The Annual

Condition of Education

Report

2007

Grimes State Office Building in Des Moines - Home of the Iowa Department of Education

A Report on

Prekindergarten, Elementary, and Secondary Education

in Iowa

Iowa Department of Education

2007

Printed on Recycled Paper

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Grimes State Office Building
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To the Citizens of Iowa

We, at the Iowa Department of Education, are pleased to present the 18th *Annual Condition of Education Report*. For Iowans seeking information about education in our state, the report is truly invaluable. From state demographics to student achievement indicators, the report provides a wide range of information about prekindergarten to secondary education.

Readers will find that much of the data demonstrates that Iowa continues to rate above national averages in areas such as student test scores, teacher quality, and graduation rates.

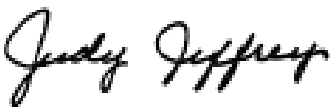
The Iowa Department of Education and its partners continue to work hard to help Iowa students succeed. We have been providing Teacher Development Academies that offer training in reading strategies for middle school and high school students. In addition, we are providing programs that help ensure every child can read at or above grade level by the end of third grade.

Over the past several years, Iowa has increasingly sharpened its focus on the changing needs of high school students, while continuing to incorporate rigor and relevance in the classroom.

We know we must build upon our successes in order to ensure that all Iowa students are prepared for success after high school. We will continue to work on priorities that have the greatest impact, including high quality professional development for teachers, curriculum and resources that directly benefit classroom instruction, and early intervention programs such as preschool that will help reduce achievement and skills gaps.

I invite the citizens of Iowa to participate in these efforts by analyzing the data provided in this report to evaluate our progress. It is my hope that all citizens—especially policymakers, educators and parents—use this report as a tool to not only understand and assess our schools, but also plan and implement changes that ensure schools are meeting the ongoing needs of students and the future of this state.

Sincerely,



Judy Jeffrey, Director
Iowa Department of Education

Acknowledgments

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

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BACKGROUND DEMOGRAPHICS

Introduction to Background Demographics

The 2007 Annual Condition of Education Report includes an expanded Background Demographics section. This section contains information on social, economic, and population data providing a comparison between Iowa, the nation and other states. Additions to the Background section include comparisons between Iowa counties and, when possible, trend data in order to show changes over time. Information displayed in this section was obtained from a variety of sources and is noted on each table or figure.

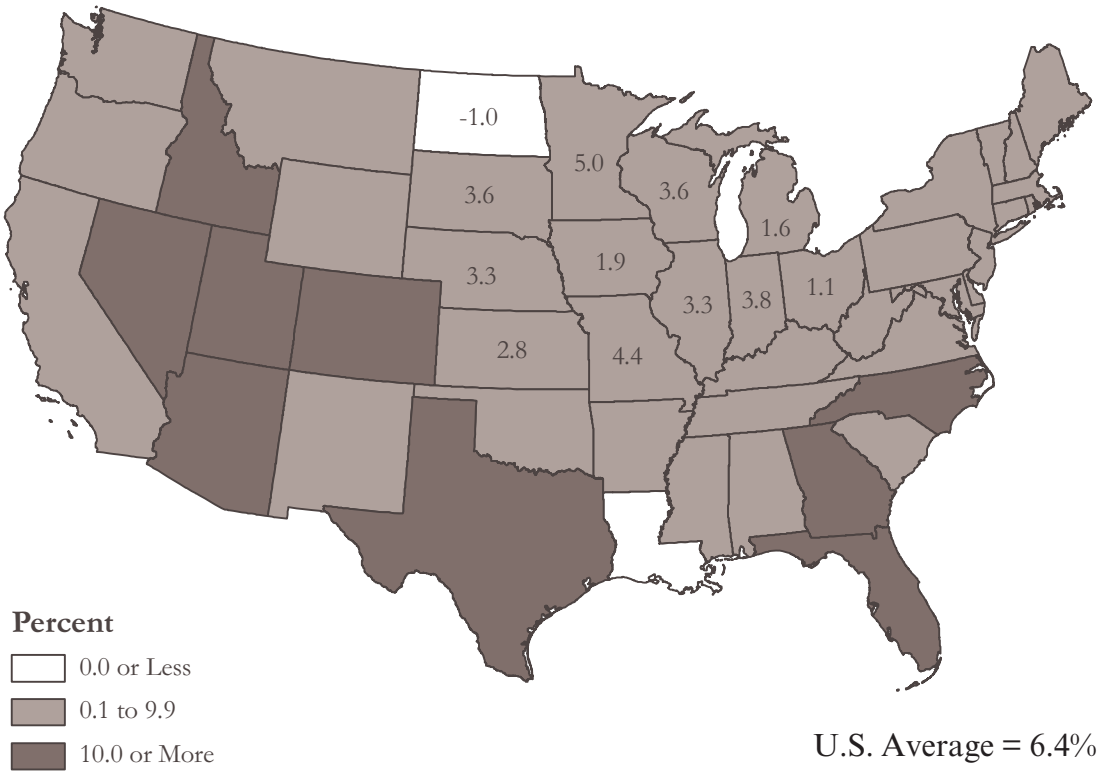
The Background section includes:

- Population and Demographics—information pertaining to population changes, aging, birth rates, poverty rates, migration, foreign born, and legal permanent resident.
- Economics—data detailing Iowa's gross domestic product, per capita income, national, and Iowa unemployment trends.
- Social—details education levels, working parent data, parent household trends, child abuse and neglect, teen birth trends, and Iowa youth survey data.

Population and Demographics

National Population Change

FIGURE 1B — PERCENT POPULATION CHANGE FOR UNITED STATES APRIL 2000 TO JULY 2006



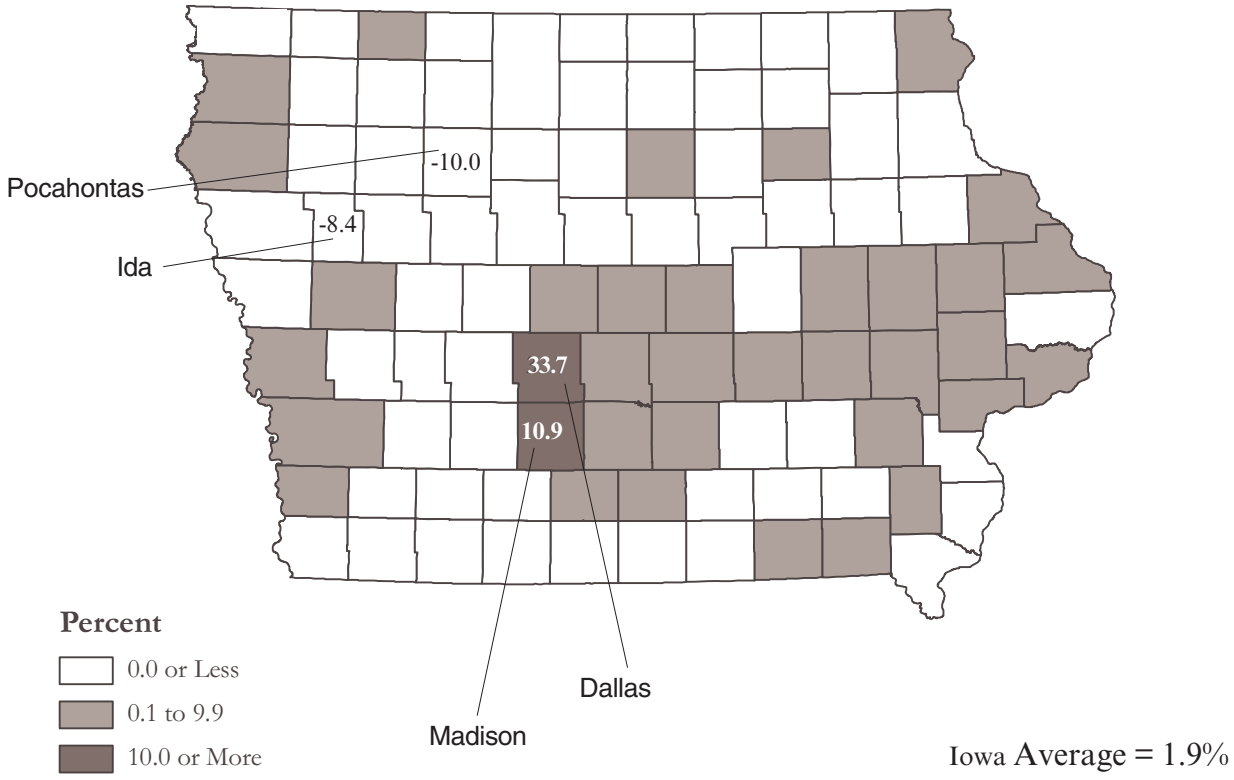
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2006 (NST-EST2006-02).

