0	0.1	1	0.1	0.1	1	0.1	0.1	1	0.1	0.2
9	2	0.1	0.2	3	0.2	0.3	4	0.3	0.4	1	0.1	0.3
10	3	0.2	0.4	4	0.2	0.5	3	0.2	0.6	8	0.5	0.8
11	2	0.1	0.5	7	0.4	0.9	10	0.6	1.2	5	0.3	1.1
12	7	0.4	1.0	15	0.9	1.8	17	1.1	2.3	12	0.8	1.9
13	9	0.6	1.5	26	1.6	3.4	26	1.6	3.9	26	1.7	3.5
14	16	1.0	2.5	38	2.3	5.7	41	2.6	6.4	44	2.8	6.4
15	29	1.8	4.4	60	3.7	9.4	43	2.7	9.1	41	2.6	9.0
16	66	4.2	8.6	87	5.3	14.7	60	3.8	12.9	66	4.2	13.2
17	63	4.0	12.6	89	5.4	20.1	113	7.1	20.0	90	5.8	19.0
18	87	5.5	18.1	134	8.2	28.3	125	7.8	27.8	103	6.6	25.6
19	129	8.2	26.3	141	8.6	36.9	168	10.5	38.3	154	9.9	35.5
20	162	10.3	36.6	189	11.5	48.4	180	11.3	49.6	177	11.4	46.9
21	161	10.2	46.8	190	11.6	60.0	174	10.9	60.5	167	10.7	57.6
22	142	9.0	55.8	187	11.4	71.4	158	9.9	70.4	165	10.6	68.3
23	173	11.0	66.8	148	9.0	80.5	159	10.0	80.3	165	10.6	78.9
24	159	10.1	76.9	117	7.1	87.6	124	7.8	88.1	113	7.3	86.1
25	137	8.7	85.6	82	5.0	92.6	80	5.0	93.1	111	7.1	93.3
26	105	6.7	92.3	68	4.1	96.8	59	3.7	96.8	55	3.5	96.8
27	67	4.3	96.6	37	2.3	99.1	27	1.7	98.5	31	2.0	98.8
28	27	1.7	98.3	8	0.5	99.6	11	0.7	99.2	12	0.8	99.6
29	8	0.5	98.8	4	0.2	99.8	6	0.4	99.6	3	0.2	99.7
30	13	0.8	99.6	2	0.1	99.9	3	0.2	99.7	3	0.2	99.9
31	2	0.1	99.7	1	0.1	99.9	2	0.1	99.9	1	0.1	100.0
32	4	0.3	100.0	1	0.1	100.0	2	0.1	100.0	0	0.0	100.0
Total	1,574			1,639			1,597			1,556		

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Figure 29

Distributions of Iowa Public School Grade 3 Class Size



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Class Size Summary Statistics

Districts made efforts to increase the number of teachers available for the early elementary grades. The number of teachers increased for all grades levels except third grade since 1998-1999. The number of students declined for each grade level except kindergarten during the same time period. Table 88 provides an overview of the number of students, classrooms, teachers and aides for each grade level from 1998-1999 to 2003-2004. Although third grade continues to show the largest average class size of the early elementary grades, effort has been made to increase the number of teachers for that grade level. From 1998-1999 the number of third graders declined by 2,139 while the number of teachers declined by only 3.9.

Table 88

CLASS SIZE SUMMARY STATISTICS FOR KINDERGARTEN THROUGH GRADE 3 IN IOWA PUBLIC SCHOOLS 1998-1999 TO 2003-2004

					Class Size					
Grade	School Year	N Students	N Classrooms	N Teacher FTEs	Mean	Median	25th %tile	75th %tile	N Minimum	N Maximum
Kindergarten	2003-2004	34,338	1,807	1,827.4	19.0	19	17	22	3	31
	2002-2003	33,518	1,778	1,804.0	18.9	19	17	21	3	33
	2001-2002	33,380	1,791	1,838.9	18.6	19	16	21	4	41*
	2000-2001	33,004	1,774	1,793.0	18.6	19	16	21	3	34
	1999-2000	33,488	1,764	1,779.9	19.0	19	17	21	4	34
	1998-1999	33,618	1,704	1,613.7	19.7	20	17	23	6	35
Difference	2002-2003 to 2003-2004	820	29	23.4	0.1	0	0	1	0	-2
Difference	1998-1999 to 2003-2004	720	103	213.7	-0.7	-1	0	-1	-3	-4
1	2003-2004	31,941	1,670	1,693.1	19.1	19	17	22	3	30
	2002-2003	31,618	1,684	1,715.2	18.8	19	17	21	4	32
	2001-2002	31,265	1,687	1,729.2	18.5	19	16	21	3	29
	2000-2001	32,016	1,700	1,735.0	18.8	19	17	21	2	30
	1999-2000	32,969	1,701	1,725.8	19.4	19	17	22	5	29
	1998-1999	33,053	1,647	1,644.6	20.1	20	18	23	6	35
Difference	2002-2003 to 2003-2004	323	-14	-22.1	0.3	0	0	1	-1	-2
Difference	1998-1999 to 2003-2004	-1,112	23	48.5	-1.0	-1	-1	-1	-3	-5
2	2003-2004	32,020	1,619	1,640.5	19.8	20	18	22	6	29
	2002-2003	31,573	1,602	1,630.0	19.7	20	18	22	3	30
	2001-2002	32,196	1,662	1,702.9	19.4	20	17	22	2	30
	2000-2001	33,125	1,679	1,712.8	19.7	20	17	22	2	31
	1999-2000	33,889	1,683	1,702.0	20.1	20	18	23	5	29
	1998-1999	33,151	1,598	1,592.1	20.7	21	19	23	5	35
Difference	2002-2003 to 2003-2004	447	17	10.5	0.1	0	0	0	3	-1
Difference	1998-1999 to 2003-2004	-1,131	21	48.4	-0.9	-1	-1	-1	1	-6
3	2003-2004	32,014	1,556	1,574.4	20.6	21	19	23	6	31
	2002-2003	32,599	1,597	1,616.5	20.4	21	18	23	7	32
	2001-2002	33,474	1,639	1,682.8	20.4	21	18	23	8	32
	2000-2001	34,293	1,661	1,695.7	20.6	21	19	23	2	30
	1999-2000	34,629	1,662	1,687.0	20.8	21	18	23	6	32
	1998-1999	34,153	1,574	1,578.3	21.7	22	19	24	7	32
Difference	2002-2003 to 2003-2004	-585	-41	-42.1	0.2	0	1	0	-1	-1
Difference	1998-1999 to 2003-2004	-2,139	-18	-3.9	-1.1	-1	0	-1	-1	-1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Class Size Survey Files.

Note: The number of students for each grade does not match Basic Educational Data Survey enrollment figures due to the exclusion of multi-age and/or multi-level classrooms from the class size data.
*This classroom has one aide in addition to the teacher.

Class Size Expenditures

The Iowa Early Intervention Block Grant Program allows funds to be used to:

- provide additional support for students, including before and after school programs, tutoring, and intensive summer programs;
- acquire and administer diagnostic reading assessments;
- implement research-based instructional intervention programs for students needing additional support;
- implement all-day, everyday kindergarten programs; and
- provide classroom teachers with intensive training programs to improve reading instruction and professional development in best practices, including, but not limited to, training programs related to instruction to increase students' phonemic awareness, reading abilities and comprehension skills.

Although class size reduction funds may be used for efforts other than hiring additional staff the majority of the funds are used for staff salaries and benefits (see Table 89 and Figure 30). In 2002-2003 (FY 03), 96.8 percent of Iowa Early Intervention Block Grant funds were used for staff salaries and benefits down from 97.2 percent in 2001-2002.

Table 89

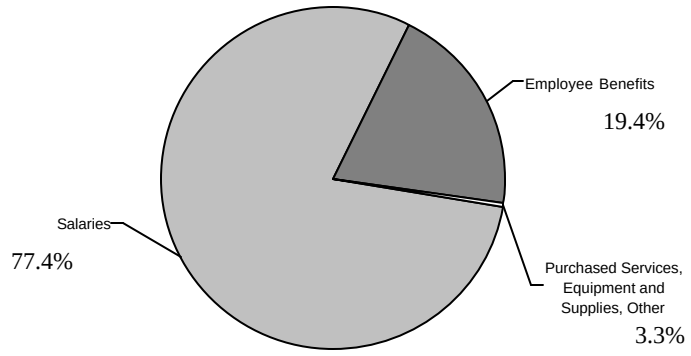
FY03 Iowa Early Intervention Block Grant Program
FY03 Expenditures by Object

Object Category	Expenditures	Percent
Salaries	$22,544,390	77.4%
Benefits	5,645,054	19.4
Purchased Services	74,893	0.3
Equipment and Supplies	752,924	2.6
Other	125,068	0.4
Total	29,142,329	100.0

Source: Iowa Department of Education, Certified Annual Report.
Note: Figures may not total 100 percent due to rounding.

Figure 30

FY03 Iowa Early Intervention Block Grant Program
FY03 Expenditures by Object



Source: Iowa Department of Education, Certified Annual Report.
Note: Figures may not total 100 percent due to rounding.

The complete 2003-2004 class size report can be found at:

http://www.state.ia.us/educate/fis/pre/eddata/

Technology

Expenditures for Computer Hardware and Software

Information on total expenditures and average per pupil expenditures for computer software and hardware in Iowa public schools for 1992-1993 to 2002-2003 is shown in Table 90 and Figure 31. Expenditure data is collected through the Certified Annual Financial Report from local districts and area education agencies. The total expenditure on software increased from over $6.4 million in 2001-2002 to over $7.2 million in 2002-2003. The total expenditure on hardware decreased by about $2.0 million between 2001-2002 and 2002-2003. Software per pupil expenditures increased from $13.19 in 2001-2002 to $14.88 in 2002-2003 (12.8 percent). Per pupil expenditures on hardware decreased from $45.53 in 2001-2002 to $41.71 in 2002-2003 (8.4 percent). The combined software and hardware per pupil expenditures decreased from $58.72 in 2001-2002 to $56.59 in 2002-2003, a decrease of 3.6 percent.

Table 90

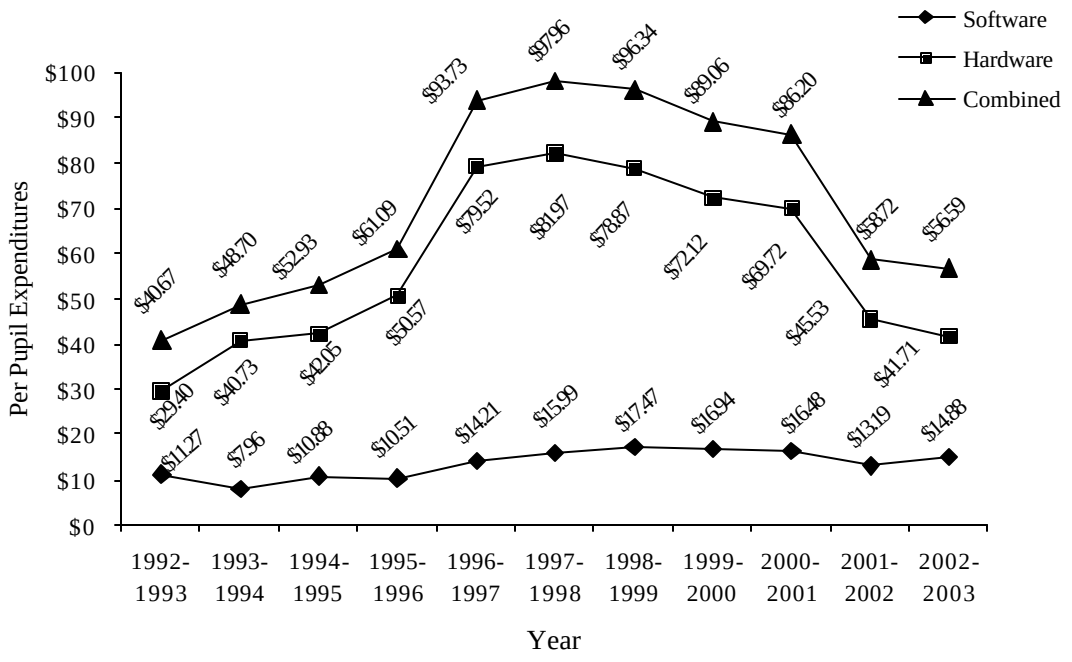
TOTAL EXPENDITURES AND AVERAGE PER PUPIL EXPENDITURES FOR COMPUTER SOFTWARE AND HARDWARE IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2002-2003

			Software		Hardware		Software & Hardware Combined	
Year	No. of Districts	Total Enrollment	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure	Total Expenditure	Per Pupil Expenditure
1992-1993	418	495,342	$5,581,237	$11.27	$14,562,080	$29.40	$20,143,317	$40.67
1993-1994	397	497,009	3,957,878	$7.96	20,244,041	40.73	24,201,919	48.70
1994-1995	390	500,592	5,448,978	10.88	21,049,364	42.05	26,498,342	52.93
1995-1996	384	504,505	5,303,893	10.51	25,513,948	50.57	30,817,841	61.09
1996-1997	379	505,531	7,182,899	14.21	40,201,374	79.52	47,384,273	93.73
1997-1998	377	505,130	8,078,414	15.99	41,405,937	81.97	49,484,351	97.96
1998-1999	375	502,534	8,779,582	17.47	39,636,072	78.87	48,415,654	96.34
1999-2000	375	498,607	8,446,472	16.94	35,960,542	72.12	44,407,014	89.06
2000-2001	374	494,291	8,144,617	16.48	34,462,240	69.72	42,606,857	86.20
2001-2002	371	489,523	6,458,101	13.19	22,287,835	45.53	28,745,936	58.72
2002-2003	371	487,021	7,248,492	14.88	20,312,635	41.71	27,561,127	56.59

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports. Per Pupil Expenditures based on Certified Enrollment.
Note: Includes Administrative, Instructional, and all Other Software and Hardware Purchased.

Figure 31

COMPUTER SOFTWARE AND HARDWARE PER PUPIL EXPENDITURES IN IOWA PUBLIC SCHOOLS 1992-1993 TO 2002-2003



Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Report and Certified Enrollment Files.
Note: Includes Administrative, Instructional, and all other Software and Hardware Purchased.

Table 91 lists the total and per pupil expenditures for computer software and hardware by enrollment category for 1994-1995, 1995-1996, and 2000-2001 through 2002-2003. Total software and hardware expenditures increased for the <250, 400-599, and 600-999 enrollment categories between 2001-2002 and 2002-2003. The total software and hardware expenditures decreased between 2001-2002 and 2002-2003 for the other enrollment categories. Districts within the enrollment category of 400-599 students had the largest increase in average per pupil software and hardware expenditures between 2001-2002 and 2002-2003, $50.67 in 2001-2002 versus $57.88 in 2002-2003.

Table 91

IOWA PUBLIC SCHOOL TOTAL AND PER PUPIL EXPENDITURES BY ENROLLMENT CATEGORY FOR COMPUTER SOFTWARE AND HARDWARE 1994-1995, 1995-1996 AND 2000-2001 TO 2002-2003

	Enrollment Category							
	<250	250-399	400-599	600-999	1000-2499	2500-7499	7500+	State
1994-1995								
Number of Districts	28	52	84	109	84	24	9	390
Total K-12 Enrollment	5,661	17,073	41,451	82,458	127,406	95,211	131,332	500,592
Software Expenditure	$71,172	$314,310	$445,257	$817,254	$1,536,527	$1,236,537	$1,027,921	$5,448,978
Per Pupil Software Expenditure	$12.57	$18.41	$10.74	$9.91	$12.06	$12.99	$7.83	$10.89
Hardware Expenditure	$141,278	$1,044,038	$1,745,604	$4,011,571	$5,913,188	$4,511,180	$3,682,505	$21,049,364
Per Pupil Hardware Expenditure	$24.96	$61.15	$42.11	$48.65	$46.41	$47.38	$28.04	$42.05
Total Software and Hardware Expenditure	$212,450	$1,358,348	$2,190,861	$4,828,825	$7,449,715	$5,747,717	$4,710,426	$26,498,342
Per Pupil Software and Hardware Expenditure	$37.53	$79.56	$52.85	$58.56	$58.47	$60.37	$35.87	$52.93
1995-1996								
Number of Districts	26	50	81	108	85	25	9	384
Total K-12 Enrollment	5,275	16,708	40,248	82,130	128,364	99,023	132,757	504,505
Software Expenditure	$30,771	$333,267	$421,405	$964,047	$1,176,969	$1,232,092	$1,145,342	$5,303,893
Per Pupil Software Expenditure	$5.83	$19.95	$10.47	$11.74	$9.17	$12.44	$8.63	$10.51
Hardware Expenditure	$157,165	$1,540,471	$2,422,297	$4,496,173	$6,070,542	$5,745,106	$5,082,194	$25,513,948
Per Pupil Hardware Expenditure	$29.79	$92.20	$60.18	$54.74	$47.29	$58.02	$38.28	$50.57
Total Software and Hardware Expenditure	$187,936	$1,873,738	$2,843,702	$5,460,220	$7,247,511	$6,977,198	$6,227,536	$30,817,841
Per Pupil Software and Hardware Expenditure	$35.62	$112.15	$70.65	$66.48	$56.46	$70.46	$46.91	$61.09
2000-2001								
Number of Districts	26	54	74	104	83	24	9	374
Total K-12 Enrollment	4,851	17,932	37,555	78,916	126,118	96,410	132,509	494,291
Software Expenditure	$57,993	$326,854	$556,505	$1,121,686	$2,082,844	$1,670,035	$2,328,700	$8,144,617
Per Pupil Software Expenditure	$11.95	$18.23	$14.82	$14.21	$16.52	$17.32	$17.57	$16.48
Hardware Expenditure	$284,220	$991,449	$2,197,191	$5,179,906	$9,196,344	$7,024,183	$9,588,947	$34,462,240
Per Pupil Hardware Expenditure	$58.59	$55.29	$58.51	$65.64	$72.92	$72.86	$72.36	$69.72
Total Software and Hardware Expenditure	$342,213	$1,318,303	$2,753,696	$6,301,592	$11,279,188	$8,694,218	$11,917,647	$42,606,857
Per Pupil Software and Hardware Expenditure	$70.54	$73.52	$73.32	$79.85	$89.43	$90.18	$89.94	$86.20
2001-2002								
Number of Districts	29	50	77	100	81	25	9	371
Total K-12 Enrollment	5,531	16,546	38,717	76,452	121,111	98,953	132,213	489,523
Software Expenditure	$59,650	$266,390	$475,963	$995,915	$1,391,982	$1,566,198	$1,702,003	$6,458,101
Per Pupil Software Expenditure	$10.78	$16.10	$12.29	$13.03	$11.49	$15.83	$12.87	$13.19
Hardware Expenditure	$235,489	$821,363	$1,485,722	$3,736,092	$6,192,820	$4,994,486	$4,821,863	$22,287,835
Per Pupil Hardware Expenditure	$42.58	$49.64	$38.37	$48.87	$51.13	$50.47	$36.47	$45.53
Total Software and Hardware Expenditure	$295,139	$1,087,753	$1,961,685	$4,732,007	$7,584,802	$6,560,684	$6,523,866	$28,745,936
Per Pupil Software and Hardware Expenditure	$53.36	$65.74	$50.67	$61.90	$62.63	$66.30	$49.34	$58.72
2002-2003								
Number of Districts	31	52	78	98	79	24	9	371
Total K-12 Enrollment	5,952	17,010	39,563	75,279	120,073	96,830	132,314	487,021
Software Expenditure	$56,606	$237,117	$562,326	$975,801	$1,683,620	$1,276,452	$2,456,570	$7,248,492
Per Pupil Software Expenditure	$9.51	$13.94	$14.21	$12.96	$14.02	$13.18	$18.57	$14.88
Hardware Expenditure	$263,434	$810,385	$1,727,685	$3,764,752	$5,529,964	$4,431,587	$3,784,828	$20,312,635
Per Pupil Hardware Expenditure	$44.26	$47.64	$43.67	$50.01	$46.06	$45.77	$28.60	$41.71
Total Software and Hardware Expenditure	$320,040	$1,047,502	$2,290,011	$4,740,553	$7,213584	$5,708,039	$6,241,398	$27,561,127
Per Pupil Software and Hardware Expenditure	$53.77	$61.58	$57.88	$62.97	$60.08	$58.95	$47.17	$56.59

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.

Note: Per pupil expenditures based on Certified Enrollment.
Expenditure includes Administrative, Instructional, and all Other Software and Hardware Purchased.

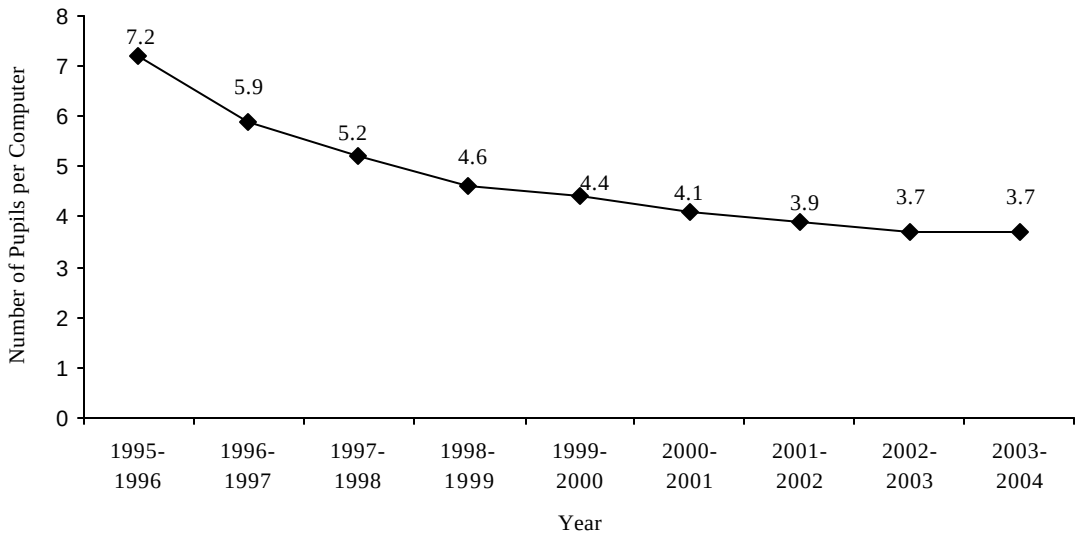
Availability of Computers

The Department of Education collects technology data from public schools through the Basic Educational Data Survey (BEDS). This information has been collected and used to summarize the availability of computers in public school districts and in the state since 1995-1996.

The statewide ratio of pupils to computers is shown in Figure 32 for 1995-1996 to 2003-2004. This ratio is calculated by dividing the sum of enrollment by the sum of computers. The ratio remained at 3.7 pupils per computer between 2002-2003 and 2003-2004. In 2002-2003 and 2003-2004 students had almost twice as much access to computers at school as they did in 1995-1996 when the ratio was 7.2 pupils per computer.

Figure 32

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS
1995-1996 TO 2003-2004



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.

Table 92 lists data on the number of districts, number of computers, certified enrollment and pupils per computer by enrollment category between 1995-1996 and 2003-2004. For the majority of the enrollment categories the number of computers continued to increase even though the enrollment decreased.

Table 92

Number of Computers in Iowa Public Schools by Enrollment Category 1995-1996 and 1997-1998 to 2003-2004

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1995-1996								
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting	22	43	74	91	72	22	7	331
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
1997-1998								
Total Number of Districts	23	51	71	112	86	25	9	377
Number of Districts Reporting	23	51	71	112	85	25	9	376
Number of Computers	1,078	4,565	8,809	18,632	25,292	18,783	20,870	98,029
Certified Enrollment	4,521	17,108	35,757	84,801	130,208	99,314	133,421	505,130
Pupils per Computer	4.2	3.7	4.1	4.6	5.1	5.3	6.4	5.2
1998-1999								
Total Number of Districts	22	51	72	113	84	24	9	375
Number of Districts Reporting	22	51	72	112	84	23	9	373
Number of Computers	1,208	4,743	9,640	20,468	28,505	20,301	24,662	109,527
Certified Enrollment	4,154	16,948	36,284	86,153	128,859	96,897	133,239	502,534
Pupils per Computer	3.4	3.6	3.8	4.2	4.5	4.8	5.4	4.6
1999-2000								
Total Number of Districts	24	55	72	108	83	24	9	375
Number of Districts Reporting	24	55	72	108	83	24	9	375
Number of Computers	1,321	5,306	9,811	20,457	30,163	19,981	25,939	112,978
Certified Enrollment	4,604	18,453	36,675	82,230	126,718	96,817	133,059	498,556
Pupils per Computer	3.5	3.5	3.7	4.0	4.2	4.8	5.1	4.4
2000-2001								
Total Number of Districts	26	54	74	104	83	24	9	374
Number of Districts Reporting	26	54	74	104	83	24	9	374
Number of Computers	1,370	5,662	11,082	21,044	30,944	22,274	28,292	120,668
Certified Enrollment	4,851	17,932	37,555	78,916	126,118	96,410	132,509	494,291
Pupils per Computer	3.5	3.2	3.4	3.8	4.1	4.3	4.7	4.1
2001-2002								
Total Number of Districts	29	50	77	100	81	25	9	371
Number of Districts Reporting	29	50	77	100	81	25	9	371
Number of Computers	1,768	5,438	11,593	21,532	32,492	23,231	29,983	126,037
Certified Enrollment	5,531	16,546	38,717	76,452	121,111	98,953	132,213	489,523
Pupils per Computer	3.1	3.0	3.3	3.6	3.7	4.3	4.4	3.9
2002-2003								
Total Number of Districts	31	52	78	98	79	24	9	371
Number of Districts Reporting	31	52	78	98	79	24	9	371
Number of Computers	2,186	6,464	12,782	21,886	33,627	24,423	29,204	130,572
Certified Enrollment	5,952	17,010	39,563	75,279	120,073	96,830	132,314	487,021
Pupils per Computer	2.7	2.6	3.1	3.4	3.6	4.0	4.5	3.7
2003-2004								
Total Number of Districts	30	55	77	95	81	23	9	370
Number of Districts Reporting	29	55	77	95	81	23	9	369
Number of Computers	2,247	7,290	12,532	23,704	35,010	24,146	27,040	131,969
Certified Enrollment	5,624	17,940	38,809	72,087	123,173	95,379	132,000	485,011
Pupils per Computer	2.5	2.5	3.1	3.0	3.5	4.0	4.9	3.7

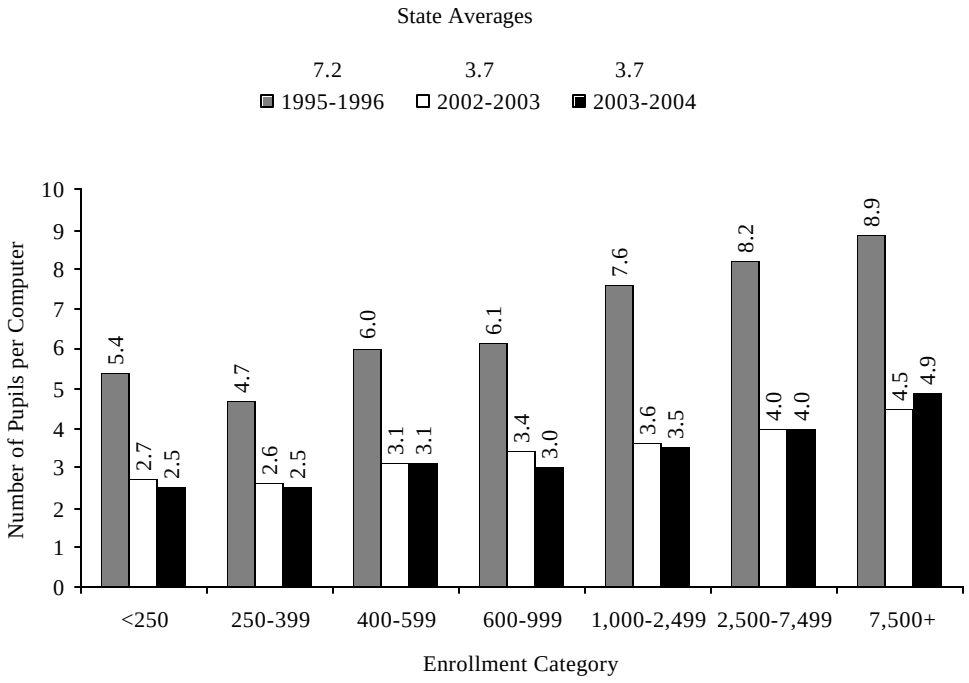
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology Files, and Division of Financial and Information Services, Certified Enrollment Files.

Notes: In 1995-1996, only 86.2 percent of the total 384 school districts reported.
The number of computers in 1997-1998 was estimated based on the previous year for one school district. In 1998-1999, all but two school districts reported. For these districts, 1997-1998 figures were used as a best estimate.

Figure 33 presents the pupils per computer in Iowa public schools by enrollment category for the 1995-1996, 2002-2003 and 2003-2004 school years. The ratio of pupils-to-computers decreased for most enrollment categories between 2002-2003 and 2003-2004. The ratio of pupils-to-computers increased from 4.5 to 4.9 between 2002-2003 and 2003-2004 in the largest enrollment category (7,500+). The ratio remained the same between 2002-2003 and 2003-2004 for two enrollment categories, 400-599 students and 2,500-7,499 students.

Figure 33

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 1995-1996, 2002-2003 AND 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology File, Division of Financial and Information Services, Certified Enrollment Files.

The difference in the number of computers and pupil-to-computer ratios between elementary and secondary schools in Iowa public districts by enrollment categories in 2000-2001 to 2002-2003 can be reviewed in Table 93.

Table 93

Number of Computers and Pupil-to-Computer Ratios in Iowa Public School Districts by Grade Level within Enrollment Category 2000-2001 to 2002-2003

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2000-2001								
Number of Computers in Elementary Schools PK-6	742	2,367	4,561	8,552	13,065	9,978	13,706	52,971
Pupils per Computer in Elementary Schools PK-6	3.2	3.8	4.2	4.7	4.8	4.9	5.1	4.8
Number of Computers in Secondary Schools 7-12	628	3,295	6,521	12,492	17,879	12,296	14,586	67,697
Pupils per Computer in Secondary Schools 7-12	2.3	2.6	2.8	3.0	3.4	3.6	3.9	3.4
2001-2002								
Number of Computer in Elementary Schools PK-6	896	2,277	4,936	8,942	14,029	10,110	15,245	56,435
Pupils Per Computer in Elementary Schools PK-6	3.0	3.6	4.0	4.3	4.3	5.0	4.6	4.4
Number of Computers in Secondary Schools 7-12	872	3,161	6,657	12,590	18,463	13,121	14,738	69,602
Pupils per Computer in Secondary Schools 7-12	2.1	2.5	2.9	3.0	3.1	3.5	4.0	3.3
2002-2003								
Number of Computers in Elementary Schools PK-6	1,200	2,753	5,402	9,194	14,836	10,559	14,084	58,028
Pupils per Computer in Elementary Schools PK-6	2.5	3.1	3.7	4.1	4.1	4.7	4.8	4.3
Number of Computers in Secondary Schools 7-12	986	3,711	7,380	12,692	18,791	13,864	15,120	72,544
Pupils per Computer in Secondary Schools 7-12	1.9	2.2	2.6	2.9	3.1	3.2	3.8	3.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology and Enrollment Files.
Note: Enrollment categories are based on Certified Enrollments, while elementary and secondary pupil-to-computer ratios are based on BEDS enrollments.

The collection of this information changed between 2002-2003 and 2003-2004. In 2002-2003 the data was collected at the district level and in 2003-2004 the data was collected at the individual school level. Table 94 lists the number of computers and pupils per computer by enrollment category for each building level (high school, junior high school, etc.) in 2003-2004. For every enrollment category the ratio of pupils-to-computers was higher at the elementary school level than the ratio at the high school, junior high school, and middle school levels.

Table 94

Number of Computers and Pupils-to-Computer Ratios in Iowa Public Schools by Grade Level within District Enrollment Category 2003-2004

	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Computers in HS	587	3,489	6,270	10,400	12,368	7,424	7,575	48,113
Pupils per Computer in HS	1.8	2.2	2.7	2.7	3.3	3.8	4.7	3.3
Number of Computers in Jr HS	0	183	439	382	1,088	870	1,663	4,625
Pupils per Computer in Jr HS	0	0.6	1.6	2.2	2.6	3.2	3.9	2.9
Number of Computers in Middle Sch.	411	664	1,213	4,383	8,152	4,759	4,348	23,930
Pupils per Computer in Middle Sch.	1.7	1.8	2.7	3	3.3	3.8	4.7	3.5
Number of Computers in El. Sch.	1,244	2,946	4,519	8,449	13,268	10,703	12,325	53,454
Pupils per Computer in El. Sch.	2	3	4	3.6	4	4.1	5.1	4.1
Number of Computers in Other Sch.	5	8	91	90	134	390	1,129	1,847
Pupils per Computer in Other Sch.	9.6	1.5	3.9	1	3.1	3.8	2.9	3.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Technology and Enrollment Files.

Notes: Enrollment categories are based on Certified Enrollments, while pupil-to-computers ratios are based on BEDS enrollments. Other schools include alternative and special education schools.
EL indicates Elementary School, HS indicates High School, and Sch. indicates School.

Project EASIER
(Electronic Access System for Iowa Education Records)

State and local data collection requirements have increased due to reporting requirements for No Child Left Behind (NCLB) and other federal initiatives, such as the Performance Based Data Management Initiative (PBDMI), etc.

Project EASIER (Electronic Access System for Iowa Education Records) is the Iowa Department of Education's initiative involving the transfer of individual student records. The major components of Project EASIER are: 1) sending individual student data electronically from Iowa school districts to the Department of Education to develop state and federal reports, 2) electronically sending high school transcripts to colleges and universities, and 3) enabling school districts to electronically exchange student records when students transfer to other school districts within the state of Iowa.

The mission of the Project is to reduce data burden, encourage better decision-making by establishing and maintaining a cost-effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Iowa Department of Education.

The majority of Iowa's public school districts maintain their student data in electronic student information systems. In 2003-2004 and in previous years the data elements in a local district's student information system were mapped to a set of standard codes. The standard set of codes allows for the transmission of data from one file format to a totally different file format with neither the sender nor receiver having to make any changes to their files. This is important for Project EASIER participants because regardless of the student information system software in place at a local school district, the system can be used without modifying existing local codes.

The major focus of the Project in 2003-2004 was to obtain statewide participation of all school districts, expand the amount of information collected, and the creation of a uniform statewide student identification system.

In the past five years, participation in Project EASIER has increased from 40 percent of public school districts (150 districts) in 1998-1999 to 100 percent (370 districts) participation in 2003-2004 (Table 95 and Figure 34).

Table 95

PARTICIPATING PUBLIC SCHOOL DISTRICTS IN PROJECT EASIER 1995-1996 TO 2003-2004

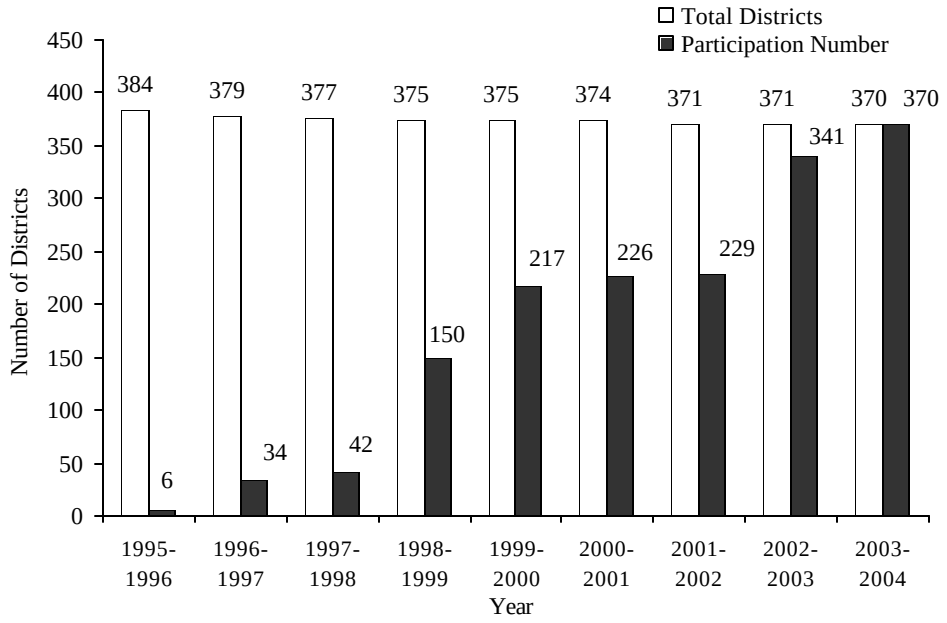
	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Total Districts	384	379	377	375	375	374	371	371	370
Participation									
Number	6	34	42	150*	217	226*	229**	341**	370*
Percent	1.6%	9.0%	11.1%	40.0%	57.9%	60.4%	61.7%	91.9%	100%

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Site Records.

Notes: *Participating Iowa school districts as of the end of July. Participation in electronic data interchange efforts involves a number of readiness stages and not all districts transmitted student records electronically.
**Enabled districts.

Figure 34

PARTICIPATING PUBLIC SCHOOL DISTRICTS IN PROJECT EASIER 1995-1996 TO 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Site Records.

Notes: Participation in electronic data interchange efforts involves a number of readiness stages and not all districts transmitted student records electronically. Enabled districts are shown in 2001-2002 and 2002-2003.

The distribution of school districts that participated in Project EASIER in 2003-2004 by AEA is shown in Table 96. Every AEA had 100 percent participation in Project EASIER by the end of the 2003-2004 school year.

Table 96

DISTRIBUTION OF IOWA PROJECT EASIER PARTICIPATING SITES BY AREA EDUCATION AGENCY 2003-2004

Area Education Agency	Total Number of Districts	Number of Enabled Sites	Percent of Districts Enabled
1	25	25	100%
4	13	13	100
267	62	62	100
8	48	48	100
9	22	22	100
10	33	33	100
11	55	55	100
12	24	24	100
13	31	31	100
14	20	20	100
15	24	24	100
16	13	13	100
State	370	370	100

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Site Records.

Table 97 shows the number of public school districts that submitted part of their data for the annual Basic Educational Data Survey (BEDS) reporting requirements through Project EASIER. The number of districts that transmitted data through Project EASIER increased by approximately 11 percent between 2002-2003 and 2003-2004. In 2003-2004, 89.7 percent of public school districts transmitted data electronically via Project EASIER for the Spring BEDS data collectionn.

Table 97

DISTRICTS TRANSMITTING BASIC EDUCATIONAL DATA SURVEY VIA PROJECT EASIER, 1995-1996 TO 2003-2004

Year	Total Districts	Districts Transmitting	Percent Transmitting
1995-1996	384	1	0.3%
1996-1997	379	4	1.1
1997-1998	377	21	5.6
1998-1999	375	98	26.1
1999-2000	375	130	34.7
2000-2001	374	180	48.1
2001-2002	371	201	54.2
2002-2003	371	291	78.4
2003-2004	370	332	89.7

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Project EASIER Transmission Log.
Note: There are currently seven student-based annual BEDS reports transmitted electronically by participating Project EASIER sites.

Project EASIER was expanded to enable some high schools to send transcripts electronically to Iowa State University and the University of Northern Iowa in 2001-2002. In 2002-2003 a new interactive web-based system was implemented to increase the efficiency of BEDS transmissions. By the end of the 2003-2004 school year, all public school districts were participating in Project EASIER. In the summer of 2004, an expanded list of data elements to be collected beginning in the fall of 2004 was released and uniform statewide student identifiers were assigned to students in Iowa public schools. The next phases of Project EASIER include the sending of electronic transcripts from all Iowa schools to postsecondary institutions and the electronic transmission of data from district-to-districts as students transfer schools within the state of Iowa.

For additional information on Project EASIER, visit the Project EASIER web site at:
http://www.state.ia.us/educate/fis/pre/pe/index.html

Early Childhood Education

The Iowa Department of Education collects data on early childhood programs through the Basic Educational Data Survey (BEDS) each spring from public school districts in Iowa. Data is collected at the district level on preschool programs, school age child care programs and kindergarten programs.

Kindergarten Programs

Data collected the through the spring BEDS indicate that all day, every day, 2 semester kindergarten was the predominant kindergarten type in Iowa public schools for the 2003-2004 school year. During the 2003-2004 school year, 351 public districts (95.1 percent) offered all day kindergarten as their predominant kindergarten program. In addition, two districts offered an all day, every day, 3 trimester kindergarten as their predominant type. Since the 2000-2001 school year, 90.0 percent or more of Iowa districts have chosen all day, everyday kindergarten as the predominant kindergarten program.

The second most popular kindergarten program offered by Iowa public school districts in 2003-2004 was half day, every day, 2 semester kindergarten. A number of districts indicated that they use this program for students not ready for the regular all day, every day, 2 semester kindergarten offered by the district (see Table 98).

Table 98

Number and Percent of Iowa Public School Districts Offering All-Day, Everyday, Two-Semester Kindergarten Programs — 1985-1986 to 2003-2004

Year	Number of Districts	Percent of Districts
1985-1986	110	25.2%
1986-1987	120	27.5
1987-1988	134	30.7
1988-1989	151	34.9
1989-1990	163	37.8
1990-1991	180	41.9
1991-1992	199	46.8
1992-1993	219	52.4
1993-1994	228	57.4
1994-1995	242	62.1
1995-1996	257	66.9
1996-1997	258	68.1
1997-1998	279	74.0
1998-1999	290	77.3
1999-2000	305	81.3
2000-2001	339	90.6
2001-2002	347	93.5
2002-2003	350	94.3
2003-2004	351	95.1

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Policies and Procedures and Early Childhood Files.

Note: Prior to 2002-2003, districts reported one program type as their predominant kindergarten program. Starting in 2002-2003 the predominant program was selected based on the program offered by the largest number of buildings in the district.

In 2003-2004, larger districts were less likely to report all day, every day, 2 semester kindergarten as their predominant kindergarten type than smaller districts. For example, in the 2,500-7,499 enrollment category 82.6 percent of districts reported all day, every day, 2 semester kindergarten as the predominant kindergarten type versus 98.7 percent of districts in the 400-599 enrollment category. Over 93.1 percent of districts in the five smallest enrollment categories reported all day, every day, 2 semester kindergarten as their predominant kindergarten type in 2003-2004. Less than 90.0 percent of districts in the two largest enrollment categories reported all day, every day, 2 semester kindergarten as their predominant kindergarten type (see Table 99 and Figure 35).

Table 99

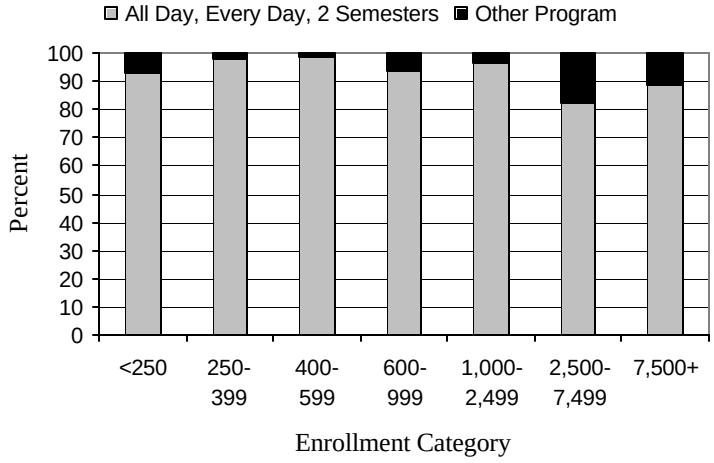
IOWA PUBLIC SCHOOL KINDERGARTEN PROGRAM TYPE — 2003-2004

		All-Day, Everyday, 2 Semesters		All Others	
Enrollment Category	Total Number of Districts	Number of Districts	Percent in Category	Number of Districts	Percent in Category
<250	30*	27	93.1%	2	6.9%
250-399	55	54	98.2	1	1.8
400-599	77	76	98.7	1	1.3
600-999	95	89	93.7	6	6.3
1,000-2,499	81	78	96.3	3	3.7
2,500-7,499	23	19	82.6	4	17.4
7,500+	9	8	88.9	1	11.1
State	370	351	95.1	18	4.9

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Early Childhood File.
Note: Prior to 2002-2003 districts reported one program type as their predominant kindertargen program. Starting in 2002-2003 the predominant program was selected based on the program offered by largest number of buildings in the district.
*In 2003-2004, East Monona District sent all their K-12 students to another district.

Figure 35

PERCENT OF IOWA PUBLIC SCHOOL DISTRICTS WITH ALL-DAY, EVERYDAY, TWO-SEMESTER KINDERGARTEN PROGRAM BY ENROLLMENT CATEGORY, 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Early Childhood Files.

Child Development/Preschool Programs

The number of students reported as attending child development/preschool programs increased in 2003-2004 for the third year in a row (see Tables 100 and 101). In 2003-2004, districts reported 9,778 students attending a child development/preschool program, up 42.5 percent from the 1997-1998 school year. Districts reported data on Head Start, Child Development Coordinating Council, Empowerment, Tuition and Other Child Development/Preschool programs in 2003-2004. In 2003-2004 the Tuition Child Development/Preschool program reported the largest number of children with 4,454 in attendance.

Table 100

IOWA PUBLIC SCHOOL PRESCHOOL ENROLLMENT BY ENROLLMENT CATEGORY 1997-1998 TO 2003-2004

	Preschool Enrollment						
Enrollment Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<250	203	246	190	220	295	337	358
250-399	417	459	641	554	523	600	793
400-599	551	837	652	936	868	1,031	1,129
600-999	1,606	1,571	1,398	1,433	1,630	1,597	1,784
1,000-2,499	1,118	1,470	1,392	1,337	1,515	1,531	1,784
2,500-7,499	865	826	635	810	785	831	1,017
7,500+	2,100	1,980	2,538	1,731	2,044	2,550	2,913
State	6,860	7,389	7,446	7,021	7,660	8,477	9,778

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Early Childhood Files.
Note: These figures do not include children in special education preschool prgrams.

Table 101

IOWA PUBLIC SCHOOL PRESCHOOL PERCENT ENROLLMENT BY ENROLLMENT CATEGORY 1997-1998 TO 2003-2004

	Percent of Preschool Enrollment							Certified Enrollment	
Enrollment Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003*	2003-2004	2003-2004 Number	2003-2004 Percent*
<250	3.0%	3.3%	2.5%	3.1%	3.9%	4.0%	3.7%	5,624	1.2%
250-399	6.1	6.2	8.6	7.9	6.8	7.1	8.1	17,940	3.7
400-599	8.0	11.3	8.8	13.3	11.3	12.2	11.5	38,809	8.0
600-999	23.4	21.3	18.8	20.4	21.3	18.8	18.2	72,087	14.9
1,000-2,499	16.3	19.9	18.7	19.0	19.8	18.1	18.2	123,173	25.4
2,500-7,499	12.6	11.2	8.5	11.5	10.2	9.8	10.4	95,379	19.7
7,500+	30.6	26.8	34.1	24.7	26.7	30.1	29.8	132,000	27.2
State	100.0	100.0	100.0	100.0	100.0	100.0	100.0	485,011	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Early Childhood Files.
Notes: These figures do not include children in special education preschool programs.
*Figures may not total 100 percent due to rounding.

STUDENT PERFORMANCE

The student performance chapter contains grades 4, 8, and 11 student achievement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) in reading comprehension and mathematics, grade 4 and 8 student performance on the NAEP reading and mathematics, and the average scores for high school senior test takers on the American College Testing Assessment (ACT), the Scholastic Assessment Test (SAT), and the Advanced Placement (AP) tests from various external sources. The most used internal data source, the Basic Educational Data Survey (BEDS), is collected annually in the spring and fall by the Iowa Department of Education. The BEDS data used in the student performance chapter provide information pertaining to Iowa dropouts for grades 7-12, high school graduation rates, high school graduate intentions, and Iowa postsecondary enrollment options for high school students. The National Center for Educational Statistics (NCES) is another external source for grades 9-12 dropout and high school graduation cross-state comparisons.

There are two sections in the student performance chapter. The first section reports the State Indicators of Student Success data required by Iowa Administrative Code. The second section provides trend data on student achievement and performance comparisons between Iowa, other states, and the nation. Comparisons are also made across enrollment categories, gender, race/ethnicity, and other subgroups when data is available.

State Indicators of Student Success

State indicators are required to be collected and reported by schools or school districts pursuant to Iowa Administrative Code – 12.8(3). The requirements for the state indicators are: 1) The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher reading status on the ITBS and ITED; 2) The percentage of all fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the ITBS and ITED; 3) The percentage of all eighth and eleventh grade students achieving a proficient of higher science status on the ITBS and ITED; 4) The percentage of students considered as dropouts for grades 7 to 12 and the percentage of the high school students who graduate; 5) The percentage of high school seniors who intend to pursue postsecondary education/ training; 6) The percentage of high school students achieving an ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and 7) The percentage of high school graduates who complete a "core" high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies.

Subgroup data are shown for gender, race/ethnicity, socioeconomic status (determined by eligibility for free or reduced price lunch), disability status (determined by the presence of an individualized education plan – IEP), primary language status (determined by English and English Language Learner), and migrant/non-migrant status (defined by Title I requirements) where available.

The following statements, prepared by the staff at Iowa Testing Programs have been included to provide guidance in interpreting biennium period, national norm effect, and achievement level definitions.

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

For many years, statewide achievement data from the ITBS and ITED were shown as average scores for each of grades 3-12 in *The Annual Condition of Education Report*. Beginning in the 1996-1997 school year, achievement levels were used to report system and building results to each school district in Iowa. These achievement levels also have been made available to describe Iowa statewide achievement trends in the Report. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broad range of student performance rather than simply seeing how the average student in each grade scored. That is, with achievement levels, the performance of high achieving and low achieving groups of students can be tracked over time; the use of average scores alone only permits the tracking of the average student.

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

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

1. The approximate number of students per grade per year upon which the percentages for 2003-2004 are based are: grade 4, 37,900; grade 8, 41,600; and grade 11, 36,400.

2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 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 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 and 2002-2004 bienniums, however, only the 2000 norms were used.

3. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included on the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called "Proficient" as a student performance indicator. Proficient and Less-than-Proficient are labels being used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the ITBS and ITED Tests. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range are percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.

4. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, "Low" in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.

5. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, "Low" in grade 4 reading comprehension does not mean the same thing as "Low" in grade 4 mathematics.

6. Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, and primary language and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the total grade group.

Subgroup Iowa Student Counts for ITBS and ITED Reading, Mathematics, and Science Test-Takers

The first three state indicators are Iowa student performances on ITBS and ITED reading, mathematics and science. They are defined as the percentages of all fourth, eighth, and eleventh grade students achieving a proficient or higher level on reading comprehension and mathematics and the percentages of all eighth and eleventh grade students achieving a proficient or higher level on science. Table 102 shows the approximate average number of students tested by grade and by subgroup for ITBS and ITED Reading Comprehension for the biennium periods 2001-2003 and 2002-2004 while Table 103 shows the approximate average number of students tested by grade and by subgroup for ITBS and ITED mathematics for the same biennium periods. Table 104 shows the approximate average number of grade 8 and 11 students tested by subgroup for ITBS and ITED science for the biennium periods 2001-2003 and 2002-2004. The numbers of students tested in Tables 102 to 104 include both public and nonpublic school participants.

Table 102

Approximate Average Number of Iowa Students Tested on ITBS and ITED Reading Comprehension Tests by Subgroup Biennium Periods 2001-2003 and 2002-2004

	Grade 4		Grade 8		Grade 11	
	2001-2003	2002-2004	2001-2003	2002-2004	2001-2003	2002-2004
Male	19,970	19,510	20,620	20,860	18,490	18,670
Female	19,360	19,970	19,740	19,950	18,240	17,980
White	33,570	32,470	34,860	35,420	33,150	33,030
African American	1,700	1,690	1,300	1,490	770	900
Hispanic	1,510	1,740	1,160	1,390	770	970
Asian	580	600	560	580	550	590
American Indian	230	210	230	250	120	140
Primary Lang. ELL[1]	920	1,120	480	670	370	510
Migrant[2]	260	310	140	180	110	160
SES Eligible[3]	11,350	11,550	9,680	10,730	5,620	6,370
IEP[4]	4,460	4,420	5,630	5,670	3,340	3,810

Source: Iowa Testing Programs, University of Iowa.
Notes: Number tested included both public and nonpublic students.
[1]English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.
[2]Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.
[3]SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.
[4]IEP indicates special education status, students with IEPs are classified as special education students.

Table 103

APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS AND ITED MATHEMATICS TESTS BY SUBGROUP BIENNIUM PERIODS 2001-2003 AND 2002-2004

	Grade 4		Grade 8		Grade 11	
	2001-2003	2002-2004	2001-2003	2002-2004	2001-2003	2002-2004
Male	19,940	19,500	20,420	20,780	18,450	18,650
Female	19,330	19,970	19,550	19,880	18,190	17,970
White	33,530	33,430	34,540	35,300	33,090	33,000
African American	1,700	1,690	1,280	1,480	780	900
Hispanic	1,500	1,730	1,160	1,390	760	960
Asian	580	600	560	580	550	590
American Indian	220	210	230	250	120	140
Primary Lang. ELL[1]	930	1,120	490	670	370	510
Migrant[2]	250	310	150	185	120	160
SES Eligible[3]	11,320	11,520	9,610	10,730	5,620	6,370
IEP[4]	4,480	4,420	5,580	5,630	3,350	3,820

Source: Iowa Testing Programs, University of Iowa.
Notes: Number tested included both public and nonpublic students.
[1]English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.
[2]Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.
[3]SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.
[4]IEP indicates special education status, students with IEPs are classified as special education students.

Table 104

APPROXIMATE AVERAGE NUMBER OF IOWA STUDENTS TESTED ON ITBS AND ITED SCIENCE TESTS BY SUBGROUP
BIENNIUM PERIODS 2001-2003 AND 2002-2004

	Grade 8		Grade 11	
	2001-2003	2002-2004	2001-2003	2002-2004
Male	20,200	20,680	18,320	18,520
Female	19,310	19,770	18,110	17,880
White	34,240	35,160	32,900	32,840
African American	1,240	1,440	760	880
Hispanic	1,140	1,380	760	960
Asian	560	550	550	590
American Indian	230	250	120	140
Primary Lang. ELL[1]	480	670	360	500
Migrant[2]	150	180	110	160
SES Eligible[3]	9,480	10,640	5,570	6,300
IEP[4]	5,540	5,610	3,280	3,740

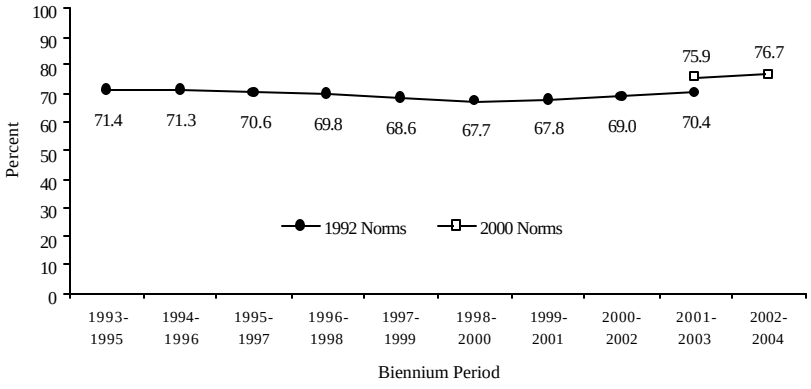
Source: Iowa Testing Programs, University of Iowa.
Notes: Number tested included both public and nonpublic students.
[1]English Language Learner (ELL) refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.
[2]Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.
[3]SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.
[4]IEP indicates special education status, students with IEPs are classified as special education students.

Reading

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

Figure 36

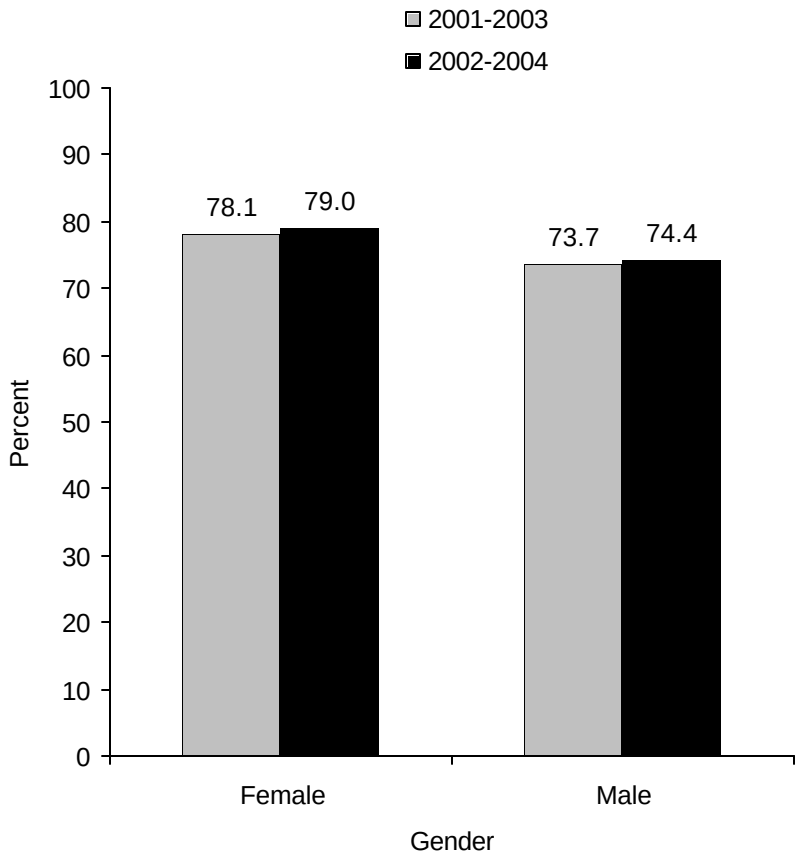
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST
BIENNIUM PERIODS 1993-1995 TO 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.

Figure 37

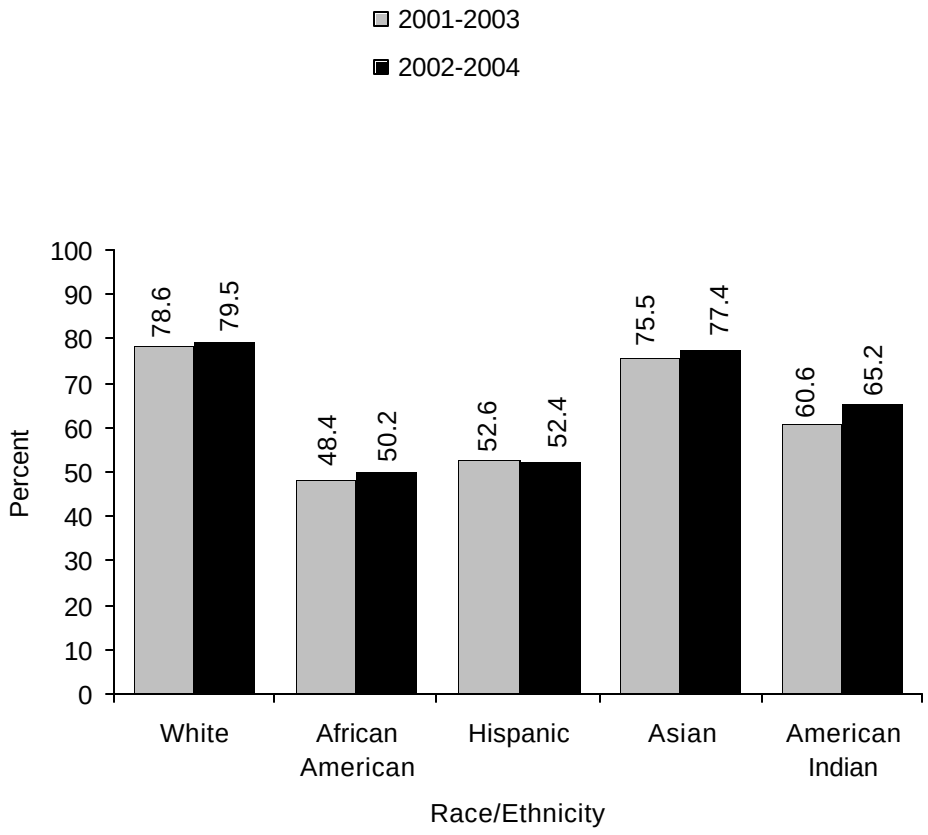
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Gender Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2002-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.

Figure 38

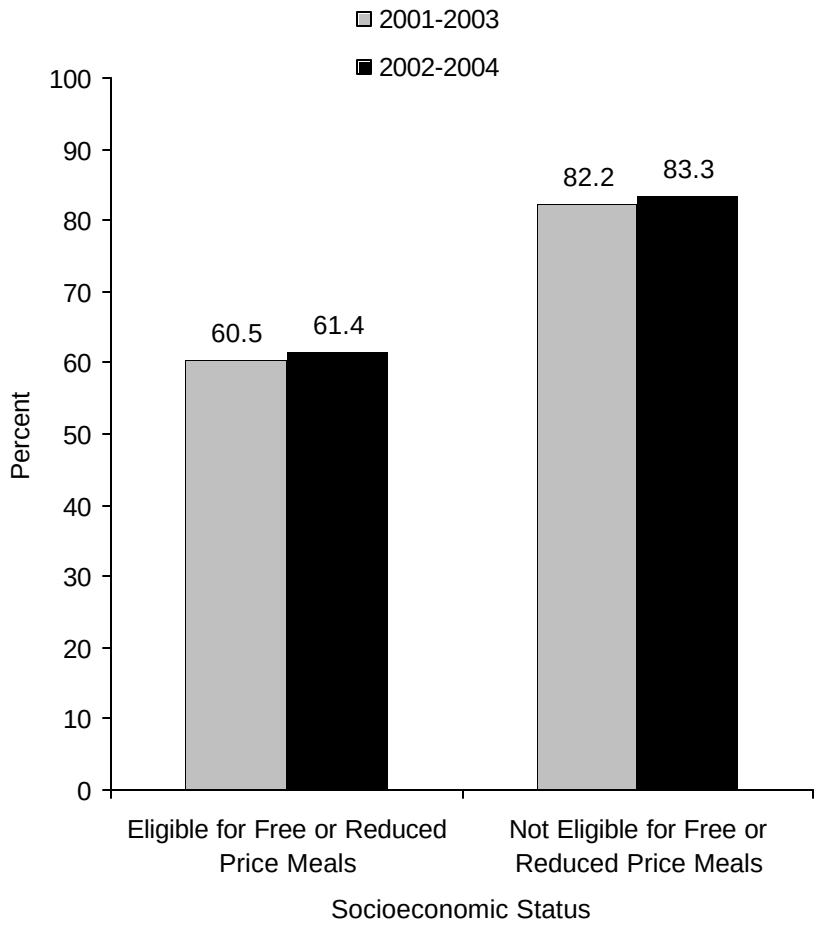
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.

Figure 39

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003 and 2002-2004

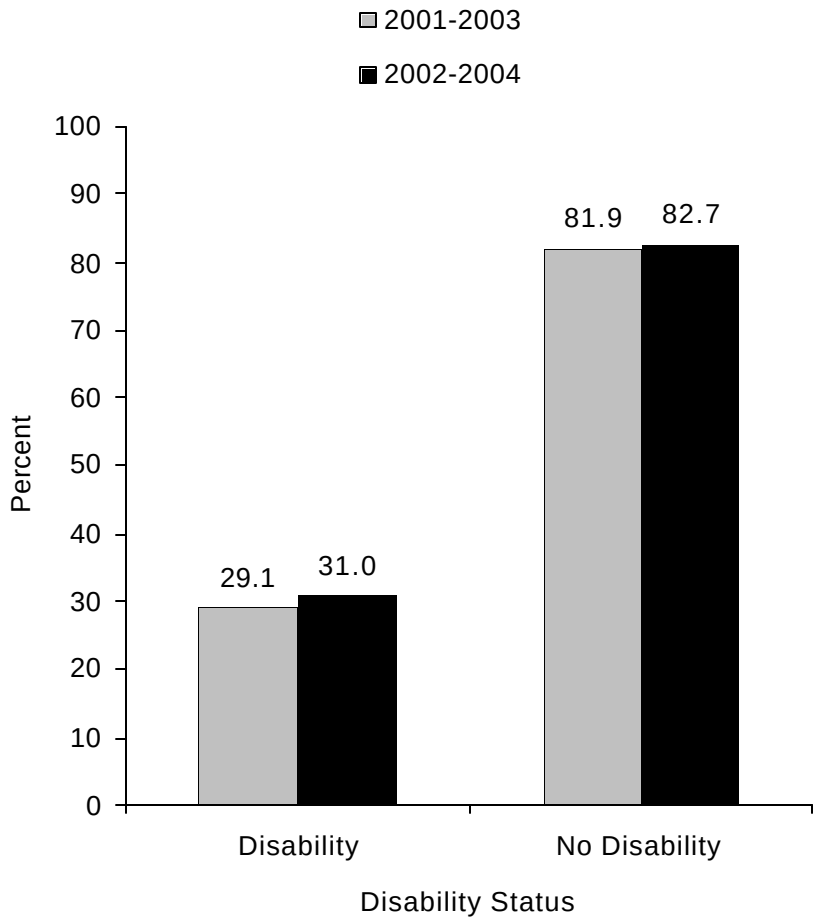


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 40

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003 AND 2002-2004

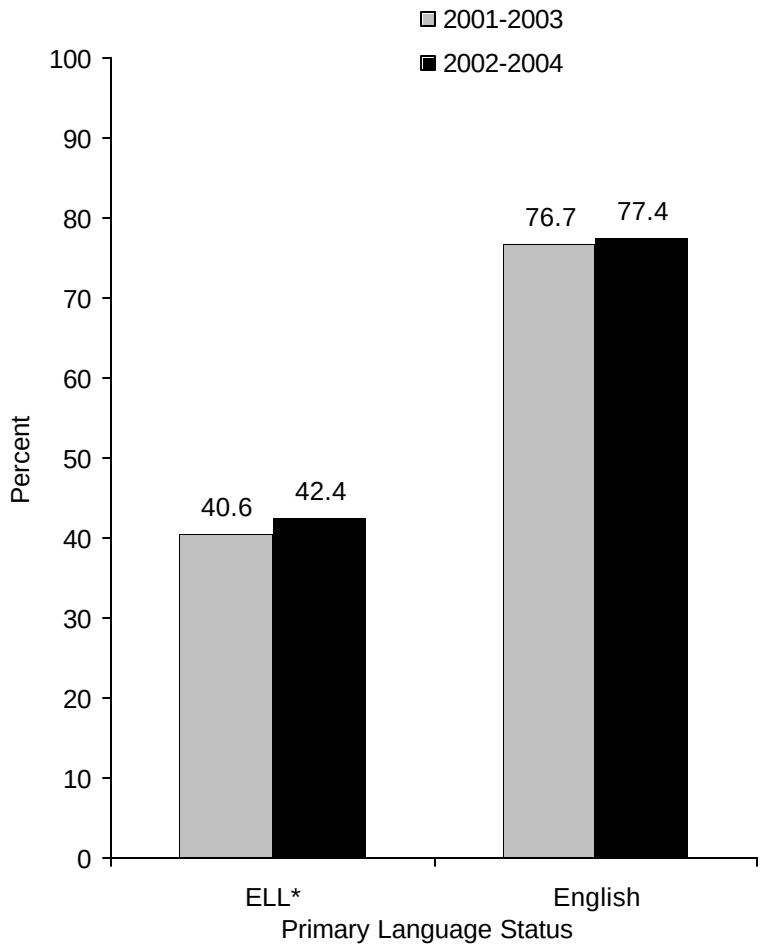


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 41

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands factual information and new words in context.

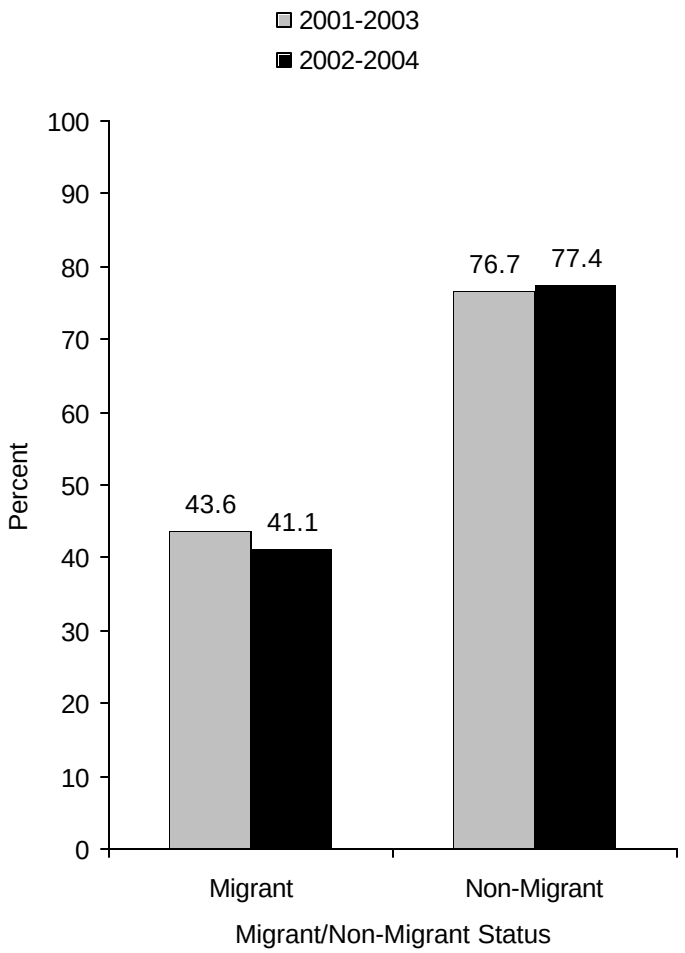
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.

Often can determine a selection's main idea and analyze its style and structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 42

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

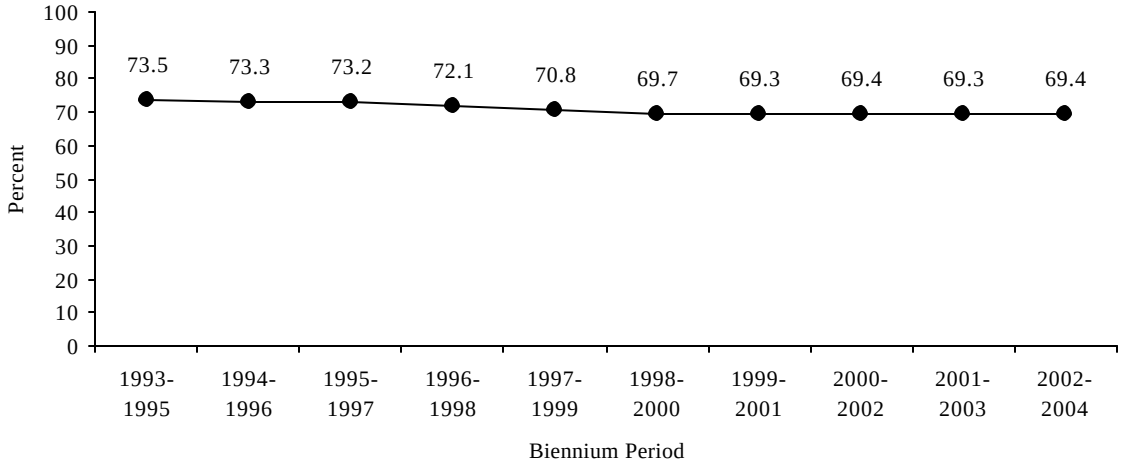
Usually understands factual information and new words in context.

Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.

*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 43

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test Biennium Periods 1993-1995 to 2002-2004



Source: Iowa Testing Programs, University of Iowa.

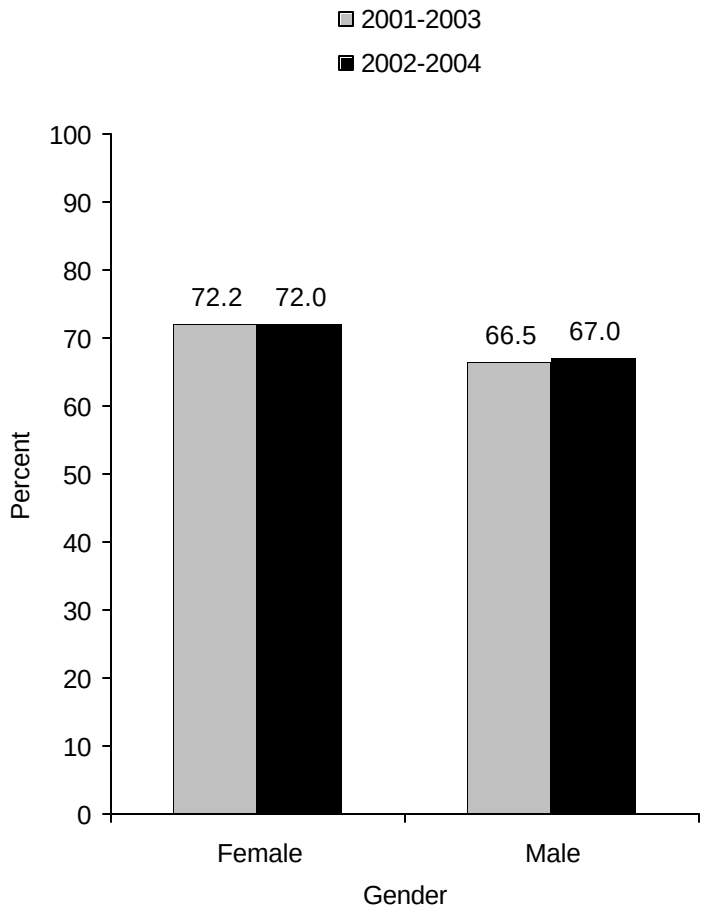
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 44

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.

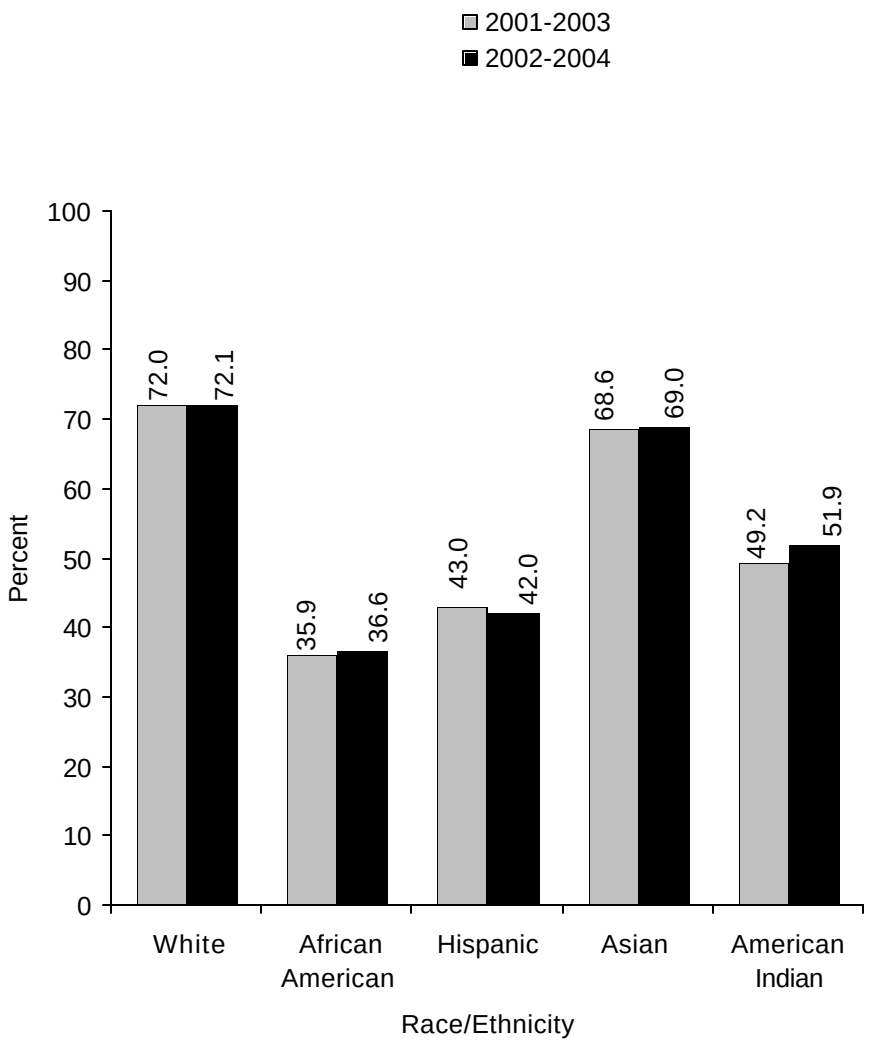
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 45

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

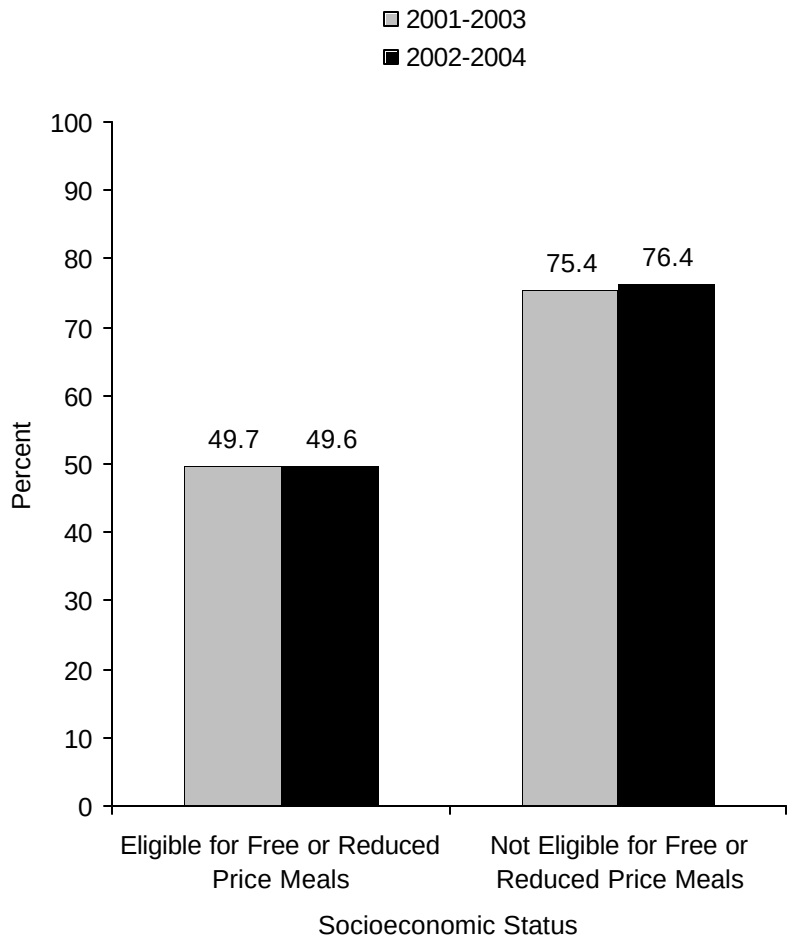
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 46

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003 AND 2002-2004

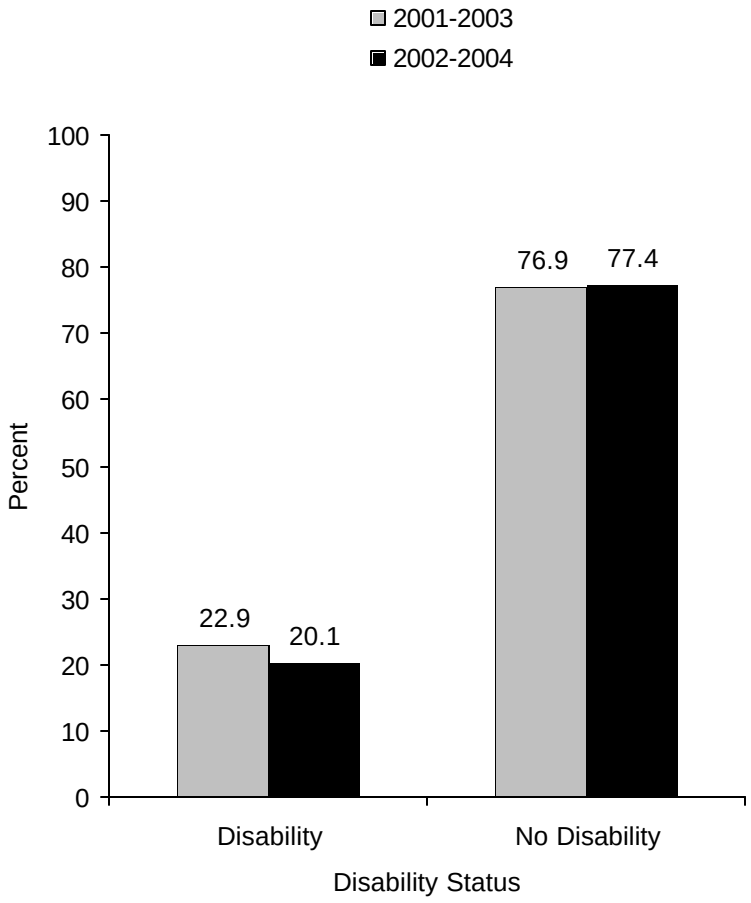


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 47

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

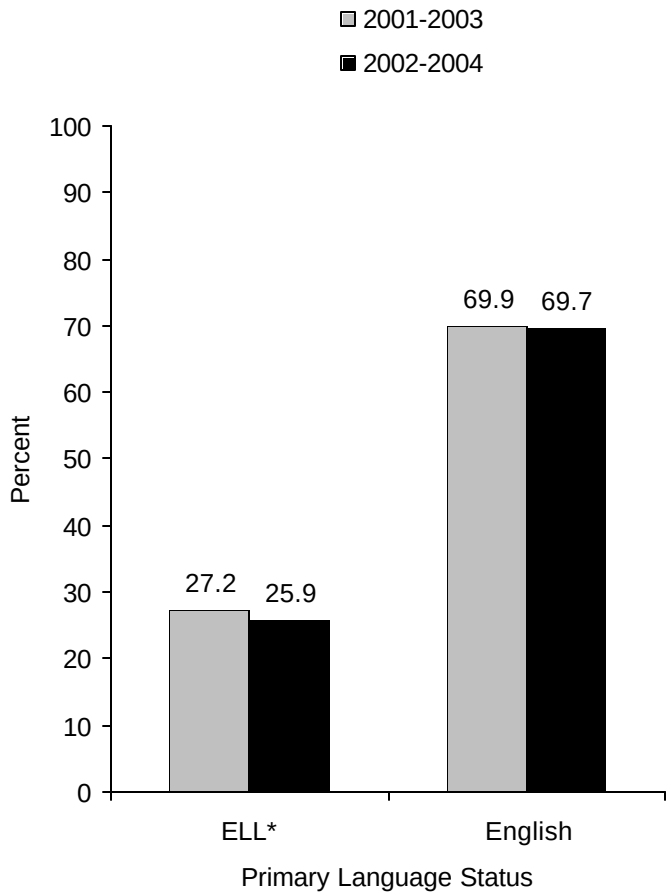
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 48

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status*
Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

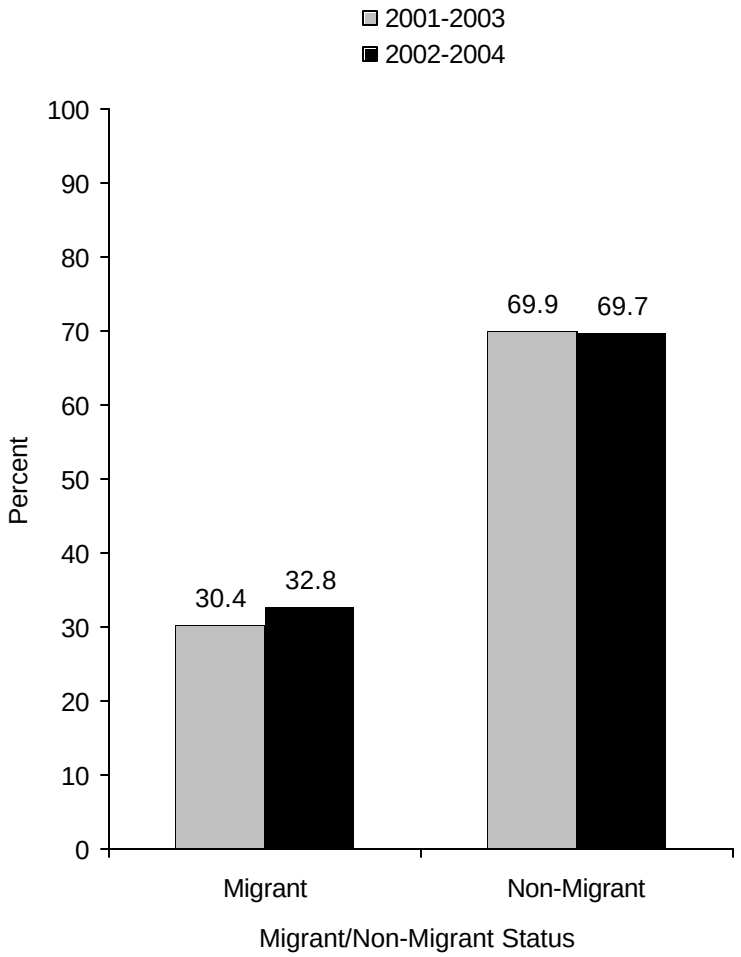
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 49

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

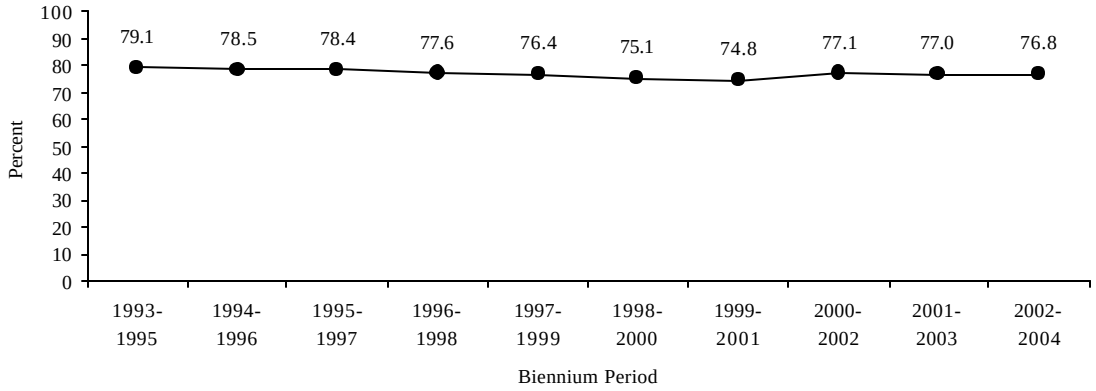
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 50

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test
Biennium Periods 1993-1995 to 2002-2004



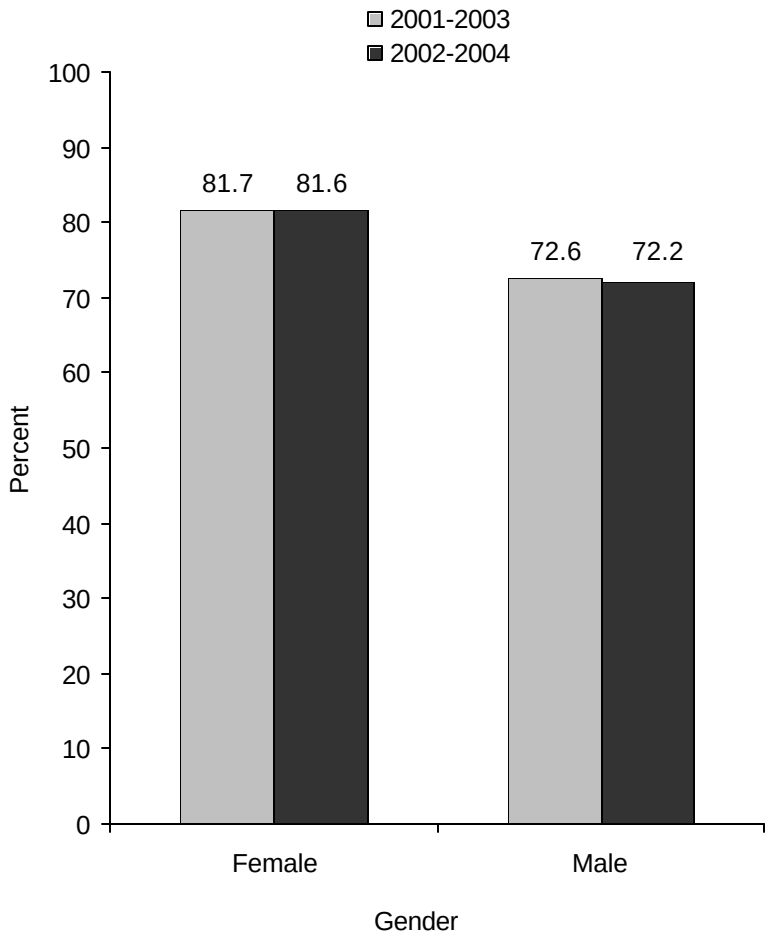
Source: Iowa Testing Programs, University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 51

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Gender Biennium Periods 2001-2003 and 2002-2004



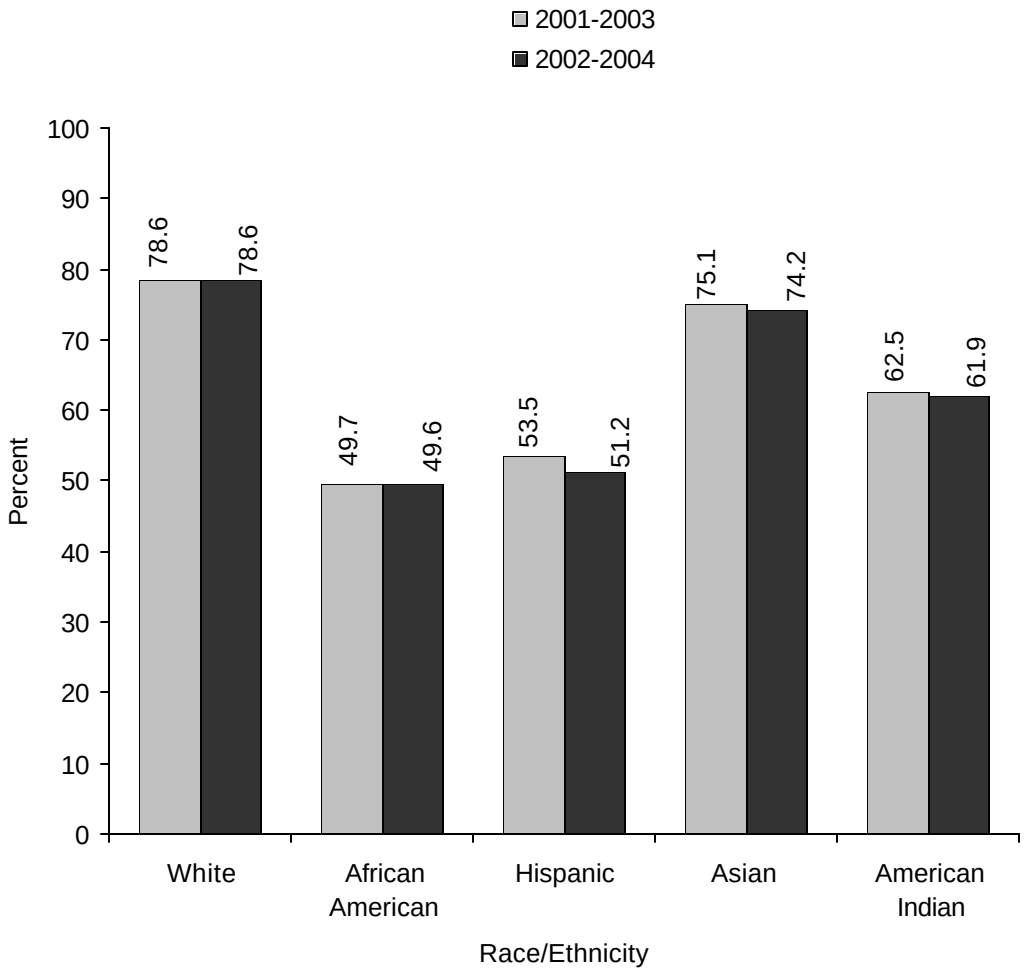
Source: Iowa Testing Programs, University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 52

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003 and 2002-2004



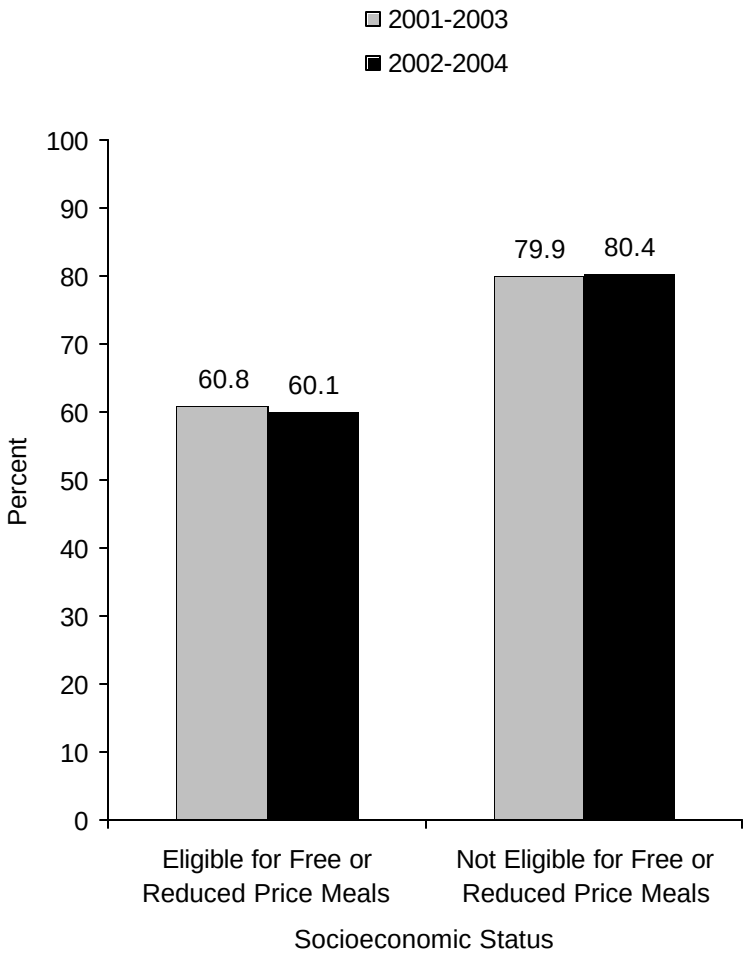
Source: Iowa Testing Programs, University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 53

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

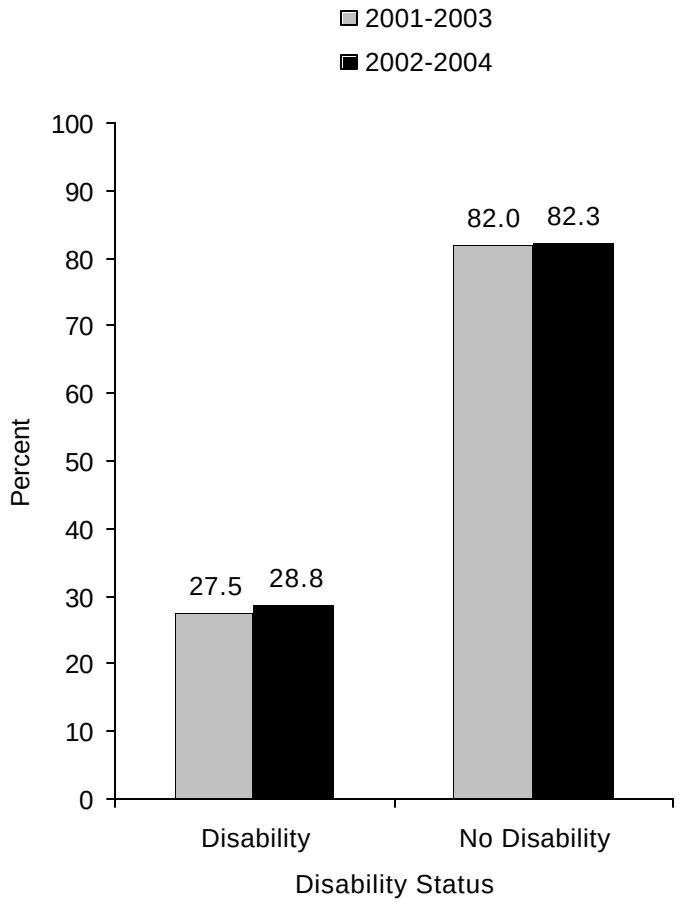
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 54

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Disability Status* Biennium Periods 2001-2003 and 2002-2004



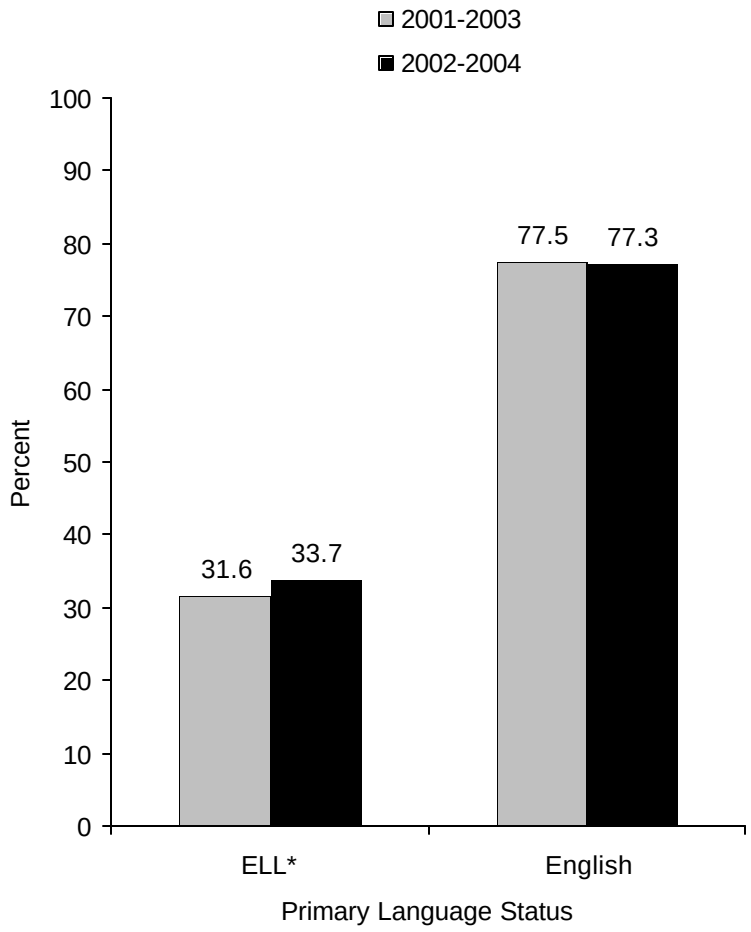
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following: Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 55

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

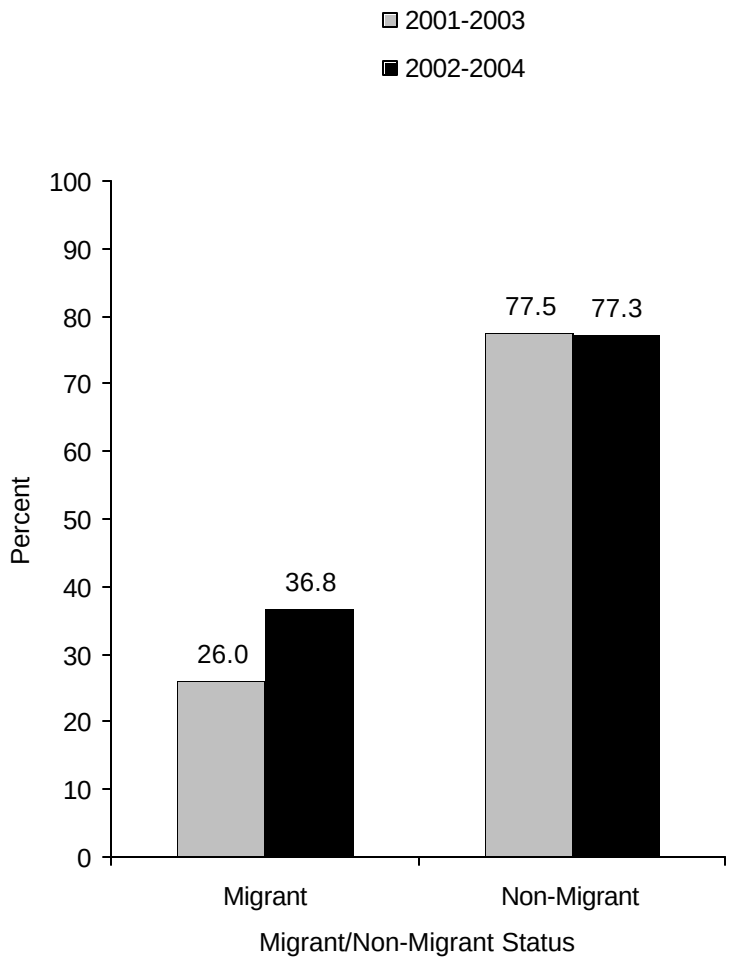
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 56

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY MIGRANT STATUS* BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

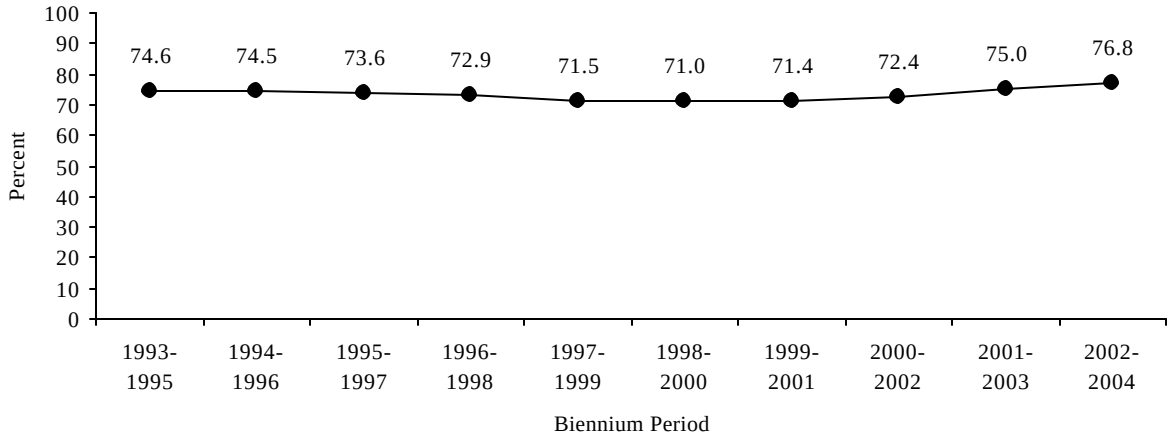
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

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

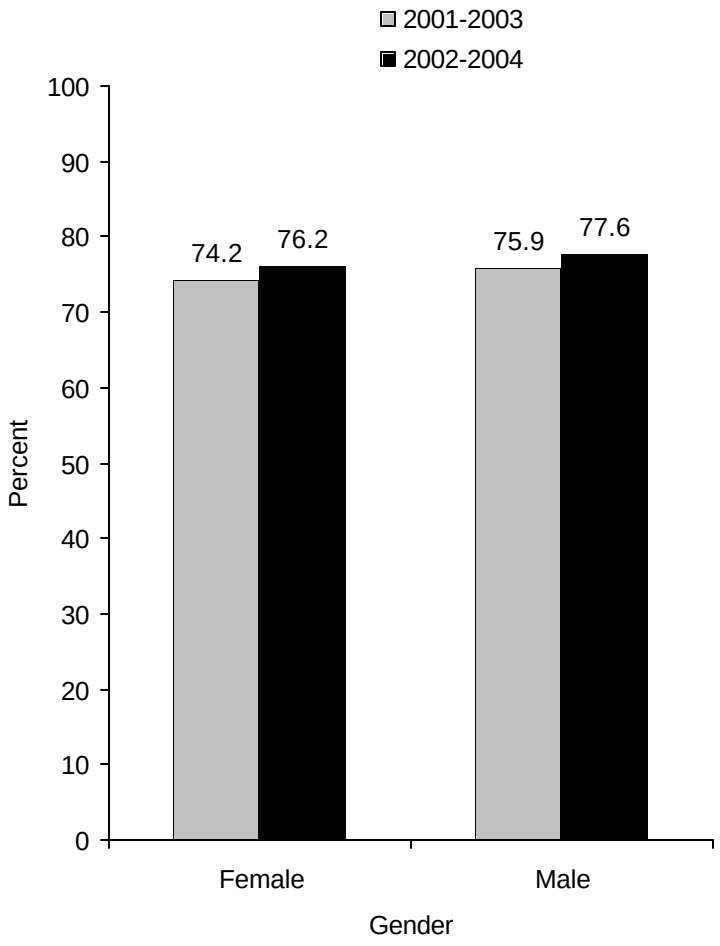
Figure 57

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST
BIENNIUM PERIODS 1993-1995 TO 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

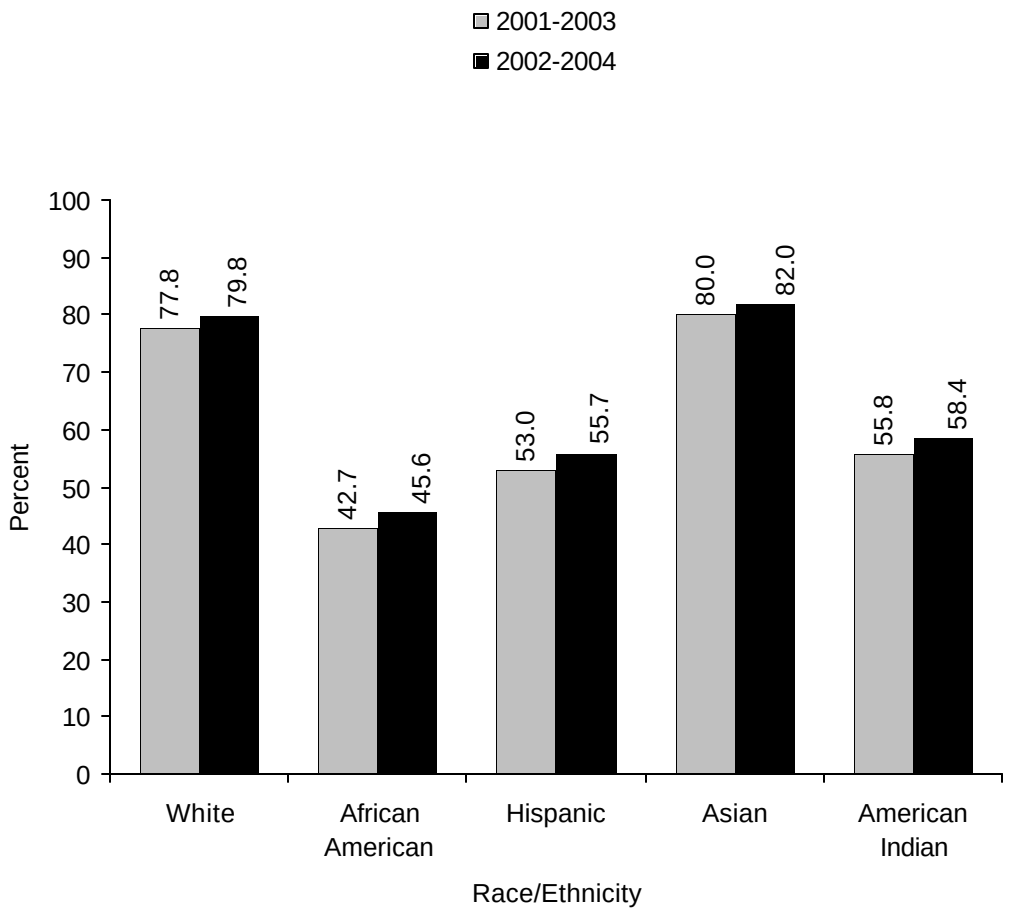
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Gender Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 59

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003 and 2002-2004



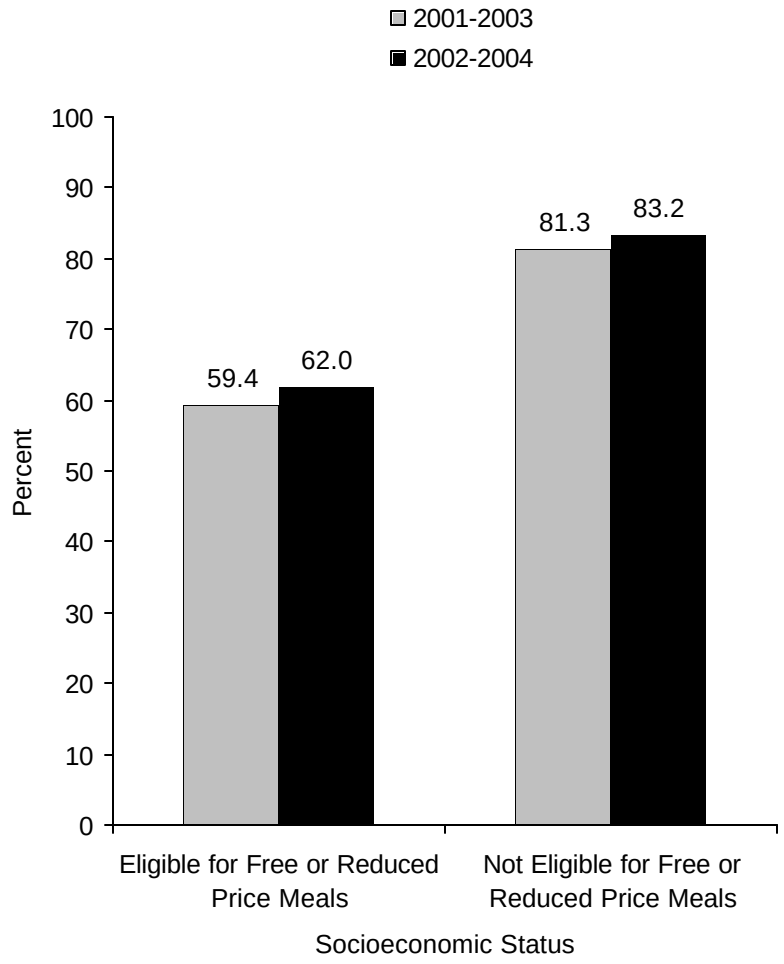
Source: Iowa Testing Programs, University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex problems and use estimation methods; and can interpret data from graphs and tables.