- Population change data are cumulative and are 2006 estimates based on Census 2000 data.
- **Midwest States** - The Midwest States averaged a 2.8 percent increase in population from 2000 to 2006. This was lower than the national average of 6.4 percent. North Dakota was the only Midwest State to experience a decline in population from 2000 to 2006 at -1.0 percent while Minnesota experienced the largest population increase at 5.0 percent.
- **Nation** - Overall, states in the south and west were more likely to experience higher levels of population growth from 2000 to 2006 than were states in other parts of the nation. Nevada experienced the largest increase in population at 24.9 percent followed by Arizona at 20.2 percent. Louisiana experienced the largest decline in population between 2000 and 2006 at -4.1 percent, followed by North Dakota at -1.0 percent.

Population and Demographics

Iowa Counties Population Change

FIGURE 2B — PERCENT POPULATION CHANGE FOR IOWA COUNTIES APRIL 2000 TO JULY 2006



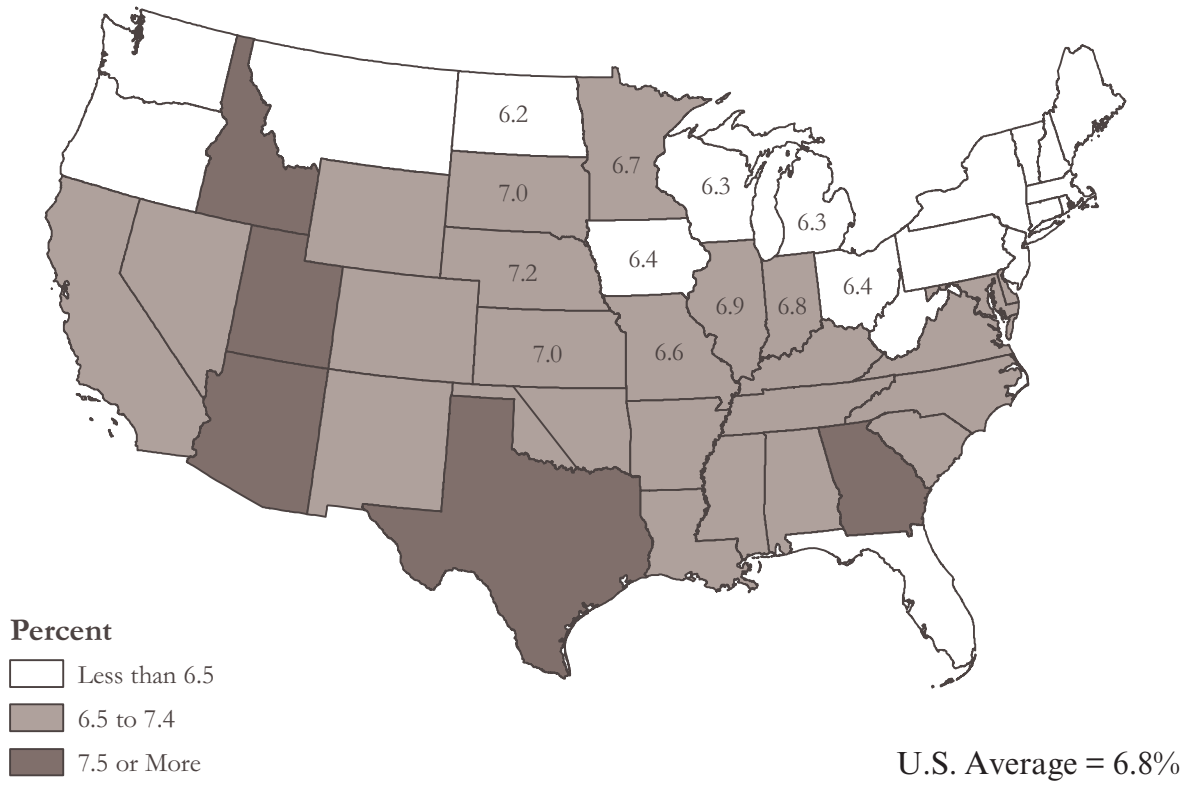
Source: U.S. Census Bureau, Population Division. Cumulative Estimates of Population Change for Counties of Iowa: April 1, 2000 to July 1, 2006 (CO-EST2006-02-19).

- Population change data are cumulative and are 2006 estimates based on Census 2000 data.
- Sixty-three counties in Iowa experienced a population decline from 2000 to 2006, thirty-four counties experienced modest growth, and two counties experienced a 10.0 percent or more increase in their populations.
- Dallas County experienced marked growth from 2000 to 2006 at 33.7 percent followed by Madison County at 10.9 percent. Pocahontas County experienced the largest population decline at -10.0 percent followed by Ida County at -8.4 percent.