Figure 60

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

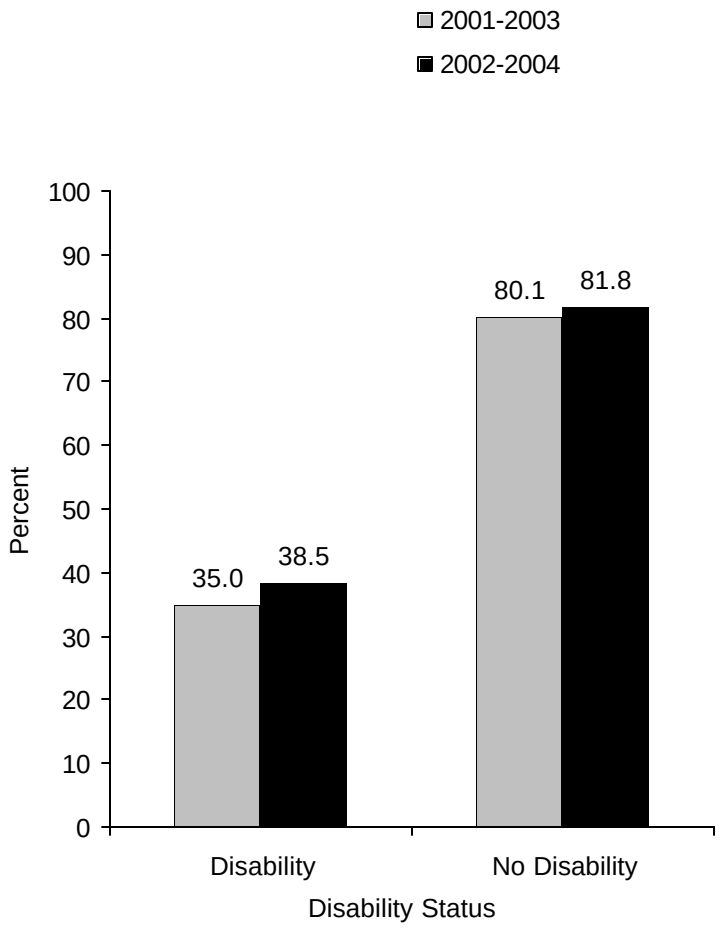
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 61

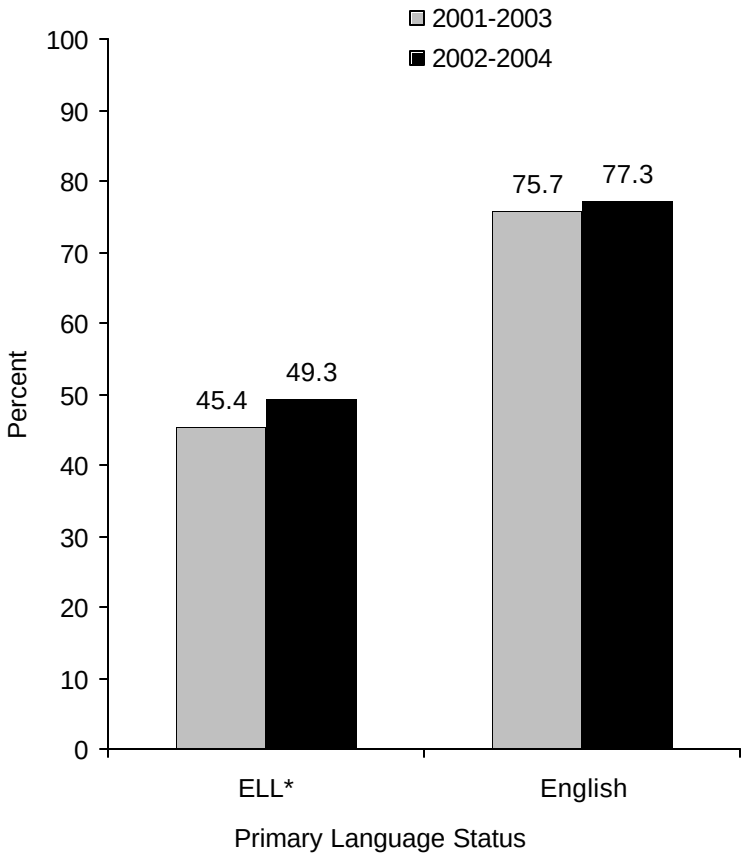
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Disability Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 62

PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.

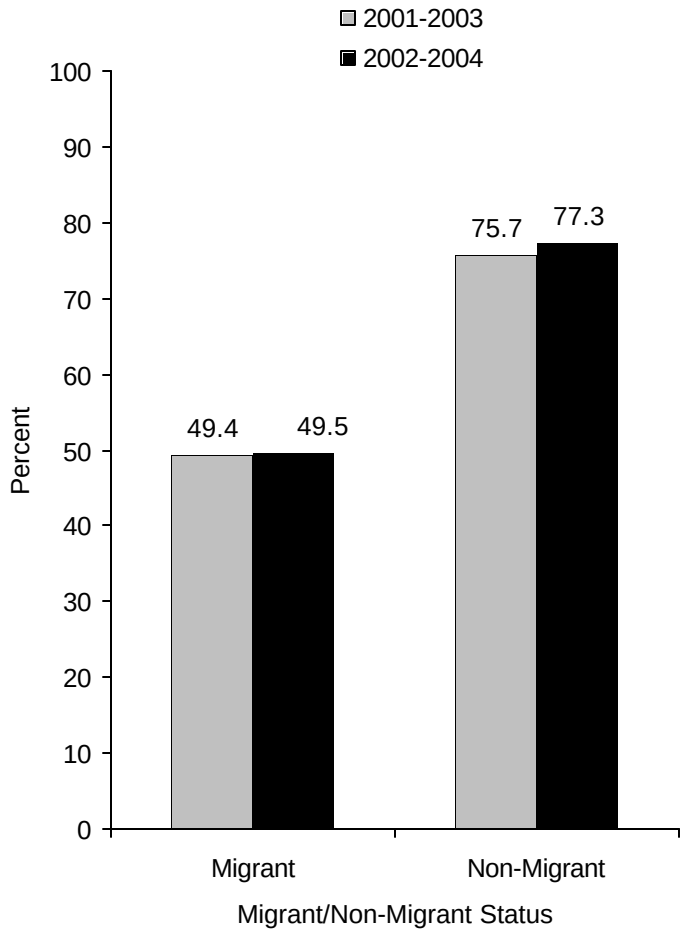
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 63

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

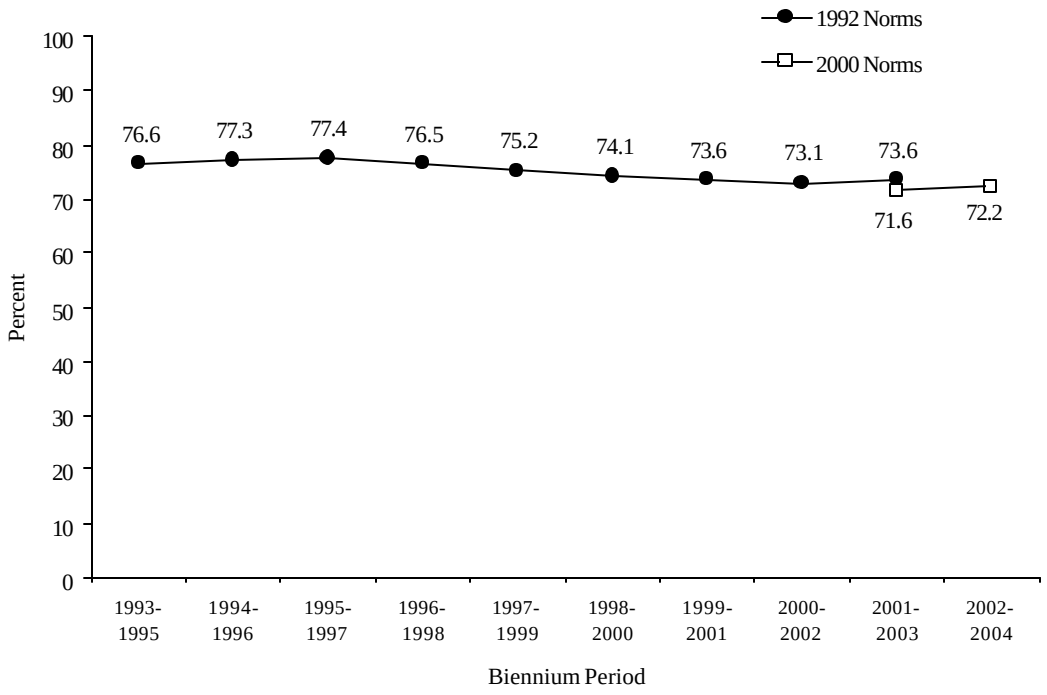
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 64

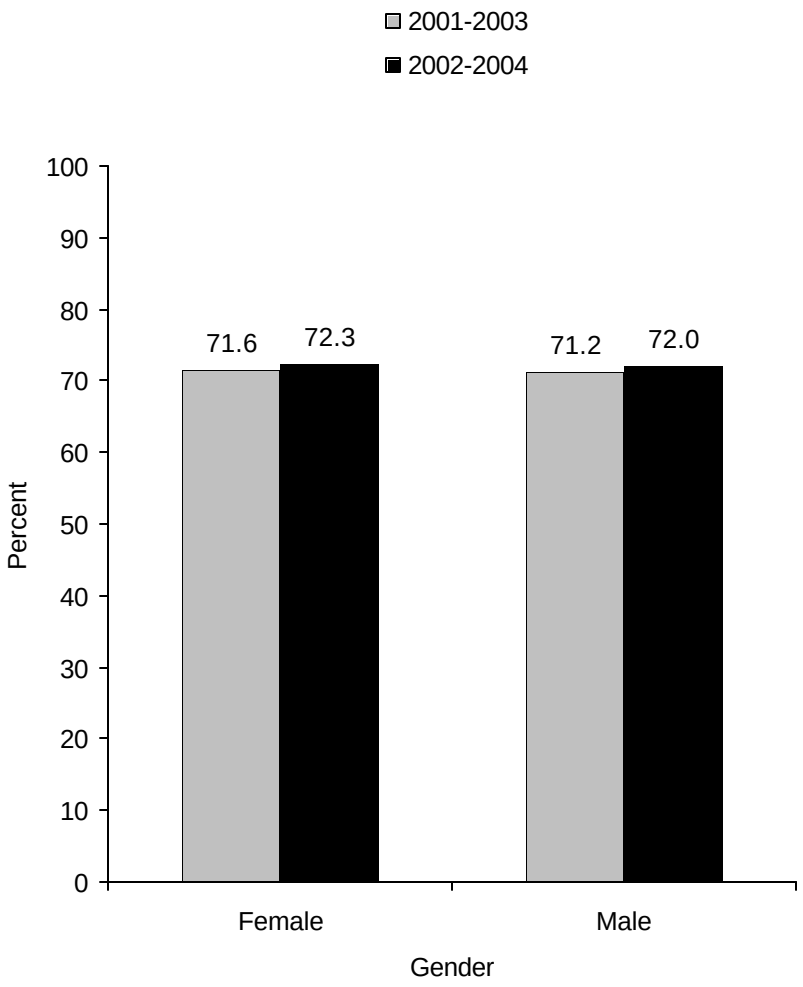
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test
Biennium Periods 1993-1995 to 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

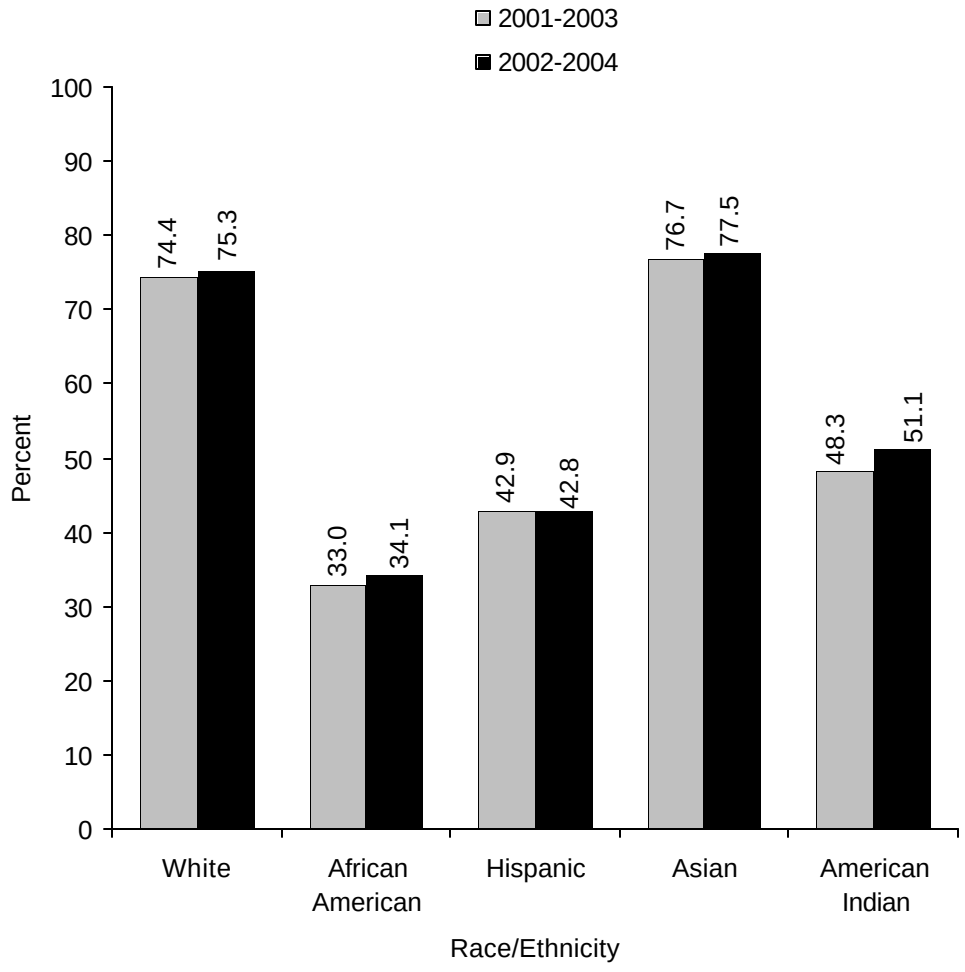
Figure 65

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Gender
Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

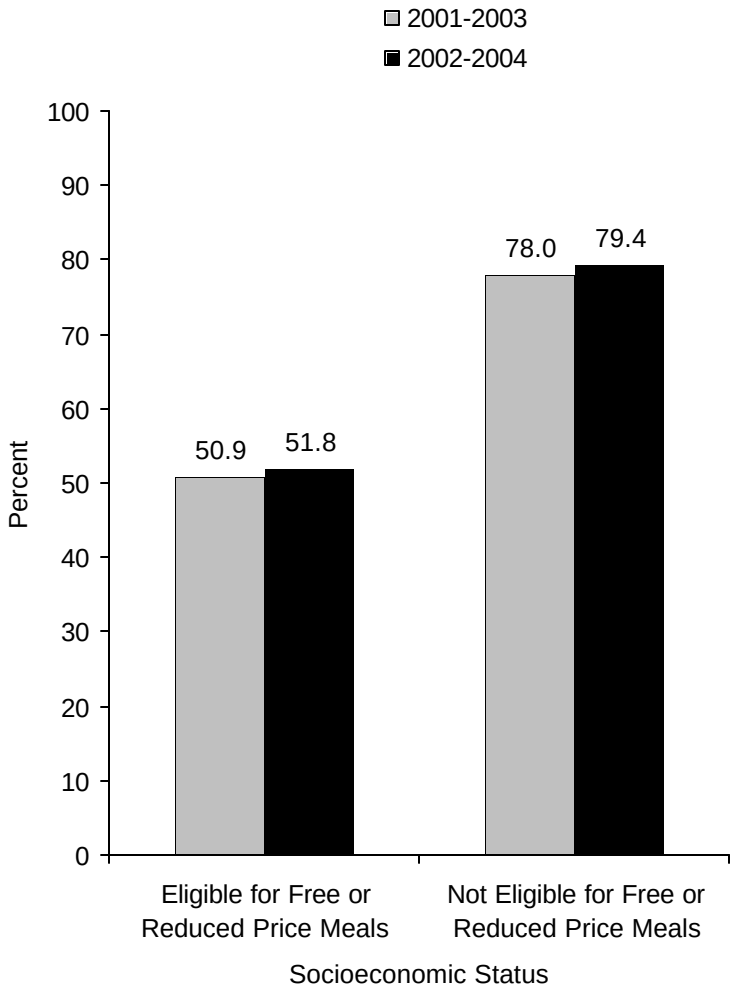
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 67

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003 and 2002-2004

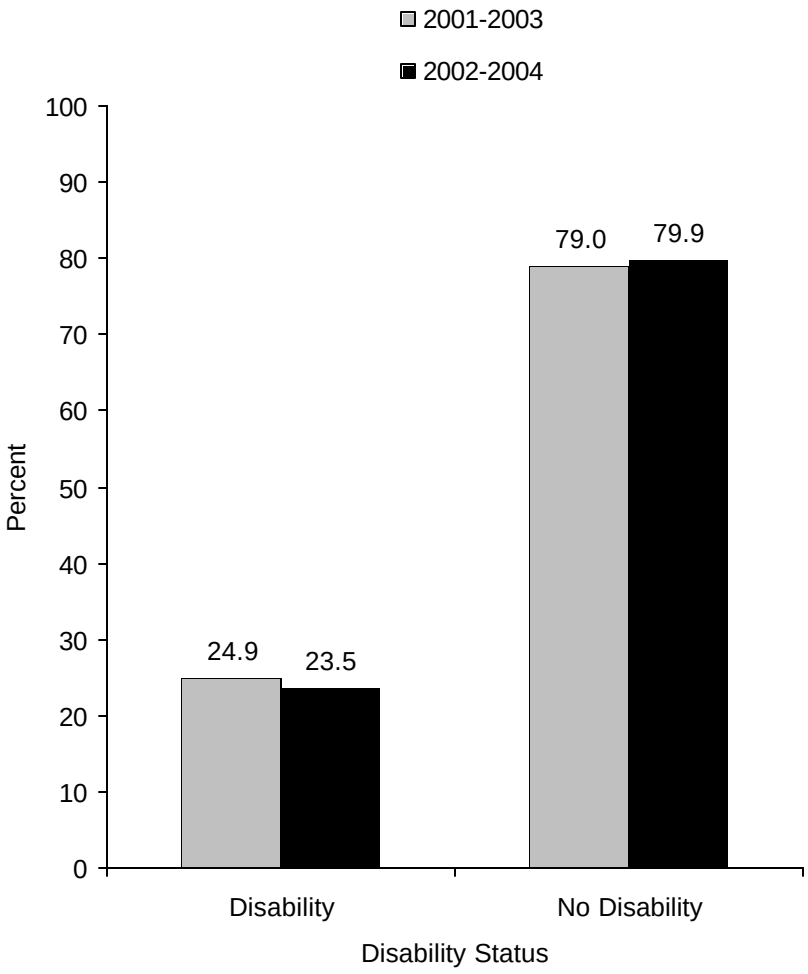


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 68

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY DISABILITY STATUS* BIENNIUM PERIODS 2001-2003 AND 2002-2004

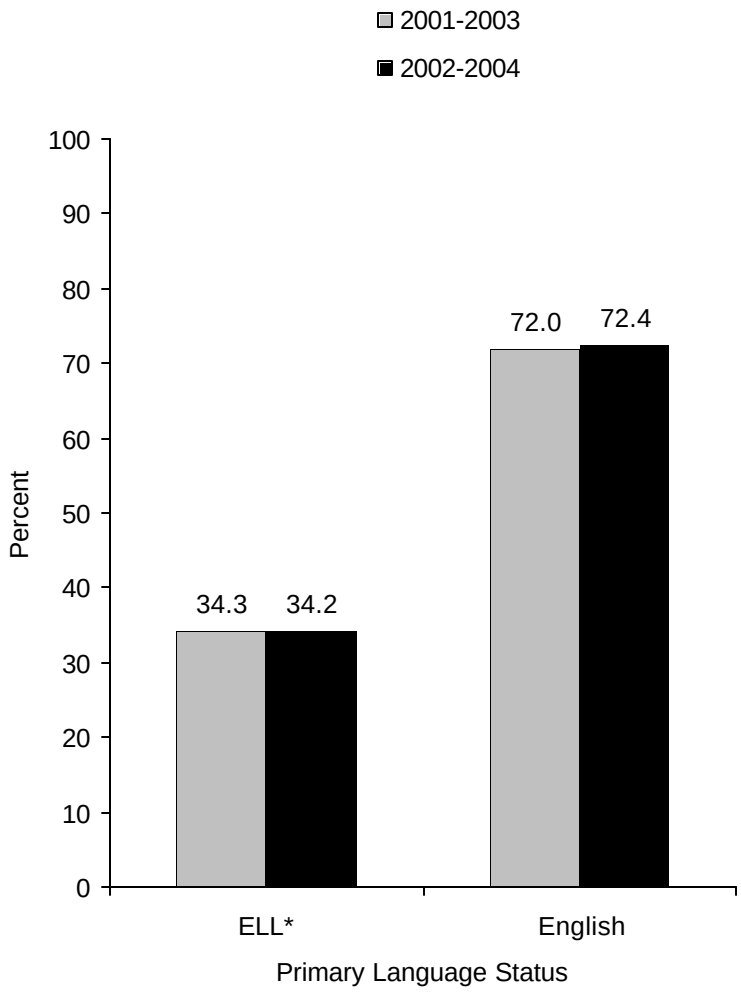


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 69

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Primary Language Status* Biennium Periods 2001-2003 and 2002-2004



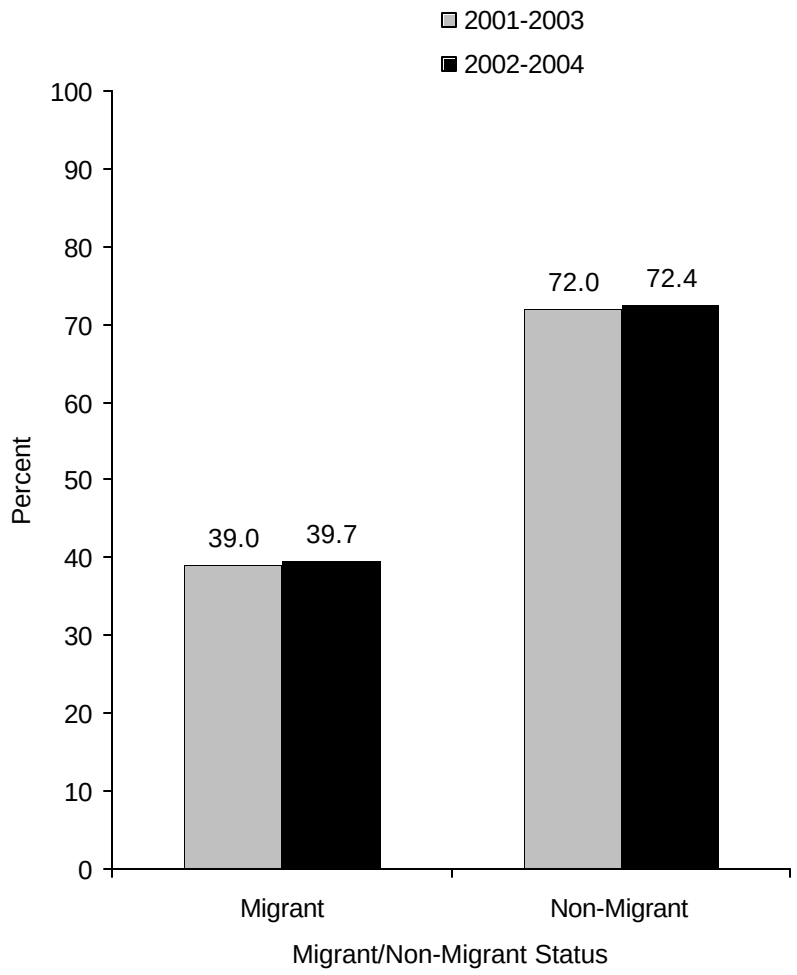
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Periods 2001-2003 and 2002-2004

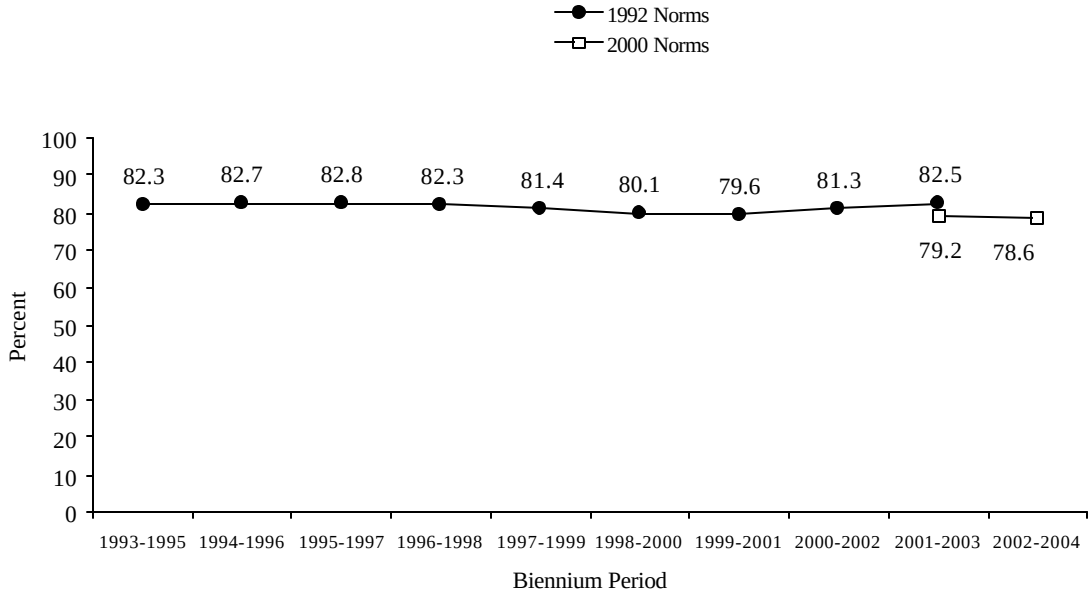


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 71

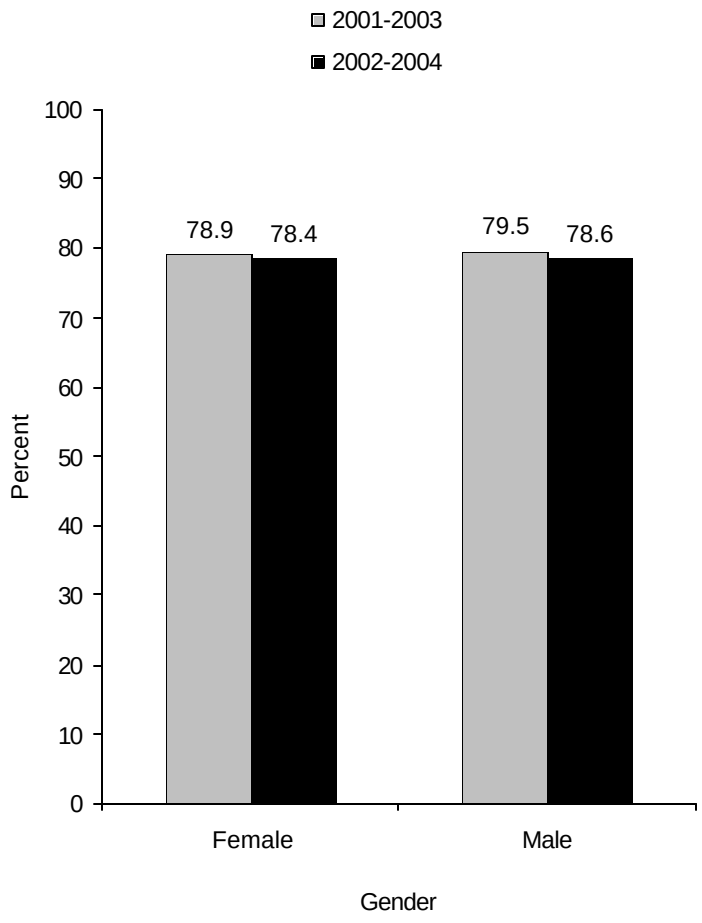
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BIENNIUM PERIODS 1993-1995 TO 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 72

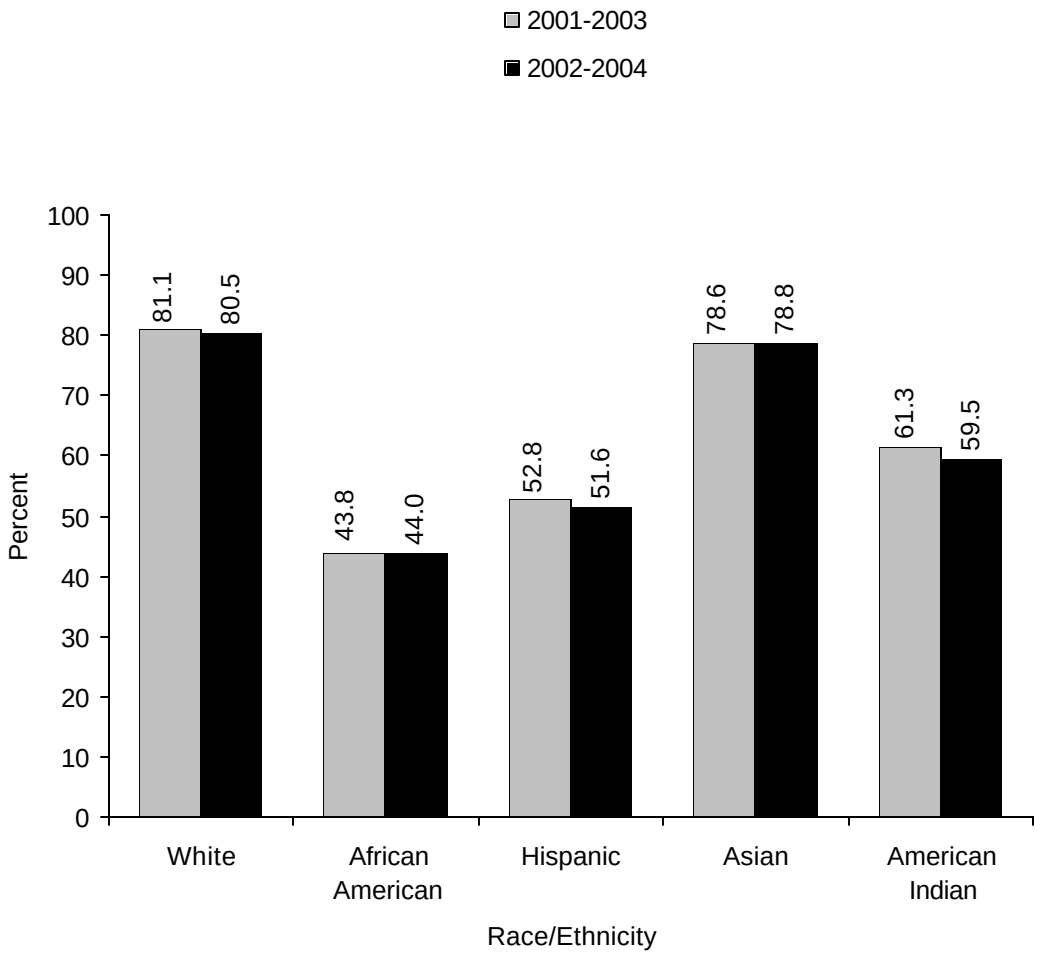
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Gender Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 73

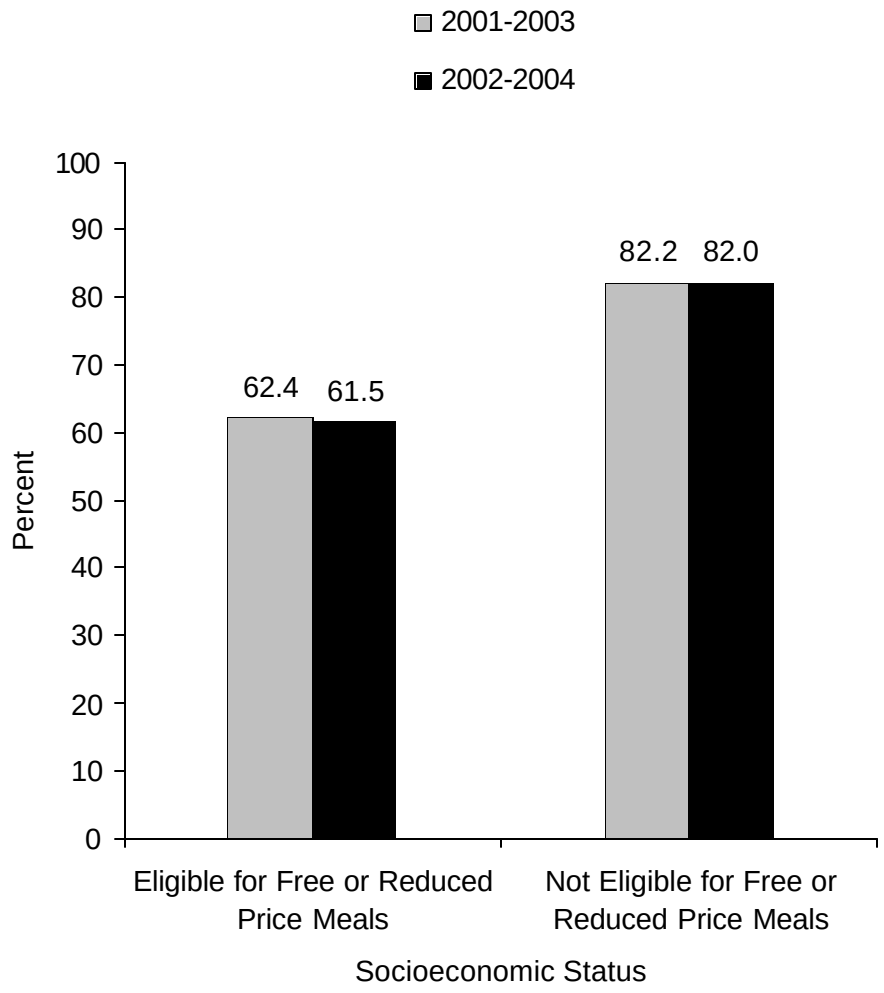
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 74

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY SOCIOECONOMIC STATUS* BIENNIUM PERIODS 2001-2003 AND 2002-2004

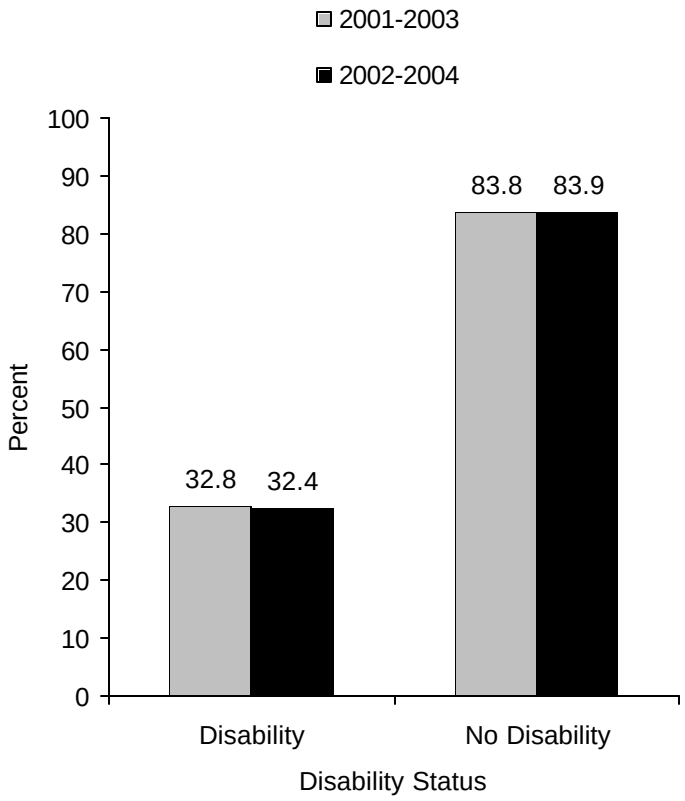


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 75

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Disability Status* Biennium Periods 2001-2003 and 2002-2004

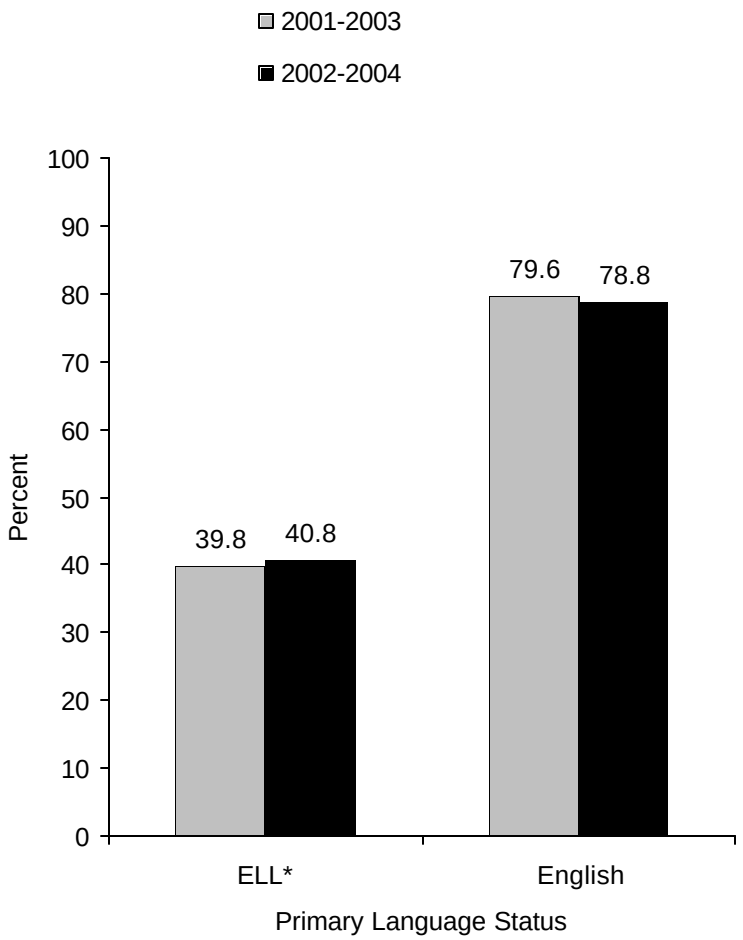


Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 76

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED MATHEMATICS TEST BY PRIMARY LANGUAGE STATUS* BIENNIUM PERIODS 2001-2003 AND 2002-2004



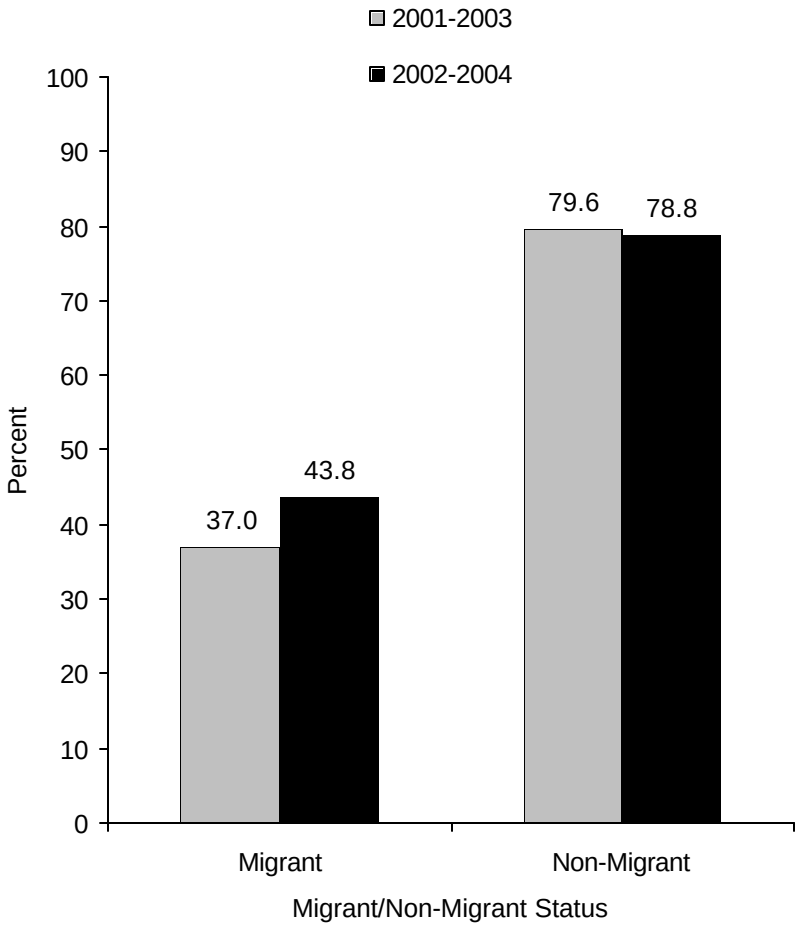
Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 77

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Migrant Status* Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

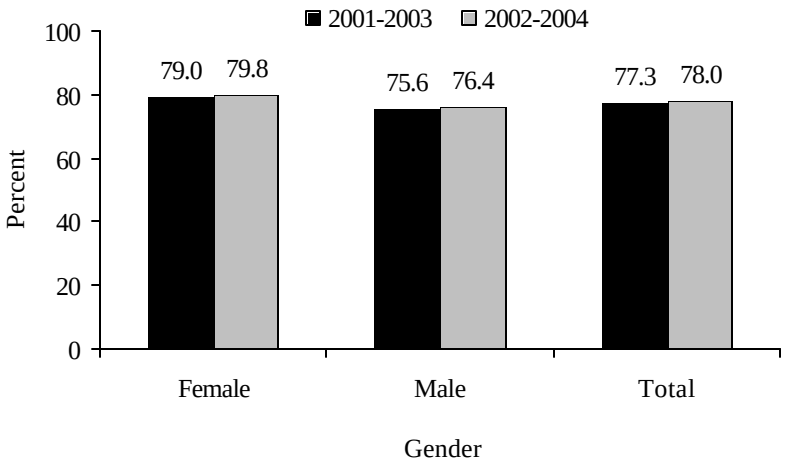
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Science

Indicator: *Percentage of all 8th and 11th grade students achieving proficient or higher science status on the ITBS Science Test or the ITED Science Test (reported for all students and by gender, race/ethnicity, socioeconomic status, disability, primary language status, and migrant status).*

Figure 78

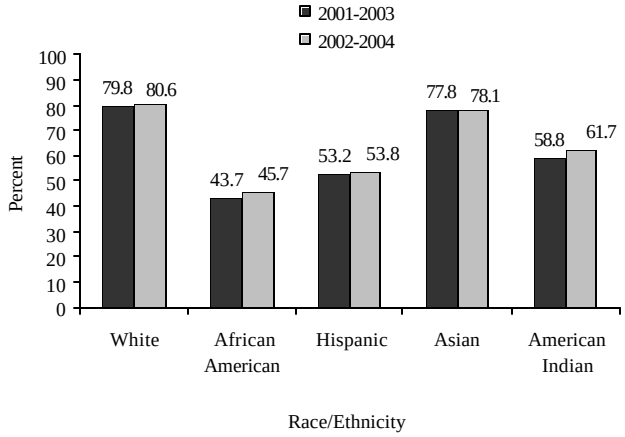
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY GENDER BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

Figure 79

PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.

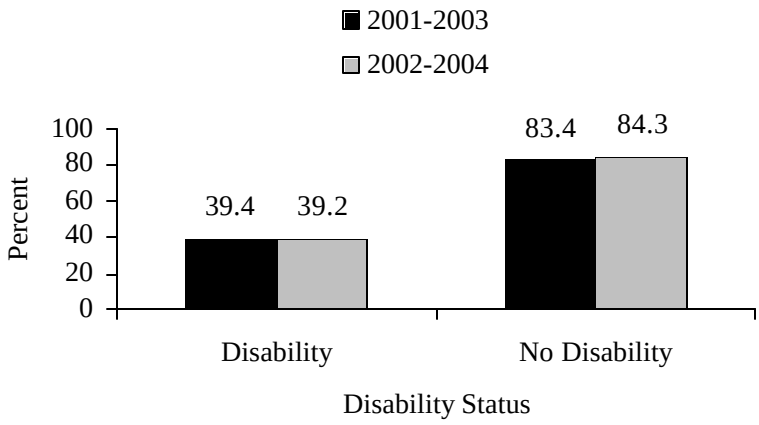
Figure 80

Percent of Iowa Eighth Grade Students Performing at or Above Proficient Level on ITBS Science Test by Socioeconomic Status*, Biennium Periods 2001-2003 and 2002-2004

Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 81

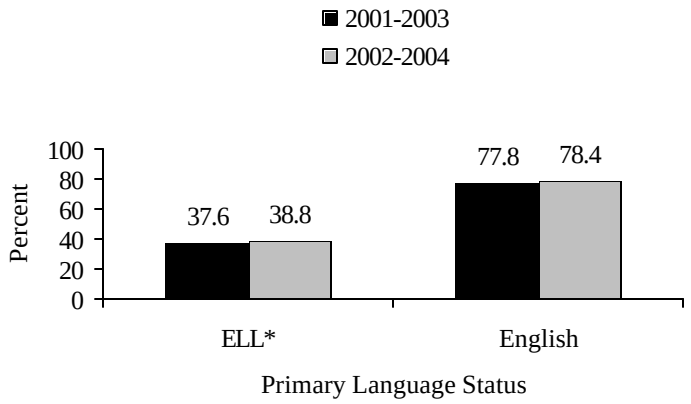
Percent of Iowa Eighth Grade Students Performing at or Above Proficient Level on ITBS Science Test by Disability Status*, Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 82

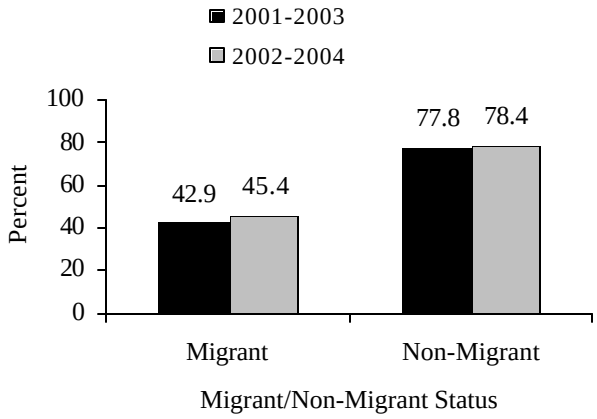
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY PRIMARY LANGUAGE STATUS*, BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Primary Language Status is classified by English and English Language Learners and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 83

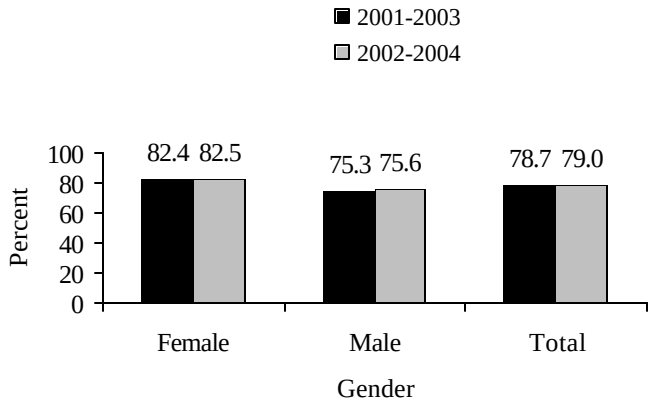
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS SCIENCE TEST BY MIGRANT STATUS*, BIENNIUM PERIODS 2001-2003AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes understands ideas related to Earth, the universe, and the life science.
Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.
*Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 84

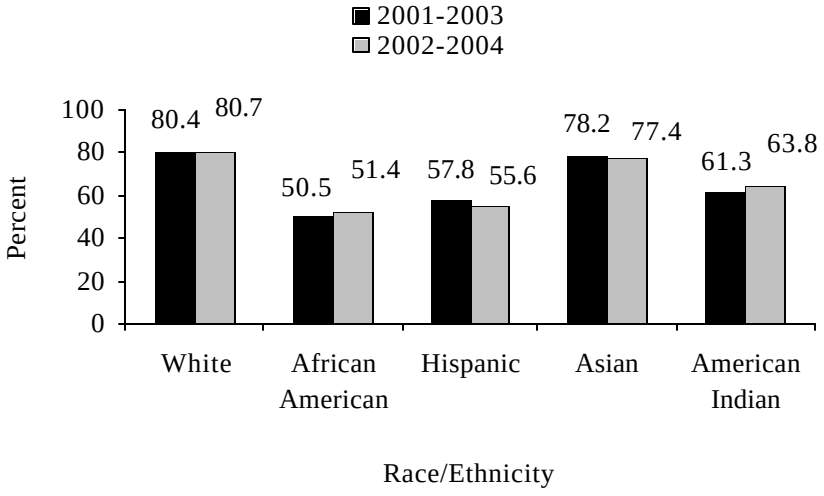
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY GENDER, BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Figure 85

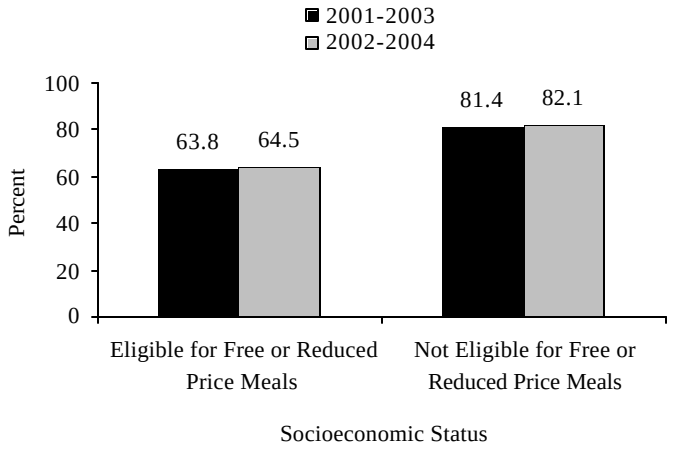
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY RACE/ETHNICITY BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Figure 86

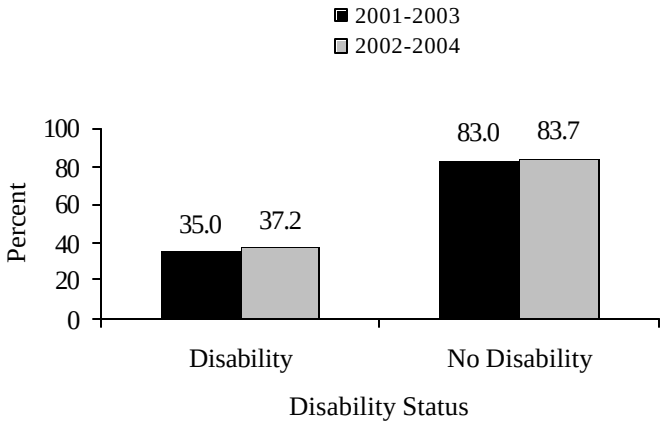
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY SOCIOECONOMIC STATUS*, BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 87

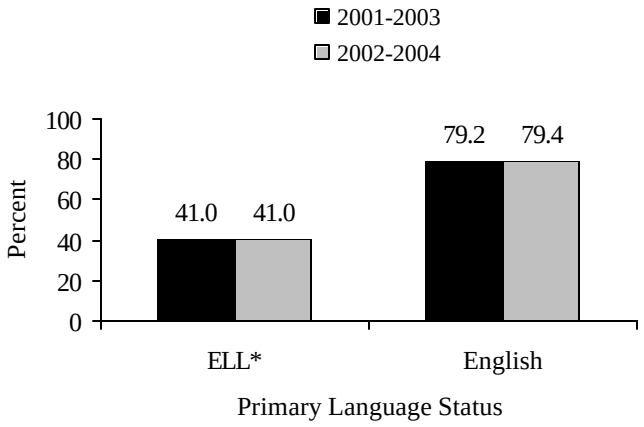
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED SCIENCE TEST BY DISABILITY STATUS*, BIENNIUM PERIODS 2001-2003 AND 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 88

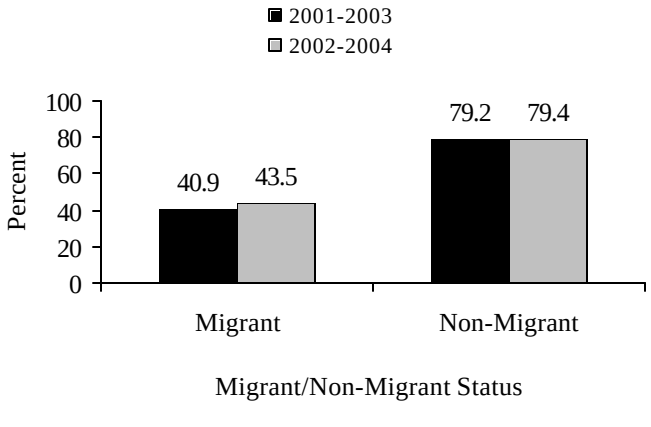
Percent of Iowa Eleventh Grade Students Performing at or Above Proficient Level on ITED Science Test by Primary Language Status*, Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Primary Language Status is classified by English and English Language Learners and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 89

Percent of Iowa Eleventh Grade Students Performing at or Above Proficient Level on ITED Science Test by Migrant Status*, Biennium Periods 2001-2003 and 2002-2004



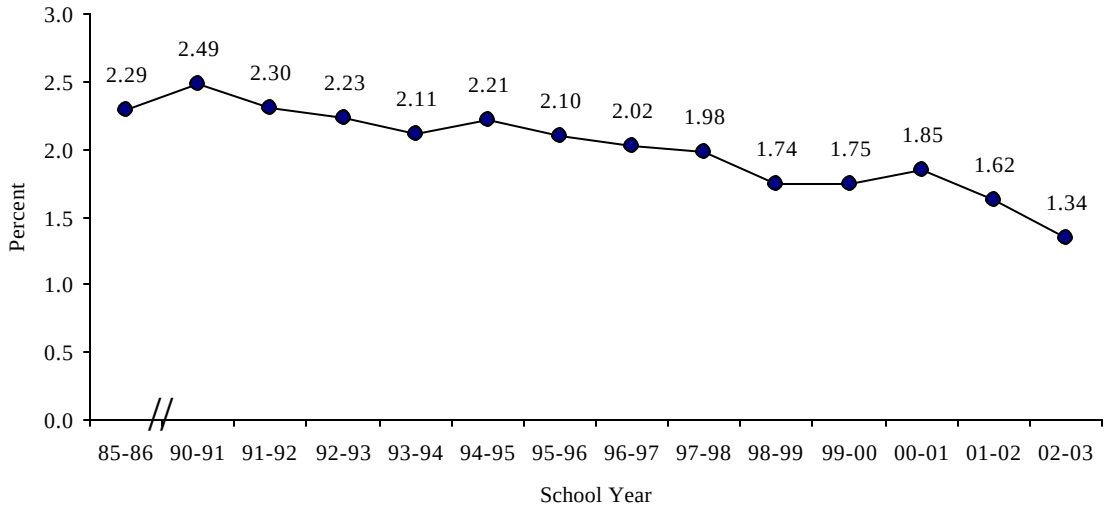
Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*Migrant Status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Dropouts

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

Figure 90

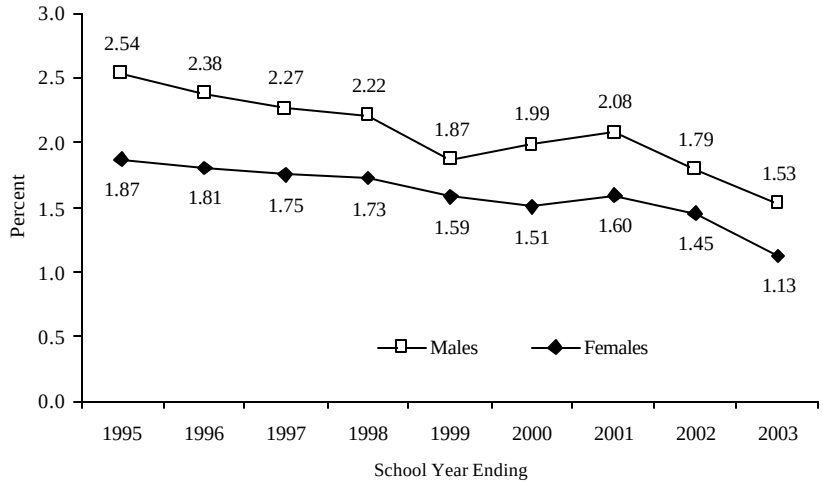
IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 1985-1986 AND 1990-1991 TO 2002-2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

Figure 91

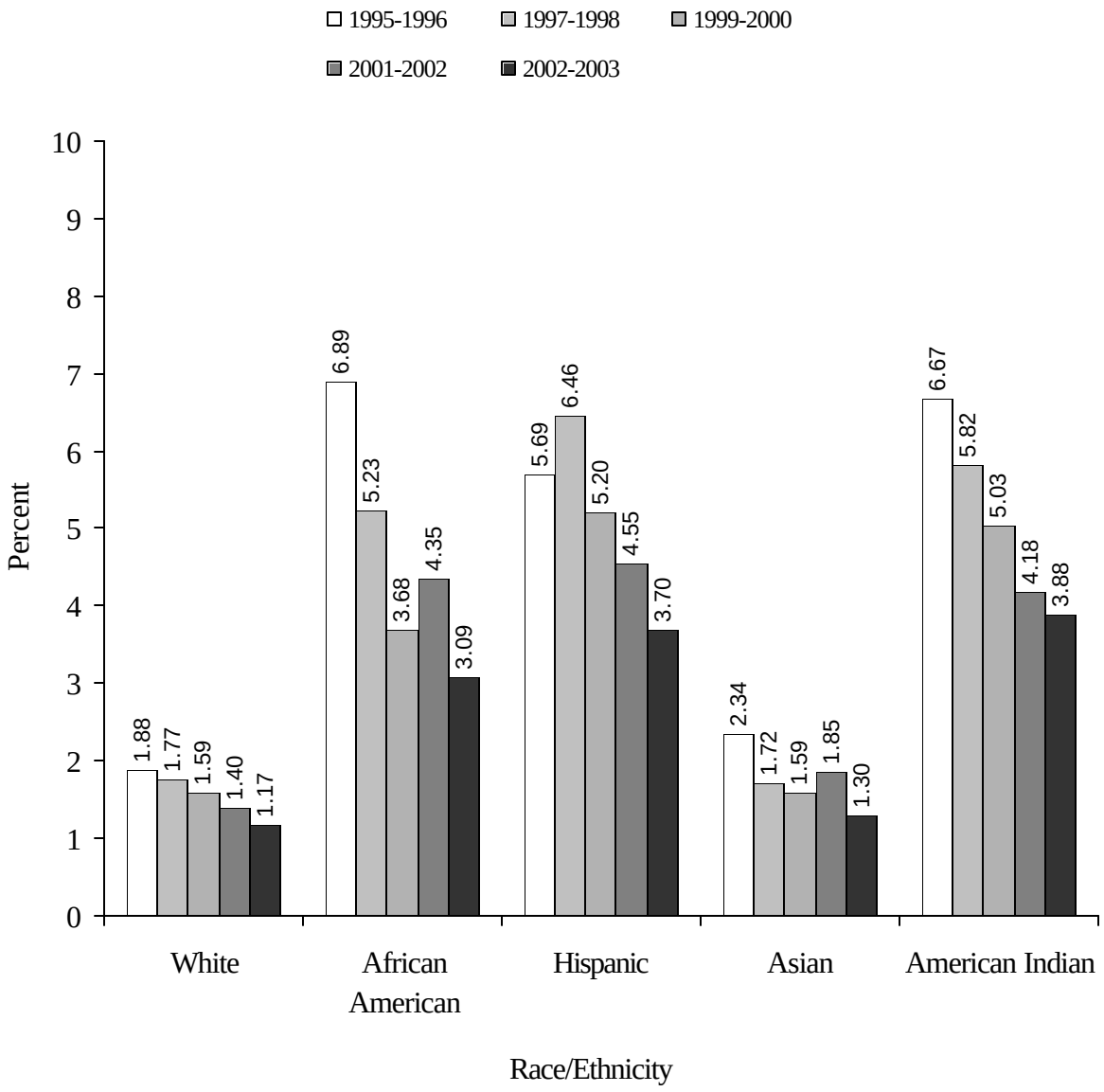
IOWA GRADE 7-12 DROPOUTS AS A PERCENT OF PUBLIC SCHOOL STUDENTS IN GRADES 7-12 BY GENDER 1994-1995 THROUGH 2002-2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

Figure 92

Iowa Grade 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Race/Ethnicity 1995-1996, 1997-1998, 1999-2000, 2001-2002 and 2002-2003



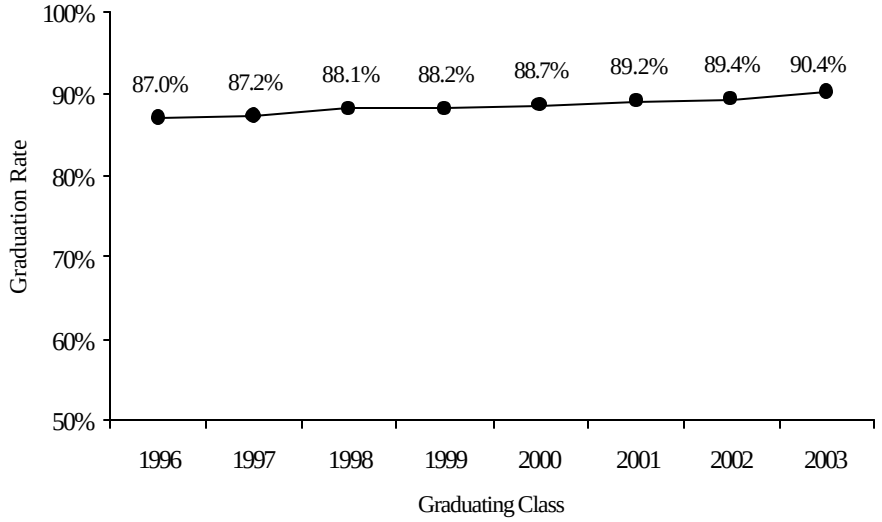
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

High School Graduation Rates

Indicator: *Percent of high school students who graduate, reported for all students, by gender, and by race/ethnicity.*

Figure 93

IOWA PUBLIC SCHOOL GRADUATION RATES
GRADUATING CLASSES OF 1996 THROUGH 2003

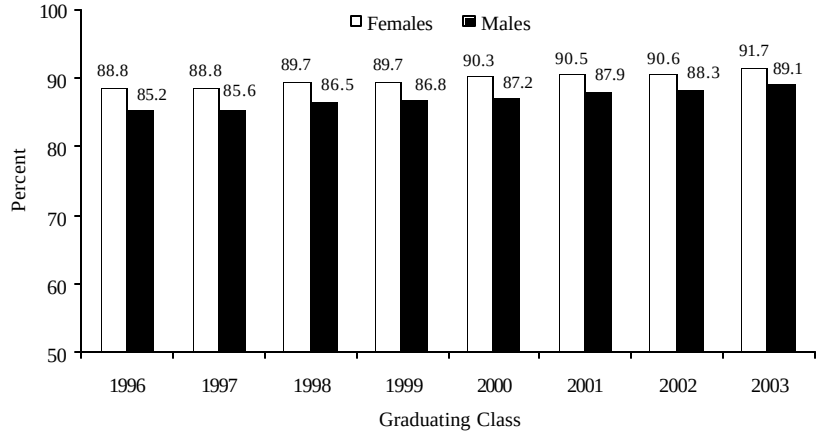


Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Note: A high school graduate includes regular diploma, and other diploma recipients. Graduation rates were calculated dividing the number of high school graduates in a given year by the sum of the number of high school graduates in that year and dropouts over a four year period. More specifically, the total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4. The high school graduation rate in year 4 equals the number of high school graduates in year 4 divided by the number of high school graduates in year 4 plus the sum of dropouts in grades 9 through 12 from years 1 through 4 respectively.

Figure 94

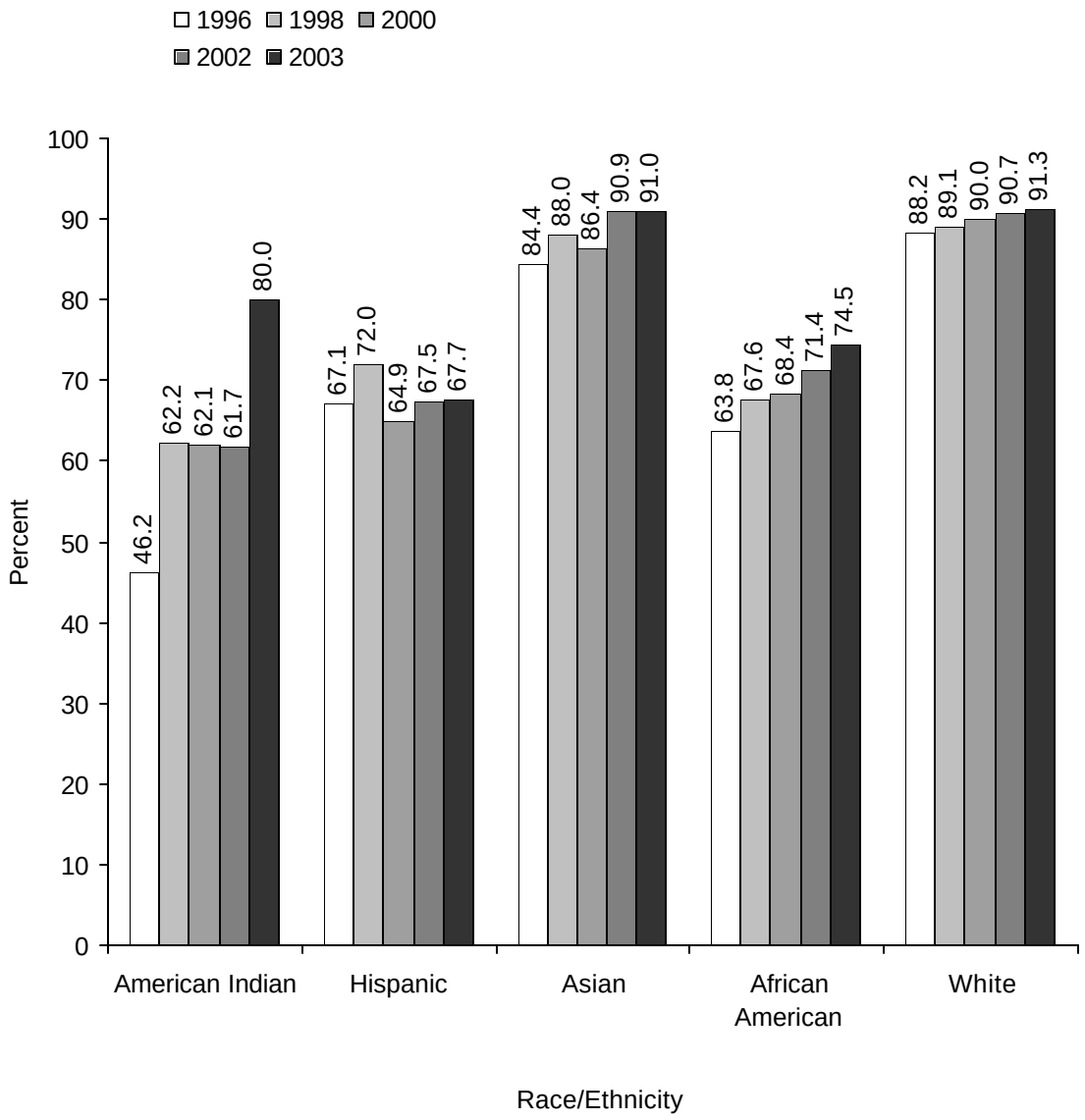
IOWA PUBLIC SCHOOL GRADUATION RATES BY GENDER
GRADUATING CLASSES OF 1996 THROUGH 2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Figure 95

IOWA HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY GRADUATING CLASSES OF 1996, 1998, 2000, 2002 AND 2003



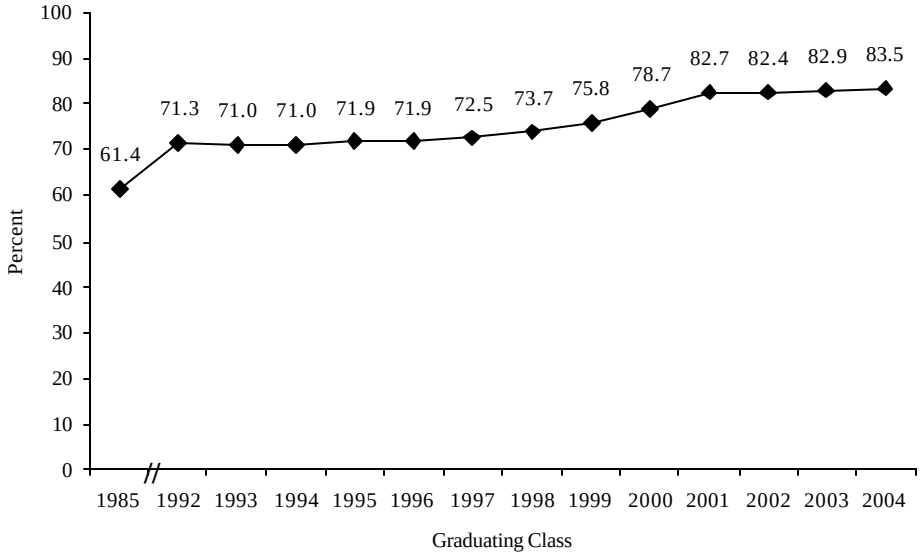
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Postsecondary Education/Training Intentions

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

Figure 96

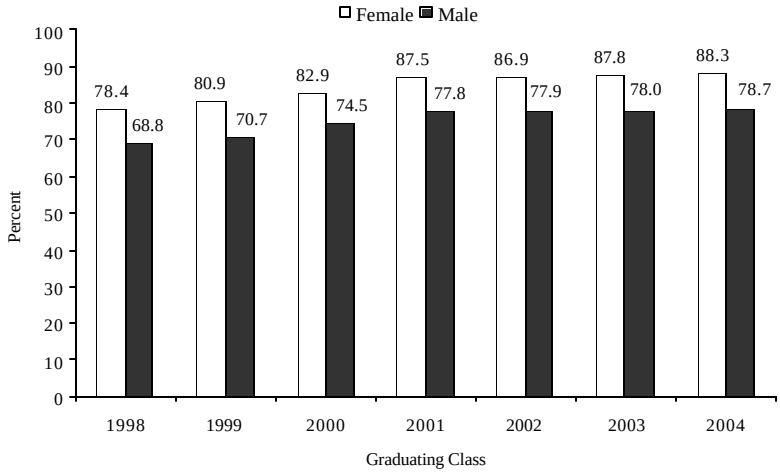
PERCENT OF ALL IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/ TRAINING, GRADUATING CLASSES OF 1985 AND 1992-2004



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 1997, 1998 and 1999 represent calculated estimates.

Figure 97

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/ TRAINING BY GENDER, GRADUATING CLASSES OF 1998 TO 2004



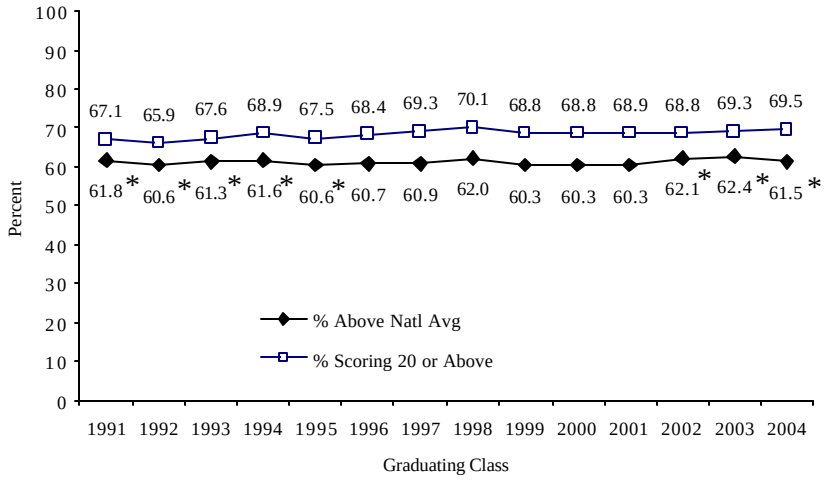
Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.

Probable Postsecondary Success

***Indicator**: Percentage of students achieving an ACT score above the national average and the percentage of students achieving an ACT score of 20 or above.*

Figure 98

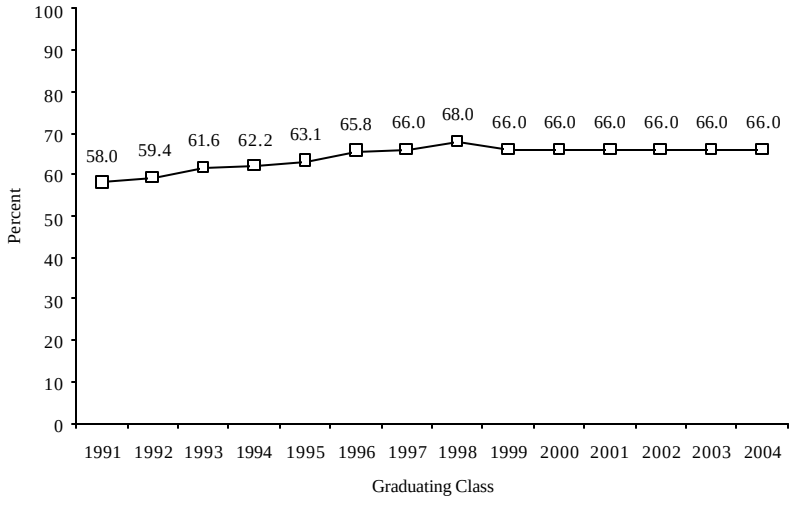
PERCENT OF IOWA ACT PARTICIPANTS ACHIEVING AN ACT SCORE ABOVE THE NATIONAL AVERAGE AND AN ACT SCORE OF 20 OR ABOVE 1991-2004



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(*) where the national average score is not a whole number.

Figure 99

PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM —1991-2004



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 develop standardized achievement tests for use nationally in grades K-12 and administer statewide achievement testing programs for the schools of Iowa. Iowa Testing Programs offer two achievement test batteries, the Iowa Tests of Basic Skills (ITBS), for students in grades kindergarten through 8; and the Iowa Tests of Educational Development (ITED), for students in grades 9-12. ITBS and ITED are the primary academic assessments for Iowa students in grades 3 through 12. The State Board of Education request student performance on ITBS and ITED reading comprehension and mathematics for all grades 4, 8, and 11 and student performance on ITBS and ITED science for grades 8 and 11 as state indicators. All Iowa public schools have been evaluated by student performance and improvement on the ITBS and ITED for purposes of the No Child Left Behind (NCLB) accountability. During the 2003-2004 school year, 370 Iowa public school districts and approximately 200 nonpublic schools participated in the ITP achievement assessments.

Iowa Tests of Basic Skills (ITBS)

The ITBS program offers levels 5-8 tests for students in kindergarten through grade 2 and levels 9-14 tests for students in grades 3 through 8.

The ITBS levels 9-14 battery includes 13 tests plus two additional tests for Level 9 only. The tests are listed below: 1) Vocabulary, 2) Reading Comprehension, 3) Spelling, 4) Capitalization, 5) Punctuation, 6) Usage and Expression, 7) Math Concepts and Estimation, 8) Math Problem Solving and Data Interpretation, 9) Math Computation, 10) Social Studies, 11) Science, 12) Maps and Diagrams, and 13) Reference Materials. The two additional tests are Word Analysis and Listening.

Iowa Tests of Educational Development (ITED)

The ITED program offers levels 15-17/18 tests for students in grades 9-12. The battery includes: 1) Vocabulary, 2) Reading Comprehension, 3) Language: Revising Written Materials, 4) Spelling, 5) Mathematics: Concepts and Problem Solving, 6) Computation, 7) Analysis of Social Studies Materials, 8) Analysis of Science Materials, and 9) Sources of Information.

ITBS and ITED Student Norms

Since 2001-2002, there has been a transition of Forms A and B of the ITBS and ITED with 2000 national norms for Iowa students to replace Forms K and L with 1992 national norms. According to the Iowa Testing Programs, scores on Forms A and B of the ITBS and ITED have been equated so that the same norms can be used with both.

Table 105 shows how 2001-2002 Iowa students ranked in terms of 2000 national norms for grades 4, 8, and 11. Table 106 reflects how Iowa and national students performed in grades 3-8 ITBS average and grades 9-11 ITED average in terms of their Core Total scores. The Core Total is the average of the standard scores for Reading Total, Language Total, and Math Total. The Core Total excludes social studies, science, and other subject areas. Selected national percentile rank ranges are listed in the left column. Overall, 2001-2002 Iowa students performed better than the nation. There were 68, 62 and 70 percent Iowa students above the national median in grade 4, 8, and 11 respectively (Table 105). The grades 9-11 average was comparable to the grades 3-8 average. Approximately two-thirds of Iowa students scored in the top half of students nationally and about one-third of the Iowa students scored in the lower half nationally in 2001-2002 (Table 106).

Table 105

PERCENT OF 2001-2002 IOWA STUDENTS IN GRADES 4, 8, AND 11 PERFORMING WITHIN SELECTED NATIONAL STUDENT PERCENTILE RANK RANGES - CORE TOTAL SCORES

National Percentile Rank Ranges	National Percent	Iowa Percent Grade 4	Grade 8	Grade 11
90-99	10%	19%	16%	21%
75-90	15	21	19	21
50-75	25	28	27	28
25-50	25	21	23	21
10-25	15	8	10	6
1-10	10	3	5	3
% Above National Median		68	62	70
% Below National Median		32	38	30

Source: Iowa Testing Programs, University of Iowa.

Table 106

AVERAGE PERCENT OF 2001-2002 IOWA STUDENTS IN GRADES 3-8 AND GRADES 9-11 PERFORMING WITHIN SELECTED NATIONAL STUDENT PERCENTILE RANK RANGES - CORE TOTAL SCORES

National Percentile Rank Ranges	National Percent	Iowa Percent Grades 3-8 Average	Grades 9-11 Average
90-99	10%	17%	18%
75-90	15	20	20
50-75	25	28	28
25-50	25	22	22
10-25	15	9	8
1-10	10	4	4
% Above National Median		65	66
% Below National Median		35	34

Source: Iowa Testing Programs, University of Iowa.

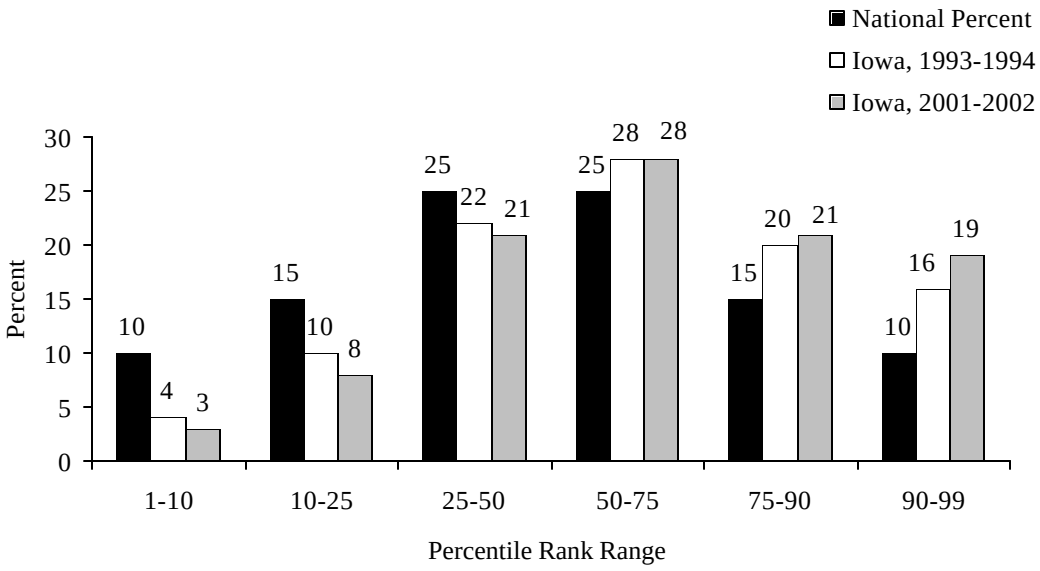
Figure 100 compares ITBS Core Total score distributions for Iowa students in grade 4 in 1993-1994 and 2001-2002 in terms of the percent of students performing within selected national student percentile rank ranges. Similar comparisons are presented in Figures 101 and 102 for Iowa students in grades 8 and 11 between 1993-1994 and 2001-2002. The 1993-1994 Iowa data were obtained one year after the 1992 national standardization, while the 2001-2002 Iowa data were available one year after the 2000 national standardization.

The purpose of the comparison is to show how Iowa students performed compared to their national peers in the two different school years. Since Iowa had a higher percent of students' scores at the higher percentile rank ranges (50-75, 75-90, and 90-99) and a lower percent of student scores at the lower percentile rank ranges (1-10, 10-25, and 25-50) than the nation, Iowa students performed better than the nation in all grades shown and in both years shown. More specifically, a significant high percent of Iowa students scored above the 90th percentile for the nation (19 percent, 16 percent, and 21 percent for Iowa grades 4, 8 and 11 respectively) while a significant low percent of Iowa students scored below the 10th percentile for the nation (3 percent for Iowa grades 4 and 11 and 5 percent for Iowa grade 8) in 2001-2002. A similar picture can be seen for 1993-1994 data (Figures 100 to 102).

In 2001-2002, there was a bigger gap between the Iowa percent and the national percent in each percentile rank range for students in grade 4 than in 1993-1994, Iowa 4th grade students have improved more compared to the nation (Figure 100). Iowa students in grades 8 and 11 improved less relative to their national peers in 2001-2002 compared to 1993-1994 (Figures 101 and 102).

Figure 100

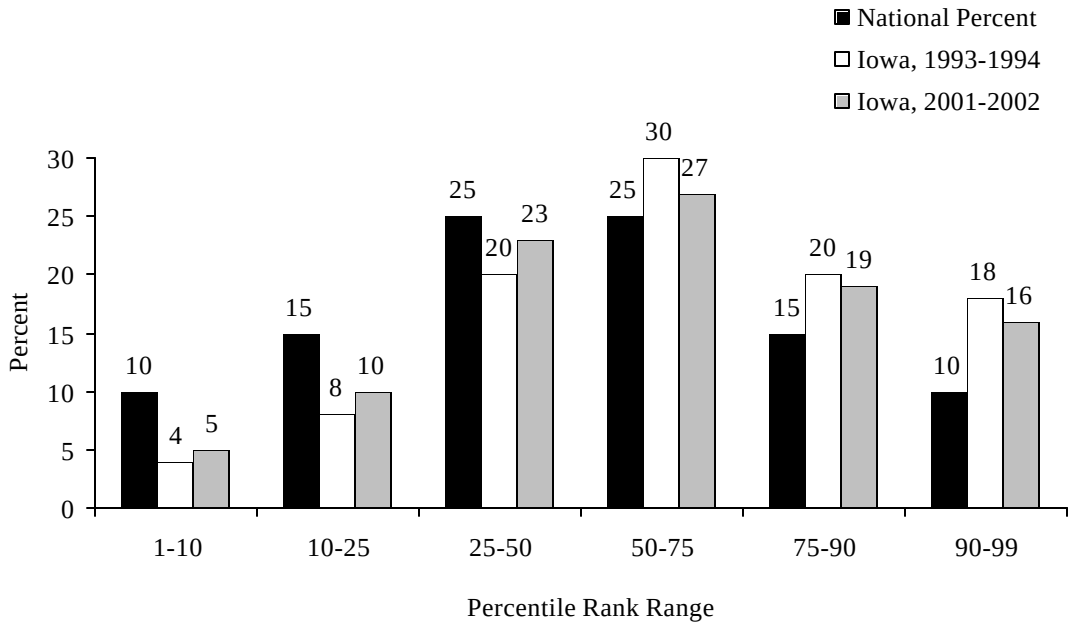
Comparison of the Percent of Iowa Fourth Grade Students Performing within Selected National Student Percentile Rank Ranges: Core Total Scores 1993-1994 vs. 2001-2002



Source: Iowa Testing Programs, University of Iowa.

Figure 101

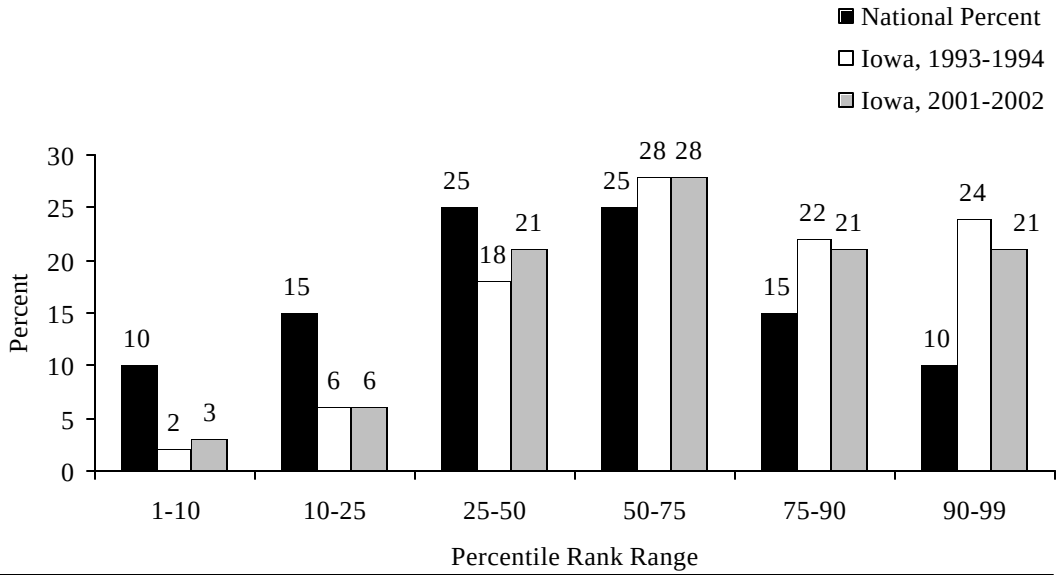
Comparison of the Percent of Iowa Eighth Grade Students Performing within Selected National Student Percentile Rank Ranges: Core Total Scores
1993-1994 vs. 2001-2002



Source: Iowa Testing Programs, University of Iowa.

Figure 102

Comparison of the Percent of Iowa Eleventh Grade Students Performing within Selected National Student Percentile Rank Ranges: Core Total Scores
1993-1994 vs. 2001-2002



Source: Iowa Testing Programs, University of Iowa.

ITBS and ITED Achievement Level Distributions

Student achievement level distributions are reported as merged percentage points for pairs of consecutive year in biennium periods. The achievement level distributions are shown in the biennium periods 1993-1995 through 2002-2004 for all students in grades 4, 8, and 11 in ITBS/ITED Reading Comprehension and Mathematics. Forms K and L of both ITBS and ITED with 1992 national norms were first used in Iowa in the 1993-1994 school year and Forms A and B of both ITBS and ITED with 2000 national norms have been used since 2001-2002. There were only two biennium periods, 2001-2003 and 2002-2004, where achievement level distribution data was available for all students in grades 8 and 11 in ITBS/ITED Science with the 2000 national norms.

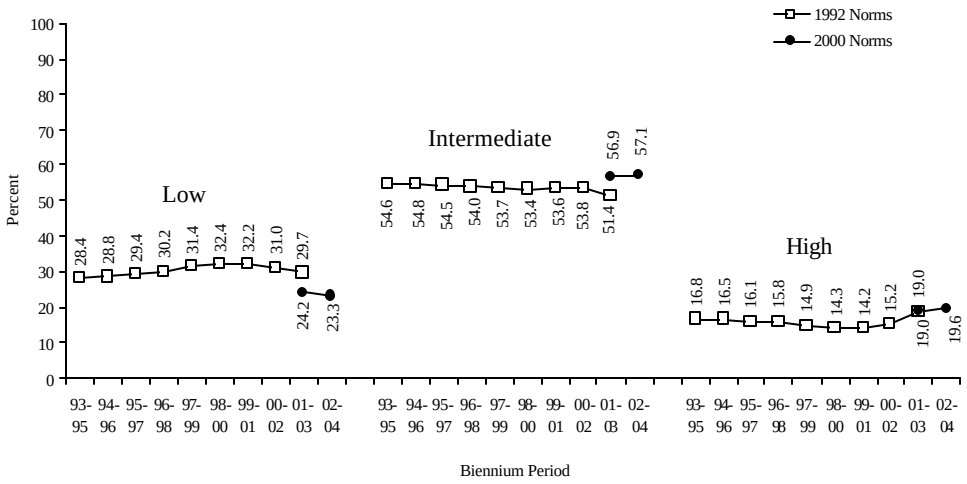
The terms "Low", "Intermediate", and "High" are used to designate student achievement levels. Descriptions for achievement levels, Low, Intermediate, and High, are shown in each figure to identify the student performance characteristics for a given grade and subject area.

Achievement Levels for Reading Comprehension

Figures 103 through 105 show the reading comprehension achievement level distribution trends for all students in grades 4, 8, and 11 based on 1992 national norms for the 1993-1995 through 2001-2003 biennium periods. There is an additional point in the 2001-2003 biennium period to start a new trend for the last two biennia based on the 2000 national norms in Figure 103 due to the difference between the 1992 norms and 2000 norms. There were no new starting points for 2001-2003 biennium with 2000 norms in Figures 104 and 105 because there was no norm difference for grades 8 and 11 in reading comprehension.

Figure 103

ITBS Reading Comprehension - Grade 4 Percentages for Iowa Achievement Levels Biennium Periods 1993-1995 to 2002-2004



Source: Iowa Testing Programs, University of Iowa.
Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

HIGH PERFORMANCE LEVEL
Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; identifies the main idea; evaluates the style and structure of the text; and interprets nonliteral language.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can draw conclusions and make inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom draws conclusions or makes simple inferences about characters; rarely grasps the main idea, evaluates the style and structure of the text, or interprets nonliteral language.

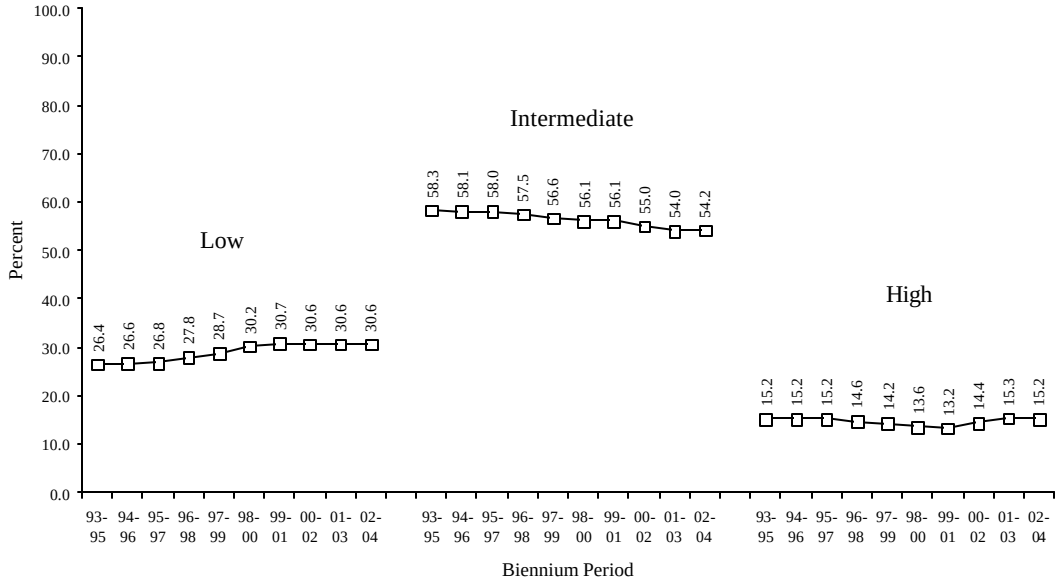
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.
Figures may not total 100 percent due to rounding.

There was approximately a 4 percentage point increase at the High achievement level and a 1.3 percentage point decrease at the Low achievement level in 2001-2003 biennium over the 2000-2002 biennium for grade 4 reading. In 2002-2004, there was a slight increase at the High achievement level and a slight decrease at the Low achievement level from the prior biennium (Figure 103).

The grade 8 students performing at the Low achievement level remained unchanged and the students performing at the High achievement level increased 0.9 percentage points in the 2001-2003 biennium over the 2000-2002 biennium. The students performing at the High achievement level remained nearly the same in the 2002-2004 biennium from the 2001-2003 biennium (Figure104).

Figure 104

ITBS Reading Comprehension - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2002-2004



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 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 text, and interpret nonliteral language.

LOW PERFORMANCE LEVEL
Understands little factual information; can seldom draw conclusions or make simple inferences about characters; usually cannot apply what has been read to new situations; can rarely grasp the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

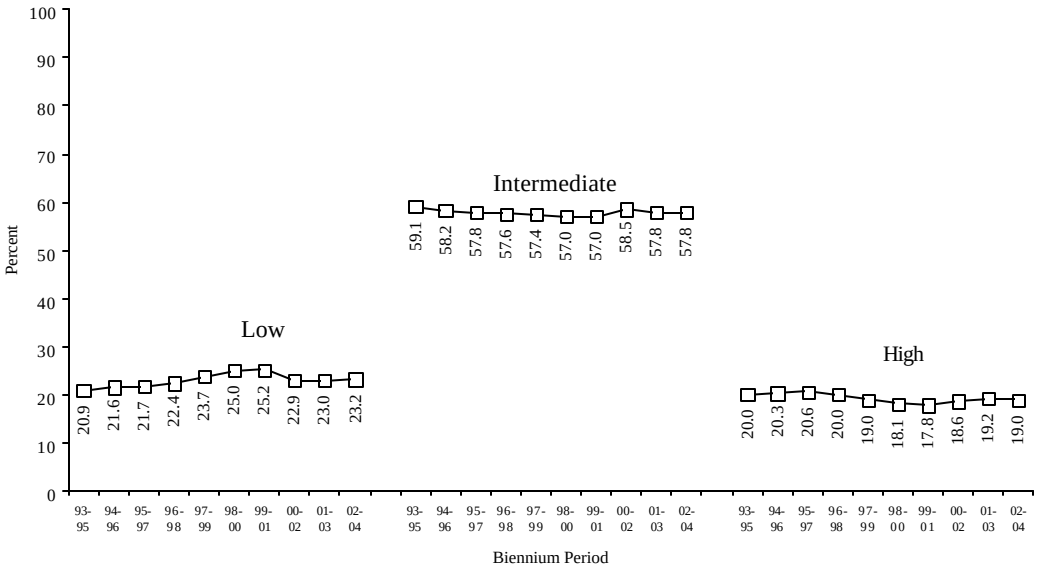
Figures may not total 100 percent due to rounding.

The grade 11 students performing at the Low achievement level increased .10 percentage points while the students performing at the High achievement level increased 0.6 percentage points in the 2001-2003 biennium over the 2000-2002 biennium. There was a slight decrease at the High achievement level and a slight increase at the Low achievement level in the 2002-2004 biennium (Figure 105).

In general, a higher percentage of students have performed at the High achievement level for grade 4 since the 2000-2002 biennium. However, the percentage slightly increased for grade 11 students performing at the Low achievement level in the 2001-2003 and 2002-2004 biennia.

Figure 105

ITED Reading Comprehension - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2002-2004



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 Reading Comprehension score:

HIGH PERFORMANCE LEVEL
Understands factual information; infers the traits and feelings of characters: identifies the main idea; identifies author viewpoint and style, interprets nonliteral language; and judges the validity of conclusions.

INTERMEDIATE PERFORMANCE LEVEL
Understands some factual information; sometimes can make inferences about characters, identify the main idea, and identify author viewpoint and style; occasionally can interpret nonliteral language and judge the validity of conclusions.

LOW PERFORMANCE LEVEL
Understands little factual information; seldom makes simple inferences; rarely grasps the main idea; and usually cannot identify author viewpoint and style, interpret nonliteral language, or judge the validity of conclusions.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

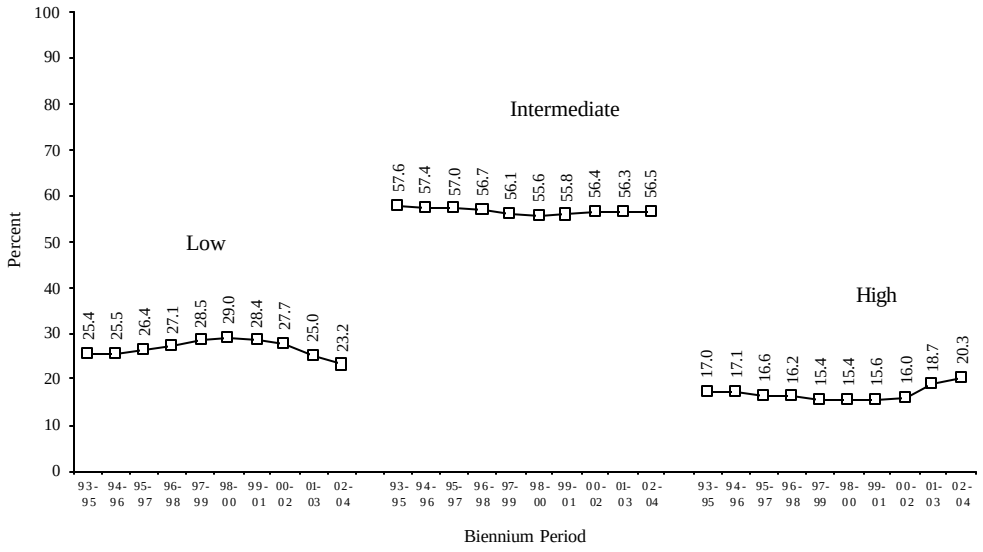
Achievement Levels for Mathematics

The mathematics achievement level distributions for students in grades 4, 8, and 11 for biennium periods 1993-1995 through 2001-2003 with 1992 national norms are shown in Figures 106 through 108. An additional point starts a new trend in grades 8 and 11 for each achievement level in the 2001-2003 biennium period based on the 2000 national norms (Figures 107 and 108). There was no extra start point in Figure 106 due to no norm difference in mathematics for grade 4.

In grade 4, a total of 2.7 percent more students were classified at the High achievement level while 2.7 percent fewer students were classified at the Low achievement level in 2001-2003 biennium compared to the 2000-2002 biennium. In the 2002-2004 biennium, there was a 1.6 percentage point increase at the High achievement level and a 1.8 percentage point decrease at the Low achievement level for grade 4 mathematics over the 2001-2003 biennium.

Figure 106

ITBS MATHEMATICS - GRADE 4
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1995 TO 2002-2004



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 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.

LOW PERFORMANCE LEVEL
Is beginning to develop an understanding of many math concepts and an ability to solve simple word problems, is generally unable to use estimation methods, and is seldom able to interpret data from graphs and tables.

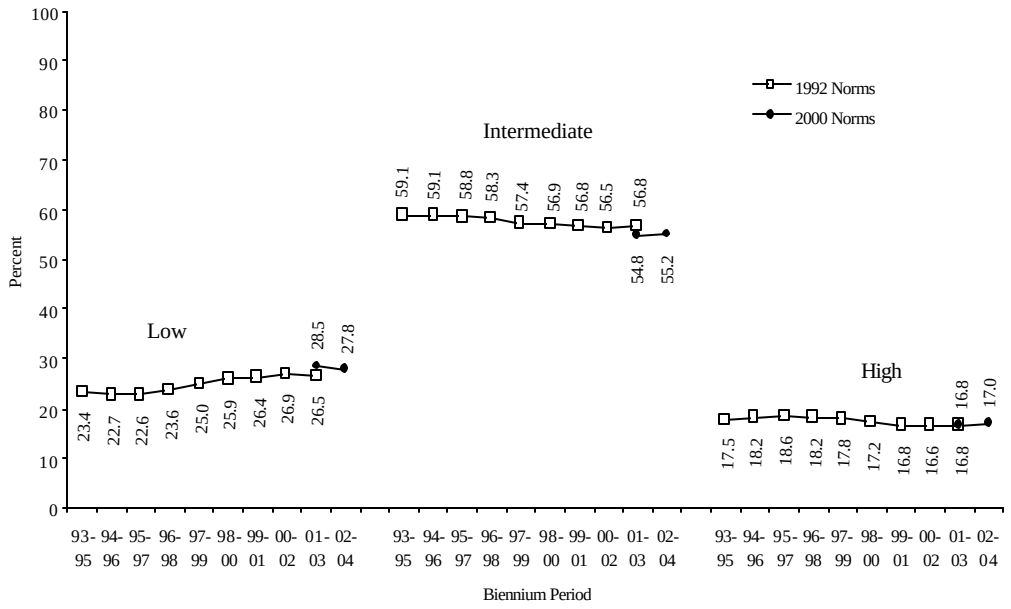
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Figures 107 and 108 show a slight increase in grade 8 and a slight decrease in grade 11 at the High achievement level and an opposite trend at Low achievement level in mathematics during the 2002-2004 biennium for grades 8 and 11.

Figure 107

ITBS Mathematics - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2002-2004



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.

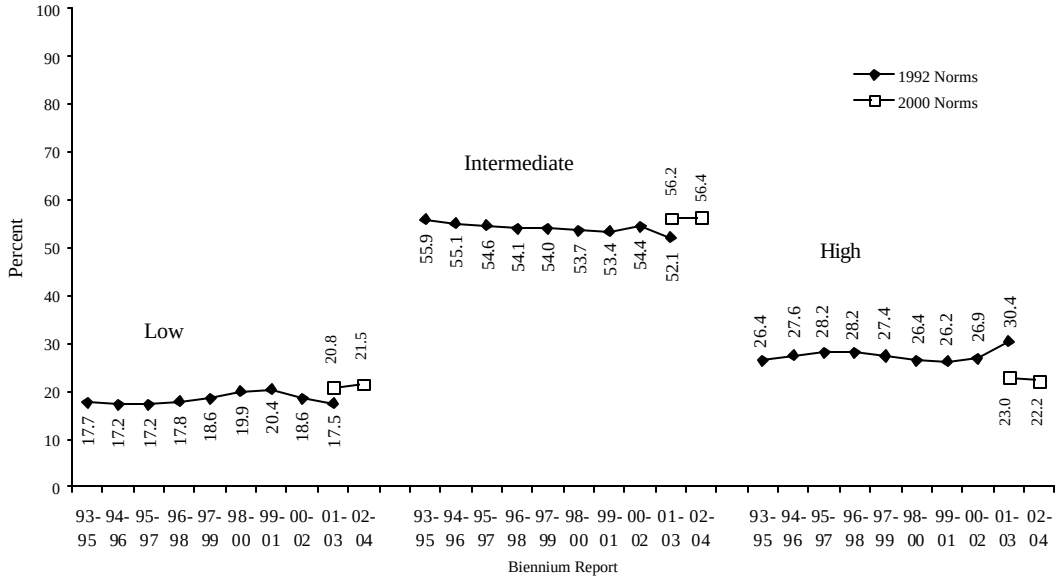
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Figure 108

ITED MATHEMATICS - GRADE 11
PERCENTAGES FOR IOWA ACHIEVEMENT LEVELS
BIENNIUM PERIODS 1993-1995 TO 2002-2004



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 Mathematics test:

HIGH PERFORMANCE LEVEL
Understands how to apply math concepts and procedures, makes inferences with quantitative information, and solves a variety of novel quantitative reasoning problems.

INTERMEDIATE PERFORMANCE LEVEL
Is beginning to develop the ability to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of novel quantitative reasoning problems.

LOW PERFORMANCE LEVEL
Demonstrates little understanding about how to apply math concepts and procedures, generally cannot make inferences with quantitative information, and cannot solve most novel quantitative reasoning problems.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

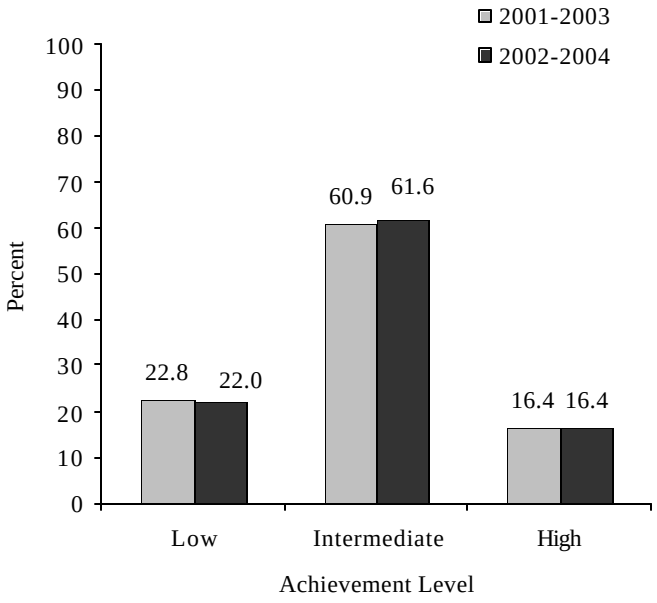
Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 109 shows ITBS science achievement level distributions for students in grade 8 and Figure 110 shows ITED science achievement level distributions for students in grade 11. The *Annual Condition of Education* started to report science data for the first time in 2003. Therefore, only two biennium period data for science assessment are available (2001-2003 and 2002-2004) in the current annual report.

Figure 109

ITBS Science - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 2001-2003 and 2002-2004



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 Science test:

HIGH PERFORMANCE LEVEL
Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

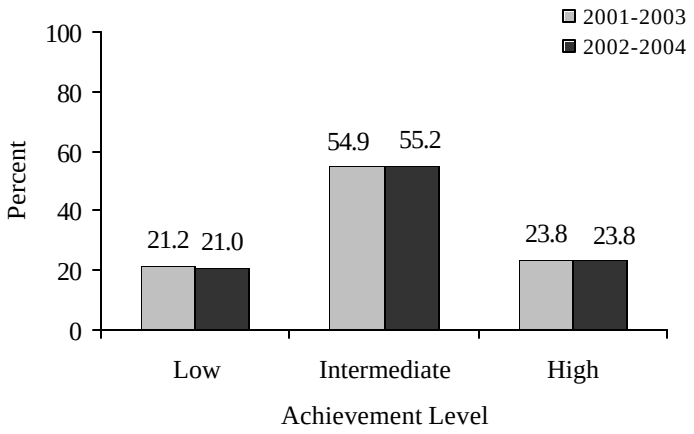
INTERMEDIATE PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

LOW PERFORMANCE LEVEL
Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of scientific inquiry.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

Figure 110

ITED Science - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 2001-2003 and 2002-2004



Source: Iowa Testing Programs, University of Iowa.

Notes: The descriptions below indicate how the typical grade 11 student at each achievement level perform with respect to the ITED Science test:

HIGH PERFORMANCE LEVEL
Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

INTERMEDIATE PERFORMANCE LEVEL
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

LOW PERFORMANCE LEVEL
Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

Percentages for each biennium period represent average percentages for the two school years represented, e.g., 2001-2003 represents the average percent of students at each achievement level for the 2001-2002 and 2002-2003 school year.

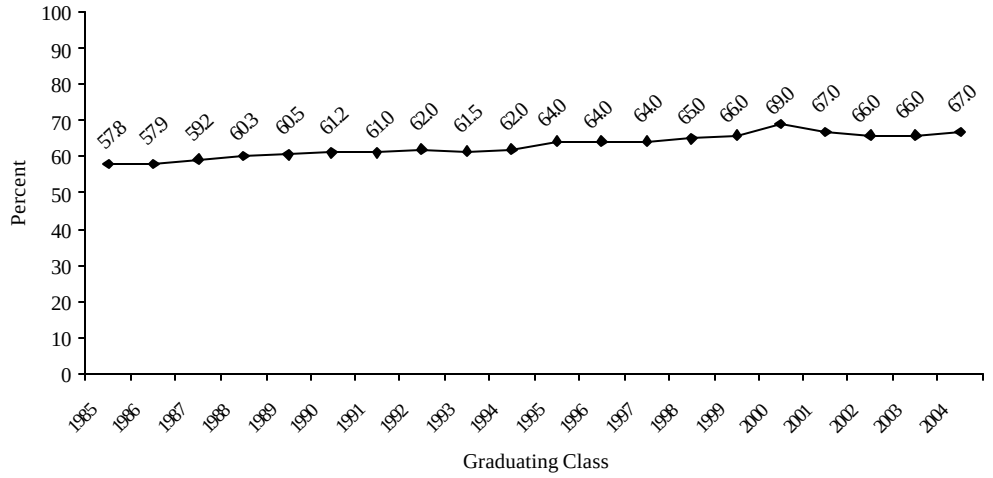
American College Testing (ACT) Assessment

American College Testing designed the ACT Assessments to measure high school students' general educational development and ability to succeed at the college level. A composite ACT score measures overall educational development and is based on assessments for English, mathematics, reading, and science reasoning. The ACT scores range from a low of 1 to a high of 36 and data is reported for various subgroups of students. Subgroups reported in this report include high school program type and gender. High school program types are classified as "core" and "less than core". ACT defines "core" as high school programs consisting of four years of English, and three or more years each of mathematics, natural science, and social studies. Students not meeting the "core" program standard are considered "less than core" completers.

Figure 111 provide the percentage of Iowa graduates that took the ACT Assessment for years 1985 through 2004 (also see Table 109). The percentage increased from 66.0 percent in 2003 to 67.0 percent in 2004.

Figure 111

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT
1985 - 2004



Source: American College Testing Program, The High School Profile Report for Iowa.

ACT Composite Score Comparisons of Iowa, the Nation, and the Midwest States

Table 107 details Iowa's rank in the nation of average composite ACT scores. Iowa's ACT average composite score remained at 22.0 for the sixth consecutive year. Wisconsin and Minnesota lead the nation (22.2) and Iowa ranked third among the states where the ACT Assessment test has been taken by more than 50 percent of high school graduates in 2004. Iowa has ranked third or above in the nation for all years shown (1989-2004).

Table 107

IOWA'S RANK IN THE NATION ON AVERAGE COMPOSITE ACT SCORES AMONG STATES WHERE ACT IS THE PRIMARY COLLEGE ENTRANCE EXAMINATION, 1989-2004

Graduating Class	ACT Average Composite Score	National Rank	
1989	21.8	2	
1990	21.8	1	tied with WI
1991	21.7	1	tied with WI
1992	21.6	1	tied with WI
1993	21.8	1	tied with WI
1994	21.9	1	
1995	21.8	3	
1996	21.9	3	
1997	22.1	2	tied with MN
1998	22.1	3	
1999	22.0	3	
2000	22.0	2	tied with MN
2001	22.0	3	
2002	22.0	3	
2003	22.0	2	tied with MN
2004	22.0	3	

Source: American College Testing Program, ACT assessment results, Summary Report for Iowa.

Average ACT composite scores for Iowa, midwest states, and the nation for graduating classes 2002 through 2004 are displayed in Table 108. Comparisons of ACT composite scores between states are valid only for the 25 states where the ACT is the predominant test, defined as those states where at least 50 percent of graduates take the ACT exam. States with fewer than 50 percent taking the ACT exam may have a sample of students not representative of that state's overall student population. All midwest states except Illinois had average composite scores higher than the national average in 2004.

Table 108

ACT Average Composite Scores for Iowa, the Nation and Midwest States — 2002 to 2004

Nation & State	Class of 2002 ACT Composite	Class of 2002 % of Graduates Tested	Class of 2002 % of Core Completers	Class of 2003 ACT Composite	Class of 2003 % of Graduates Tested	Class of 2003 % of Core Completers	Class of 2004 ACT Composite	Class of 2004 % of Graduates Tested	Class of 2004 % of Core Completers
Nation	**20.8**	**39%**	**58%**	**20.8**	**40%**	**57%**	**20.9**	**40%**	**60%**
Iowa	**22.0**	**66**	**66**	**22.0**	**66**	**66**	**22.0**	**67**	**66**
Illinois	20.1	99	42	20.2	100	41	20.3	99	44
Kansas	21.6	76	66	21.5	76	66	21.6	75	66
Minnesota	22.1	65	66	22.0	67	64	22.2	66	63
Missouri	21.5	68	58	21.4	69	58	21.5	70	58
Nebraska	21.7	72	66	21.7	73	67	21.7	77	67
North Dakota	21.2	78	61	21.3	80	59	21.2	81	60
South Dakota	21.4	71	61	21.4	70	60	21.5	75	59
Wisconsin	22.2	68	60	22.2	69	61	22.2	68	60

Source: American College Testing Program, ACT Assessment Results.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.

Table 109 and Figure 112 compare Iowa and national average composite scores from 1991 to 2004. For all years shown, Iowa's average score has been at least 1.0 point above the national average. In 2004, Iowa had a 1.0 percentage point increase in the percent of student participation.

Table 109

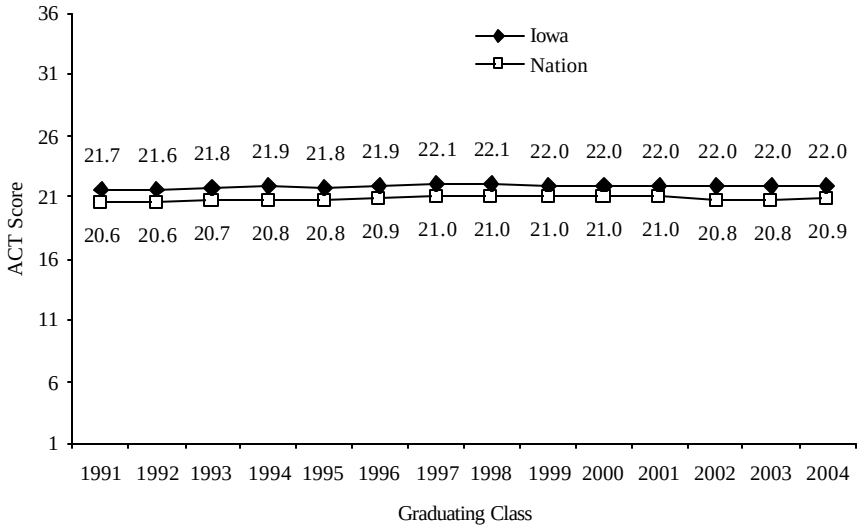
Iowa and National ACT Average Composite Scores and Participation Rates, 1991 to 2004

Class of	Average ACT Composite Score - Iowa	Percent Iowa Student Participation*	Average ACT Composite Score - Nation	Percent Nation Student Participation
1991	21.7	61.0 %	20.6	— %
1992	21.6	62.0	20.6	—
1993	21.8	61.5**	20.7	—
1994	21.9	62.0	20.8	—
1995	21.8	64.0	20.8	37.0
1996	21.9	64.0	20.9	35.0
1997	22.1	64.0	21.0	35.0
1998	22.1	65.0	21.0	35.0
1999	22.0	66.0	21.0	36.0
2000	22.0	69.0	21.0	38.0
2001	22.0	67.0	21.0	38.0
2002	22.0	66.0	20.8	39.0
2003	22.0	66.0	20.8	40.0
2004	22.0	67.0	20.9	40.0

Source: American College Testing Program, ACT Assessment Results, Summary Report Iowa.
Notes: *From 1991-1992, and 1994-2003 ACT News Releases.
**1993 estimated percentage is based on Iowa Department of Education, Basic Educational Data Survey, Enrollment Files.

Figure 112

IOWA AND NATIONAL ACT AVERAGE COMPOSITE SCORES 1991-2004



Source: American College Testing Program, The High School Profile Report for Iowa.

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

Average ACT scores by skill area (English, Mathematics, Reading, and Science Reasoning) for Iowa and the Nation are displayed in Table 110 and Figures 113 through 116. In the areas of reading and science reasoning, the national average made a 0.1 point increase on Iowa's average. However, Iowa had at least a 1.0 point higher average ACT score in each of the four skill areas in 2004.

Table 110

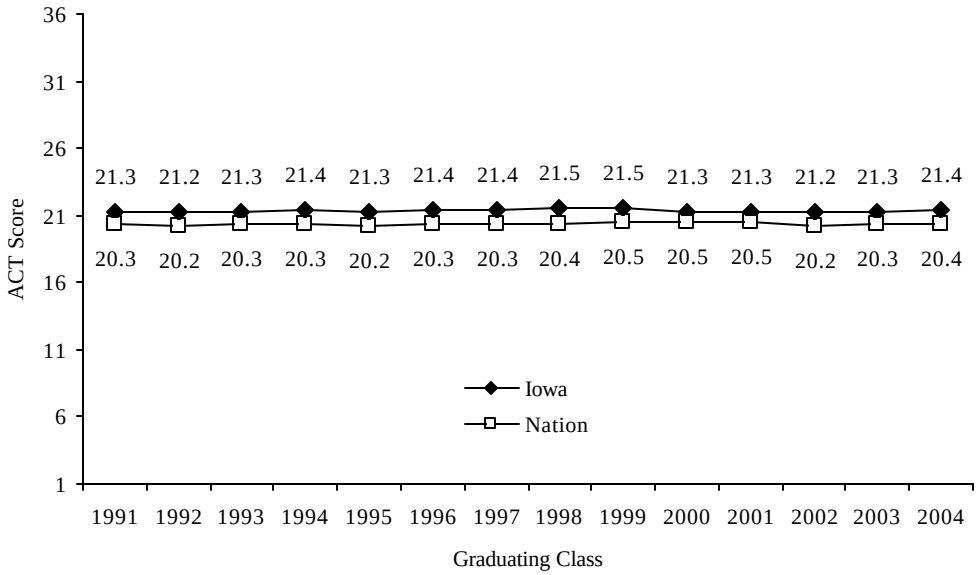
AVERAGE ACT SCORES FOR IOWA AND THE NATION GRADUATING CLASSES 1991 - 2004

	Iowa				Nation			
Graduating Class of	English	Mathematics	Reading	Science Reasoning	English	Mathematics	Reading	Science Reasoning
1991	21.3	21.0	22.2	21.9	20.3	20.0	21.2	20.7
1992	21.2	21.0	21.9	21.9	20.2	20.0	21.1	20.7
1993	21.3	21.1	22.2	22.0	20.3	20.1	21.2	20.8
1994	21.4	21.2	22.2	22.3	20.3	20.2	21.2	20.9
1995	21.3	21.2	22.1	22.1	20.2	20.2	21.3	21.0
1996	21.4	21.3	22.2	22.3	20.3	20.2	21.3	21.1
1997	21.4	21.5	22.4	22.4	20.3	20.6	21.3	21.1
1998	21.5	21.9	22.3	22.4	20.4	20.8	21.4	21.1
1999	21.5	21.6	22.2	22.1	20.5	20.7	21.4	21.0
2000	21.3	21.6	22.3	22.1	20.5	20.7	21.4	21.0
2001	21.3	21.6	22.3	22.2	20.5	20.7	21.3	21.0
2002	21.2	21.7	22.4	22.1	20.2	20.6	21.1	20.8
2003	21.3	21.6	22.4	22.1	20.3	20.6	21.2	20.8
2004	21.4	21.8	22.4	22.1	20.4	20.7	21.3	20.9

Source: American College Testing Program, The High School Profile Report for Iowa

Figure 113

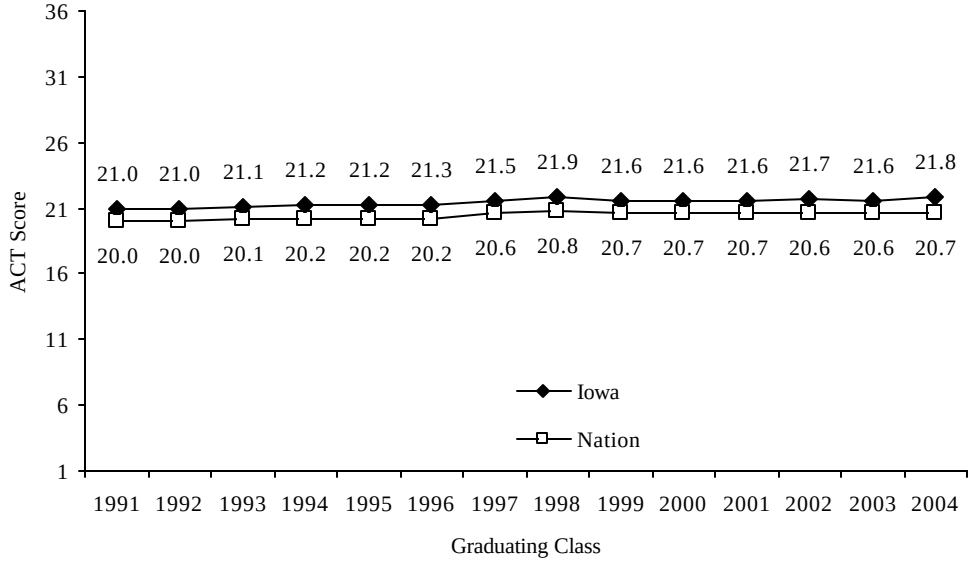
AVERAGE ACT ENGLISH SCORES
IOWA VS. NATION — 1991-2004



Source: American College Testing Program, The High School Profile Report for Iowa.

Figure 114

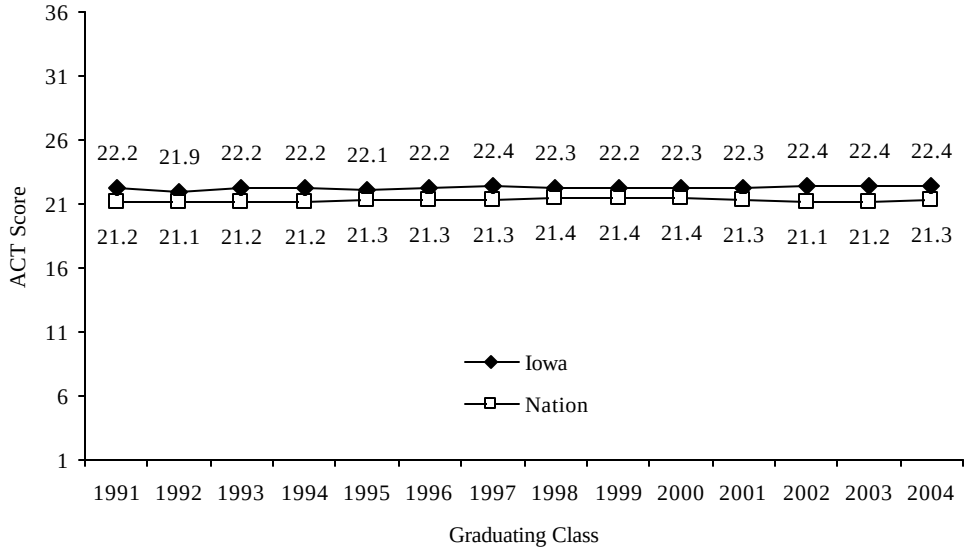
AVERAGE ACT MATHEMATICS SCORES
IOWA VS. NATION — 1991-2004



Source: American College Testing Program, The High School Profile Report for Iowa.

Figure 115

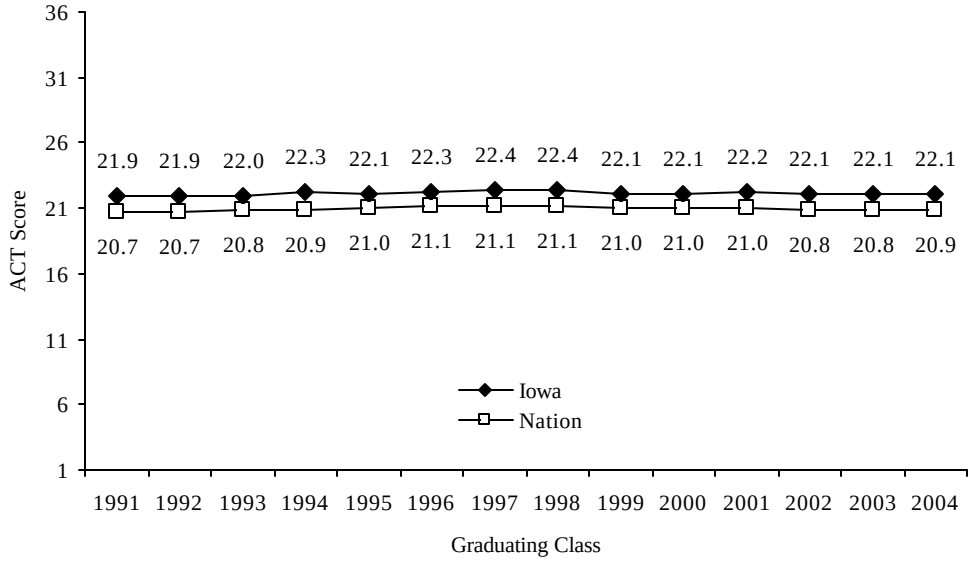
AVERAGE ACT READING SCORES
IOWA VS. NATION — 1991-2004



Source: American College Testing Program, The High School Profile Report for Iowa.

Figure 116

AVERAGE ACT SCIENCE REASONING SCORES
IOWA VS. NATION — 1991-2004



Source: American College Testing Program, The High School Profile Report for Iowa.

ACT Scores for Core and Less than Core Students

ACT standards for core high school programs are displayed in Table 111. ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural sciences, and social studies. Core mathematics and natural science courses are beyond the introductory level. For example, a typical minimal core mathematics course might include Algebra I, Algebra II, and Geometry one year each. A typical minimal core natural science course might include one year each of General Science, Biology, and Chemistry or Physics.

Table 111

ACT Standards for Core High School Programs

Core Area	Years	Course	Credit
English	4 or more	English 9, 10, 11, 12	1 year each
Mathematics	3 or more	Algebra I & II, Geometry	1 year each
		Trigonometry & calculus (not precalculus), Other math courses beyond Algebra II, Computer math/computer science	1/2 year each
Social Studies	3 or more	American history, world history, American government	1 year each
		Economics, geography, psychology, other history	1/2 year each
Natural Science	3 or more	General/physical/earth science, biology, chemistry, physics	1 year each

Source: American College Testing Program, ACT Assessment 2004 Results.

The percent of Iowa ACT participants taking a core high school program has remained steady at 66.0 percent since 1999. Nationally, that percentage has decreased from 61.0 percent in 2000 to 56.5 in 2004. Table 112 and Figure 117 provide the trend of the percent of ACT participants in a core high school program from 1991 to 2004.

Table 112

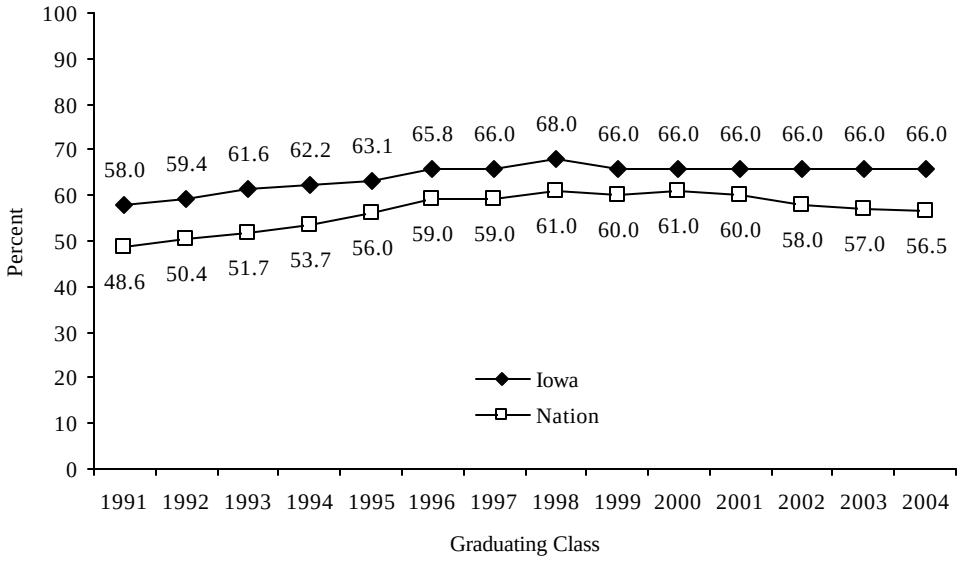
Percent of ACT Participants Taking Core High School Program 1991-2004

Graduating Class	Iowa	Nation
1991	58.0 %	48.6 %
1992	59.4	50.4
1993	61.6	51.7
1994	62.2	53.7
1995	63.1	56.0
1996	65.8	59.0
1997	66.0	59.0
1998	68.0	61.0
1999	66.0	60.0
2000	66.0	61.0
2001	66.0	60.0
2002	66.0	58.0
2003	66.0	57.0
2004	66.0	56.5

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 117

PERCENT OF ACT PARTICIPANTS TAKING CORE HIGH SCHOOL PROGRAM 1991-2004



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.

Average ACT composite scores for core and less than core groups for Iowa and the nation is shown in Table 113 and Figure 118. Iowa composite scores for the core group were 2.7 points higher than the less than core group in 2004. This is closest the gap between core and less than core test takers has been in Iowa for all years shown. Nationally, both the core group and less than core group had an increase of 0.1 in average composite score between 2003 and 2004.

Table 113

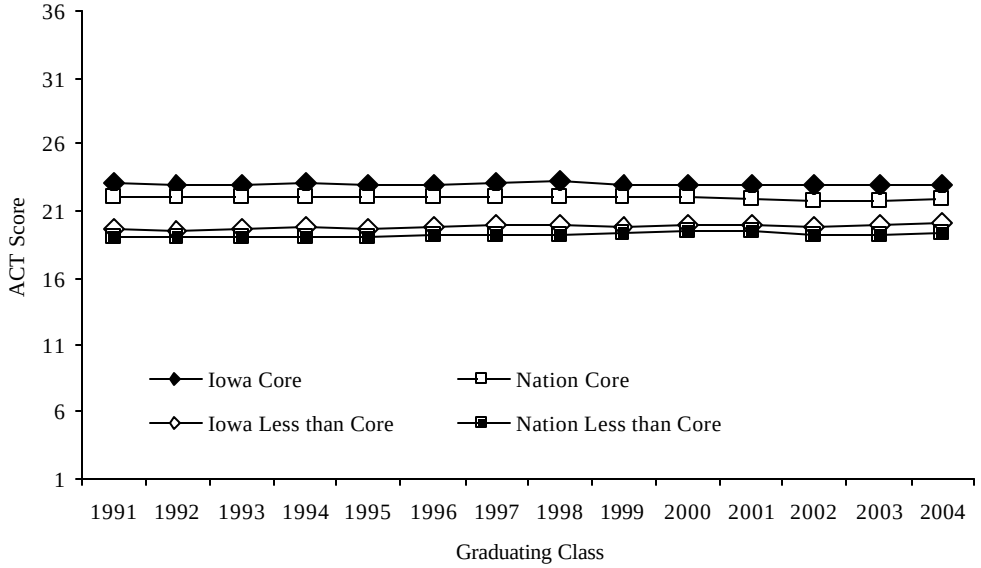
AVERAGE ACT COMPOSITE SCORES FOR CORE AND LESS THAN CORE TEST TAKERS, 1991-2004

	Iowa		Nation	
Graduating Class	Core	Less than Core	Core	Less than Core
1991	23.1	19.7	22.1	19.1
1992	23.0	19.6	22.0	19.1
1993	23.0	19.7	22.0	19.1
1994	23.1	19.8	22.0	19.1
1995	22.9	19.7	22.0	19.1
1996	23.0	19.8	22.0	19.2
1997	23.1	20.0	22.1	19.3
1998	23.2	20.0	22.1	19.3
1999	23.0	19.9	22.0	19.4
2000	23.0	20.0	22.0	19.5
2001	22.9	20.0	21.9	19.5
2002	22.9	19.9	21.8	19.2
2003	22.9	20.0	21.8	19.3
2004	22.9	20.2	21.9	19.4

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 118

AVERAGE ACT COMPOSITE SCORES FOR CORE AND LESS THAN CORE TEST TAKERS, 1991-2004



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 Composite Score Distributions

Table 114 provides the Iowa ACT composite score distributions for 1991,1995, 2003, and 2004. The pattern for each year displayed is very similar. The percent that scored 20 or above has increased from 67.1 in 1991, to 69.3 in 2003, to 69.5 in 2004. The percentage scoring 22 or above dropped slightly between 2003 and 2004 (51.9 percent versus 51.8 percent). Figure 119 shows the 2004 ditribution of Iowa ACT composite scores.

Table 114

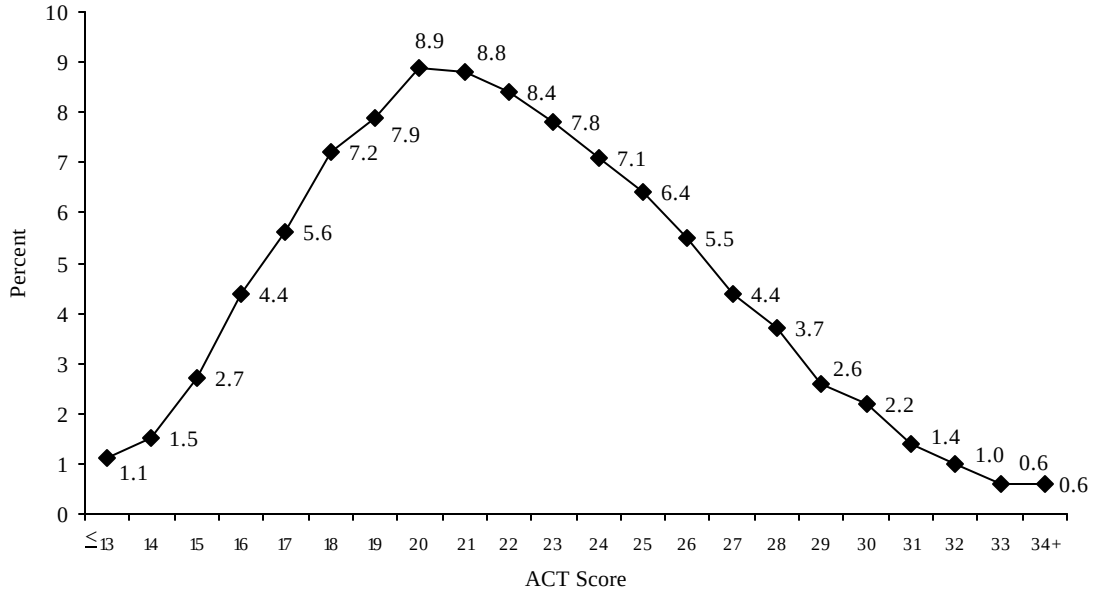
IOWA ACT COMPOSITE SCORE DISTRIBUTIONS 1991, 1995, 2003 AND 2004

	Year							
	1991		1995		2003		2004	
Score	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%	1.3%	100.0%	1.7%	100.0%	1.1%	100.0%
14	1.8	98.6	2.0	98.7	1.7	98.3	1.5	98.9
15	3.1	96.8	3.2	96.7	2.7	96.6	2.7	97.3
16	4.6	93.7	4.6	93.5	4.4	93.9	4.4	94.6
17	6.2	89.1	5.8	88.9	5.5	89.5	5.6	90.3
18	7.6	82.9	7.6	83.1	6.8	84.0	7.2	84.7
19	8.2	75.3	8.0	75.5	7.8	77.1	7.9	77.4
20	8.8	67.1	8.6	67.5	8.6	69.3	8.9	69.5
21	8.7	58.3	8.7	58.9	8.7	60.7	8.8	60.6
22	8.6	49.6	8.5	50.2	8.5	51.9	8.4	51.8
23	7.9	41.0	7.9	41.7	7.7	43.5	7.8	43.3
24	6.9	33.1	6.9	33.8	7.3	35.8	7.1	35.5
25	6.3	26.2	6.5	26.9	6.6	28.5	6.4	28.4
26	5.2	19.9	5.0	20.4	5.4	21.9	5.5	21.9
27	4.3	14.7	4.5	15.4	4.5	16.5	4.4	16.4
28	3.2	10.4	3.4	10.9	3.7	12.0	3.7	12.0
29	2.6	7.2	2.7	7.5	2.5	8.3	2.6	8.4
30	1.9	4.6	1.9	4.8	2.3	5.8	2.2	5.8
31	1.4	2.7	1.4	2.9	1.5	3.5	1.4	3.6
32	0.6	1.3	0.8	1.5	1.0	2.0	1.0	2.2
33	0.4	0.7	0.4	0.7	0.6	1.0	0.6	1.1
34+	0.3	0.3	0.3	0.3	0.4	0.4	0.6	0.6

Source: American College Testing Program, The High School Profile Report for Iowa.

Figure 119

DISTRIBUTION OF IOWA ACT COMPOSITE SCORES - 2004



Source: American College Testing Program, The High School Profile Report for Iowa.

ACT Scores by Enrollment Category

Table 115 provides Iowa public school average ACT scores by enrollment category for graduating classes of 2002 and 2003. Average ACT scores for the 2,500-7,499 category were the highest of all the enrollment categories for each area tested in both 2002 and 2003. The 250-399 enrollment category had the highest estimated percentage of graduates that took the ACT in both 2002 and 2003. On average, students in the enrollment categories of less than 2,500 students were at or below the state average in all ACT test areas for both 2002 and 2003. Average ACT scores for the less than 250 enrollment category were the lowest of all the enrollment categories for both years shown. However, the average scores increased in all subject areas for the <250 group in 2003.

Table 115

IOWA PUBLIC SCHOOL AVERAGE ACT SCORES BY ENROLLMENT CATEGORY GRADUATING CLASSES OF 2002 AND 2003

Enrollment Category	Number of Students Tested		Estimated % of Students Tested		ACT Scores									
					English		Math		Reading		Science		Composite	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
<250	148	175	57.6%	62.7%	19.4	19.7	19.8	20.1	20.5	20.7	20.7	20.9	20.2	20.5
250-399	901	963	70.3	74.6	20.4	20.3	20.7	20.6	21.4	21.3	21.4	21.3	21.1	21.0
400-599	1,943	2,032	66.2	64.5	20.2	20.2	20.8	20.8	21.5	21.4	21.5	21.5	21.1	21.1
600-999	3,528	3,517	62.3	60.4	20.8	20.8	21.4	21.4	21.9	21.9	22.0	22.0	21.6	21.7
1,000-2,499	5,678	5,658	64.5	63.1	21.1	21.1	21.6	21.6	22.3	22.3	22.1	22.1	21.9	21.9
2,500-7,499	4,371	4,218	63.4	62.9	21.8	21.8	22.3	22.4	23.0	23.0	22.6	22.6	22.6	22.6
7,500+	4,232	4,231	51.4	53.9	21.6	21.6	22.1	22.1	22.9	22.8	22.2	22.2	22.4	22.4
Other*	3,004	3,406	–	–	–	–	–	–	–	–	–	–	–	–
State	23,805	24,200	66.0	66.0	21.3	21.3	21.7	21.6	22.4	22.4	22.1	22.1	22.0	22.0

Source: American College Testing Program, The 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.

Average ACT composite scores for Iowa core and less than core groups by enrollment category are provided in Table 116 and Figure 120. In general, both the core and less than core group in each enrollment category had no change from the previous year. However, the less than 250 enrollment category had a slight increase in the core group (20.9 in 2002 versus 21.0 in 2003) and substantial increase in the less than core group (19.0 in 2002 versus 19.4 in 2003).

Table 116

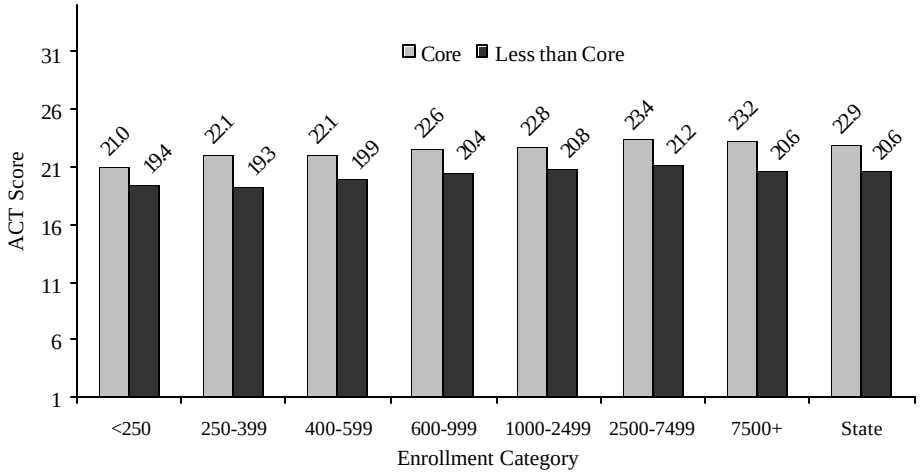
Average ACT Composite Scores for Iowa Public High School Graduating Classes 2002 and 2003 by Enrollment Category and Course of Study

Enrollment Category	Course of Study: Core 2002	Core 2003	Less than Core 2002	Less than Core 2003
<250	20.9	21.0	19.0	19.4
250-399	22.2	22.1	19.5	19.3
400-599	22.0	22.1	19.9	19.9
600-999	22.6	22.6	20.4	20.4
1,000-2,499	22.8	22.8	20.8	20.8
2,500-7,499	23.4	23.4	21.2	21.2
7,500+	23.2	23.2	20.6	20.6
State	22.9	22.9	20.6	20.6

Source: 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 120

Graduating Class of 2003 Average ACT Composite Scores for Iowa Public High School Students by Enrollment Category and Course of Study



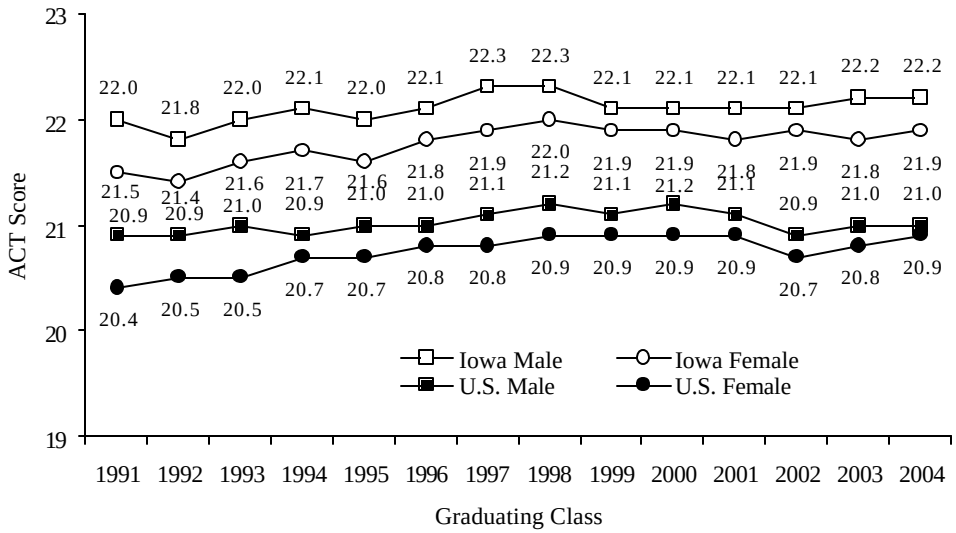
Source: American College Testing Program, ACT Assessment Magnetic Tape, Iowa Department of Education, Certified Enrollment File.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs. State figures include all students tested, public as well as nonpublic.

ACT Scores by Gender

Males had higher average composite scores than females in Iowa and the nation for all years shown. Iowa females decreased the gap in 2004 by scoring 0.3 points below their male counterparts, down from 0.4 points in 2003. Nationally, the gap narrowed to 0.1 points between male and female average composite score. Both nationally and in Iowa, the trend in the gap hasn't significantly changed since 1999. Figure 121 compares average ACT composite scores by gender for Iowa and the nation.

Figure 121

ACT Average Composite Scores by Gender
1991 - 2004



Source: American College Testing Program, The High School Profile Report for Iowa.

On average, females scored higher in English and reading and males scored higher in mathematics, science reasoning, and composite for both years shown. Females continued to outnumber males in the number of students that took the ACT in 2004. Table 117 provides Iowa average ACT scores by gender for English, mathematics, reading, science reasoning, and composite for 2003 and 2004.

Table 117

Iowa Average ACT Scores by Gender
2003 and 2004

	Number of Test-takers		Average ACT Scores									
			English		Mathematics		Reading		Science Reasoning		Composite	
Gender	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
Male	10,954	10,753	20.9	20.9	22.4	22.5	22.3	22.2	22.7	22.7	22.1	22.2
Female	13,121	12,694	21.7	21.8	21.0	21.1	22.5	22.6	21.6	21.6	21.9	21.9
Unreported*	125	144										

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *ACT test-takers not reporting gender.

ACT Composite Scores by Student Planned Educational Majors

The ACT average composite scores by planned educational majors and the number of students that plan on entering that educational major are shown in Table 118. ACT tested graduates self-report their planned college majors when they register to take the ACT Assessment. Both nationally and in Iowa, the health science and allied health fields major was selected most by the ACT test takers and business and management was selected second most.

Table 118

ACT Average Composite Scores by Planned Educational Majors 1991, 1994, 1997, 2000 and 2002-2004

		Average ACT Composite Score							Number of Students
Planned Major	Year	1991	1994	1997	2000	2002	2003	2004	2004
Agriculture Science/ Technologies	Iowa	20.0	20.2	20.4	20.3	20.2	19.9	20.4	516
	Nation	19.0	19.2	19.5	19.1	18.6	18.7	18.8	16,614
Architecture & Environmental Design	Iowa	21.9	21.5	22.0	21.6	21.6	21.7	21.9	606
	Nation	20.5	20.4	20.8	20.8	20.7	20.7	20.8	24,929
Business & Management	Iowa	21.4	21.4	21.6	21.4	21.4	21.6	21.5	2,148
	Nation	20.2	20.1	20.5	20.6	20.4	20.4	20.4	93,005
Business & Office	Iowa	18.9	19.1	19.1	19.5	19.8	19.9	21.9	207
	Nation	17.7	17.7	18.0	18.5	18.7	18.9	19.0	6,833
Marketing & Distribution	Iowa	18.7	19.7	19.8	20.4	20.5	20.2	20.6	136
	Nation	18.7	18.7	19.2	19.6	19.8	19.9	20.1	7,875
Communications & Comm. Tech.	Iowa	21.7	21.9	22.3	22.4	22.5	22.0	22.4	733
	Nation	20.9	20.9	21.2	21.4	21.3	21.3	21.3	33,788
Community & Personal Service	Iowa	19.3	19.5	19.7	20.0	19.9	19.9	19.5	726
	Nation	18.3	18.5	18.7	18.8	18.6	18.6	18.6	30,831
Computer and Information Science	Iowa	22.1	22.6	22.9	22.6	22.5	22.6	22.5	707
	Nation	20.0	20.5	21.1	21.3	21.1	21.1	21.2	31,581
Cross-Disciplinary Studies	Iowa	22.7	24.0	22.3	24.3	22.2	22.7	24.3	28
	Nation	23.3	23.3	23.5	23.3	23.5	23.5	23.7	1,311
Education	Iowa	21.0	21.1	21.0	20.8	20.8	21.3	21.1	1,225
	Nation	20.0	20.1	20.2	20.3	20.3	20.4	20.5	49,180
Teacher Education	Iowa	21.3	21.1	21.3	21.2	21.0	21.2	21.3	718
	Nation	20.0	20.1	20.3	20.3	20.1	20.1	20.1	30,364
Engineering	Iowa	24.4	24.7	24.8	24.1	24.1	24.3	24.3	1,054
	Nation	22.9	22.9	22.9	22.6	22.1	22.2	22.4	48,438
Engineering-Related Technologies	Iowa	21.6	22.1	22.6	22.5	22.9	23.2	23.1	463
	Nation	20.5	20.5	20.9	21.4	21.5	21.7	21.8	26,020
Foreign Language	Iowa	24.1	24.0	23.0	23.9	24.0	24.2	23.8	108
	Nation	23.0	23.0	23.1	23.4	23.1	23.2	23.5	4,682
Health Science & Allied Health Fields	Iowa	22.1	22.1	22.3	22.2	21.9	21.8	21.8	3,900
	Nation	20.6	20.7	20.9	20.9	20.5	20.4	20.5	193,533
Human/Family/ Consumer Science	Iowa	19.0	19.1	19.6	19.7	20.4	20.0	20.6	240
	Nation	18.2	18.3	18.9	18.8	18.7	18.7	18.7	10,936
Letters	Iowa	25.1	24.7	25.1	25.0	25.3	24.9	25.3	154
	Nation	24.4	24.3	24.8	24.7	24.4	24.4	24.5	6,440
Mathematics	Iowa	25.1	25.7	25.8	25.5	25.1	25.3	25.2	123
	Nation	24.0	24.1	24.3	24.3	24.1	24.1	24.1	4,691
Philosophy, Religion & Theology	Iowa	23.1	22.1	23.6	23.1	23.2	23.3	23.2	185
	Nation	21.7	21.9	22.4	22.5	22.4	22.5	22.5	6,772
Sciences	Iowa	23.9	24.3	24.2	24.0	24.1	24.1	24.1	929
	Nation	23.3	23.3	23.5	23.3	23.2	23.2	23.4	47,806
Social Sciences	Iowa	22.6	22.6	22.9	22.8	22.8	23.0	22.9	1,466
	Nation	21.5	21.6	21.8	21.9	21.8	21.8	21.9	77,711
Trade & Industrial	Iowa	19.5	19.2	19.8	19.7	19.6	19.7	20.1	301
	Nation	18.7	18.5	18.7	18.9	18.5	18.6	18.5	13,499
Visual & Performing Arts	Iowa	22.2	22.0	22.3	22.2	22.1	22.0	22.2	1,219
	Nation	20.7	21.0	21.3	21.3	20.8	20.8	20.9	61,041

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

For both Iowa and the nation, ACT test takers that indicated college majors of Letters, Mathematics, and Cross-Disciplinary Studies had the top 3 average ACT composite scores as a group respectively. Students that indicated a planned major in Teacher Education and Education ranked 17th and 18th respectively in Iowa among the 23 planned major areas. Table 119 provides the complete list of ACT average composite scores by planned educational major areas in 2004 for Iowa and the nation.

Table 119

ACT Average Composite Scores by Planned Educational Majors 2004

Planned Major	Iowa Score	Iowa Rank	National Score	National Rank
Letters	25.3	1	24.5	1
Mathematics	25.2	2	24.1	2
Cross-Disciplinary Studies	24.3	3	23.7	3
Engineering	24.3	3	22.4	7
Sciences	24.1	5	23.4	5
ForeignLanguage	23.8	6	23.5	4
Philosophy, Religion & Theology	23.2	7	22.5	6
Engineering-Related Technologies	23.1	8	21.8	9
Social Sciences	22.9	9	21.9	8
Computer and Information Science	22.5	10	21.2	11
Communications & Comm. Tech.	22.4	11	21.3	10
Visual & Performing Arts	22.2	12	20.9	12
Architecture & Environmental Design	21.9	13	20.8	13
Business & Office	21.9	13	19.0	19
Health Science & Allied Health Fields	21.8	15	20.5	14
Business & Management	21.5	16	20.4	16
Teacher Education	21.3	17	20.1	17
Education	21.1	18	20.5	14
Marketing & Distribution	20.6	19	20.1	17
Human/Family/Consumer Science	20.6	19	18.7	21
Agriculture Science/Technologies	20.4	21	18.8	20
Trade & Industrial	20.1	22	18.5	23
Community & Personal Service	19.5	23	18.6	22

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

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

Students self report their high school grade point average (GPA) and high school rank before they take the ACT tests. Iowa average composite ACT scores by the student's self reported GPA for 2004 is provided in Table 120. Just over 65 percent of the Iowa ACT test takers reported a GPA of 3.0 or above. The average composite score for students that indicated a GPA of 3.5 or better was 24.6, 2.6 points above the state average of 22.0 (see Table 107).

Table 120

IOWA AVERAGE ACT SCORES BY STUDENT'S SELF-REPORTED HIGH SCHOOL GRADE POINT AVERAGE, 2004

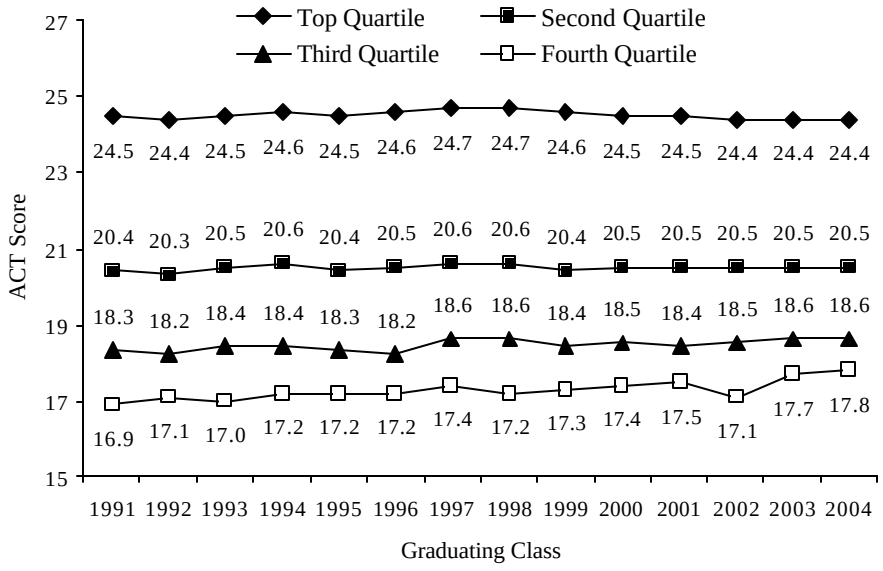
			Average ACT Scores				
GPA	Number*	Percent	English	Mathematics	Reading	Science Reasoning	Composite
3.5+	9,770	41.4%	24.3	24.5	25.1	24.2	24.6
3.0 - 3.49	5,716	24.2	20.4	20.7	21.3	21.3	21.1
2.5 - 2.99	3,436	14.6	18.4	18.8	19.6	19.9	19.3
2.0 - 2.49	1,592	6.7	17.0	17.7	18.2	19.0	18.1
<2.0	382	1.6	16.3	16.9	17.7	18.1	17.4

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *2,560 students were not included since they did not report GPA.

Figure 122 provides student's self-reported class rank and resulting average ACT composite score from 1991 to 2004. The top, second, and third quartile trend lines are relatively stable for all years shown. The fourth quartile has increased from 17.1 in 2002 to 17.8 in 2004.

Figure 122

IOWA ACT AVERAGE COMPOSITE SCORES BY STUDENT'S SELF-REPORTED HIGH SCHOOL RANK, 1991-2004



Source: American College Testing Program, The High School Profile Report for Iowa.
Note: Quartile: One of three points that divide the scores (high school rank in this case) in a distribution into four groups of equal size. The fourth quartile, or 25th percentile, separates the lowest fourth of the group; the middle quartile, the 50th percentile or median, divides the second fourth of the cases from the third; and the third quartile, the 75th percentile, separates the top quartile.

Iowa Student Satisfaction with Selected Aspects of the Local High School

The 2004 Iowa ACT tested graduates' satisfaction with selected aspects of their high school program is shown in Table 121. The 2004 Iowa graduates rate their high schools on a scale of 1 to 4 (1 – satisfied, 2 – neutral, 3 – dissatisfied, 4 – no experience). Forty-eight percent of the students that took the ACT in 2004 reported that they were satisfied with classroom instruction and 46 percent were satisfied with the number of variety of course offerings.

Table 121

IOWA ACT TEST TAKERS' DEGREE OF SATISFACTION WITH SELECTED ASPECTS OF HIGH SCHOOL PROGRAM, 2004

Program Area	Satisfied (No change necessary)		Neutral		Dissatisfied (Improvement Needed)		No Experience	
	N	%	N	%	N	%	N	%
Classroom Instruction	11,526	48%	8,006	33%	1,776	7%	110	<1%
Number & Variety of Course Offerings	10,989	46%	5,759	24%	4,550	19%	123	1%

Source: American College Testing Program, High School Profile Report, High School Graduating Class of 2004, Iowa.
Note: The total number of Iowa students tested in 2004 was 23,551.

Scholastic Assessment Test (SAT)

The two primary components of the Scholastic Assessment Test (SAT) are the SAT I: Reasoning Test and the SAT II: Subject Tests. The SAT I: Reasoning Test includes SAT Verbal and SAT Mathematics and the SAT II: Subject Tests have over 20 tests in five general subject areas. The SAT is one of the national college entrance examinations developed by the College Board. Scores for the mathematics and verbal tests of SAT I range from a low of 200 to a high of 800. The College Board reports national and state average scores for SAT I Verbal and Mathematics.

The first SAT was administered in June 1926 to 8,040 candidates. The number of candidates that took the SAT I: Reasoning Test in 2004 totaled over 1.4 million which was approximately 48 percent of the 2004 high school graduates. Nationwide, approximately 37 percent of the SAT tested graduates were minority, up 1 percentage point from 2003.

The number of Iowa high school graduates that took the SAT I in 2004 totaled 1,832 which accounted for approximately 5 percent of the 2004 Iowa graduates. In 2004, 49.7 percent of the Iowa SAT I test takers were female and 13.7 percent self reported that they were minority students.

Information displaying average SAT Verbal and Mathematics scores for test takers in Iowa and the nation is provided in Table 122 and Figure 123. Iowa improved in both the SAT Verbal and the SAT Math between 2003 and 2004. SAT Verbal increased from 586 in 2003 to 593 in 2004 while SAT Math increased from 597 in 2003 to 602 in 2004. Nationally, the average SAT Verbal score increased from 507 in 2003 to 508 in 2004 while the average SAT Math score decreased from 519 in 2003 to 518 in 2004. Iowa's average scores remain above the national average scores and the differential increased in 2004 for both tests.

Table 122

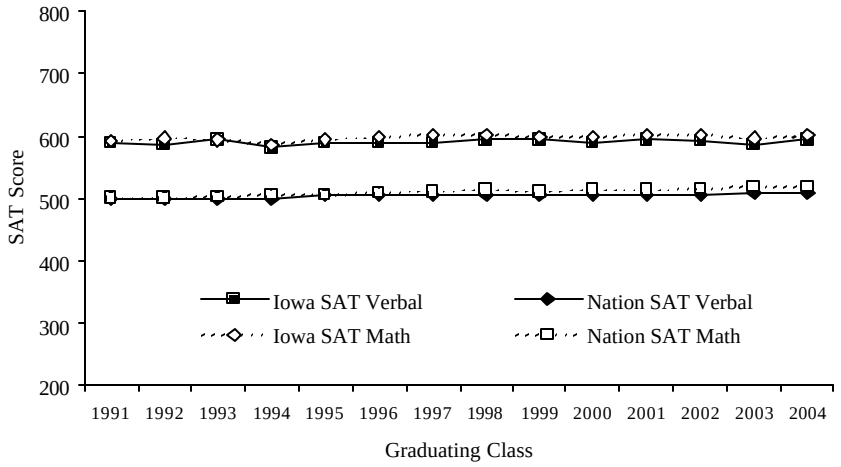
TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1991-2004

	SAT Verbal		SAT Math	
Graduating Class	Iowa	Nation	Iowa	Nation
1991	588	499	591	500
1992	585	500	596	501
1993	593	500	595	503
1994	580	499	586	504
1995	589	504	595	506
1996	590	505	600	508
1997	589	505	601	511
1998	593	505	601	512
1999	594	505	598	511
2000	589	505	600	514
2001	593	506	603	514
2002	591	504	602	516
2003	586	507	597	519
2004	593	508	602	518

Source: The College Board, 2004 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2004 was 5 percent.
Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figure 123

TRENDS OF AVERAGE SAT SCORES FOR IOWA AND THE NATION, 1991-2004



Source: The College Board, 2004 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2004 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Iowa ranked 1st in average SAT Math score and 2nd in average SAT Verbal score nationally. However, it should be noted that comparisons made between Iowa and other states with a high percentage of SAT tested graduates is not recommended. Among the midwest states, Illinois and Minnesota had the highest percentage of graduates that took the SAT in 2004 at 10 percent while Iowa, North Dakota, and South Dakota had the lowest percentage at 5 percent. Table 123 provides average SAT scores for Iowa, the nation, and the midwest states.

Table 123

AVERAGE SAT SCORES FOR IOWA, THE NATION AND MIDWEST STATES 1992, 1997 AND 2002 TO 2004

V=Verbal M=Math

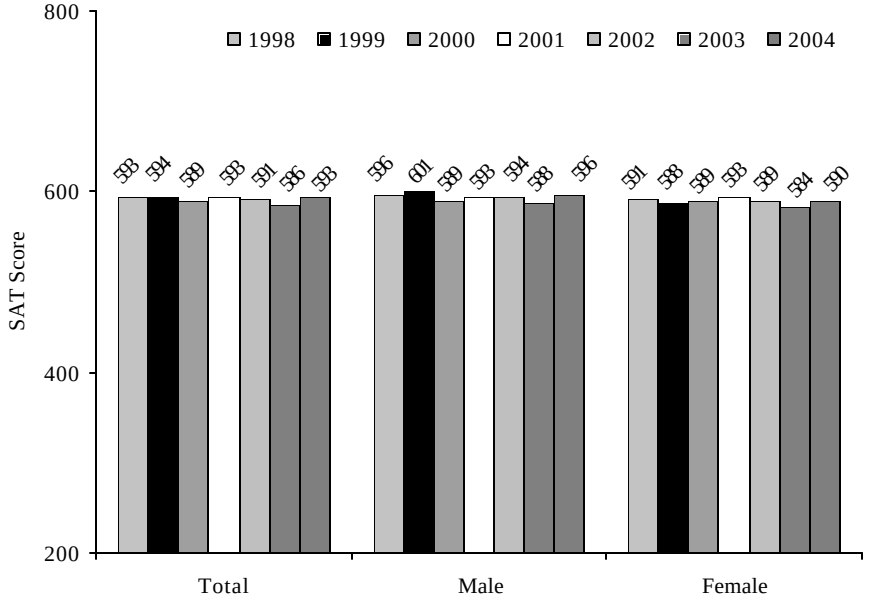
Nation and State	Graduating Class 1992 V	1992 M	1997 V	1997 M	2002 V	2002 M	2003 V	2003 M	2004 V	2004 M	% of Graduating Class of 2004 Taking SAT
Iowa	**585**	**595**	**589**	**601**	**591**	**602**	**586**	**597**	**593**	**602**	**5%**
Nation	**500**	**501**	**505**	**511**	**504**	**516**	**507**	**519**	**508**	**518**	**48**
Illinois	549	555	562	578	578	596	583	596	585	592	10
Kansas	562	562	578	575	578	580	578	582	584	585	9
Minnesota	567	575	582	592	581	591	582	591	587	593	10
Missouri	550	547	567	568	574	580	582	583	587	585	8
Nebraska	553	557	562	564	561	570	573	578	569	576	8
North Dakota	576	580	588	595	597	610	602	613	582	601	5
South Dakota	565	565	574	570	576	586	588	588	594	597	5
Wisconsin	556	564	579	590	583	599	585	594	587	596	7
Iowa's Rank in Nation	1	1	1	1	2	2	3	2	2	1	

Source: The College Board, 2004 Profile of SAT Program Test Takers.
Note: Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Iowa male average SAT Math and Verbal scores remained above the average female scores, continuing the overall trend for all years shown. The gap increased slightly in both areas in 2004. Data detailing the trends are presented in Figures 124 and 125.

Figure 124

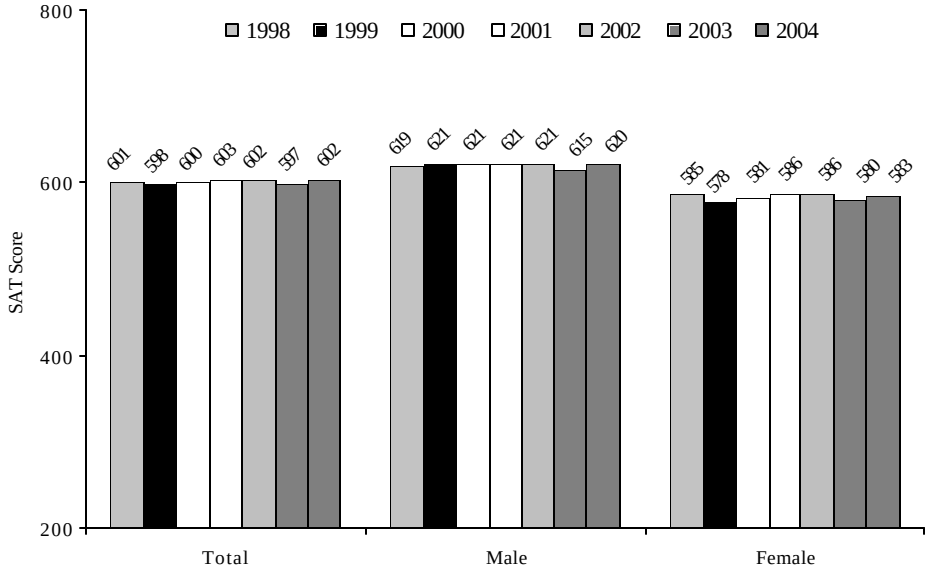
IOWA AVERAGE SAT VERBAL SCORES BY GENDER 1998-2004



Source: The College Board, 2004 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2004 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 125

IOWA AVERAGE SAT MATHEMATICS SCORES BY GENDER 1998-2004



Source: The College Board, 2004 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2004 was 5 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Advanced Placement (AP)

The Advanced Placement (AP) Program, sponsored by the College Board, provides secondary school students the opportunity to take college-level courses in a high school setting. The AP program currently offers more than 30 courses in 19 subject areas. AP courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them and AP examinations are offered once a year in May by the College Board.

Advanced Placement examination grades are reported on a five-point scale: 1-No recommendation for college credit; 2-Possibly qualified; 3-Qualified; 4-Well qualified; and 5-Extremely well qualified.

More than 1.85 million AP examinations were taken in the United States in 2004, while 8,192 AP exams were taken by Iowa high school students. The number of Iowa AP candidates has increased 268 percent from 1,475 students in 1991 to 5,425 students in 2004, while the number of Iowa examinations has increased nearly 305 percent from 2,023 exams to 8,192 exams over the same period. Although both the percentage of the number of candidates and the percentage of the number of exams increased in 2004, the increase was less than previous years. Table 124 provides information on the number of AP candidates and the number of AP exams.

Table 124

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS 1991-2004

Year	Number of Candidates	% Increase in Candidates from Prior Year	Number of Exams	Percent Increase in Exams from Prior Year
1991	1,475	7.3%	2,023	12.6%
1992	1,649	11.8	2,289	13.1
1993	2,030	23.1	2,788	21.8
1994	2,279	12.3	3,037	8.9
1995	2,601	14.1	3,627	19.4
1996	2,929	12.6	4,112	13.4
1997	3,313	13.1	4,647	13.0
1998	3,470	4.7	4,874	4.9
1999	3,659	5.4	5,241	7.5
2000	3,844	5.1	5,591	6.7
2001	4,069	5.9	5,995	7.2
2002	4,499	10.6	6,565	9.5
2003	5,141	14.3	7,721	17.6
2004	5,425	5.5	8,192	6.1

Source: The College Board, Advanced Placement Program, Iowa Summary Reports.

Iowa's average AP score increased to 3.15 in 2004, up from 3.14 in 2003. Nationally, the average AP score remained at 2.95 in 2004. Average AP examination scores for Iowa and the nation are provided in Table 125.

Table 125

AVERAGE ADVANCED PLACEMENT EXAMINATION SCORES FOR ALL CANDIDATES, 1991-2004

	Iowa		Nation	
Year	Total Exams Taken	Average AP Score	Total Exams Taken	Average AP Score
1991	2,023	3.21	523,236	3.00
1992	2,289	3.16	566,036	3.04
1993	2,788	3.13	623,933	3.00
1994	3,037	3.27	684,449	3.06
1995	3,627	3.11	767,881	2.96
1996	4,112	3.14	824,329	2.99
1997	4,647	3.11	899,463	3.02
1998	4,874	3.13	991,952	3.02
1999	5,241	3.16	1,122,414	3.02
2000	5,591	3.16	1,242,324	3.01
2001	5,995	3.10	1,380,146	2.95
2002	6,565	3.18	1,548,999	2.99
2003	7,721	3.14	1,705,207	2.95
2004	8,192	3.15	1,852,700	2.95

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 126 displays Iowa AP exam score distributions for all students, Table 127 displays the score distributions for Iowa male students, and Table 128 has the score distributions for Iowa female students. The percentage of male candidates with an AP score of 3 or above decreased to 72.2 in 2004 (see Table 127) while the percentage of female candidates with an AP score of 3 or above increased to 66.4 in 2004 (see Table 128).

Table 126

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTION FOR IOWA STUDENTS, 1991-2004

	AP Score Distributions					
Year	1	2	3	4	5	Percent of Candidates with AP Score of 3 or Above
1991	4.3%	23.1%	34.9%	22.4%	15.3%	72.6%
1992	5.9	22.7	35.3	22.3	13.8	71.4
1993	6.5	24.4	33.0	22.2	13.9	69.1
1994	3.8	21.4	35.5	22.6	16.7	74.8
1995	6.6	24.6	33.2	22.8	12.8	68.8
1996	5.8	24.1	33.9	23.1	13.2	70.2
1997	7.6	23.4	32.3	23.8	12.9	69.0
1998	6.2	23.8	33.7	23.4	12.9	70.0
1999	6.9	23.3	31.6	23.1	15.1	69.8
2000	6.5	22.2	33.6	24.5	13.2	71.3
2001	6.5	26.2	31.3	22.9	13.1	67.3
2002	7.0	23.0	30.0	24.6	15.4	70.0
2003	8.1	23.0	30.3	23.8	14.9	69.0
2004	8.2	22.7	30.9	22.8	15.4	69.2

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 127

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA MALES, 1991-2004

Year	AP Score Distributions 1	2	3	4	5	Percent of Candidates with AP Score of 3 or Above
1991	4.6%	19.5%	34.6%	23.3%	18.0%	75.9%
1992	6.1	20.8	32.9	24.0	16.2	73.1
1993	6.6	24.5	29.8	23.7	15.4	68.9
1994	3.4	19.4	33.7	25.0	18.5	77.2
1995	6.6	22.4	30.8	24.1	16.1	71.0
1996	5.3	22.3	32.0	24.5	15.9	72.4
1997	7.5	21.5	31.4	24.4	15.2	71.0
1998	6.1	21.7	31.7	24.8	15.7	72.2
1999	6.2	21.0	29.5	24.9	18.4	72.8
2000	5.8	19.6	32.3	26.4	15.9	74.6
2001	6.3	23.1	31.1	23.7	15.8	70.6
2002	6.6	20.5	28.6	25.5	18.8	72.9
2003	7.5	19.6	29.1	26.1	17.7	73.0
2004	7.8	20.1	29.7	24.8	17.7	72.2

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 128

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA FEMALES, 1991-2004

Year	AP Score Distributions 1	2	3	4	5	Percent of Candidates with AP Score of 3 or Above
1991	3.9%	27.1%	35.2%	21.4%	12.4%	69.0%
1992	5.5	24.8	38.1	20.4	11.2	69.7
1993	6.3	24.4	35.9	20.8	12.6	69.3
1994	4.2	23.3	37.3	20.2	15.0	72.5
1995	6.6	26.6	35.5	21.6	9.7	66.8
1996	6.3	25.8	35.7	21.6	10.6	67.9
1997	7.8	25.5	33.1	23.1	10.5	66.7
1998	6.3	25.7	35.5	22.1	10.4	68.0
1999	7.6	25.7	33.8	21.1	11.8	66.7
2000	7.2	24.7	34.9	22.6	10.6	68.1
2001	6.7	29.1	31.5	22.0	10.7	64.2
2002	7.5	25.4	31.3	23.8	12.0	67.1
2003	8.7	26.6	31.4	21.4	11.8	64.7
2004	8.5	25.1	32.1	21.0	13.3	66.4

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified 5 = extremely well qualified.

The AP score distributions for Iowa and the nation are shown in Table 129 and Figure 126. In 2004, Iowa had a higher percentage of students scoring a 3, 4, or 5 than the national percentage. Iowa had 69.2 percent of the AP test takers score a 3 or greater while nationally that percentage was 61.4 in 2004.

Table 129

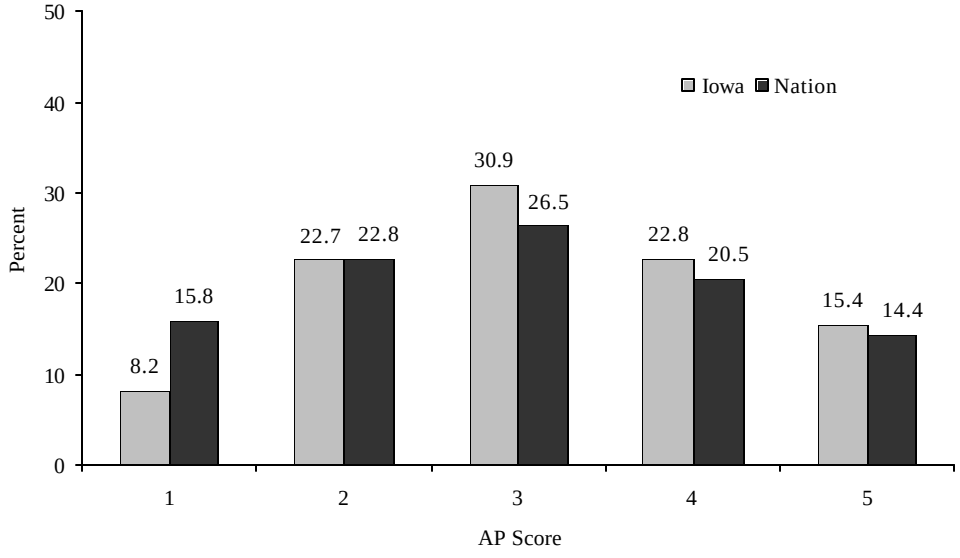
ADVANCED PLACEMENT SCORE DISTRIBUTION FOR IOWA AND THE NATION 2001 TO 2004

	2001		2002		2003		2004	
Score	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation	Percent Iowa	Percent Nation
1	6.5%	13.4%	7.0%	13.8%	8.1%	14.4%	8.2%	15.8%
2	26.2	25.3	23.0	23.1	23.0	24.1	22.7	22.8
3	31.3	27.4	30.0	27.4	30.3	27.2	30.9	26.5
4	22.9	20.2	24.6	21.4	23.8	20.4	22.8	20.5
5	13.1	13.7	15.4	14.3	14.9	13.9	15.4	14.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% of Candidates with AP Scores of 3 or above	71.3	63.7	67.3	61.3	70.0	63.1	69.2	61.4

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
Note: AP score of 1 = no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

Figure 126

ADVANCED PLACEMENT EXAM SCORE DISTRIBUTIONS FOR IOWA AND THE NATION - 2004



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 130 provides the AP school participation rates by state from 1992 to 2003. Nearly 60 percent of U.S. high schools participated in the AP program in 2003, a 30 percent increase from the 1992 figure. There are slightly more than 45 percent of Iowa high schools in AP programs in 2003, a 106 percent increase from the 1992 figure. Iowa's AP school participation rate ranked 38th among the 50 states and the District of Columbia in 2003.

Table 130

PERCENT OF TOTAL SCHOOLS PARTICIPATING IN ADVANCED PLACEMENT 1992-2003

Rank Based on		Year											
2003 Data	State	2003	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992
1	Massachusetts	89.3	85.8	87.5	86.4	82.5	82.3	80.4	80	78	78	75	74
2	Connecticut	88.1	85.4	84.6	85.2	87.9	82.3	82.1	84	80	78	78	77
3	New Jersey	85.6	84.2	87.3	87.8	87.4	83.7	85.0	85	83	80	78	77
4	Dist. of Col.	80.4	76.6	70.2	94.7	72.5	73.2	82.5	100	100	78	81	76
5	Maryland	78.3	78.2	78.4	79.3	74.9	74.1	72.5	71	69	72	69	68
6	New York	77.2	78.6	77.8	76.7	75.2	74.6	73.7	72	71	69	68	66
7	California	76.6	75.6	74.3	74.7	72.3	69.7	68.9	69	66	65	64	63
8	Virginia	74.2	74.3	72.7	74.7	71.8	69.5	69.4	70	68	69	69	67
9	Utah	73.1	78.2	74.8	78.6	69.4	71.6	73.0	70	70	74	68	69
10	Kentucky	72.6	69.4	65.0	66.4	64.8	60.0	62.5	62	58	60	59	58
11	New Hampshire	71.8	70.7	70.7	79.5	75.0	69.0	71.2	68	69	62	60	58
12	Wisconsin	71.6	68.9	67.4	65.3	64.1	60.1	56.9	56	52	52	47	46
13	Rhode Island	71.2	72.3	63.2	70.1	76.1	74.6	72.6	74	73	68	63	66
14	Maine	71.0	68.5	65.0	63.3	63.1	57.4	58.5	58	54	56	53	50
15	North Carolina	69.4	68.0	66.4	67.7	67.6	63.3	63.9	64	64	67	67	60
16	South Carolina	68.9	71.5	70.7	74.0	71.4	70.0	70.6	70	70	67	66	65
17	Indiana	68.5	64.0	59.4	59.1	57.0	56.2	56.4	55	55	57	53	49
18	Delaware	68.3	70.0	62.1	64.4	63.3	47.4	46.8	46	42	62	62	58
19	Texas	68.2	67.5	65.3	63.1	60.7	56.9	56.3	51	45	38	35	32
20	Hawaii	67.4	63.8	74.4	72.7	82.7	73.3	69.9	68	65	65	72	68
21	Vermont	67.3	72.2	71.7	72.2	76.8	69.5	74.7	66	66	61	65	61
22	Ohio	67.3	66.5	64.0	63.1	61.0	59.7	58.5	58	56	53	54	53
23	Georgia	66.7	66.3	65.0	65.0	60.5	58.5	57.8	59	59	61	60	53
24	Oklahoma	65.2	54.6	49.3	42.0	33.7	24.8	18.0	16	17	17	15	15
25	Pennsylvania	64.9	63.6	62.4	63.4	61.7	60.6	60.9	60	56	53	52	51
26	West Virginia	62.3	62.3	56.6	55.2	49.4	55.3	57.5	63	64	60	59	59
27	Washington	62.0	61.6	61.1	58.1	58.4	54.7	52.8	53	48	47	48	50
28	Florida	61.6	56.9	54.5	64.8	62.7	57.5	56.8	57	55	55	55	52
	United States	**59.9**	**58.9**	**57.3**	**57.3**	**56.0**	**53.8**	**52.9**	**52**	**50**	**49**	**48**	**46**
29	Michigan	57.9	57.8	57.2	56.7	56.5	54.1	53.1	52	50	51	51	48
30	Illinois	56.5	56.0	54.1	54.1	52.0	51.8	52.2	50	49	47	45	44
31	Nevada	56.4	48.6	45.7	38.7	41.0	40.2	52.2	56	53	52	52	48
32	Colorado	53.8	52.6	48.6	49.9	50.7	47.8	47.9	50	50	47	47	44
33	Tennessee	52.9	56.9	55.6	53.1	53.2	50.6	50.2	50	47	45	45	43
34.5	Oregon	50.9	48.9	49.5	50.2	48.7	48.5	42.5	44	45	44	45	44
34.5	Minnesota	50.9	48.6	47.7	44.6	45.3	43.1	43.1	44	42	35	34	30
36	Idaho	50.3	49.3	48.7	42.0	49.0	42.7	42.8	39	41	37	40	35
37	New Mexico	49.4	53.4	47.6	50.0	48.4	43.9	39.0	42	40	39	34	31
38	**Iowa**	**45.3**	**44.2**	**36.6**	**33.3**	**35.6**	**36.3**	**31.9**	**29**	**30**	**27**	**25**	**22**
39	Montana	45.0	38.6	34.6	34.3	33.2	32.3	35.0	31	31	28	27	26
40	Arkansas	38.4	34.7	32.5	33.0	32.2	30.5	30.2	27	22	23	21	20
41	Mississippi	35.4	34.6	36.1	38.7	36.4	38.2	36.4	38	33	34	30	31
42	Missouri	34.5	35.8	34.0	32.6	30.2	27.1	24.9	26	26	24	20	19
43	Wyoming	34.2	31.2	29.6	33.3	30.5	29.1	30.4	30	30	34	34	33
44	Arizona	33.8	34.8	39.4	51.0	50.2	53.9	46.6	57	51	55	55	54
45	Alabama	32.0	33.9	35.4	36.3	38.3	36.9	41.9	44	45	45	46	46
46	South Dakota	31.1	26.9	23.6	19.2	21.1	19.0	15.9	14	19	9	9	7
47	Kansas	27.2	28.0	24.6	24.4	26.0	24.1	22.8	24	25	22	20	20
48	Louisiana	25.7	26.7	27.0	24.6	24.4	23.8	23.9	24	25	24	24	23
49	Nebraska	20.8	22.2	18.6	21.7	22.5	22.7	21.7	19	22	20	21	20
50	Alaska	13.9	11.8	11.3	12.6	13.9	12.8	11.7	12	12	13	12	10
51	North Dakota	9.7	11.2	8.7	8.8	8.2	7.6	7.4	7	5	5	5	5

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1992-2003.

The number of AP examinations taken per thousand of 11th and 12th graders is provided in Table 131. Iowa ranked 46th in the nation in 2003 with 85 AP examinations taken per thousand of 11th and 12th graders, up from the 72 per thousand and a national ranking of 47th in 2002. Nationally, 225 AP exams per thousand of 11th and 12th graders were taken in 2003.

Table 131

Number of Advanced Placement Examinations Taken Per Thousand 11th and 12th Graders, 1992-2003

Rank Based on 2003 Data	State	Year 2003	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992
1	Dist. of Col.	433	351	***	423	388	359	331	277	249	251	221	220
2	Maryland	363	322	285	256	234	216	201	188	177	164	157	145
3	Virginia	359	356	344	316	302	249	241	227	221	209	184	170
4	Florida	346	295	273	241	226	215	183	197	190	189	171	181
5	New York	341	332	318	290	276	256	237	218	195	192	180	170
6	North Carolina	322	303	266	235	219	190	178	167	170	145	119	95
7	California	316	307	282	259	238	221	206	195	178	167	157	147
8	Connecticut	288	280	271	250	233	218	188	171	152	144	138	134
9.5	New Jersey	281	282	261	239	245	210	206	195	163	155	143	136
9.5	Texas	281	262	243	210	178	149	136	115	103	82	69	57
11	Massachusetts	280	262	264	239	230	213	202	180	162	153	145	134
12	Utah	279	266	254	242	235	231	232	221	229	239	215	211
13	Delaware	260	261	216	187	182	176	168	155	136	132	135	120
14	Colorado	237	212	194	179	158	147	131	124	119	122	121	123
15	Hawaii	232	226	187	173	164	157	142	129	140	136	127	129
16	Georgia	228	218	205	186	169	144	122	110	144	154	125	85
17	South Carolina	225	221	197	190	193	191	184	178	171	165	152	141
	United States	**225**	**212**	**197**	**178**	**165**	**150**	**139**	**130**	**122**	**116**	**106**	**98**
18	Illinois	194	187	176	161	144	144	136	130	122	115	106	101
19	Maine	184	169	160	141	137	118	125	104	96	84	80	71
20	Vermont	184	164	151	136	142	123	107	94	87	102	94	84
21	Nevada	177	154	141	130	124	118	100	103	101	97	87	80
22	Oklahoma	176	153	128	107	93	71	56	49	45	51	48	42
23	Wisconsin	173	162	154	140	125	117	106	96	85	74	64	48
24	Kentucky	168	146	138	122	112	98	94	86	79	78	74	69
25	Pennsylvania	161	164	151	140	131	116	110	102	91	90	86	79
27	Rhode Island	159	173	160	150	140	131	122	118	104	98	90	89
27	Michigan	159	155	145	130	122	112	107	105	91	84	82	76
27	Washington	159	143	123	106	93	82	74	63	57	60	58	57
29	Alaska	154	153	144	157	145	150	108	101	91	97	103	98
30	New Mexico	152	149	138	114	106	83	80	76	74	78	74	80
31	New Hampshire	151	148	158	150	147	138	127	122	111	95	91	83
32	Tennessee	150	134	132	126	121	104	97	94	88	89	80	74
33	Indiana	140	121	113	107	98	91	89	97	92	84	68	59
34	Minnesota	139	143	140	120	123	105	80	75	77	51	46	40
35	Ohio	135	128	119	113	112	103	96	88	83	72	68	63
36	Arizona	132	134	118	103	99	107	102	98	92	105	94	85
37	Arkansas	124	108	99	84	72	62	54	42	41	37	32	29
38	West Virginia	120	98	88	81	72	66	72	68	68	62	58	55
39	Idaho	114	99	99	85	77	67	60	46	50	56	52	47
40	South Dakota	110	111	99	88	72	68	48	37	35	23	24	18
41	Montana	104	107	92	86	82	72	64	63	52	51	44	44
42	Oregon	102	102	93	82	77	75	70	58	60	65	65	65
43	Missouri	100	94	84	71	64	56	51	48	47	47	44	38
44	Alabama	99	92	84	79	82	84	94	88	88	81	73	70
45	Wyoming	90	84	72	50	44	31	30	34	45	48	42	42
46	**Iowa**	**85**	**72**	**66**	**62**	**59**	**54**	**53**	**48**	**44**	**39**	**37**	**31**
47	Kansas	80	73	67	63	56	51	48	47	41	40	38	35
48	North Dakota	65	67	54	48	41	38	28	32	24	21	19	19
49	Mississippi	64	65	64	58	65	58	58	54	48	45	39	38
50	Nebraska	56	58	53	47	45	50	49	44	48	46	47	41
51	Louisiana	51	50	52	48	46	42	39	38	36	39	37	34

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1992-2003.
Note: ***AP exams per 1000 11th and 12th graders are not available for 2001.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education, has been the only nationwide assessment of student achievement in various subject areas since 1969.

The NAEP tests assessed three contexts for reading: literary experience, reading for information, and reading to perform a task. Students were assessed on four different aspects of reading: forming a general understanding, developing interpretation, making reader and text connections, and examining content and structure. In 2003, the NAEP Reading assessed approximately 342,000 students in grades 4 and 8, the largest group ever tested in NAEP Reading, throughout the nation. The national data and state-by-state results for the NEAP Reading are available for both grades. All 50 states and three jurisdictions participated in the 2003 reading assessment at grades 4 and 8 and met student and school participation criteria for reporting results.

The NAEP Mathematics tests reflected the three types of mathematical abilities as follows: conceptual understanding, procedural knowledge, and problem solving in five content areas: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions. In 2003, the NAEP Mathematics assessed approximately 343,000 students in grades 4 and 8 nationwide. This is the largest group tested in NAEP Mathematics. The national data and state-by-state results for the NEAP Mathematics are available for both grades. Iowa along with 49 other states and 3 jurisdictions at grade 4 and grade 8 participated in the 2003 mathematics assessment and met student and school participation criteria for reporting results.

Average Scale Scores

The NAEP Assessment scores are reported in a scale range of 0 to 500. Table 132 presents the mathematics and reading results for the public school students in grades 4 and 8 in Iowa and the nation. In all years shown, the average scale scores for Iowa students were higher than the national averages in both mathematics and reading at grades 4 and 8. NAEP began testing the use of accommodations in reading in 1998 and in mathematics in 2000. The use of accommodations allows for the assessment of special needs students (such as students with disabilities or English language learners) in a small group setting or allowing them extra time and more breaks, to result in higher levels of inclusion. In the last few years, a range of 15 to 20 percent of 4th grade and 8th grade students nationwide selected for NAEP were identified as special needs students. This is about double the size of the special needs population in 1992. Therefore, comparisons between the accommodations not permitted and accommodations permitted, results should be interpreted with caution. Table 132 shows the results for the accommodations not permitted in the earlier years and the accommodations permitted in the most recent years. The average scores for both the accommodations not permitted and accommodations permitted are reported for reading in 1998 and for mathematics in 2000.

Table 132

AVERAGE NAEP READING AND MATHEMATICS SCALE SCORES FOR GRADES 4 AND 8 PUBLIC SCHOOL STUDENTS

Mathematics					Reading				
	Grade 4		Grade 8			Grade 4		Grade 8	
Year	Iowa	Nation	Iowa	Nation	Year	Iowa	Nation	Iowa	Nation
				Accommodations not permitted					
1990			278	262					
1992	230	219	283	267	1992	225	215		
					1994	223	212		
1996	229	222	284	271					
					1998	223	215	–	261
2000	233	226	-	274					
				Accommodations permitted					
					1998	220	213	–	261
2000	231	224	-	272					
					2002	223	217	–	263
2003	238	234	284	276	2003	223	216	268	261

Source: U.S. Department of Education, National Center for Education Statistics, The Nation's Report Cards: Reading 2003 and Mathematics 2003.
Note: NAEP began to provide accommodations to special needs students in reading in 1998 and in mathematics in 2000.

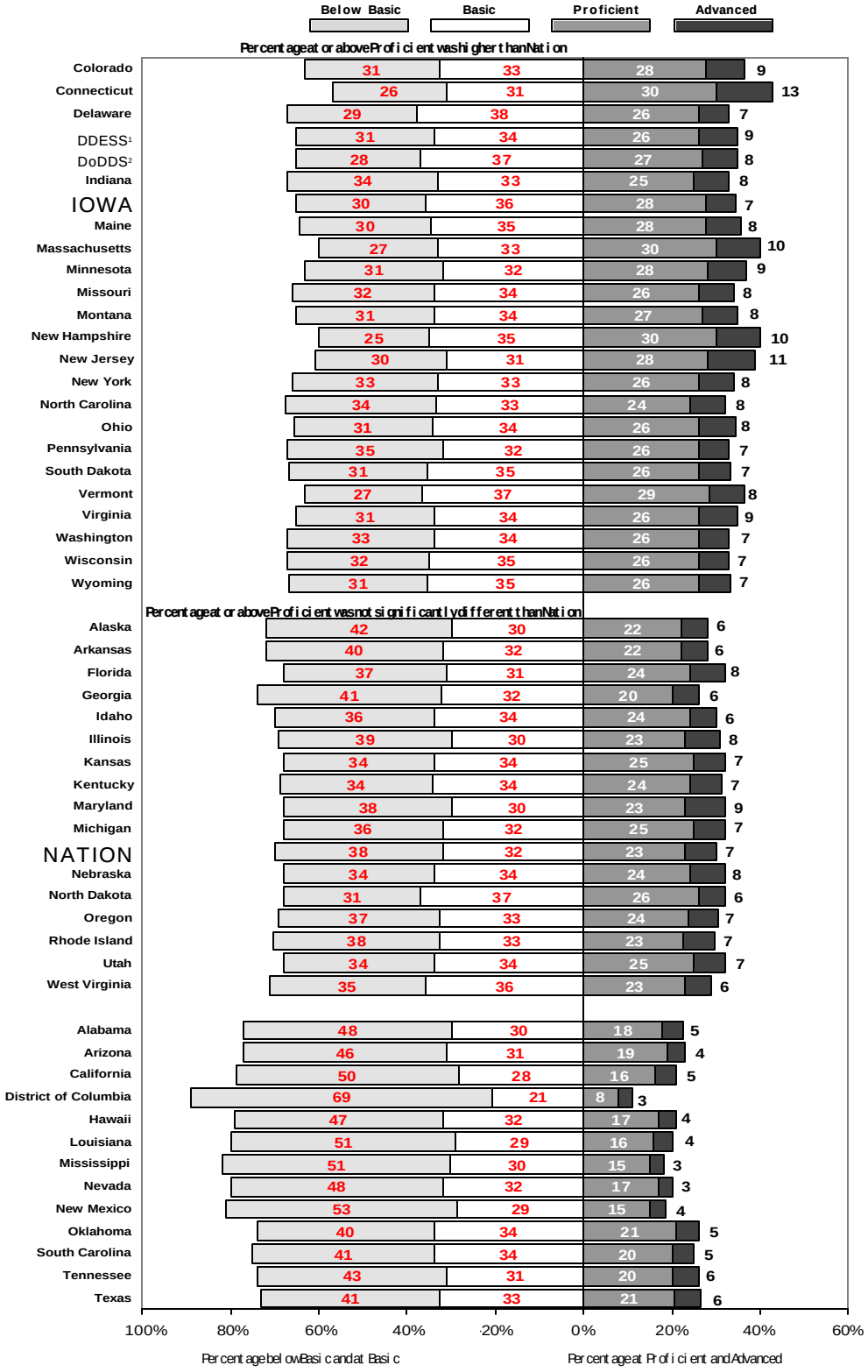
NAEP Achievement Level

Student performance results are reported according to three achievement levels (Basic, Proficient, and Advanced - as well as the Below Basic Category) established by the National Assessment Governing Board (NAGB). These levels are intended to describe what students should know and be able to do at each achievement level. Basic represents partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Proficient represents solid academic performance, and Advanced represents superior performance.

The distributions of student performance in four categories by achievement levels, Below Basic, Basic, Proficient, and Advanced, are shown in Figures 127-130. The data shows Iowa fourth and eighth graders at or above Proficient level were higher than national averages (Figures 127 to 130) in reading and mathematics in 2003. The grades 4 and 8 students from other two midwest states, Minnesota and Wisconsin, also performed above the nation in reading and mathematics in 2003. Kansas, South Dakota, and North Dakota had three of the four groups of students tested above the nation. Illinois had only one of four groups tested above the nation and the rest of three groups were not significantly different from the nation. All midwest states were either at or above the national average for the percentage of students at or above the proficient level in mathematics and reading for all grades shown.

Figure 127

Percentage of Students within each NAEP Reading Achievement Level Range, Grade 4 Public Schools by State - 2003



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

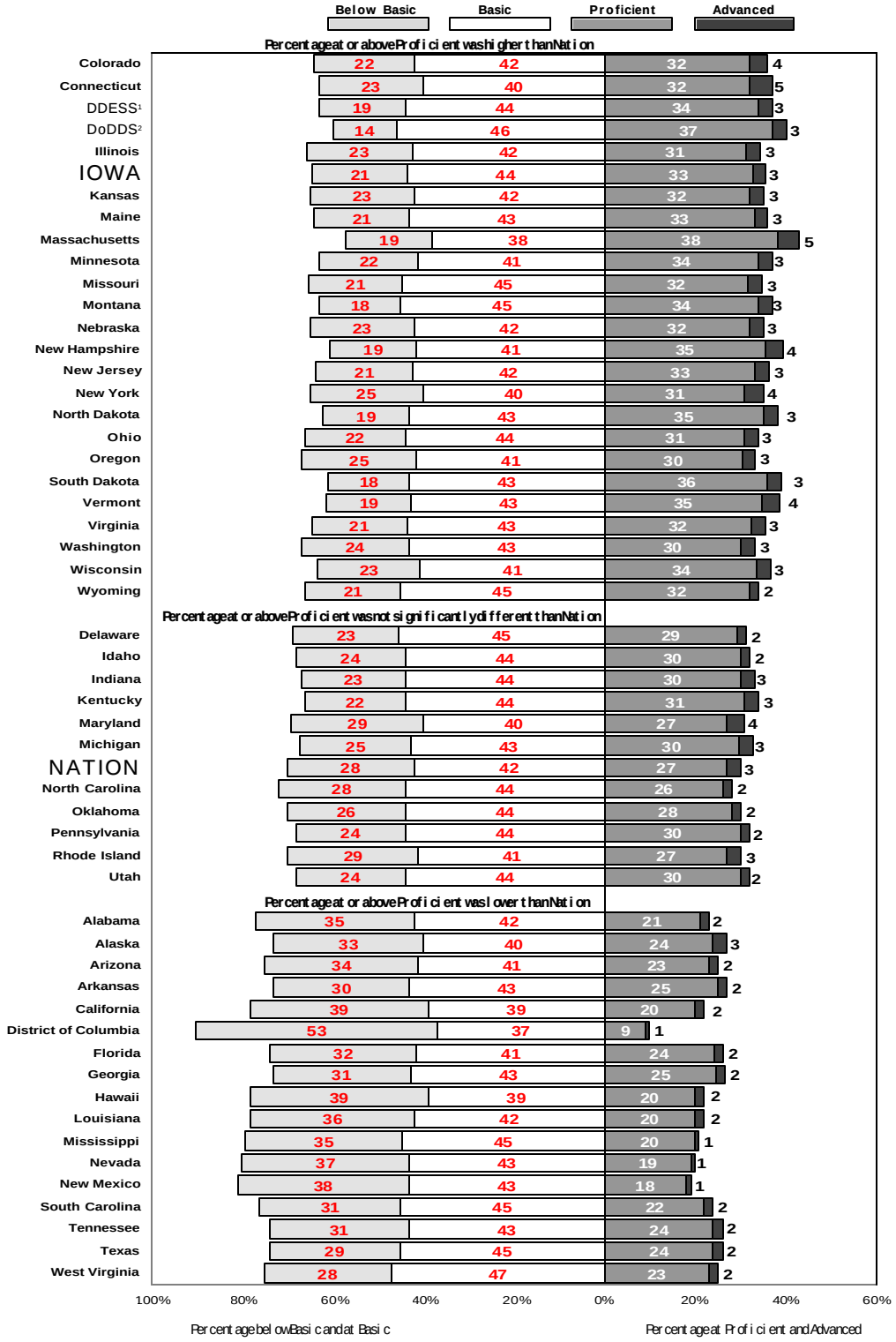
Notes: Detail may not sum to totals because of rounding. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.

[2]Department of Defense Dependents Schools (Overseas).

Figure 128

Percentage of Students within each NAEP Reading Achievement Level Range, Grade 8 Public Schools by State - 2003

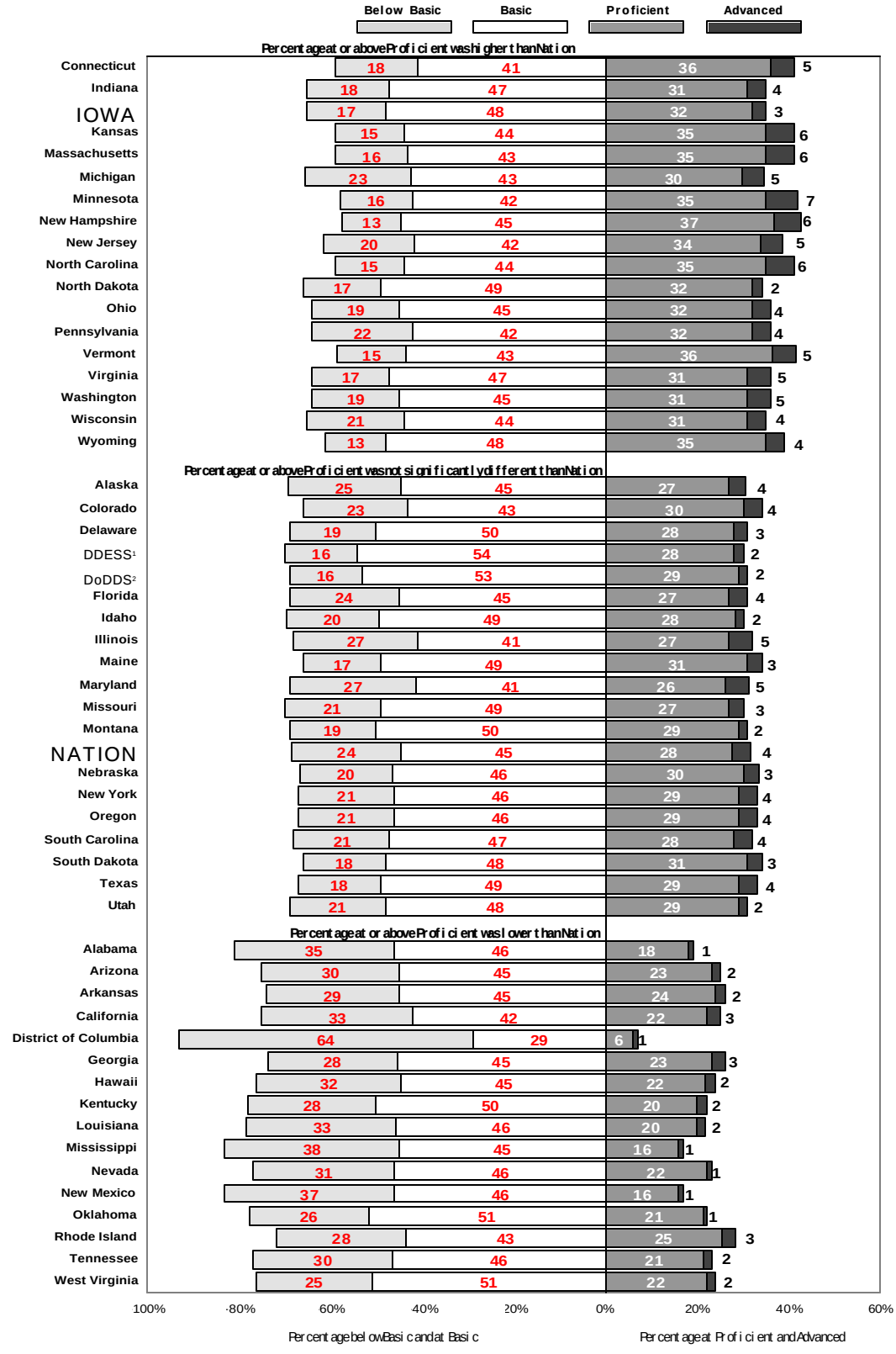


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Notes: Detail may not sum to totals because of rounding. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).

Figure 129

Percentage of Students within each NAEP Mathematics Achievement Level Range, Grade 4 Public Schools by State - 2003

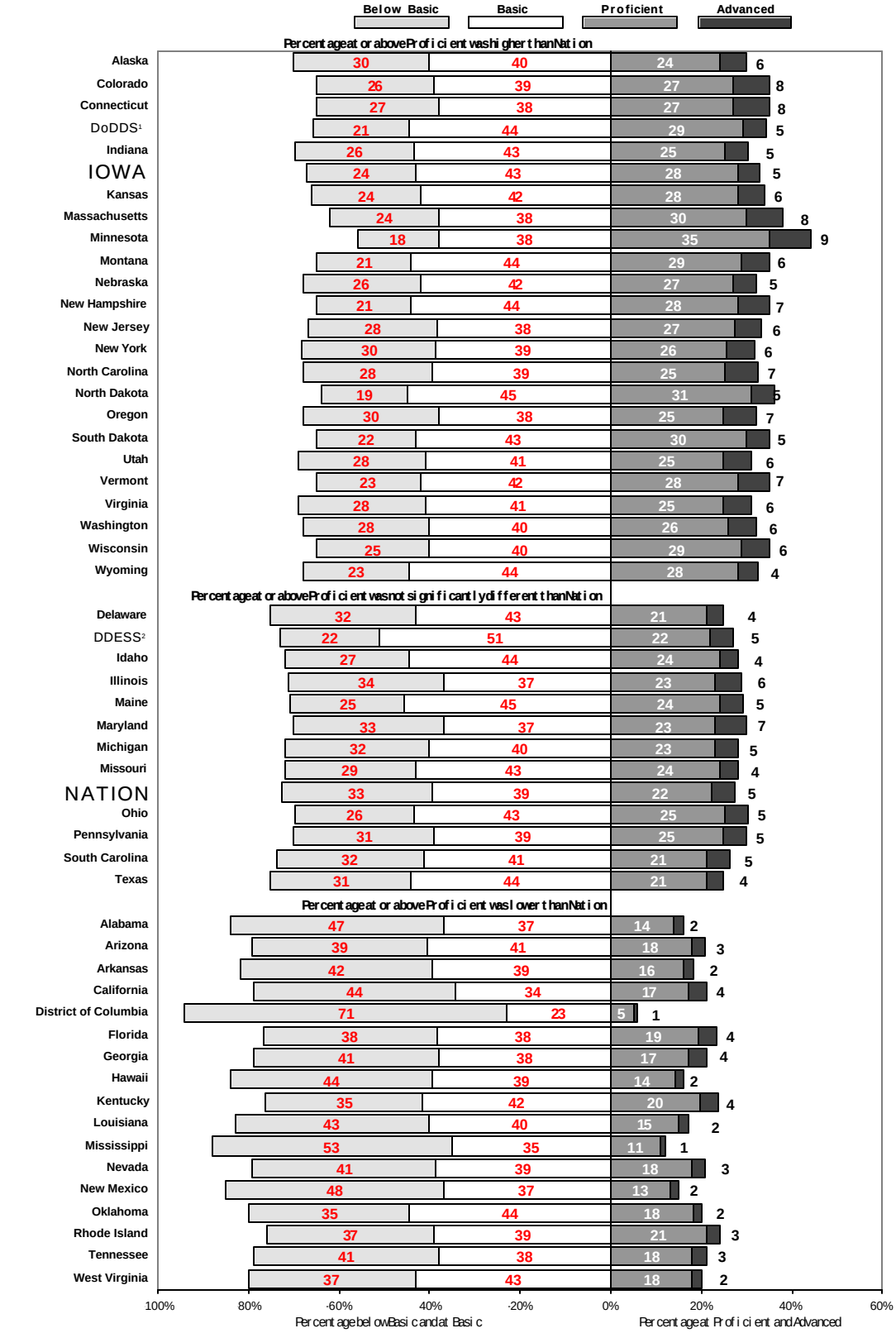


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Notes: Detail may not sum to totals because of rounding. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[1]Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2]Department of Defense Dependents Schools (Overseas).

Figure 130

Percentage of Students within each NAEP Mathematics Achievement Level Range, Grade 8 Public Schools by State - 2003



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Notes: Detail may not sum to totals because of rounding. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[1]Department of Defense Dependents Schools (Overseas).

[2]Department of Defense Domestic Dependent Elementary and Secondary Schools.

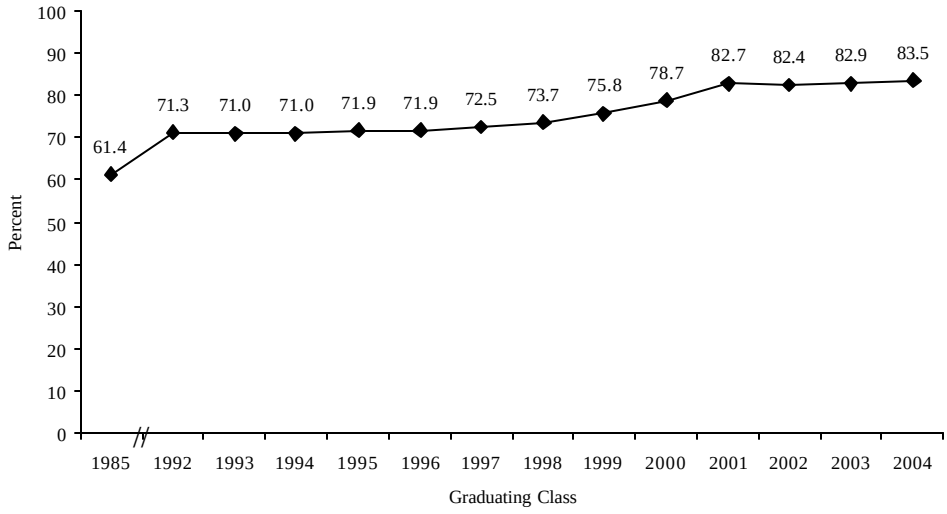
Pursuit of Postsecondary Education/Training

This section reports the trend of Iowa public high school graduates pursuing and intending to pursue postsecondary education or training. Before 1996, graduate follow-up data was collected through the Basic Educational Data Survey (BEDS) from all the districts that operated high schools. From 1997 to 1999, a combination of graduate follow-up and graduate intentions was collected due to the transition of district summary data reported from the individual student record system through Project EASIER (Electronic Access System for Iowa Education Records). Since 2000, graduate intentions data has been collected from all districts with high school programs. In the transition years, as more Iowa districts join the Project EASIER, these districts collected graduate intentions from their senior class while the nonEASIER districts reported graduate follow-up data.

Figure 131 shows the percent of graduates pursuing or planning to pursue postsecondary education or training for public high school graduating classes. The 1985 figure is also shown in Figure 131 as a baseline. The percent of Iowa public high school graduates that intended to pursue postsecondary education/training was 83.5 percent in 2004, a slight increase from the 2003 figure.

Figure 131

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING GRADUATING CLASSES OF 1985 AND 1992-2004



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.

Table 133 displays a percentage matrix that shows trends for the seven enrollment categories. The two smallest enrollment categories had the highest percentage of graduates that intended to pursue postsecondary education for the third consecutive year.

Table 133

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1995 through 2004

Graduating Class	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985	66.5%	63.0%	66.0%	64.3%	62.2%	62.2%	52.3%	61.4%
1995	65.9	68.3	72.2	73.2	71.1	70.8	73.4	71.9
1996	59.5	69.2	71.5	73.3	73.4	68.8	72.6	71.9
1997	76.6	72.4	68.4	73.4	74.9	68.4	74.0	72.5
1998	69.7	70.2	70.8	73.2	74.6	72.5	75.8	73.7
1999	69.9	74.7	73.4	76.4	76.9	76.6	74.5	75.8
2000	80.5	82.5	80.1	78.9	79.0	76.0	79.1	78.7
2001	73.9	81.3	81.0	82.5	83.1	81.9	84.3	82.7
2002	84.1	84.9	82.1	82.7	83.5	80.0	82.6	82.4
2003	84.3	84.0	83.6	83.3	81.8	82.8	83.3	82.9
2004	85.6	85.3	84.3	84.3	82.6	82.7	84.0	83.5

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 is shown in Table 134 for graduating classes of 1998 to 2004. The percentage of females that intended to pursue postsecondary education or training was nearly 9 percentage points or higher than males for most of the years shown.

Table 134

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 1998-2004

Graduating Class	Gender Male	Female	Total
1998	68.8%	78.4%	73.7%
1999	70.7	80.9	75.8
2000	74.5	82.9	78.7
2001	77.8	87.5	82.7
2002	77.9	86.9	82.4
2003	78.0	87.8	82.9
2004	78.7	88.3	83.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.

The postsecondary institutions include four- or two-year public and private colleges in or out of Iowa. Table 135 displays the trend by institution type. In 2004, the percent of Iowa graduates that planned to attend a community college has more than doubled compared to the 1985 figure while the percentage change has been relatively small for the intention to attend a four-year public college during the same period.

Table 135

PERCENT OF IOWA PUBLIC HIGH SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING BY POSTSECONDARY INSTITUTION, 1985 AND 1996 TO 2004

	Graduating Class									
Postsecondary Institution	1985	1996	1997	1998	1999	2000	2001	2002	2003	2004
Private 4-Year College	12.3%	13.3%	13.1%	13.3%	14.0%	12.6%	14.9%	15.8%	15.4%	15.2%
Public 4-Year College	23.3	25.3	25.1	26.6	25.9	28.0	27.3	25.5	25.0	24.9
Private 2-Year College	1.4	1.2	1.3	1.0	2.0	5.8	5.2	4.4	2.7	2.4
Community College	18.2	28.3	29.4	28.8	30.4	28.9	31.0	32.3	35.5	36.6
Other Training	6.2	3.8	3.6	4.0	3.6	3.3	4.3	4.4	4.3	4.4
Total	61.4	71.9	72.5	73.7	75.9	78.6	82.7	82.4	82.9	83.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Graduate Follow-up/Intentions Files.
Note: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1997, 1998, and 1999 represent calculated estimates.

Table 136 and Figure 132 compare the trends for the four-year and two-year institutions. In 1985, the proportion of the high school graduates that went to four-year institutions was 16 percentage points higher than those who went to two-year colleges; however, the gap is closing. The proportion of the graduates that intended to attend a four-year college is only 1.1 percentage points higher than the proportion of the graduates for the two-year colleges in 2004 (40.1 percent versus 39.0 percent).

Table 136

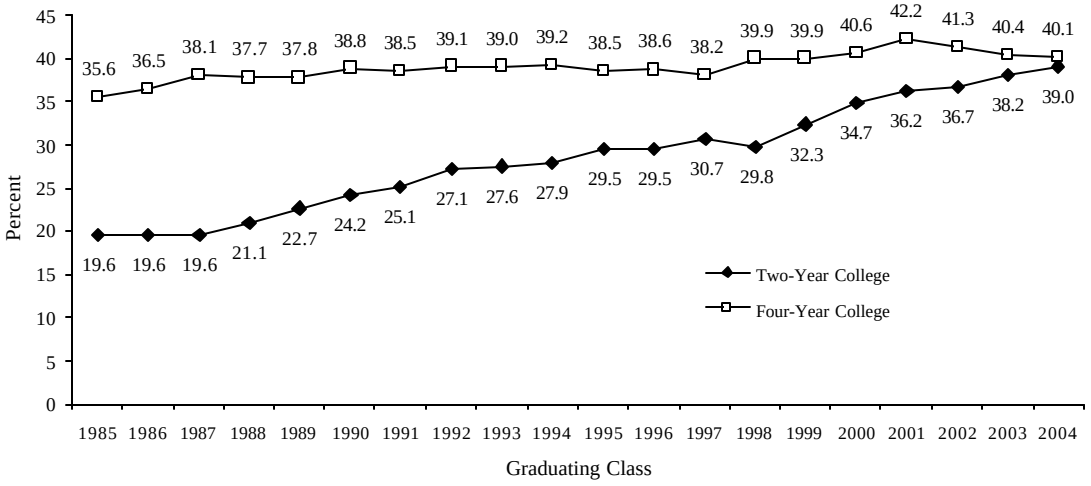
PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING AT FOUR-YEAR AND TWO-YEAR COLLEGES, 1985 AND 1996-2004

	Graduating Class									
Postsecondary Institution	1985	1996	1997	1998	1999	2000	2001	2002	2003	2004
Four-Year College	35.6%	38.6%	38.2%	39.9%	39.9%	40.6%	42.2%	41.3%	40.4%	40.1%
Two-Year College	19.6	29.5	30.7	29.8	32.3	34.7	36.2	36.7	38.2	39.0

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 132

PERCENT OF IOWA PUBLIC SCHOOL GRADUATES/SENIORS PURSUING OR INTENDING TO PURSUE POSTSECONDARY EDUCATION/TRAINING AT FOUR-YEAR AND TWO-YEAR COLLEGES, 1985-2004



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 Postsecondary Enrollment Options Act (PSEO) became law in 1993 (See Iowa Code, Chapter 261C). The PSEO provides the opportunity for Iowa high school junior and senior students and grades 9 and 10 gifted and talented students to earn college credit in high school. According to the law, participating districts are required to pay a fee to postsecondary institutions that provide the college credit courses. The fee is the amount equal to the lesser of "actual and customary cost of tuition, textbooks, materials, and fees directly related to the course taken," or the sum of $250.

Table 137 and Figure 133 provide the trends for Iowa PSEO enrollments and courses taken. In 2003-2004, the PSEO enrollments decreased for the second consecutive year. The number of courses taken increased in 2003-2004 after a decrease in the previous school year.

Table 137

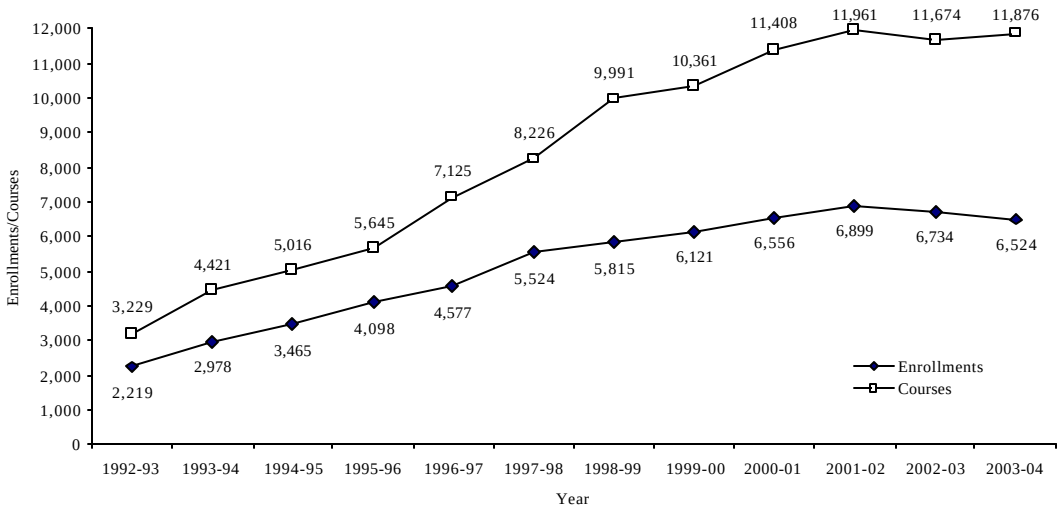
IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES
1992-1993 TO 2003-2004

Year	Enrollments	Courses
1992-1993	2,219	3,229
1993-1994	2,978	4,421
1994-1995	3,465	5,016
1995-1996	4,098	5,645
1996-1997	4,577	7,125
1997-1998	5,524	8,226
1998-1999	5,815	9,991
1999-2000	6,121	10,361
2000-2001	6,556	11,408
2001-2002	6,899	11,961
2002-2003	6,734	11,674
2003-2004	6,524	11,876

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options Files.

Figure 133

IOWA POSTSECONDARY ENROLLMENT OPTIONS
ENROLLMENTS AND COURSES - 1992-1993 TO 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options Files.

Table 138 shows the PSEO enrollments breakdown by grade and Table 139 shows the number of courses taken by course area and postsecondary institution type. The enrollments decreased for all grades listed (see Table 138) in both 2002-2003 and 2003-2004. In 2003-2004, the number of courses taken increased in vocational/technical areas for all college type listed. The only increase in academic courses taken is in community colleges. Community colleges had the highest participation in both academic and vocational/technical areas (see Table 139).

Table 138

Number of Iowa High School Students Participating in the Postsecondary Enrollment Options Act 1992-1993 and 2001-2002 to 2003-2004

School Year	9th and 10th Graders	Grade 11 Students	Grade 12 Students	Total Participants
1992-1993	32	378	1,809	2,219
2001-2002	244	1,575	5,080	6,899
2002-2003	241	1,557	4,936	6,734
2003-2004	216	1,410	4,898	6,524

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options Files.

Table 139

Number of Postsecondary Enrollment Options Courses Taken by Iowa High School Students by Type of Course and Type of Institution 1992-1993 and 2001-2002 to 2003-2004

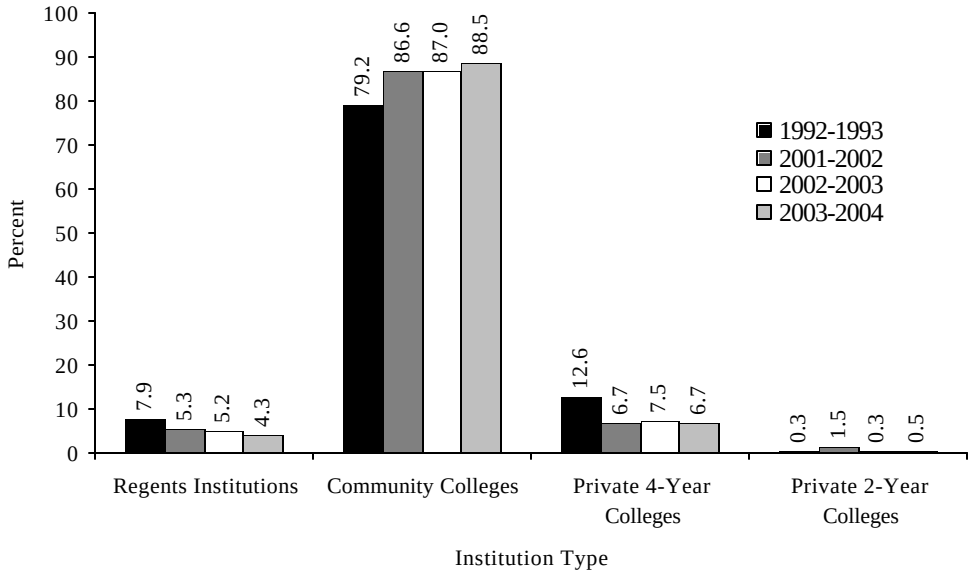
	Academic (Math, Science, English, Etc.)				Vocational/Technical				
School Year	Regents Institution	Community College	Private 4-Year College	Private 2-Year College	Regents Institution	Community College	Private 4-Year College	Private 2-Year College	Total Courses Taken
1992-1993	245	2,099	382	10	9	457	26	1	3,229
2001-2002	614	7,596	769	166	10	2,762	30	14	11,961
2002-2003	586	7,438	843	32	18	2,714	36	7	11,674
2003-2004	486	7,524	731	20	28	2,990	58	39	11,876

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options Files.

Figure 134 displays the percentage distribution of postsecondary enrollment option courses taken by students. Community colleges continued to have the largest percentage of all institution types at 88.5 percent in 2003-2004. Growth in the percentage of PSEO courses at community colleges has steadily increased since 1992-1993.

Figure 134

PERCENTAGE DISTRIBUTION OF POSTSECONDARY ENROLLMENT OPTION COURSES TAKEN BY IOWA HIGH SCHOOL STUDENTS 1992-1993 AND 2001-2002 TO 2003-2004



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Postsecondary Enrollment Options File.

Dropouts

Grades 7-12 dropout data are collected through the Basic Educational Data Survey (BEDS) for all public school districts. The grade level dropout information makes it possible to look at a single given grade dropout rate or calculate high school (grades 9-12) and grades 7-12 dropout rates. The numerator of the grades 7-12 dropout rate (or grades 9-12 dropout rate) is the total number of dropouts for grades 7-12 (or the total number of dropouts for grades 9-12) and the denominator is the total enrollments of grades 7-12 (or total enrollments of grades 9-12). Dropout data are also available by gender and race/ethnicity.

The National Center for Education Statistics (NCES) definition used for dropouts is students who satisfy one or more of the following conditions:

- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year and
- Has not graduated from high school or completed a state or district-approved educational program; and

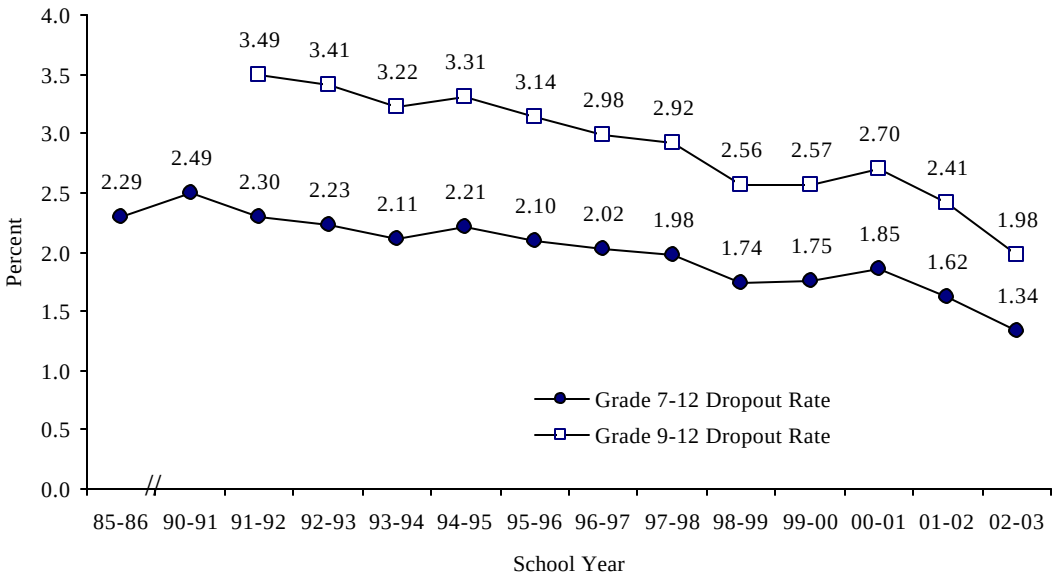
- Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state or district-approved educational program, b) temporary school-recognized absence for suspension or illness, and c) death.

A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school administered by a public school district is NOT considered a dropout.

Figure 135 displays the trend of Iowa public school grades 7-12 and grades 9-12 dropout rates. In general, there was a downward trend in grades 7-12 dropout rates since 1990-1991, except the school years of 1994-1995, 1999-2000 and 2000-2001. A similar pattern can be seen for grades 9-12 dropout rates. In 2001-2002 and 2002-2003, the dropout rates decreased significantly for both grades 7-12 average and high school average. In 2002-2003, the dropout rate for grades 9-12 was 1.98 percent and the dropout rate for grades 7-12 was 1.34 percent.

Figure 135

IOWA PUBLIC SCHOOL GRADES 7-12 AND GRADES 9-12 DROPOUT RATES 1985-1986 AND 1990-1991 THROUGH 2002-2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

The 2002-2003 dropout statistics by grade at the state level for Iowa public school students are shown in Table 140. In 2002-2003, a total of 3,036 students were reported as dropouts. The largest percentage of dropouts was from grade 11 with 33.3 percent, followed by grade 12 with 32.5 percent of total dropouts. Only 9 students dropped out from grade 7 and 13 students dropped out from grade 8 statewide in 2002-2003.

Table 140 also shows the grades 7-12 dropout distribution and grades 7-12 enrollment distribution by enrollment category. Districts with enrollments of 2,500 and above accounted for about 68 percent of all dropouts and 45 percent of grade 7-12 enrollments. For the districts with fewer than 2,500 students, the average grades 7-12 dropout rate was less than 1 percent. However, the average grades 7-12 dropout rate was above 2 percent for the districts with 7,500 students or more.

Table 140

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY ENROLLMENT CATEGORY 2002-2003

Enrollment	Grade Level						Total	% of Total	% of Enroll	Dropout
Category	7	8	9	10	11	12	Dropouts	Dropouts	7-12	Percent
<250	0	0	0	0	3	4	7	0.23%	0.84%	0.37%
250-399	0	1	2	12	18	19	52	1.71	3.62	0.63
400-599	0	0	3	19	25	77	124	4.09	8.60	0.63
600-999	0	0	20	37	81	111	249	8.20	16.36	0.67
1,000-2,499	0	0	42	102	182	218	544	17.92	25.71	0.93
2,500-7,499	1	0	78	157	246	224	706	23.25	19.76	1.57
7,500+	8	12	221	324	455	334	1,354	44.60	25.11	2.37
State	9	13	366	651	1,010	987	3,036	100.00	100.00	1.34

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout and Enrollment Files.

Table 141 shows gender comparisons on dropouts and enrollments for school years 1995-1996 to 2002-2003. Males had a higher dropout percent than females in all years shown. In 2002-2003, males represented nearly 59 percent of total dropouts and about 51 percent of total enrollments in grades 7-12.

Table 141

TOTAL IOWA PUBLIC SCHOOL GRADE 7-12 DROPOUTS BY GENDER 1995-1996 TO 2002-2003

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Dropout % Female	1.81%	1.75%	1.73%	1.59%	1.51%	1.60%	1.45%	1.13%
Dropout % Male	2.38	2.27	2.22	1.87	1.99	2.08	1.79	1.53
Female Dropouts as a % of Total Dropouts	42.20	42.60	42.94	44.89	42.04	42.39	43.52	41.17
Female Enrollment as a % of Total Enrollment	49.00	49.10	49.05	48.94	48.88	48.91	48.70	48.76

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

Table 142 shows dropout data and grade 7-12 enrollment by race/ethnicity in 2002-2003. The data reflect that dropout rates were higher for all minority groups than for the non-minority. In 2002-2003, all minorities represented less than 10 percent of grades 7-12 enrollments, while representing about 21 percent of total dropouts. The dropout rate for minorities was 3.03 percent compared to 1.17 percent for non-minority. All minority groups except Asian had grades 7-12 dropout rates above 3 percent. Asian had 1.3 percent, below the state average dropout rate.

Table 142

2002-2003 Iowa Public School Grade 7-12 Dropouts by Race/Ethnicity

Race/ Ethnicity Group	Dropout as a % of Enrollment	Total Dropouts	% of Total Dropouts	Grade 7-12 Enrollment	% of 7-12 Enrollment
Non-Minority	1.17%	2,403	79.15%	206,236	90.80%
All Minority	3.03	633	20.85	20,885	9.20
American Indian	3.88	47	1.55	1,212	0.54
Asian	1.30	51	1.68	3,929	1.73
Hispanic	3.70	291	9.58	7,856	3.46
African American	3.09	244	8.04	7,888	3.47
State	1.34	3,036	100.00	227,121	100.00

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout File.

Grades 7-12 dropout and enrollment distributions by race/ethnicity are shown in Table 143. In general, the grades 7-12 non-minority enrollment and non-minority dropouts have been decreasing from 1995-1996 to 2002-2003 (also see Figure 136) while the Hispanic dropout rates and enrollment proportions have more than doubled during the same time period (Table 143).

Table 143

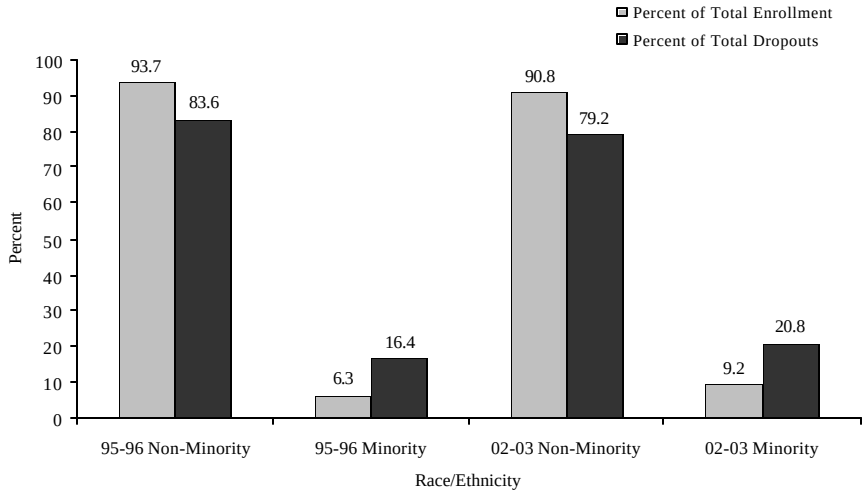
Percent of Dropouts and Percent of Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity 1995-1996 to 2002-2003

Racial/Ethnic Group	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
				% of 7-12 Total Dropouts				
White	83.6%	84.8%	83.3%	83.0%	83.5%	80.1%	78.9%	79.2%
African American	9.0	7.6	7.4	6.4	6.3	7.9	9.0	8.0
Hispanic	4.6	5.4	6.7	7.7	7.3	8.8	8.8	9.6
Asian	1.6	1.3	1.4	1.6	1.6	1.5	1.9	1.7
American Indian	1.2	0.9	1.2	1.3	1.3	1.7	1.4	1.5
				% of 7-12 Enrollment				
White	93.7%	93.4%	93.1%	92.8%	92.4%	91.8%	91.3%	90.8%
African American	2.7	2.8	2.8	2.9	3.0	3.1	3.4	3.5
Hispanic	1.7	1.9	2.1	2.2	2.5	2.8	3.1	3.5
Asian	1.5	1.6	1.6	1.7	1.7	1.8	1.7	1.7
American Indian	0.4	0.3	0.4	0.4	0.4	0.5	0.5	0.5

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

Figure 136

COMPARISON OF THE PERCENTAGE OF GRADE 7-12 ENROLLMENTS AND GRADE 7-12 DROPOUTS REPRESENTED BY MINORITY AND NON-MINORITY IOWA PUBLIC SCHOOL STUDENTS 1995-1996 AND 2002-2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.

A frequency distribution of the 2002-2003 grades 7-12 dropout rates is shown in Table 144. Almost 30 percent of the Iowa public school districts reported no dropouts, slightly over 71 percent of the districts had a dropout rate no more than 1 percent, and 90 percent of the districts had a dropout rate of 2 percent or less. A total of 9 Iowa districts (2.4 percent) had over a 3 percent dropout rate in 2002-2003.

Table 144

DISTRIBUTION OF GRADE 7-12 DROPOUT RATES FOR IOWA PUBLIC SCHOOL DISTRICTS 2002-2003

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
0	110	29.6%	29.6%
.01-.50	77	20.8	50.4
.51-1.00	77	20.8	71.1
1.01-1.50	46	12.4	83.5
1.51-2.00	24	6.5	90.0
2.01-2.50	20	5.4	95.4
2.51-3.00	8	2.2	97.6
3.01-3.50	3	0.8	98.4
3.51-4.00	5	1.3	99.7
>4.00	1	<0.3	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Dropout Files.
Note: Dropout rates are combined grade 7-12 dropouts divided by combined grade 7-12 enrollment and expressed as a percent.

A cross state comparison for grades 9-12 dropout rate is shown in Table 145. The public high school dropout rates by state for 1994-1995 to 2000-2001 were published by the National Center for Education Statistics (NCES) based on the Common Core of Data (CCD). In a range of 2.2 and 10.9 dropout rates, Iowa ranked third in the nation with a rate of 2.7 percent in 2000-2001.

Table 145

PUBLIC HIGH SCHOOL - GRADE 9-12
DROPOUT RATES BY STATES 1994-1995 TO 2000-2001

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	
	Percent Dropout	Percent Dropout	Percent Dropout	Percent Dropout	Percent Dropout	Percent Dropout	Percent Dropout	Nat'l Rank
NorthDakota	2.5%	2.5%	2.7%	2.8%	2.4%	2.7%	2.2%	1
Wisconsin[2]	2.7	2.4	2.7	2.8	2.6	2.6	2.3	2
Iowa	**3.5**	**3.1**	**2.9**	**2.9**	**2.5**	**2.5**	**2.7**	3
New Jersey[1]	4.0	4.1	3.7	3.5	3.1	3.1	2.8	4
Connecticut	4.9	4.8	3.9	3.5	3.3	3.1	3.0	5
Maine	3.4	3.1	3.2	3.2	3.3	3.3	3.1	6
Kansas	5.1	4.7	4.6	4.2	-	-	3.2	7
South Carolina	-	-	-	-	-	-	3.3	8
Massachusetts	3.6	3.4	3.4	3.2	3.6	4.1	3.4	9
Virginia	5.2	4.7	4.6	4.8	4.5	3.9	3.5	10
Pennsylvania	4.1	4.0	3.9	3.9	3.8	4.0	3.6	11
Utah	3.5	4.4	4.5	5.2	4.7	4.1	3.7	12
New York[1]	-	-	-	3.2	4.0	4.1	3.8	13
Ohio[2]	5.3	5.4	5.2	5.1	3.9	5.0	3.9	14.5
SouthDakota	5.3	5.7	4.5	3.1	4.5	3.5	3.9	14.5
Minnesota	5.2	5.2	5.5	4.9	4.5	4.3	4.0	16.5
Nebraska	4.5	4.5	4.3	4.4	4.2	4.0	4.0	16.5
Alabama[1]	6.2	5.6	5.3	4.8	4.4	4.5	4.1	18.5
Maryland[1]	5.2	4.8	4.9	4.3	4.4	4.1	4.1	18.5
Delaware	4.6	4.5	4.5	4.7	4.1	4.1	4.2	22
Missouri	7.0	6.5	5.8	5.2	4.8	4.4	4.2	22
Montana	-	5.6	5.1	4.4	4.5	4.2	4.2	22
Texas	-	-	-	-	-	5.0	4.2	22
West Virginia	4.2	3.8	4.1	4.1	4.9	4.2	4.2	22
Tennessee[1]	5.0	4.9	5.1	5.0	4.6	4.2	4.3	25
Florida[1]	-	-	-	-	-	-	4.4	26
Kentucky	-	-	-	5.2	4.9	5.0	4.6	27.5
Mississippi	6.4	6.2	6.0	5.8	5.2	4.9	4.6	27.5
Vermont[1]	4.7	5.3	5.0	5.2	4.6	4.7	4.7	29
RhodeIsland	4.6	4.6	4.7	4.9	4.5	4.8	5.0	30
Nevada	10.3	9.6	10.2	10.1	7.9	6.2	5.2	31.5
Oklahoma[1]	5.8	5.7	5.9	5.8	5.2	5.4	5.2	31.5
Arkansas	4.9	4.1	5.0	5.4	6.0	5.7	5.3	34
New Mexico	8.5	8.3	7.5	7.1	7.0	6.0	5.3	34
Oregon	7.1	7.0	-	6.8	6.4	6.2	5.3	34
New Hampshire[4]	-	-	-	-	-	-	5.4	36
Idaho[1]	9.2	8.0	7.2	6.7	6.9	-	5.6	37
Hawaii[1]	-	-	-	5.2	5.3	5.3	5.7	38
Illinois[1]	6.6	6.4	6.6	6.9	6.5	6.2	6.0	39
North Carolina	-	-	-	-	-	-	6.3	40
Wyoming[2]	6.7	5.7	6.2	6.4	5.2	5.7	6.4	41
Georgia	9.0	8.5	8.2	7.3	7.4	7.2	7.2	42
Alaska[2]	-	5.6	4.9	4.6	5.3	5.5	8.2	43
Louisiana[3]	3.5	11.6	11.6	11.4	10.0	9.2	8.3	44
Arizona[1]	9.6	10.2	10.0	9.4	8.4	-	10.9	45
Dist. of Columbia	10.6	-	-	12.8	8.2	7.2	-	-

Sources: National Center for Education Statistics, Public High School Dropout and Completers from the Common Core of Data: School Year 2000-01.

Notes:
- '-' Not available.
- '1' This state reported on an alternative July through June cycle rather than the specified October through September cycle.
- '2' The following states reported data using an alternative calendar in the years indicated: Alaska (1995-96 and 1999-2000), Ohio (1993-94), Wisconsin (all years except 1998-99), Wyoming (1993-94) and Puerto Rico (all years except 1997-98).
- '3' Effective with the 1995-96 school year, Louisiana changed its dropout data collection from school-level aggregate counts reported by districts to an individual, student-record system. The increase in the dropout rate is due in part to the increased ability to track students.
- '4' New Hampshire is missing reported dropouts for 14 of their 76 school districts that operate high schools (16.3 percent of enrollment in the 76 school districts).

High School Graduation Rates

The Department of Education collects high school graduation data from all Iowa public high schools in the spring through the Basic Educational Data Survey (BEDS). Three groups of the high school completers are collected based on the National Center for Education Statistics (NCES) definitions:

- **Regular diplomas** are given to most students for completing all unmodified graduation requirements for the districts in the regular high school program.
- **Other diplomas** are given to students who have received this diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.
- **Other Completers** are the students who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

Since 2003, public high school graduation rate has been one of the indicators for the No Child Left Behind (NCLB) Accountability System. The NCLB Act defines the regular diploma recipients as high school graduates. Therefore the Iowa Accountability Plans under the Consolidated Application Process has a narrower definition for high school graduates:

- Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

The other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook.

The *Annual Condition of Education Report* (COE) has applied the NCLB definition for the data analyses and excluded other completers from the Iowa graduates since 2003. There are less than 100 other completers each year in Iowa and many of the other completers are foreign exchange students. Under the current graduation rate model other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

The high school graduation rate is calculated by dividing the number of high school regular diploma recipients in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school regular diploma recipients in that year and dropouts over the four series year period. More specifically, the total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year two, the number of dropouts in grade 11 in year three, and the number of dropouts in grade 12 in year four.

$$GR_i = \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where: GR_i is the graduation rate for a given year (i).
G_i is the number of students achieving a regular high school diploma for year i.
D_i is the number of dropouts in grade 12 for year i.
$D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year (i-1).
$D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year (i-2).
$D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year (i-3).

The high school graduation data by gender and state total for graduating classes 1996 through 2003 are shown in Table 146. The graduation rates increased annually for all three groups shown. The largest annual increases were in 2002-2003 for the two gender groups, as well as for the overall class. Females had higher graduation rates than the males for all eight classes shown (also see Figure 137).

Table 146

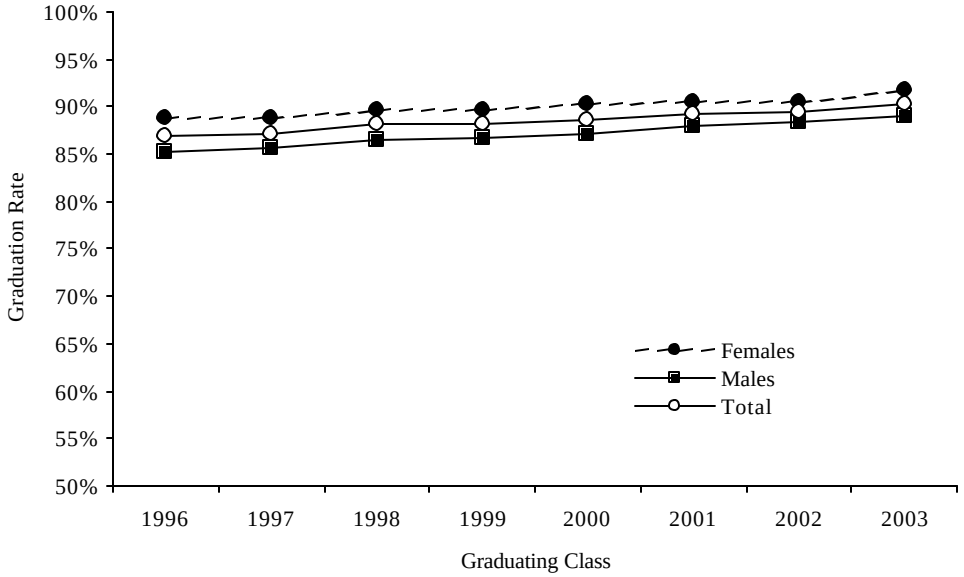
IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER, GRADUATING CLASSES 1996-2003

Graduating Class	Number of Graduates			Graduation Rate		
	Females	Males	Total	Females	Males	Total
1996	15,874	15,969	31,843	88.8%	85.2%	87.0%
1997	16,531	16,455	32,986	88.8	85.6	87.2
1998	17,156	17,033	34,189	89.7	86.5	88.1
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4
2003	17,235	17,623	34,858	91.7	89.1	90.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Figure 137

IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER AND STATE TOTAL GRADUATING CLASSES 1996 TO 2003



Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Eight years of racial/ethnic graduation statistics are reported in Table 147. Asian and White had the highest graduation rates for all classes shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average. The rates for White have been increasing steadily, from 88.2 percent in 1996 to 91.3 percent in 2003. Although the minority data are less stable due to small group sizes, gradual upward trends can be seen for most of the racial/ethnic groups in general.

Table 147

IOWA PUBLIC HIGH SCHOOL FOUR YEAR GRADUATION RATES BY RACE/ETHNICITY, GRADUATING CLASSES 1996 TO 2003

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003
Race/Ethnicity	Number of Graduates with Diplomas							
American Indian	55	73	84	90	74	212	108	124
Hispanic	408	524	531	500	537	582	660	748
Asian	508	555	508	496	546	684	657	656
African American	648	614	696	673	734	678	756	857
White	30,224	31,220	32,370	32,619	31,943	31,618	31,608	32,473
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858
Race/Ethnicity	Graduation Rates							
American Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%	80.0%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5	67.7
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9	91.0
African American	63.8	64.0	67.6	66.2	68.4	70.6	71.4	74.5
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7	91.3
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Table 148 displays the graduation rates by enrollment category for graduating classes 1996 to 2003. Districts with enrollments of 2,500 and above had graduation rates below the state average while the smaller districts had average graduation rates above the state average. For all seven enrollment categories shown, the 2003 graduating class had the highest average graduation rates compared to the earlier classes except the enrollment categories of 250 to 399 and 400 to 599.

Table 148

IOWA PUBLIC HIGH SCHOOL FOUR YEAR GRADUATION RATES BY ENROLLMENT CATEGORY GRADUATING CLASSES 1996 THROUGH 2003

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003
Enrollment Category	Number of Graduates with Diplomas							
<250	141	168	131	138	150	199	215	249
250-399	950	980	1,127	1,163	1,297	1,325	1,327	1,336
400-599	2,598	2,652	2,616	2,765	2,785	2,882	3,008	3,221
600-999	6,004	6,480	6,523	6,538	6,390	6,167	5,737	5,994
1,000-2,499	8,887	8,987	9,728	9,634	9,347	9,357	9,033	9,212
2,500-7,499	6,199	6,338	6,477	6,641	6,560	6,567	6,889	6,886
7,500+	7,064	7,381	7,587	7,499	7,305	7,277	7,580	7,960
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858
Enrollment Category	Graduation Rates							
<250	95.3%	94.4%	93.6%	93.2%	88.8%	92.6%	95.6%	96.9%
250-399	93.3	94.8	93.6	93.3	92.1	93.9	95.0	94.8
400-599	93.7	93.4	92.8	93.4	94.3	94.6	95.6	95.5
600-999	93.4	92.6	93.3	93.1	93.5	93.3	94.3	95.6
1,000-2,499	89.0	88.4	89.5	90.0	90.7	91.4	91.9	92.8
2,500-7,499	84.9	84.9	86.1	87.1	86.6	88.4	88.7	89.2
7,500+	78.9	80.7	81.9	81.1	82.2	81.5	81.1	82.8
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Table 149 shows the graduation rates by state based on the NCES graduation definition (high school graduates include regular and other diplomas as well as other completers). Iowa has had the 3rd highest graduation rates in the nation each year since 1996-1997. Only North Dakota and Wisconsin ranked above Iowa.

Table 149

FOUR-YEAR HIGH SCHOOL GRADUATION RATES BY STATE
1994-1995 THROUGH 2000-2001

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	
							Graduate Rates	Nat'l Rank
			Graduation Rates					
North Dakota	-	90.6%	89.9%	89.5%	89.7%	88.9%	90.1%	1
Wisconsin	-	-	89.0	89.8	89.7	89.3	90.0	2
Iowa	**-**	**-**	**87.1**	**88.0**	**88.3**	**88.8**	**89.2**	**3**
New Jersey	-	-	85.2	84.6	85.2	86.7	88.0	4
Connecticut	-	81.4	81.8	83.2	83.7	86.5	86.6	5
Maine	-	-	86.4	86.5	86.4	86.2	86.5	6
Massachusetts	85.3%	84.6	85.8	85.6	86.0	85.5	86.3	7
South Dakota	-	-	81.9	81.3	81.7	83.6	84.6	8
Pennsylvania	84.2	84.2	84.2	83.8	84.0	84.1	84.0	9
Nebraska	84.5	84.6	83.0	83.2	84.5	85.1	83.9	10
Virginia	-	-	81.6	81.1	81.5	81.8	83.8	11
West Virginia	-	-	83.3	83.9	83.2	82.6	83.4	12
Maryland	-	-	80.4	80.6	81.6	81.9	83.2	13
Utah	-	-	83.7	81.3	80.1	81.4	82.6	14
Minnesota	-	-	-	80.3	81.2	81.2	82.5	15
Montana	-	-	-	-	82.0	82.4	82.1	16
Vermont	-	-	82.0	81.8	82.1	81.4	81.9	17
Delaware	-	81.3	80.4	81.9	82.9	80.8	81.6	18.5
New York	-	-	-	-	-	-	81.6	18.5
Missouri	75.3	74.7	74.8	76.9	77.8	79.6	81.0	20.5
Ohio	-	-	79.4	79.5	80.5	80.4	81.0	20.5
Alabama	-	-	76.8	78.3	78.9	79.8	80.0	22
Kentucky	-	-	-	-	-	-	79.9	23
Rhode Island	80.8	81.6	80.7	80.9	81.8	80.8	79.8	24
Tennessee	-	-	78.3	83.5	78.5	78.8	79.5	25
Oklahoma	-	-	78.6	78.3	78.7	78.8	79.2	26
Arkansas	80.4	80.7	80.0	81.2	81.0	80.1	79.1	27
Hawaii	-	-	-	-	-	-	77.7	28
Mississippi	77.9	75.5	75.5	76.0	76.4	76.4	77.3	29
Idaho	-	-	72.4	73.2	74.7	-	76.9	30
Wyoming	-	-	76.8	77.3	77.2	77.6	76.5	31
Oregon	75.6	74.2	-	-	-	-	76.4	32
Illinois	-	-	76.1	76.9	75.8	75.4	75.8	33
Alaska	-	-	-	-	78.9	77.3	75.2	34
New Mexico	70.0	68.8	68.6	69.0	70.6	73.0	74.4	35
Nevada	64.1	64.1	64.4	64.5	66.9	70.2	73.5	36
Georgia	-	-	67.6	68.3	68.9	70.7	71.7	37
Arizona	62.0	61.4	62.5	65.3	63.2	-	68.3	38
Louisiana	-	-	60.7	60.4	61.5	62.6	65.0	39
Dist. of Columbia	60.9	-	-	-	-	-	-	-

Source: National Center for Education Statistics, Public High School Dropout and Completers from the Common Core of Data: School Year 2000-01.

Note: "-" Data not available.
High school completers includes regular and other diplomas as well as other completers, but does not include high school equivalencies (e.g., GED). The completion rate is calculated by dividing the number of high school completers in a given year by the number of high school completers in that year and dropouts over a four-year period.

Schools and Districts in Need of Assistance

Under the No Child Left Behind Act (NCLB), public school districts and public schools must report the academic progress of all students in grades 4, 8, and 11 and students by subgroups and their test participation rates for the same three grades in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the additional indicators for public school districts.

If a school does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in any one of the grades 4, 8, and 11 in either the "all students" group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance.

If a district does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state AMO in either the "all students" group or any one of the subgroups at all the required grade levels (4, 8, and 11) in the same subject area (either reading or mathematics) for two consecutive years, it shall be identified as a district in need of assistance. If a district does not meet the goals for district level K-8 average daily attendance rate or high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance.

Sixty-six of 1,491 (4.4 percent) public schools were identified as a school in need of assistance and 9 of 370 (2.4 percent) public school districts were identified as a district in need of assistance following the 2003-2004 school year. Table 150 shows the list of the schools in need of assistance and Table 151 shows the list of the districts in need of assistance.

Table 150

SCHOOLS IN NEED OF ASSISTANCE
2004

District	School	Identification Grade (Gr) and Area
Bettendorf	Bettendorf Middle	Gr 8 AMO Math
Boone	Boone Middle	Gr 8 AMO Math
Cedar Rapids	Harrison Elementary	Gr 4 AMO Math / Gr 4 AMO Reading
Cedar Rapids	Johnson Elementary	Gr 4 AMO Reading
Cedar Rapids	McKinley Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Cedar Rapids	Metro High	Gr 11 Participation Math / Gr 11 Participation Reading
Cedar Rapids	Taft Middle	Gr 8 AMO Math
Cedar Rapids	Wilson Middle	Gr 8 AMO Reading
Clinton	Washington Middle	Gr 8 AMO Math / Gr 8 AMO Reading
College	Prairie High	Gr 11 AMO Math / Gr 11 AMO Reading
Council Bluffs	Woodrow Wilson Junior High	Gr 8 AMO Math / Gr 8 AMO Reading
Davenport	Buchanan Elementary	Gr 4 AMO Math / Gr 4 AMO Reading
Davenport	Central High	Gr 11 Participation Math / Gr 11 Participation Reading
Davenport	Fillmore Elementary	Gr 4 AMO Math
Davenport	Frank Smart Intermediate	Gr 8 AMO Reading
Davenport	Hayes Elementary	Gr 4 AMO Reading
Davenport	JB Young Intermediate	Gr 8 AMO Math / Gr 8 AMO Reading
Davenport	Jefferson Elementary	Gr 4 AMO Reading
Davenport	Kimberly Center	Gr 11 Participation Math / Gr 11 Participation Reading
Davenport	Sudlow Intermediate	Gr 8 AMO Reading
Davenport	Williams Intermediate	Gr 8 AMO Math / Gr 8 AMO Reading
Davenport	Wood Intermediate	Gr 8 AMO Math
Des Moines	Callanan Middle	Gr 8 Participation Math / Gr 8 Participation Reading
Des Moines	East High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Edmunds Elementary	Gr 4 AMO Math
Des Moines	Harding Middle	Gr 8 Participation Math
Des Moines	Hiatt Middle	Gr 8 Participation Math
Des Moines	Hoover High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Hoyt Middle	Gr 8 AMO Math
Des Moines	Lincoln High	Gr 11 Participation Math / Gr 11 Participation Reading

Source: Department of Education, Division of Early Childhood, Elementary and Secondary Education, Adequate Yearly Progress Report.

SCHOOLS IN NEED OF ASSISTANCE
2004 (continued)

District	School	Identification Grade (Gr) and Area
Des Moines	McCombs Middle	Gr 8 AMO Math
Des Moines	Meredith Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Des Moines	Merrill Middle	Gr 8 AMO Reading
Des Moines	Moulton Elementary	Gr 4 AMO Math
Des Moines	North High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Roosevelt High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Scavo High	Gr 11 Participation Math / Gr 11 Participation Reading
Des Moines	Wallace Elementary	Gr 4 AMO Reading
Dubuque	Central Alternative	Gr 11 Participation Math / Gr 11 Participation Reading
Dubuque	Washington Junior High	Gr 8 AMO Reading
Fort Dodge	Fair Oaks Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Fort Dodge	Fort Dodge High	Gr 11 AMO Math / Gr 11 AMO Reading
Fort Dodge	Phillips Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Iowa City	Northwest Junior High	Gr 8 AMO Math / Gr 8 AMO Reading
Iowa City	Southeast Junior High	Gr 8 AMO Math / Gr 8 AMO Reading
Keokuk	Keokuk High	Gr 11 AMO Math
Keokuk	Keokuk Middle	Gr 8 AMO Reading
Marshalltown	Marshalltown High	Gr 11 Participation Math / Gr 11 Participation Reading
Marshalltown	Woodbury Elementary	Gr 4 AMO Math
Muscatine	Muscatine High	Gr 11 Participation Math
Ottumwa	Evans Middle	Gr 8 AMO Math
Ottumwa	Ottumwa High	Gr 11 AMO Math / Gr 11 AMO Reading
Perry	Perry Elementary	Gr 4 AMO Reading
Saydel	Woodside Middle	Gr 8 AMO Reading
Sioux City	East High	Gr 11 Participation Math / Gr 11 Participation Reading
Sioux City	East Middle	Gr 8 Participation Math / Gr 8 Participation Reading
Sioux City	Hunt Elementary	Gr 4 AMO Math
Southeast Polk	Southeast Polk Junior High	Gr 8 AMO Reading
Storm Lake	Storm Lake Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Waterloo	Bunger Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Waterloo	Central Middle	Gr 8 AMO Math / Gr 8 AMO Reading
Waterloo	Jack M Logan Middle	Gr 8 AMO Reading
Waterloo	West High	Gr 11 Participation Math / Gr 11 Participation Reading
West Des Moines	Southwoods High	Gr 11 Participation Math / Gr 11 Participation Reading
West Des Moines	Valley High	Gr 11 Participation Math / Gr 11 Participation Reading
West Des Moines	Walnut Creek Campus	Gr 11 Participation Math

Source: Department of Education, Division of Early Childhood, Elementary and Secondary Education, Adequate Yearly Progress Report.

Table 151

DISTRICTS IN NEED OF ASSISTANCE
2004

District	Identification Area
Burlington	AMO Math / AMO Reading / Graduation Rate
Cedar Rapids	AMO Math / AMO Reading
Council Bluffs	AMO Math / AMO Reading
Davenport	AMO Math / AMO Reading
Fort Dodge	AMO Math / AMO Reading
Iowa City	AMO Math
Marshalltown	Average Daily Attendance
Ottumwa	AMO Math / AMO Reading / Average Daily Attendance
Storm Lake	AMO Reading

Source: Department of Education, Division of Early Childhood, Elementary and Secondary Education, Adequate Yearly Progress Report.

Highly Qualified Teacher Comparison

Table 152 shows the professional qualification, in terms of the distribution of teacher education background, of all public school teachers in Iowa. In 2003-2004, about 27 percent of Iowa public school full-time teachers held an advanced degree while almost 21 percent of the part-time teachers had a degree beyond bachelors.

Table 152

TEACHER CHARACTERISTIC COMPARISON BETWEEN TOP QUARTILE POVERTY SCHOOLS AND BOTTOM QUARTILE POVERTY SCHOOLS 2003-2004

		Baccalaureate Degree Level	Master's Degree Level	Specialist Degree Level	Doctorate Degree Level	Total
Full-Time	Number	24,636	8,946	48	58	33,688
	Percent	73.1%	26.6%	.1%	.2%	
Part-Time	Number	1,690	436		6	2,132
	Percent	79.3%	20.4%		.3%	

Source: Iowa Department of Education, Basic Educational Data Survey, Staff File.

Table 153 provides a comparison between full-time teachers in school buildings in the top quartile (school buildings with a high percentage of students eligible for free or reduced price lunch) and full-time teachers in buildings in the bottom quartile (school buildings with a low percentage of students eligible for free or reduced price lunch) for the 2003-2004 school year. Iowa requires that all teachers hold a valid Iowa teaching license and are properly endorsed to teach in the areas for which they are assigned. All Iowa teachers are considered highly qualified under the requirements of the No Child Left Behind (NCLB) Act. The NCLB Act also requires that a state include in its annual state report the characteristics of teachers in high and low poverty schools. High and low poverty schools are defined in NCLB as the top and bottom quartiles of schools in poverty. Schools in the top quartile had significantly fewer students than schools in the bottom quartile. Teachers in the two quartiles did not have significant differences in the percentage with advanced degrees, average experience, average age, or average salary.

Table 153

TEACHER CHARACTERISTIC COMPARISON BETWEEN TOP QUARTILE POVERTY SCHOOLS AND BOTTOM QUARTILE POVERTY SCHOOLS 2003-2004

	Number of Full-Time Teachers	Number of Advanced Degrees	Percentage of Advanced Degrees	Number of Bachelor Degrees	Average Experience	Average Age	Average Salary	Number of Students Served
Top Quartile - Schools with highest percentage of students eligible for free or reduced price lunch	7,658	2,182	28.5%	5,476	14.1	42.2	$39,641	111,641
Bottom Quartile - Schools with lowest percentage of students eligible for free or reduced price lunch	7,894	2,193	27.8%	5,701	14.9	41.5	$40,146	145,239

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

The No Child Left Behind (NCLB) Act requires that the number of teachers with emergency/provisional licenses be reported by the state. Emergency/Provisional license type is granted to teachers that have not completed a teacher education program. All licensed Iowa teachers have completed a teacher education program and there are no Iowa teachers with emergency/provisional licenses.

Estimated 2003-2004 assignments by academic area for grades 7-12 are presented in Table 154. Estimates are based on the number of teachers with teaching assignments in their endorsement area compared to the number of teachers with teaching assignments outside their endorsement area. This estimate provides a snapshot of the percentage of classes in specific academic areas that are taught by a highly qualified teacher. For all areas shown, approximately 95 percent of the courses in the academic areas listed were taught by a highly qualified teacher. Of the eleven academic areas shown, seven are nearly 90 percent or greater. Economics and Geography have the lowest percentage at 66 percent and 49 percent respectively.

Table 154

PERCENT OF TEACHERS TEACHING IN ENDORSEMENT AREA GRADE 7-12 PUBLIC SCHOOL TEACHERS BY ACADEMIC AREA 2003-2004

Academic Area	Percent of Teachers Teaching in Endorsement Area
English	98.1%
Reading/Language Arts	93.6
Mathematics	97.2
Science	88.0
Foreign Language	90.5
Civics/Government	82.3
Economics	66.3
Arts	97.9
History	89.7
Geography	48.9
Elementary	96.9
Total	94.9

Source: Iowa Department of Education, Licensure and Basic Educational Data Survey Staff Files.

FINANCE

The Finance chapter provides budget information pertaining to revenues, property taxes, state aid, and income surtax. The most current data available at the time of preparation of *The Annual Condition of Education Report* is displayed. Sources for the information include the 2002-2003 Certified Annual Financial Report, the 2004-2005 Department of Management Aid and Levy Worksheet database, and Program and Budget Summary information from the Fiscal Services, Legislative Services Agency.

Expenditure information is included and is detailed by functions and objects. Information is displayed at the state level and in some cases at the enrollment size category level. The 1985-1986 school year is used as the basis of comparison wherever possible.

Function Category Expenditures

Function category expenditures as a percentage of total general fund expenditures are displayed in Table 155. Function categories are grouped into 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.

The percentage of expenditures by function category has remained relatively stable the past four years. In 2002-2003, four of the nine function categories remained at the same percentage level of total general fund expenditures. Two function categories (Instruction and Operations and Maintenance) increased slightly while three (Staff Support Services, Administrative Services, and Food Services Subsidy) decreased slightly as a percentage of total general fund expenditures.

Since the 1985-1986 school year, instruction has increased from 65.3 percent to 70.1 percent of the total expenditures. Operations and maintenance and student transportation have decreased significantly since 1985-1986.

Table 155

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 1999-2000 TO 2002-2003

Function Category	Year 1985-1986	1999-2000	2000-2001	2001-2002	2002-2003
Instruction	65.3%	69.2%	69.0%	70.0%	70.1%
Student Support Services	2.9	3.8	3.8	3.8	3.8
Staff Support Services	3.2	3.9	4.0	3.7	3.4
Administrative Services	10.2	9.6	9.5	9.7	9.6
Operations and Maintenance	12.2	8.7	9.2	8.4	8.7
Student Transportation	5.2	3.9	3.8	3.6	3.6
Central Support Services	0.6	0.6	0.4	0.5	0.5
Food Services Subsidy	0.2	0.1	0.1	0.1	0.0
Community Service and Education	0.2	0.2	0.2	0.2	0.2

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

Function category expenditures as a percent of total general fund expenditures by enrollment category are provided in Table 156. On average, instruction as a percent of total general fund expenditures was below the state average in districts with enrollments between 250 and 999. Enrollment categories of less than 250, 2,500-7,499 and over 7,500 were all above the state average on the percent spent on instruction. In general, for the percent of general fund expenditures spent on student support services, staff support services, and operations and maintenance, as the enrollment category went up, so did the percentage of general fund expenditures.

Table 156

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2002-2003

Function Category	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Instruction	72.4%	69.8%	69.5%	69.1%	70.1%	70.3%	70.5%	70.1%
Student Support Services	1.6	2.4	2.7	3.2	3.8	4.2	4.5	3.8
Staff Support Services	2.0	2.8	2.7	3.2	3.8	4.1	3.2	3.4
Administrative Services	12.7	12.7	12.0	10.9	9.8	8.6	8.2	9.6
Operations and Maintenance	6.9	7.8	8.1	8.7	8.5	9.0	9.0	8.7
Student Transportation	4.1	4.4	4.7	4.7	3.8	3.2	2.7	3.6
Central Support Services	0.0	0.0	0.1	0.0	0.0	0.5	1.5	0.5
Food Services Subsidy	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0
Community Service and Ed.	0.1	0.0	0.1	0.2	0.2	0.1	0.3	0.2

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Report.
Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

Table 157 details object category expenditures as a percent of total general fund expenditures for the years 1985-1986 and 1999-2000 through 2002-2003. Expenditures on salaries, benefits, purchased services, supplies, property, and other objects account for object category expenditures. The percentage spent on salaries decreased by 0.8 percentage points and the percentage spent on benefits increased 0.7 percentage points between 2001-2002 and 2002-2003. Since 1985-1986, the percentage spent on salaries has decreased from 68.1 percent to 64.2 percent, a decrease of 5.7 percent. In the same time period, the percentage spent on benefits has increased from 12.9 percent to 17.5 percent, an increase of 35.7 percent.

Table 157

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1985-1986 and 1999-2000 to 2002-2003

Object Category	Year 1985-1986	1999-2000	2000-2001	2001-2002	2002-2003
Salaries	68.1%	64.6%	64.0%	65.0%	64.2%
Benefits	12.9	15.8	16.1	16.8	17.5
Purchased Services	9.9	10.3	10.3	10.2	10.3
Supplies	5.7	6.3	6.8	5.8	6.0
Property	2.6	2.6	2.5	1.8	1.6
Other Objects	0.8	0.4	0.3	0.4	0.4

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.
Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Table 158 displays the percentage of object category expenditures by enrollment category. Purchased services continued to remain a substantial portion of expenditures for districts with less than 250 students. On average, the smallest districts spent 25.8 percent of the general fund expenditures on purchased services, while the other enrollment categories spent a significantly less percentage. These expenditures may result from costs of purchasing instructional and administrative services associated with whole grade sharing. The <250 enrollment category also spent significantly less on salaries as a percentage of total general fund expenditures compared to the other enrollment categories. The smallest districts average 52.4 percent while all other enrollment categories spent over 60.0 percent on salaries. Expenditure percentages on benefits increased with enrollment size, starting with 13.9 percent in the less than 250 enrollment category and moving up to 19.2 percent in the 7,500+ enrollment category.

Table 158

OBJECT CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2002-2003

	Enrollment Category							
Object Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Salaries	52.4%	60.4%	62.2%	62.3%	65.1%	65.9%	65.0%	64.2%
Benefits	13.9	15.1	15.9	16.6	17.3	17.5	19.2	17.5
Purchased Services	25.8	15.4	12.7	11.6	9.0	8.9	9.5	10.3
Supplies	6.2	6.9	6.7	6.9	6.3	5.8	5.1	6.0
Property	1.1	1.6	1.9	2.0	1.8	1.5	1.1	1.6
Other Objects	0.6	0.5	0.6	0.5	0.5	0.4	0.2	0.4

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Report.
Note: Totals may not equal 100 percent due to rounding.

Revenues

Revenues by source as a percent of total general fund revenues are presented in Table 159. Iowa public school general fund revenue sources include local taxes (property and income surtax), interagency, other local sources, intermediate sources, state foundation aid, other state sources, federal sources and other financing sources. Other state sources for 2002-2003 include allocations for educational excellence, school improvement, class size reduction block grants, and student achievement/teacher quality program funding.

Total state revenue sources (state foundation aid and other state sources) accounted for 55.1 percent of the general fund revenue in public schools, down from last year's percentage of 56.3 percent. State foundation aid declined 0.4 percentage points while other state sources declined 0.8 percentage points from 2001-2002. Since 1999-2000, state foundation aid as a percentage of general fund revenues has decreased from 52.9 percent to 50.2 percent while the percentage of local property taxes has increased from 31.6 percent to 33.8 percent. The percentage of revenue from federal sources has also increased, from 3.3 percent in 1999-2000 to 4.4 percent in 2002-2003.

Compared to 1985-1986, local taxes have decreased substantially, moving from 47.3 percent of general fund revenues to 33.8 percent in 2002-2003. The percentage of revenue from state revenue sources has increased 8.4 percentage points since 1985-1986. Federal revenue sources as a percentage of total general fund revenues have also increased substantially since 1985-1986, increasing from 2.4 percent to 4.4 percent in 2002-2003.

Table 159

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1985-1986 and 1999-2000 to 2002-2003

Source of Revenue	1985-1986	1999-2000	Year 2000-2001	2001-2002	2002-2003
Local Taxes	47.3%	31.6%	32.0%	32.8%	33.8%
Interagency	1.4	3.9	3.9	4.2	4.3
Other Local Sources	1.8	2.6	2.6	2.2	2.0
Intermediate Sources	0.1	0.2	0.3	0.3	0.3
State Foundation Aid	46.0	52.9	52.3	50.6	50.2
Other State Sources	0.7	5.3	5.3	5.7	4.9
Federal Sources	2.4	3.3	3.4	3.9	4.4
Other Financing Sources	0.3	0.2	0.1	0.2	0.1

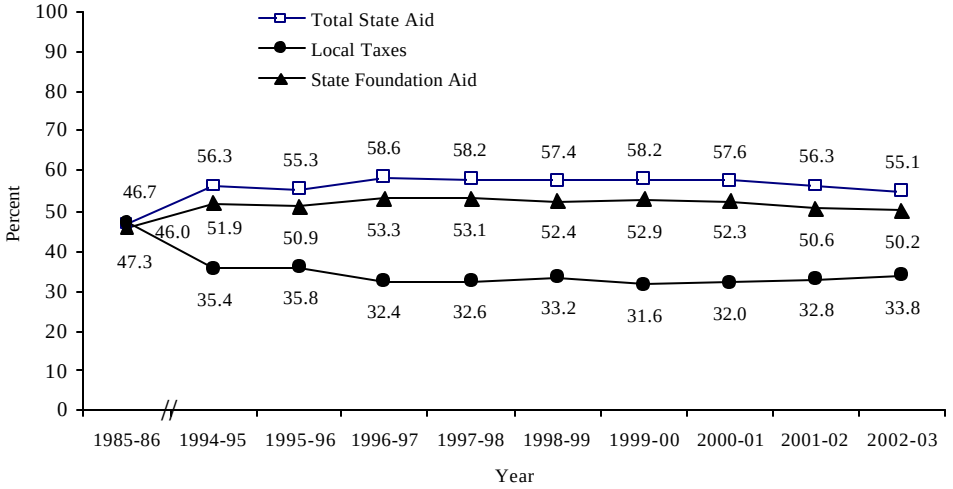
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties.
Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans, capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

State foundation aid, other state aid, and local taxes continue to be the three largest sources of general fund revenue. In 1985-1986, local property taxes were a higher percentage of a general fund revenue source than revenue from state sources. However, total state aid has remained well above local property taxes for the rest of the years shown. From 1999-2000 to 2002-2003, that gap has narrowed from 26.6 percentage points to 21.3 percentage points. Figure 138 displays changes in these revenue sources for past years.

Figure 138

Percent of Total General Fund Revenues from Local Taxes, State Foundation Aid, and Total State Aid in Iowa Public Schools 1985-1986 and 1994-1995 to 2002-2003



Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.

Table 160 provides information on revenues by source as a percent of total general fund revenues in Iowa public school districts by enrollment category for 2002-2003. Enrollment categories with less than 1,000 students had a higher percentage of general fund revenue from local property taxes than the enrollment categories with over 1,000 students. The inverse is true regarding state foundation aid. Enrollment categories under 1,000 were all below 50.0 percent of state aid as a revenue source while the enrollment categories of over 1,000 students were all above 51.0 percent.

Table 160

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 2002-2003

Source of Revenue	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Local Taxes	41.8%	37.5%	36.2%	35.7%	32.1%	34.2%	32.4%	33.8%
Interagency	8.9	7.1	6.5	5.3	5.0	4.0	2.3	4.3
Other Local Sources	2.0	1.9	2.0	2.0	1.8	1.9	2.1	2.0
Intermediate Sources	0.0	0.2	0.1	0.0	0.1	0.0	0.7	0.3
State Foundation Aid	34.7	43.1	45.7	48.2	51.8	52.0	51.8	50.2
Other State Sources	6.6	5.7	5.2	5.0	4.8	4.5	4.9	4.9
Federal Sources	5.6	4.5	4.2	3.5	4.2	3.3	5.7	4.4
Other Financing Sources	0.3	0.1	0.2	0.2	0.2	0.1	0.0	0.1

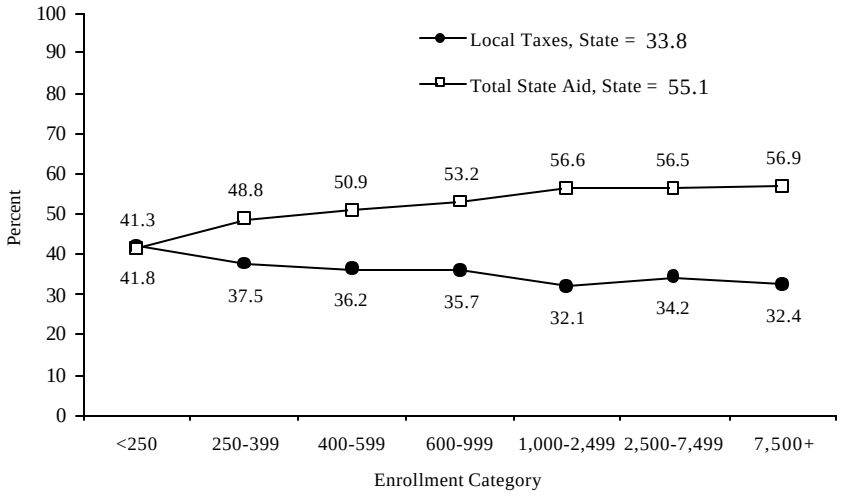
Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.

Notes: Interagency includes revenues from services provided to other LEAs such as tuition, transportation services, and other purchased services.
Intermediate sources include grants-in-aid revenues in lieu of taxes received from AEAs, cities and counties. Other local sources include interest, textbook sales, rents and fines, student fees, and community service fees.
Other financing sources include the proceeds from long-term debt such as loans and capital leases and insurance settlements for loss of fixed assets.
Totals may not equal 100 percent due to rounding.

Figure 139 compares the percent of total general fund revenues from local property taxes and total state aid by enrollment category for 2002-2003. In general, the gap widens as the enrollment category increases. This is a similar trend that has been displayed in previous years. The less than 250 enrollment category was the only enrollment category that had a higher percentage of property tax than total state aid as a source of general fund revenue. The largest difference between total state aid and local property taxes was 24.5 percentage points at the 1,000-2,499 and the 7,500+ enrollment categories.

Figure 139

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY 2002-2003



Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Financial Reports.

Taxable Valuation

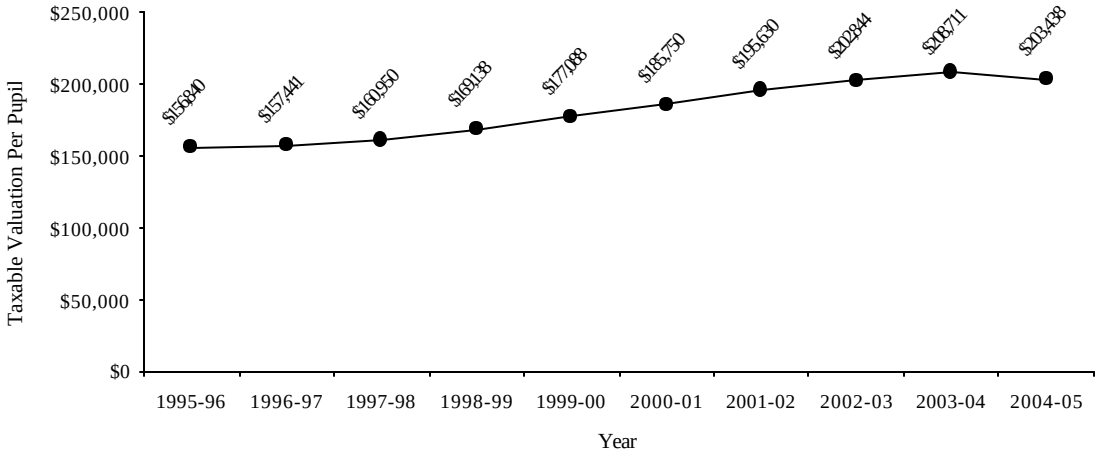
Taxable valuation represents the adjusted-equalized value of real property. The state has 112 assessing jurisdictions and the property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values which are based on productivity. Adjustments are based on assessments/sales ration 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 valuation is 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 taxable valuation in each school district determines the amount of state aid the district will receive. The Iowa school foundation aid formula requires that all school districts levy a uniform rate of $5.40 per $1,000 of taxable valuation. State aid is provided to adjust for the differing amount of revenue raised in each district. The relative property wealth is the primary factor in determining the property tax rates in a school district.

Figure 140 displays average taxable valuation per pupil for 1995-1996 through 2004-2005. Taxable valuation per pupil decreased for the first time for the years shown, declining from $208,711 in 2003-2004 to $203,438, a decrease of 2.5 percent. Despite a decrease in enrollment, the decrease in taxable valuation per pupil occurred because of an overall statewide decrease in taxable valuation of 2.9 percent between the 2003-2004 and 2004-2005 school years.

Figure 140

IOWA AVERAGE TAXABLE VALUATION PER PUPIL 1995-1996 TO 2004-2005



Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

The district enrollment category <250 continued to have the highest per pupil taxable valuation, but the amount decreased 11.7 percent between 2003-2004 and 2004-2005. Only the enrollment categories with 2,500 students or more increased in taxable valuation per pupil from the previous year. This data reflects the overall decrease in agriculture valuation that occurred statewide (Table 161).

Table 161

IOWA AVERAGE TAXABLE VALUATION PER PUPIL BY ENROLLMENT CATEGORY 1999-2000 TO 2004-2005

Enrollment Category	Per Pupil Taxable Valuation Year 1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	% Increase 1999-2000 to 2004-2005
<250	$262,531	$278,913	$304,370	$318,629	$331,663	$292,706	11.49%
250-399	216,057	229,985	245,596	256,863	265,819	250,786	16.07
400-599	208,769	222,895	235,100	237,557	245,237	218,758	4.78
600-999	191,868	201,732	213,650	222,930	231,320	213,623	11.34
1,000-2,499	165,805	175,204	185,643	192,412	195,663	186,911	12.73
2,500-7,499	166,072	175,250	184,676	192,689	198,647	203,978	22.83
7,500+	169,218	174,108	181,143	186,618	191,431	198,455	17.28
State	177,088	185,750	195,630	202,844	208,711	203,438	14.88

Source: Iowa Department of Management, School Budget Master Files.
Note: Per pupil amounts are based on budget enrollments.

Table 162 provides information pertaining to the minimum and maximum taxable valuations per pupil within each enrollment category. The maximum per pupil taxable valuation decreased from $632,888 in 2003-2004 to $535,598 in 2004-2005. The smallest enrollment category (<250) had a decrease in the maximum per pupil taxable valuation of 25.4 percent between those years. The statewide ratio of maximum per pupil taxable valuation to minimum per pupil taxable valuation was 5.0 to 1, down from the previous year's ratio of 6.1 to 1. The largest enrollment category (7,500+) had the lowest ratio at approximately 3.0 to 1 in 2004-2005.

Table 162

NET TAXABLE VALUATIONS PER BUDGET ENROLLMENT
1990-1991 AND 2001-2002 TO 2004-2005

Enrollment Category	1990-1991		2001-2002		2002-2003		2003-2004		2004-2005	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
<250	$87,290	$488,392	$163,151	$584,945	$158,938	$609,909	$170,329	$632,888	$156,218	$472,212
250-399	99,198	429,137	139,374	495,778	155,714	535,300	160,367	569,140	154,824	535,598
400-599	74,347	352,329	97,477	377,320	100,355	404,216	103,847	436,807	107,039	355,920
600-999	86,841	318,591	116,412	382,384	137,223	371,967	144,065	527,597	130,518	530,652
1,000-2,499	71,421	283,402	107,583	389,550	111,850	429,650	108,791	411,970	111,959	410,390
2,500-7,499	78,340	231,016	106,234	310,373	105,715	348,492	106,428	366,815	113,357	380,050
7,500+	90,952	188,506	119,382	334,975	121,063	333,693	127,471	344,478	123,480	364,931
State	71,421	488,392	97,477	584,945	100,355	609,909	103,847	632,888	107,039	535,598

Source: Iowa Department of Management, School Budget Master Files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

General fund expenditures per pupil include expenditures on instruction, student support services, administration, operation and maintenance, student transportation, and central support. Expenditures that are not included in the per pupil calculation are expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food service programs, area education agency flow through, inter-fund transfers, facility acquisitions, debt services, and interagency revenues from other school districts and area education agencies for services sold. Expenditures per pupil are calculated by dividing total general fund expenditures by the budget enrollments.

In 2002-2003, average general fund expenditures per pupil remained highest in the two smallest and the largest enrollment categories, continuing the pattern shown in the previous years. Statewide the average general fund expenditures increased $160 (2.6 percent) between 2001-2002 and 2002-2003. The range of average expenditures per pupil was $1,428 with the <250 enrollment category having the highest average per pupil expenditure and the 1,000-2,499 enrollment category having the lowest average per pupil expenditure (Table 163).

Table 163

Average General Fund Per Pupil Expenditures For Iowa Public Schools by Enrollment Category 1985-1986 and 1997-1998 through 2002-2003

Enrollment Category	1985-1986	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
<250	$3,368	$5,726	$6,209	$6,402	$7,001	$7,351	$7,521
250-399	3,000	5,339	5,610	5,835	6,305	6,469	6,657
400-599	2,917	5,025	5,296	5,591	5,871	6,109	6,291
600-999	2,869	4,985	5,220	5,477	5,838	6,064	6,203
1,000-2,499	2,819	4,881	5,152	5,447	5,727	5,984	6,093
2,500-7,499	2,899	5,055	5,231	5,515	5,821	5,999	6,144
7,500+	2,987	5,461	5,656	5,936	6,294	6,616	6,826
State	2,916	5,119	5,347	5,630	5,959	6,212	6,372

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Enrollment and Certified Annual Financial Reports.

Iowa dropped from 34th in 2001-2002 to 36th in 2002-2003 in public school average general fund expenditures per pupil, according to the National Education Association (NEA). The gap between the national average and Iowa's average increased from $717 in 2001-2002 to $901 in 2002-2003. Iowa had the second lowest ranking among the midwest states in 2002-2003. Table 164 and Figure 141 display National Education Association data on public school general fund expenditures.

Table 164

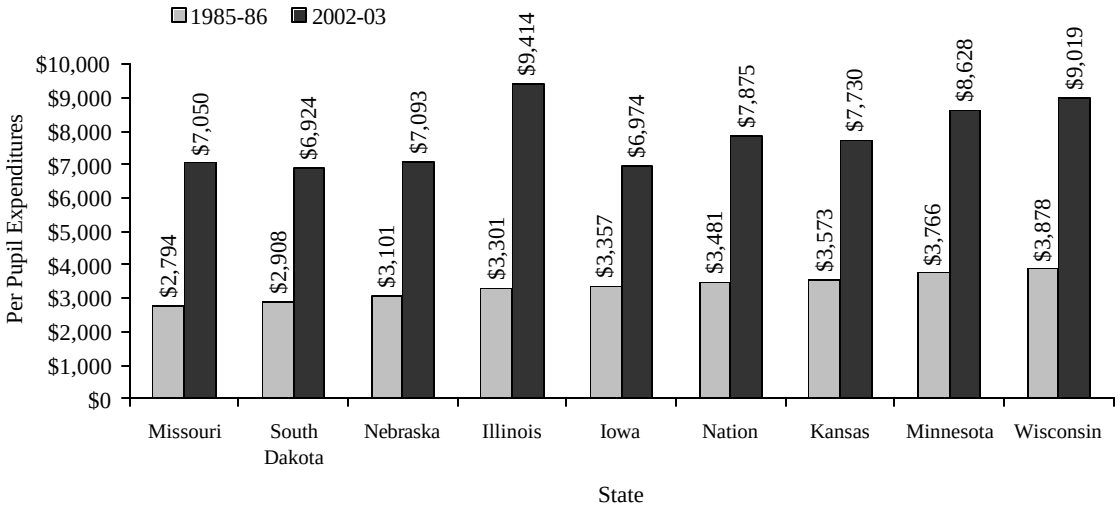
Iowa and Midwest States Public School Average General Fund Per Pupil Expenditures 1985-1986 and 2000-2001 through 2002-2003

State/Nation	1985-1986 Per Pupil Expenditures	1985-1986 National Rank	2000-2001 Per Pupil Expenditures	2000-2001 National Rank	2001-2002 Per Pupil Expenditures	2001-2002 National Rank	2002-2003 Per Pupil Expenditures	2002-2003 National Rank
Nation	**$3,481**	**—**	**$7,296**	**—**	**$7,536**	**—**	**7,875**	**—**
Iowa	**3,357**	**25**	**6,434**	**34**	**6,819**	**34**	**6,974**	**36**
Illinois	3,301	26	8,293	11	7,597	23	9,414	11
Kansas	3,573	19	7,031	23	7,353	24	7,730	23
Minnesota	3,766	15	7,320	21	8,067	17	8,628	16
Missouri	2,794	38	6,323	38	6,759	36	7,050	35
Nebraska	3,101	32	6,395	35	6,811	35	7,093	33
South Dakota	2,908	36	6,269	39	6,522	38	6,924	37
Wisconsin	3,878	12	8,205	12	8,608	12	9,019	13

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: 2002-2003 figures are estimated by NEA.
Based on fall enrollments.

Figure 141

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES 1985-1986 AND 2002-2003



Source: National Education Association, Ranking of the States and Estimates of School Statistics.

State Aid

Table 165 provides information pertaining to total Iowa government appropriations. This table has been modified for this edition of the *Annual Condition of Education Report* to include the final state aid and final general fund appropriations amounts from 2000-2001 to 2003-2004. This new information reflects changes to the initial appropriations (appropriations made during regular legislative sessions) in recent years. The final general fund appropriation is the adjusted appropriation amount reported at the end of the fiscal year. In FY 2004, there was a 2.25 percent across-the-board reduction and in FY 2002 the final total included a 4.3 percent across-the-board reduction to state foundation aid.

State aid programs for schools include School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, and Student Achievement/Teacher Quality. School districts receive state aid through appropriations made from the state's general fund each year. Funding for the Student Achievement/Teacher Quality program was initiated in 2001-2002. Funding for the Technology/School Improvement program ended in 2002-2003 and funding for Phase III of the Educational Excellence program was discontinued in 2003-2004. In 2004-2005, the initial state aid to school districts was approximately 45.4 percent of the initial total general fund appropriation. This percentage was the highest of all the years shown (Table 165).

Legislative action in 1996-1997 and 1999-2000 has impacted state aid amounts. In 1996-1997, the state foundation level was increased from 83.0 percent to 87.5 percent. In 1999-2000, the special education foundation level was increased from 79.0 percent to 87.5 percent. Although these foundation level changes did not increase school district budgets, they did increase the amount of state aid and lowered the amount of property tax.

Table 165

TOTAL IOWA GOVERNMENT APPROPRIATIONS (IN MILLIONS) 1981-1982 TO 2004-2005

Year	Initial State Aid to Districts	Initial General Fund Appropriations	Initial Percent Spent on Education	Final State Aid to Districts	Final General Fund Appropriation	Final Percent Spent on Education
2004-2005	$2,025.6	$4,464.2	45.4%	--	--	--
2003-2004	1,963.5	4,513.6	43.5	1,919.4	4,500.5	42.6%
2002-2003	1,935.7	4,509.9	42.9	1,935.7	4,534.4	42.7
2001-2002	1,978.3	4,873.7	40.6	1,899.1	4,607.1	41.2
2000-2001	1,893.1	4,880.1	38.8	1,897.4	4,886.9	38.8
1999-2000	1,840.3	4,786.6	38.4			
1998-1999	1,739.7	4,522.0	38.5			
1997-1998	1,686.0	4,359.9	38.7			
1996-1997	1,615.8	4,122.2	39.2			
1995-1996	1,425.5	3,842.0	37.1			
1994-1995	1,360.5	3,615.6	37.6			
1993-1994	1,324.8	3,471.7	38.2			
1992-1993	1,273.1	3,394.3	37.5			
1991-1992	1,185.4	3,178.8	37.3			
1990-1991	1,147.7	3,130.9	36.7			
1989-1990	1,047.8	2,853.4	36.7			
1988-1989	964.1	2,667.5	36.1			
1987-1988	905.7	2,422.3	37.4			
1986-1987	761.1	2,190.2	34.8			
1985-1986	712.3	2,207.0	32.3			
1984-1985	708.5	2,088.6	33.9			
1983-1984	660.3	1,976.6	33.4			
1982-1983	642.3	1,870.9	34.3			
1981-1982	621.0	1,762.6	35.2			

Source: Legislative Services Agency, Fiscal Bureau, Session Fiscal Report and Fiscal Tracking Report.
Note: Includes school foundation aid, educational excellence, instructional support, technology/school improvement, class size reduction/school improvement, and teacher quality/compensation appropriations.

Property Taxes

Average general fund levy rates and average management levy rates by enrollment category for 2004-2005 are displayed in Table 166. All 367 school districts levy for the general fund levy and the average tax rate for the state was approximately $12.19 per $1,000 of taxable valuation. In 2004-2005, the largest enrollment category (7,500+) had the highest average general fund levy rate at approximately $12.95 per $1,000 of taxable valuation while the 600-999 enrollment category had the lowest average rate of approximately $11.48.

The management levy may be used for paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits. There is no restriction on the management levy rate; however, the purpose for which proceeds may be used is restricted. Average management levy rate increased as the size of the enrollment category increased. Of the 367 districts in 2004-2005, 362 (98.6 percent) levied the management levy including all districts with enrollments over 600 (see Table 166).

Table 166

Property Tax Rates and Number of Districts Levying Property Taxes for the General Fund and Management Fund for the 2004-2005 Year by Enrollment Category

	General Fund Levy		Management Levy		
Enrollment Category	Number of Districts	Average Tax Rate	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate
<250	28	$11.6930	27	96.4%	$0.641260
250-399	54	11.6090	52	96.3	0.664625
400-599	76	11.5850	74	97.4	0.697419
600-999	96	11.4844	96	100.0	0.715018
1,000-2,499	81	11.9374	81	100.0	0.814897
2,500-7,499	23	12.4552	23	100.0	0.824552
7,500+	9	12.9450	9	100.0	1.192239
State	367	12.1867	362	98.6	0.882530

Source: Iowa Department of Management, Master Budget Files.
Note: Average Tax Rate per $1,000 Valuation.

The number of districts that levied for the Regular and Voter-Approved Physical Plant and Equipment Levy (PPEL) by enrollment category for the 2004-2005 school year is shown in Table 167. School boards may approve a physical plant and equipment levy up to $0.33 per $1,000 of taxable valuation. School boards may request voter approval to increase the levy up to an additional $1.34 per $1,000 of taxable valuation for a maximum PPEL rate of $1.67 per $1,000 of taxable valuation.

In 2004-2005, 337 of the 367 (91.8 percent) school districts levied for the regular physical plant and equipment levy (PPEL). This is a substantial change from the previous year when 361 districts (97.6 percent) levied for the regular PPEL. Only the 7,500+ enrollment category had all districts that levied for the regular PPEL in 2004-2005.

The voter-approved PPEL also had a reduction in the number and percentage of districts that levied in 2004-2005. The percentage of districts that levied for the voter-approved PPEL decreased from 74.1 percent in 2003-2004 to 70.3 percent in 2004-2005. Overall, 258 districts levied the voter-approved PPEL in 2004-2005 at an overall tax rate of approximately $0.77 per $1,000 of taxable valuation.

Table 167

Property Tax Rates and Number of Districts Levying Property Taxes for the Regular Physical Plant and Equipment Levy and the Voter-Approved Physical Plant and Equipment Levy for the 2004-2005 Year by Enrollment Category

		Regular PPEL			Voter-Approved PPEL		
Enrollment Category	Number of Districts	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate
<250	28	25	89.3%	$0.33	19	67.9%	$0.69988
250-399	54	52	96.3	0.33	39	72.2	0.61416
400-599	76	69	90.8	0.32	49	64.5	0.72936
600-999	96	88	91.7	0.32	60	62.5	0.68321
1,000-2,499	81	72	88.9	0.33	64	79.0	0.63188
2,500-7,499	23	22	95.7	0.33	19	82.6	0.96477
7,500+	9	9	100.0	0.33	8	88.9	0.79033
State	367	337	91.8	0.33	258	70.3	0.76661

Source: Iowa Department of Management, Master Budget Files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average Tax Rate per $1,000 Valuation.
Voter-Approved Physical Plant and Equipment Levy includes the 67.5 Cent Schoolhouse Levy that has expired.

Data pertaining to total property tax for the public education and recreation levy (PERL – also known as the playground equipment and recreation levy) and debt services levy is provided by enrollment category in Table 168.

The maximum property tax rate for the PERL is $0.135 per $1,000 of taxable valuation. In 2004-2005, 18 districts (4.9 percent) levied for the PERL. Of the districts that levied for the PERL, only one did not levy the maximum rate. The state average for districts that levied PERL was $0.1256 per $1,000 of taxable valuation.

In 2004-2005, 217 out of 367 school districts (59.1 percent) levied for the debt services levy for an average levy rate of $1.40117 per $1,000 of taxable valuation. The average levy rate decreased slightly (0.8 cents) from the previous year. Of the 81 districts in the 1,000-2,499 enrollment category, 64 (79.0 percent) levied the debt services levy, the highest percentage among all enrollment categories. The average tax rate for those districts that levied for debt services in the 400-599 enrollment category was nearly four times as great as the districts that levied for debt services in the 7,500+ enrollment category ($2.31604 versus $0.58493).

Table 168

Total Property Taxes for the Public Education and Recreation and Debt Services Levies by Enrollment Category
2004-2005

		PERL Levy			Debt Services Levy		
Enrollment Category	Number of Districts	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate	Number of Districts with Levy	Percent of Districts with Levy	Average Tax Rate
<250	28	2	7.1%	$0.1350	6	21.4%	$1.361158
250-399	54	3	5.6	0.1350	26	48.1	1.757330
400-599	76	2	2.6	0.1350	39	51.3	2.316040
600-999	96	5	5.2	0.1350	65	67.7	1.713110
1,000-2,499	81	1	1.2	0.1350	64	79.0	1.533450
2,500-7,499	23	3	13.0	0.0900	11	47.8	1.957010
7,500+	9	2	22.2	0.1350	6	66.7	0.584930
State	367	18	4.9	0.1256	217	59.1	1.401170

Source: Iowa Department of Management, Master Budget Files,
Notes: PERL means Public Education and Recreation Levy.
Average Tax Rate per $1,000 Valuation.
PERL also includes the Library Levy in the Clear Creek-Amana CSD.

Taxes included in school district general fund include property tax for school foundation aid, instructional support property tax and income surtax, and educational improvement property tax and income surtax. The total amount of property taxes and estimated utility replacement excise tax and income surtax for school districts general fund and the total property tax levied for the management fund in 2004-2005 are shown in Table 169.

In general, the average general fund property tax and income surtax total increased with enrollment category. The two smallest enrollment categories (<250 and 250-399) were the only enrollment categories with total general fund taxes per pupil over $3,000. All other enrollment categories had average general fund taxes per pupil of less than $2,700. The amounts ranged from $3,666 in the <250 enrollment category to $2,355 in the 1,000-2,499 enrollment category, a difference of $1,311. Statewide the total amount of general fund property tax and income surtax was slightly over $1.25 billion.

All districts with enrollments over 600 levied for the management levy in 2004-2005. Statewide the average management levy amount per pupil was $179. The largest enrollment category (7,500+) had the highest management levy amount per pupil at $237 while enrollment categories of 400-599, 600-999, and 1,000-2,499 were among the lowest at just over $150 per pupil (see Table 169).

Table 169

TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE GENERAL FUND PROPERTY TAXES FOR THE MANAGEMENT FUND AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY 2004-2005

		General Fund				Management Fund		
Enrollment Category	Number of Districts	Property Tax	Income Surtax	Total	Average Combined Per Pupil	Number of Districts With Levy	Property Tax	Average Property Tax Per Pupil
<250	28	$18,109,029	$1,285,968	$19,394,997	$ 3,666	27	$ 949,796	$186
250-399	54	51,448,062	3,520,049	54,968,111	3,111	52	2,860,137	168
400-599	76	97,350,399	5,798,315	103,148,714	2,685	74	5,719,149	152
600-999	96	179,299,443	12,702,889	192,002,332	2,627	96	11,163,217	153
1,000-2,499	81	274,825,686	15,188,021	290,013,707	2,355	81	18,760,823	152
2,500-7,499	23	242,319,104	4,301,921	246,621,025	2,586	23	16,041,823	168
7,500+	9	339,107,751	9,309,067	348,416,818	2,640	9	31,231,924	237
State	367	1,202,459,474	52,106,230	1,254,565,704	2,587	362	86,726,869	179

Source: Iowa Department of Management, Master Budget Files.
Note: Average per pupil amounts were calculated using budget enrollment.

Table 170 provides the total property taxes and estimated utility replacement excise tax and income surtaxes for the regular and voter-approved physical plant and equipment levy by enrollment category for 2004-2005. The regular PPEL is funded totally through property tax while the voter-approved PPEL is funded through property tax and may also be funded through the income surtax.

Although the 2004-2005 total amount of regular physical plant and equipment levy (PPEL) property tax decreased by over $2 million and the number of districts that levied for the regular PPEL decreased by 24, the average regular PPEL property tax amount per pupil decreased $16 from the previous year. Of the seven enrollment categories, two (7,500+ and 1,000-2,499) had average regular PPEL property tax per pupil amounts below the state average of $71.

Statewide in 2004-2005, the voter-approved PPEL totaled $71.6 million for 258 districts. The property tax portion accounted for nearly 90 percent of the total while the income surtax was approximately 10 percent of the total. The total voter-approved PPEL increased as the enrollment category increased. The average voter-approved PPEL amount per pupil ranged from $160 in the 1,000-2,499 enrollment category to $218 in the 250-399 and 2,500-7,499 enrollment categories (see Table 170).

Table 170

TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAX AND INCOME SURTAXES FOR THE REGULAR AND VOTER-APPROVED PHYSICAL PLANT AND EQUIPMENT LEVY BY ENROLLMENT CATEGORY, 2004-2005

			Regular PPEL		Voter-Approved PPEL Levy				
Enrollment Category	Number of Districts	Number of Districts with Levy	Property Tax	Average Per Pupil	Number of Districts with Levy	Property Tax	Income Surtax	Total	Average Per Pupil
<250	28	25	$ 436,561	$94	19	$ 720,812	$ 28,368	$ 749,180	$207
250-399	54	52	1,427,310	83	39	2,110,856	710,352	2,821,208	218
400-599	76	69	2,525,571	72	49	3,959,657	792,881	4,752,538	194
600-999	96	88	4,789,229	71	60	6,768,425	1,895,552	8,663,977	191
1,000-2,499	81	72	7,129,761	66	64	12,308,828	3,722,024	16,030,852	160
2,500-7,499	23	22	6,717,802	74	19	17,657,841	275,106	17,932,947	218
7,500+	9	9	9,263,683	70	8	20,607,342	0	20,607,342	175
State	367	337	32,289,917	71	258	64,133,761	7,424,283	71,558,044	185

Source: Iowa Department of Management, Master Budget Files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average per pupil amounts were calculated using budget enrollments.
Voter-Approved Physical Plant and Equipment Levy includes the 67.5 Cent Schoolhouse Levy that has expired.

Table 171 has total property tax in 2004-2005 for the Public Education and Recreation Levy (PERL) and debt services levy and the amount per pupil by enrollment category. Of the 367 school districts in 2004-2005, 18 levied for the PERL (4.9 percent) for a total amount of slightly over $1.6 million. The 7,500+ enrollment category accounted for 72.1 percent of that total. Average PERL per pupil ranged from $35 in the smallest enrollment category (<250) to $18 in the 2,500-7,499 enrollment category.

The state average debt levy per pupil was $303 in 2004-2005, down from $311 in 2003-2004. All enrollment categories with the exception of the largest enrollment category (7,500+) were above the state average debt levy per pupil in 2004-2005. The 7,500+ enrollment category had an average debt levy amount per pupil of $128, nearly one-fourth of the 400-599 enrollment category's $484 debt levy per pupil.

Table 171

TOTAL PROPERTY TAXES AND ESTIMATED UTILITY REPLACEMENT EXCISE TAXES FOR THE PUBLIC EDUCATION AND RECREATION, DEBT SERVICES LEVIES, AND AVERAGE AMOUNT PER PUPIL BY ENROLLMENT CATEGORY, 2004-2005

Enrollment Category	Number of Districts	PERL Number of Districts with Levy	PERL Property Tax	PERL Average Per Pupil	Debt Services Levy Number of Districts with Levy	Debt Services Levy Property Tax	Debt Services Levy Average Per Pupil
<250	28	2	$ 14,143	$35	6	$ 476,829	$410
250-399	54	3	29,947	30	26	3,802,841	437
400-599	76	2	27,152	26	39	9,623,582	484
600-999	96	5	113,950	33	65	18,630,801	374
1,000-2,499	81	1	23,287	21	64	30,154,030	309
2,500-7,499	23	3	239,874	18	11	21,803,364	465
7,500+	9	2	1,156,083	28	6	11,999,391	128
State	367	18	1,604,436	26	217	96,490,838	303

Source: Iowa Department of Management, Master Budget Files
Notes: PERL means Public Education and Recreation Levy.
Average per pupil amounts were calculated using budget enrollments.
PERL includes the Library Levy in the Clear Creek-Amana CSD.

Income Surtaxes

Table 172 displays the number and percent of districts that use income surtaxes, surtax per pupil, and average surtax rate by enrollment category. The information displayed in Table 171 indicates that in general, the school districts in the smaller enrollment categories use the income surtax as a funding source at a higher percentage than districts in the larger enrollment categories. Statewide the use of income surtax as a funding source has increased from approximately 16 percent of districts in 1990-1991 to slightly over 78.2 percent in 2004-2005. Currently, only the two largest enrollment categories (2,500-7,499 and 7,500+) do not have a majority of districts implementing the income surtax.

Average surtax per budget enrollment ranged from $269 in the 250-399 enrollment category to $169 in the 2,500-7,499 enrollment category in 2004-2005. Statewide the average surtax per budget enrollment was $216, the highest of all years shown.

The average statewide income surtax rate in 2004-2005 was 6.51 up from 6.28 in 2003-2004. In general, the trend of the average income surtax rate has decreased as the enrollment category increased for the past several years with the exception of the largest enrollment category. Since 1995-1996, the 7,500+ enrollment category has had an average income surtax rate slightly above the 2,500-7,499 enrollment category, but lower than the other enrollment categories.

Table 172

Number and Percent of Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category 1990-1991, 1995-1996 and 2001-2002 to 2004-2005

	Enrollment Category							
1990-1991	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number of Districts with Surtaxes	30	25	7	1	1	2	1	67
Percent of Districts with Surtaxes	56.6%	29.4%	7.0%	1.1%	1.4%	8.7%	12.5%	15.6%
Surtaxes Per Budget Enrollment	$159	$168	$160	$93	$215	$113	$173	$153
Average Income Surtax Rate	8.47	9.86	9.30	8.46	8.90	3.78	4.61	5.96
1995-1996								
Number of Districts with Surtaxes	23	36	49	50	36	4	1	199
Percent of Districts with Surtaxes	88.5%	75.0%	59.0%	45.9%	42.4%	16.7%	11.1%	51.8%
Surtaxes Per Budget Enrollment	$173	$173	$145	$134	$114	$140	$231	$140
Average Income Surtax Rate	11.25	10.69	7.66	6.52	4.69	4.31	4.71	5.80
2001-2002								
Number of Districts with Surtaxes	23	47	54	73	57	6	3	263
Percent of Districts with Surtaxes	92.0%	88.7%	76.1%	69.5%	67.9%	25.0%	33.3%	70.9%
Surtaxes Per Budget Enrollment	$233	$228	$193	$207	$173	$143	$220	$193
Average Income Surtax Rate	11.30	10.54	7.92	7.48	5.38	3.63	4.28	5.75
2002-2003								
Number of Districts with Surtaxes	27	44	58	75	59	7	3	273
Percent of Districts with Surtaxes	93.1%	88.0%	75.3%	75.0%	72.8%	28.0%	33.3%	73.6%
Surtaxes Per Budget Enrollment	$265	$261	$217	$223	$194	$148	$227	$209
Average Income Surtax Rate	12.06	11.10	8.43	8.07	5.89	3.70	4.26	6.10
2003-2004								
Number of Districts with Surtaxes	27	45	62	79	59	6	3	281
Percent of Districts with Surtaxes	90.0%	88.2%	78.5%	80.6%	74.7%	25.0%	33.3%	76.0%
Surtaxes Per Budget Enrollment	$253	$257	$211	$219	$192	$149	$213	$205
Average Income Surtax Rate	11.63	11.28	8.45	8.01	6.16	3.75	4.30	6.28
2004-2005								
Number of Districts with Surtaxes	26	48	57	82	64	7	3	287
Percent of Districts with Surtaxes	92.9%	88.9	75.0%	85.4%	79.0%	30.4%	33.3%	78.2%
Surtaxes Per Budget Enrollment	$262	$269	$229	$235	$202	$169	$216	$216
Average Income Surtax Rate	11.82	11.27	9.11	8.36	6.46	4.15	4.32	6.51

Source: Iowa Department of Management, Master Budget Files.
Notes: Enrollment categories determined by budget enrollments.
Surtaxes include Asbestos, Educational Improvement, Instructional Support, Voter-Approved Physical Plant and Equipment Levy.

Instructional Support

The maximum amount that a budget may be increased through the instructional support program is 10 percent of the district's regular program cost. Once the program is enacted, districts receive state aid to fund a portion of the program and fund the remaining portion of the program through a property tax and if approved, income surtax. The instructional support program provides additional funding to a district and must be approved through board action or referendum. If the instructional support program is approved through a referendum, it may be imposed for up to ten years. Board enactment will allow the program to be in place for up to five years.

State aid for Instructional Support was frozen at $14.8 million from 1992-1993 through 2003-2004. However, due to a 2.25 percent across-the-board reduction in FY 2004, the 2003-2004 state aid amount was reduced to $14.5 million. For FY 2005, the state aid appropriation for Instructional Support was set at $14.4 million (see Table 173). Because the number of districts that have implemented the instructional support program has increased through the years (see Table 173) and state aid for instructional support has not increased since 1991-1992, the percent of state aid as a percent of the Instructional Support Program revenues has decreased every year since 1991-1992. Property tax as a percent of total Instructional Support revenues has remained relatively stable over the years, staying close to 50 percent (Table 174). Income surtax as a percent of Instructional Support revenue has trended upward over the years, going from 22.3 percent in 1991-1992 to 36.2 percent in 2004-2005. Table 173, Figure 142, Table 174, and Figure 143 provide detailed information on Instructional Support Program revenue sources.

Table 173

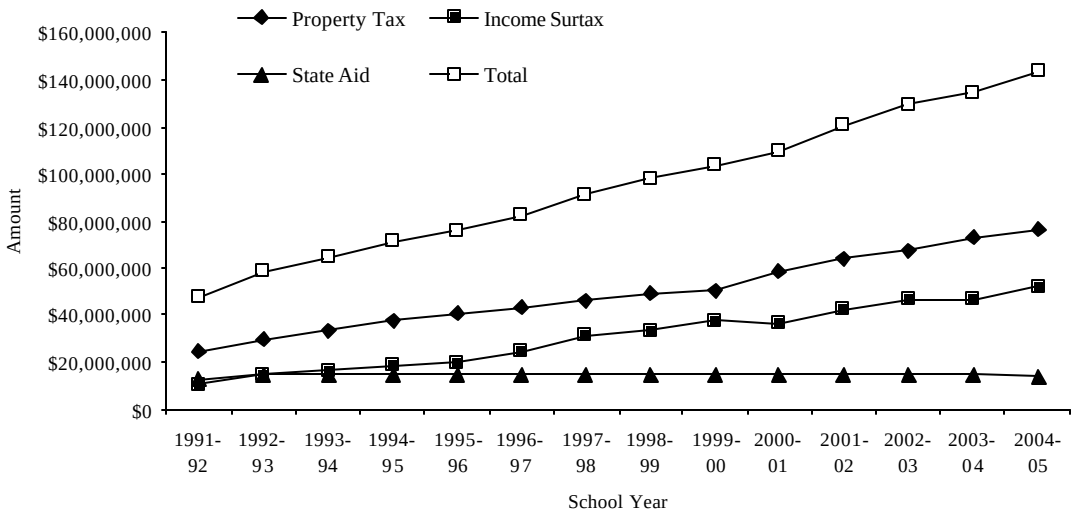
INSTRUCTIONAL SUPPORT PROGRAM BY REVENUE SOURCE
PROPERTY TAX, INCOME SURTAX, AND STATE AID
1991-1992 TO 2004-2005

School Year	Property Tax	Income Surtax	State Aid	Total
2004-2005	$76,963,053	$51,958,735	$14,428,247	$143,350,035
2003-2004	73,189,750	46,888,458	14,465,267	134,543,475
2002-2003	67,852,553	47,141,637	14,798,227	129,792,417
2001-2002	63,925,572	42,063,966	14,798,227	120,787,765
2000-2001	58,678,106	36,273,229	14,798,227	109,749,562
1999-2000	50,360,669	38,144,264	14,798,227	103,303,160
1998-1999	49,381,901	33,770,990	14,798,227	97,951,118
1997-1998	45,836,992	31,165,860	14,798,227	91,801,079
1996-1997	43,266,948	24,605,939	14,798,227	82,671,114
1995-1996	41,057,909	20,334,907	14,798,227	76,191,043
1994-1995	37,824,551	18,661,622	14,798,227	71,284,400
1993-1994	33,179,223	16,612,565	14,798,227	64,590,015
1992-1993	29,480,409	14,787,371	14,798,225	59,066,005
1991-1992	24,396,419	10,610,537	12,507,656	47,514,612

Source: Iowa Department of Management, Master Budget Files.

Figure 142

INSTRUCTIONAL SUPPORT PROGRAM REVENUES
1991-1992 TO 2004-2005



Source: Department of Management, Annual Aid and Levy Worksheets.

Table 174

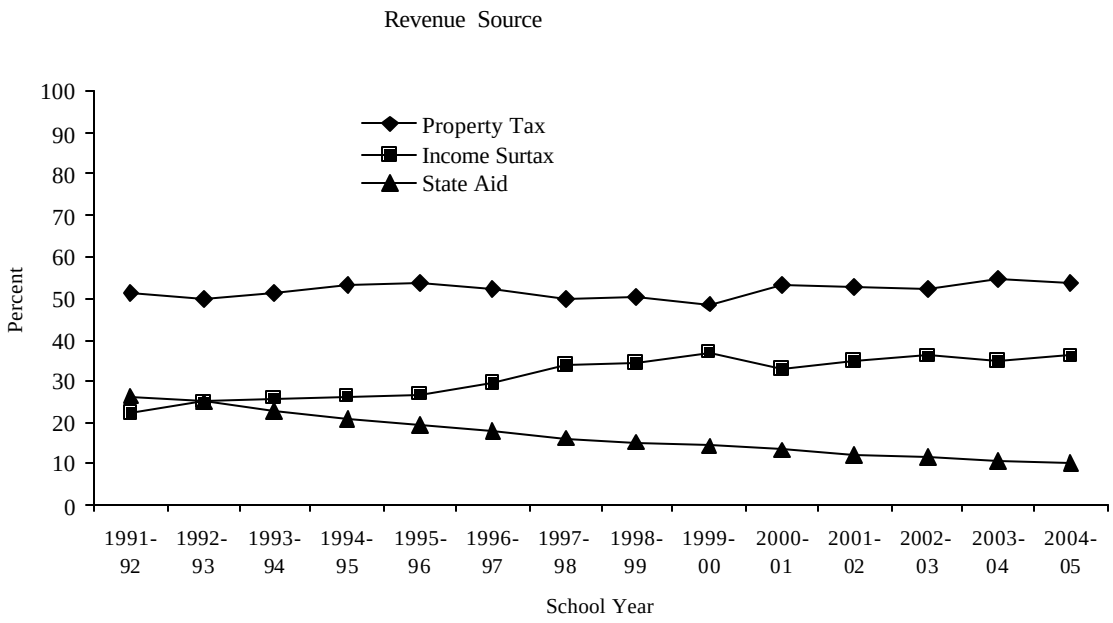
PERCENT DISTRIBUTION OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES
1991-1992 TO 2004-2005

School Year	Percent Property Tax	Percent Income Surtax	Percent State Aid
2004-2005	53.7%	36.2%	10.1%
2003-2004	54.4	34.9	10.8
2002-2003	52.3	36.3	11.4
2001-2002	52.9	34.8	12.3
2000-2001	53.5	33.1	13.5
1999-2000	48.8	36.9	14.3
1998-1999	50.4	34.5	15.1
1997-1998	49.9	34.0	16.1
1996-1997	52.3	29.8	17.9
1995-1996	53.9	26.7	19.4
1994-1995	53.1	26.2	20.8
1993-1994	51.4	25.7	22.9
1992-1993	49.9	25.0	25.1
1991-1992	51.4	22.3	26.3

Source: Department of Management, Annual Aid and Levy Worksheets.

Figure 143

PERCENT DISTRIBUTION OF INSTRUCTIONAL SUPPORT PROGRAM REVENUES 1991-1992 TO 2004-2005



Source: Iowa Department of Management, Annual Aid and Levy Worksheets.

Table 175 details Instructional Support Program by enrollment category. The number of districts that have approved the use of the Instructional Support Program has grown every year. In 2004-2005, 325 districts (88.6 percent) have an Instructional Support Program, up from 156 (36.7 percent) in 1991-1992. For the first time, all enrollment categories had over 80 percent participation in the program in 2004-2005, a change from 1991-1992 when no enrollment category had over 50 percent participation in the Instructional Support Program.

Table 175

INSTRUCTIONAL SUPPORT PROGRAM BY ENROLLMENT CATEGORY 1991-1992, 1995-1996 AND 2001-2002 TO 2004-2005

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1991-1992								
Number of Districts	41	76	98	102	76	24	8	425
Number of Districts w/Instructional Support	18	37	31	31	25	10	4	156
Percent of Districts w/Instructional Support	43.9%	48.7%	31.6%	30.4%	32.9%	41.7%	50.0%	36.7%
1995-1996								
Number of Districts	25	45	77	113	85	25	9	379
Number of Districts w/Instructional Support	22	38	51	58	44	14	8	235
Percent of Districts w/Instructional Support	88.0%	84.4%	66.2%	51.3%	51.8%	56.0%	88.9%	62.0%
2001-2002								
Number of Districts	25	53	71	105	84	24	9	371
Number of Districts w/Instructional Support	24	50	59	79	57	15	9	293
Percent of Districts w/Instructional Support	96.0%	94.3%	83.1%	75.2%	67.9%	62.5%	100.0%	79.0%
2002-2003								
Number of Districts	29	50	77	100	81	25	9	371
Number of Districts w/Instructional Support	29	48	64	81	62	20	9	313
Percent of Districts w/Instructional Support	100.0%	96.0%	83.1%	81.0%	76.5%	80.0%	100.0%	84.4%
2003-2004								
Number of Districts	30	51	79	98	79	24	9	370
Number of Districts w/Instructional Support	30	48	66	84	62	19	9	318
Percent of Districts w/Instructional Support	100.0%	94.1%	83.5%	85.7%	78.5%	79.2%	100.0%	86.0%
2004-2005								
Number of Districts	28	54	76	96	81	23	9	367
Number of Districts w/Instructional Support	28	51	63	87	68	19	9	325
Percent of Districts w/Instructional Support	100.0%	94.4%	82.9%	90.6%	84.0%	82.6%	100.0%	88.6%

Source: Iowa Department of Management, Master Budget Files.
Note: Enrollment categories determined by budget enrollment.

Budget Guarantee (Budget Adjustment)

The Budget Guarantee Program changed significantly in FY 2005. In previous fiscal year's, districts that had a decrease in their regular program district cost were guaranteed 100 percent of the previous fiscal year's total regular program district cost. The provision was called the 100 percent Budget Guarantee. Legislation that passed during the 2001 legislative session changed that provision. Starting in FY 2005, 100 percent Budget Guarantee is being phased out and districts may receive a "scale-down" type of budget adjustment that is based on the FY 2004 total regular program district cost or a 101 percent budget adjustment that is based on the previous year's regular program district cost without any adjustment. The scale-down portion of the budget adjustment will end by FY 2014.

Table 176 provides information on the number and percent of districts receiving a budget guarantee and the per pupil amount by enrollment category. Statewide, the percentage of districts receiving the budget adjustment in FY 2005 increased slightly over the FY 2004 percentage (64.0 percent versus 62.4 percent – see Figure 144). Three districts in the largest enrollment category received a budget adjustment in FY 2005 while none in that enrollment category received that budget guarantee in FY 2004 (see Figure 144 also). The average amount of budget guarantee per pupil decreased as enrollment size increased in FY 2005, continuing the trend from the previous years. The <250 enrollment category had an average budget guarantee amount per pupil of $605 while the 7,500+ enrollment category had an average per pupil amount of $5 in FY 2005.

Table 176

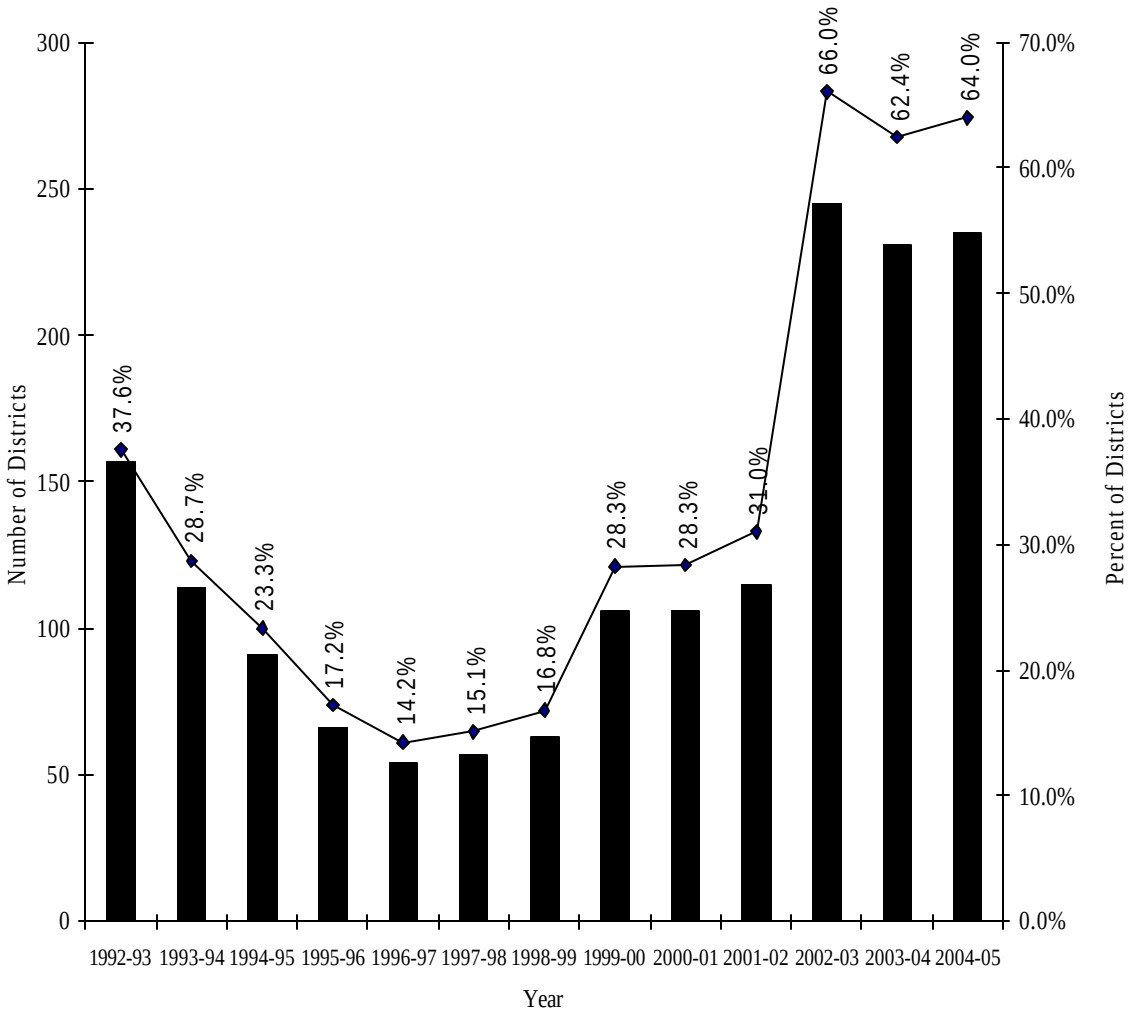
Number and Percent of Districts Receiving a Budget Guarantee and Per Pupil Amount of the Guarantee by Enrollment Category 1992-1993 and 2002-2003 to 2004-2005

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1992-1993								
Number of Districts	42	74	98	95	77	23	9	418
No. of Districts w/Guarantee	31	45	48	21	10	1	1	157
% of Districts w/Guarantee	73.8%	60.8%	49.0%	22.1%	13.0%	4.3%	11.1%	37.6%
Average Per Pupil	$251	$142	$109	$86	$59	$249	$31	$106
2002-2003								
Number of Districts	29	50	77	100	81	25	9	371
No. of Districts w/Guarantee	25	37	58	61	49	11	4	245
% of Districts w/Guarantee	86.2%	74.0%	75.3%	61.0%	60.5%	44.0%	44.4%	66.0%
Average Per Pupil	$502	$266	$218	$130	$95	$45	$21	$106
2003-2004								
Number of Districts	30	51	79	98	79	24	9	370
No. of Districts w/Guarantee	25	47	57	57	38	7	0	231
% of Districts w/Guarantee	83.3%	92.2%	72.2%	58.2%	48.1%	29.2%	0%	62.4%
Average Per Pupil	$629	$294	$227	$168	$96	$35	$0	$157
2004-2005								
Number of Districts	28	54	76	96	81	23	9	367
No. of Districts w/Guarantee	22	47	63	60	33	7	3	235
% of Districts w/Guarantee	78.6%	87.0%	82.9%	62.5%	40.7%	30.4%	33.3%	64.0%
Average Per Pupil	$605	$319	$230	$186	$124	$49	$5	$129

Source: Iowa Department of Management, Master Budget Files
Notes: Enrollment categories determined by budget enrollment.
Average per pupil amounts were calculated using budget enrollment.

Figure 144

Number and Percent of Iowa Public School Districts with Budget Guarantee 1992-1993 to 2004-2005

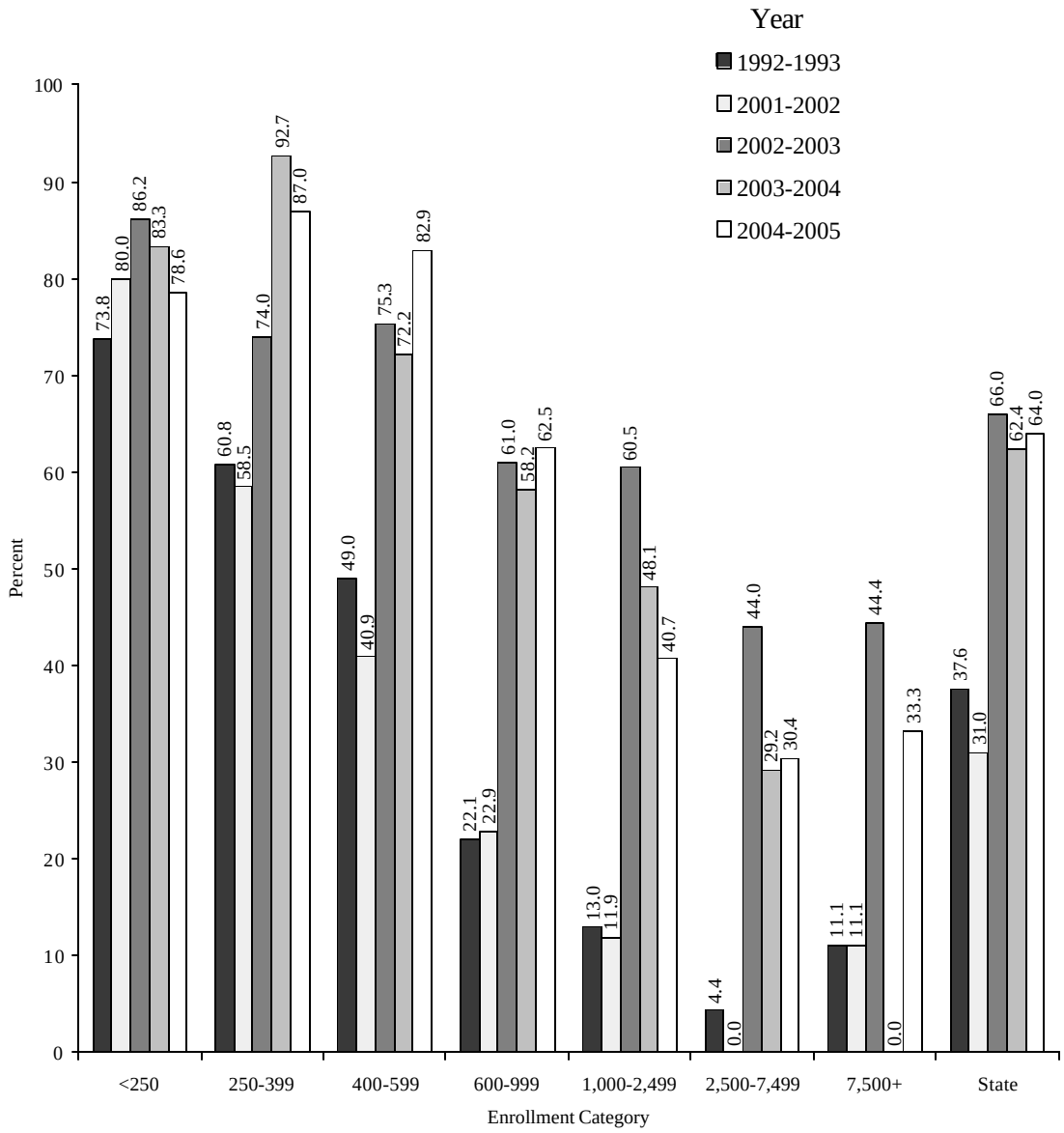


Source: Iowa Department of Management, Master Budget Files.

Figure 145 displays the trend by enrollment category of the percentage of districts that received the budget guarantee for the years 1992-1993 and 2001-2002 through 2004-2005. All the enrollment categories and the state have had substantial increases in the percentage of districts receiving the budget guarantee since 1992-1993. The less than 250 enrollment category has increased 9.5 percentage points and the 7,500+ enrollment category has decreased 11.1 percentage points since 1992-1993. All other enrollment categories have increased at least 22.0 percentage points since 1992-1993 with the exception of the <250 enrollment category and overall, the state has increased 26.4 percentage points in that period.

Figure 145

PERCENT OF DISTRICTS RECEIVING A BUDGET GUARANTEE BY ENROLLMENT CATEGORY 1992-1993 AND 2001-2002 TO 2004-2005



Source: Iowa Department of Management, Master Budget Files.

Bond Elections

Table 177 provides information on the number of districts that attempted bond referendums by enrollment category. Bond referendums require a "super-majority" of at least 60.0 percent to be approved. In 1985-1986, 10 bond elections were attempted with four elections being successful. In 2002-2003, 26 bond elections were attempted and 15 (57.7 percent) were successful. The two smallest (<250 and 250-399) and two largest (2,500-7,499 and 7,500+) enrollment categories had a 100 percent approval on their bond referendums in 2002-2003. The 1,000-2,499 enrollment category had the lowest approval percentage at 30 percent.

Table 177

Number of Districts Attempting Bond Referendums by Percent of Yes Votes by Enrollment Category 1985-1986, 1999-2000, 2001-2002 and 2002-2003

	Enrollment Categories							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
Number Attempted	0	4	0	2	2	1	1	10
<50 Percent	0	1	0	0	1	0	0	2
50-59.9 Percent	0	0	0	1	1	1	1	4
60 Percent +	0	3	0	1	0	0	0	4
1999-2000								
Number Attempted	5	7	4	7	5	4	0	32
<50 Percent	2	2	1	2	2	2	0	11
50-59.9 Percent	1	2	1	0	0	0	0	4
60 Percent +	2	3	2	5	3	2	0	17
2001-2002								
Number Attempted	0	2	13	8	10	2	0	35
<50 Percent	0	0	2	3	4	0	0	9
50-59.9 Percent	0	1	5	1	2	0	0	9
60 Percent +	0	1	6	4	4	2	0	17
2002-2003								
Number Attempted	1	3	4	6	10	1	1	26
<50 Percent	0	0	1	1	3	0	0	5
50-59.9 Percent	0	0	1	1	4	0	0	6
60 Percent +	1	3	2	4	3	1	1	15

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Report.
Note: A district could be included more than once if it had more than one bond issue in a year, or more than one issue on a ballot.

The voter-approved physical plant and equipment referendum requires 50.0 percent approval to be approved. In 2002-2003, nearly 92 percent of the voter-approved physical plant and equipment referendums were approved. The number of districts attempting voter-approved physical plant and equipment referendums is shown by enrollment category in Table 178.

Table 178

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category 2002-2003

	Enrollment Categories							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number Attempted	1	4	10	10	8	4	0	37
<50 Percent	0	0	1	1	1	0	0	3
50 Percent +	1	4	9	9	7	4	0	34

Source: Iowa Department of Education, Division of Financial and Information Services, Certified Annual Report.
Notes: A district could be included more than once if it had more than one bond issue in a year.
FY 2002 was the first year the information was collected.

Local Option Sales and Services Tax for School Infrastructure

Table 179 provides information on the local option sales and services tax for school infrastructure. As of the beginning of FY 2005, 90 of the 99 counties (90.9 percent) had approved the tax. The local option sales tax will generate estimated revenue of $243 million in 2004-2005. Since 2002-2003, both the number of counties with the tax and the number of students residing in counties with the tax have more than doubled.

Table 179

LOCAL OPTION SALES AND SERVICES TAX FOR SCHOOL INFRASTRUCTURE
1998-1999 TO 2004-2005

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005*
Number of Counties with the Tax	3	9	15	17	24	56	90
Number of Districts Partly or Wholly Located in those Counties	28	70	110	127	161	282	356
Resident Budget Enrollment in those Counties	28,858.0	91,889.1	171,150.6	182,218.9	214,969.4	371,930.7	423,411.7
Estimated Revenues	$9,764,643	$50,545,552	$122,683,313	$131,695,789	$148,882,834	$197,204,570	$243,422,376
Percent of Counties Participating	3.0%	9.1%	15.2%	17.2%	24.2%	56.6%	90.9%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	18.7%	29.4%	34.3%	43.4%	76.2%	97.0%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	18.3%	34.3%	36.9%	43.9%	76.4%	87.3%

Source: Iowa Department of Education, Certified Enrollment Files and Department of Revenue and Finance Records.
Note: Estimated revenues were used for Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2004.
*As of June 30, 2004.

Total Elementary and Secondary Education Budgets

Elementary and secondary budget detail is displayed in Table 180 for 1985-1986, 2003-2004, and 2004-2005. The regular program portion continued to provide the highest percentage of funding at 63.5 percent, but also continued to decline as a percentage of the total. Special education continued to increase and accounted for 9.1 percent of the total in 2004-2005. The management levy increased by approximately $11 million between 2004-2005 and 2003-2004. Instructional support increased by nearly $8.5 million in 2004-2005.

State categorical funding includes Educational Excellence, Class Size Reduction/School Improvement, Technology/School Improvement (program discontinued starting with FY 2003), and Student Achievement/Teacher Quality. Federal funding was estimated based upon the most current year for which information was available. The miscellaneous category includes the federal funding estimate and the state categorical funding. Federal and state categorical funding accounted for approximately 8.1 percent of the total in 2004-2005.

Table 180

IOWA ELEMENTARY AND SECONDARY BUDGET DETAIL 1985-1986, 2003-2004 AND 2004-2005

	1985-1986		2003-2004		2004-2005	
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	$1,263,768,116	78.4%	$2,275,852,128	64.2%	$2,311,434,736	63.5%
Guarantee Amount	3,161,077	0.2	27,418,665	0.8	30,762,863	0.8
Supplementary Weights	426,616	0.0	27,165,851	0.8	29,566,816	0.8
Special Education	90,438,951	5.6	320,454,727	9.0	330,839,905	9.1
AEA Media	10,865,134	0.7	20,026,912	0.6	20,282,059	0.6
AEA Ed Services	11,986,320	0.7	22,137,697	0.6	22,418,300	0.6
AEA Special Education	60,292,283	3.7	114,515,005	3.2	116,782,924	3.2
AEA Prorated Budget Reduction			(17,499,974)	-0.5	(19,298,677)	-0.5
TAG SBRC	5,008,416	0.3	0	0.0	0	0.0
Dropout SBRC	1,702,264	0.1	57,024,842	1.6	64,410,508	1.8
Other SBRC	14,203,445	0.9	0	0.0	0	0.0
Instructional Support & Enrichment	4,092,470	0.3	134,876,408	3.8	143,350,035	3.9
Educational Improvement	0	0.0	816,620	<.1	841,318	< .1
Enrollment Audit Adjustment	0	0.0	(124,459)	0.0	(236,978)	0.0
Management	23,199,501	1.4	75,540,798	2.1	86,726,866	2.4
Physical Plant & Equipment	0	0.0	108,380,988	3.1	103,847,963	2.9
67.5 Cent Schoolhouse	0	0.0	62,426	<.1	58,575	< .1
Playground and Library	0	0.0	1,769,551	<.1	1,626,224	< .1
Debt Service	85,639,275	5.3	102,416,970	2.9	98,440,359	2.7
Estimated Miscellaneous State Categorical	0	0.0	144,891,048	4.1	143,384,541	3.9
Estimated Misc. Federal	38,100,000	2.4	131,967,775	3.7	154,222,536	4.2
Total	$1,679,683,868	100.0	$3,547,693,978	100.0	$3,639,460,873	100.0

Source: Iowa Department of Management, School Budget Master Files.
Notes: For Fiscal Year 1986, the allocation of dollars to AEA Media and AEA Ed Services was estimated. For Fiscal Year 1986, PPEL, 67.5 cent, playground, library and debt service levies was reported as one total figure.