Population and Demographics

National Population Under Age 5

FIGURE 3B — PERCENT OF POPULATION UNDER AGE 5 FOR UNITED STATES, 2006

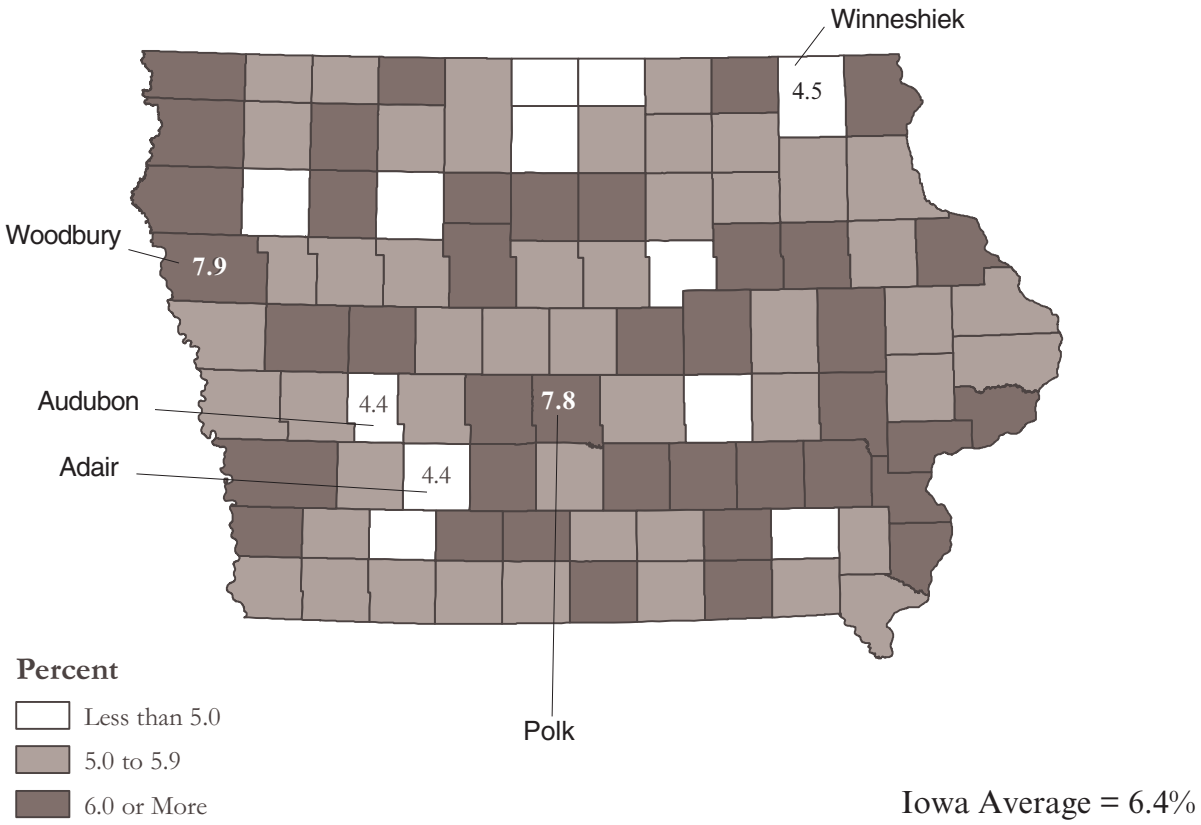


Source: U.S. Census Bureau, Population Division. Estimates of the Population by Selected Age Groups for the United States, Regions, States, and Puerto Rico: July 1, 2006 (SC-EST2006-01).

- Population data are 2006 estimates based on Census 2000 data.
- **Midwest States** - An average of 6.6 percent of the population in the Midwest States was under age five in 2006. This was very similar to the national average of 6.8 percent. In North Dakota, the smallest percentage of the population was under age five at 6.2 percent while the largest percentage was in Nebraska at 7.2 percent.
- **Nation** - Overall, states in the northern part of the United States were more likely to have a smaller percent of their population under age five than states in other parts of the nation. Vermont and Maine had the smallest percentage under age five at 5.3 percent followed by New Hampshire at 5.6 percent. Utah had the largest percentage of its population under age five at 9.7 percent followed by Texas at 8.3 percent.

Iowa Counties Population Under Age 5

FIGURE 4B — PERCENT OF THE POPULATION UNDER AGE 5 FOR IOWA COUNTIES, 2006



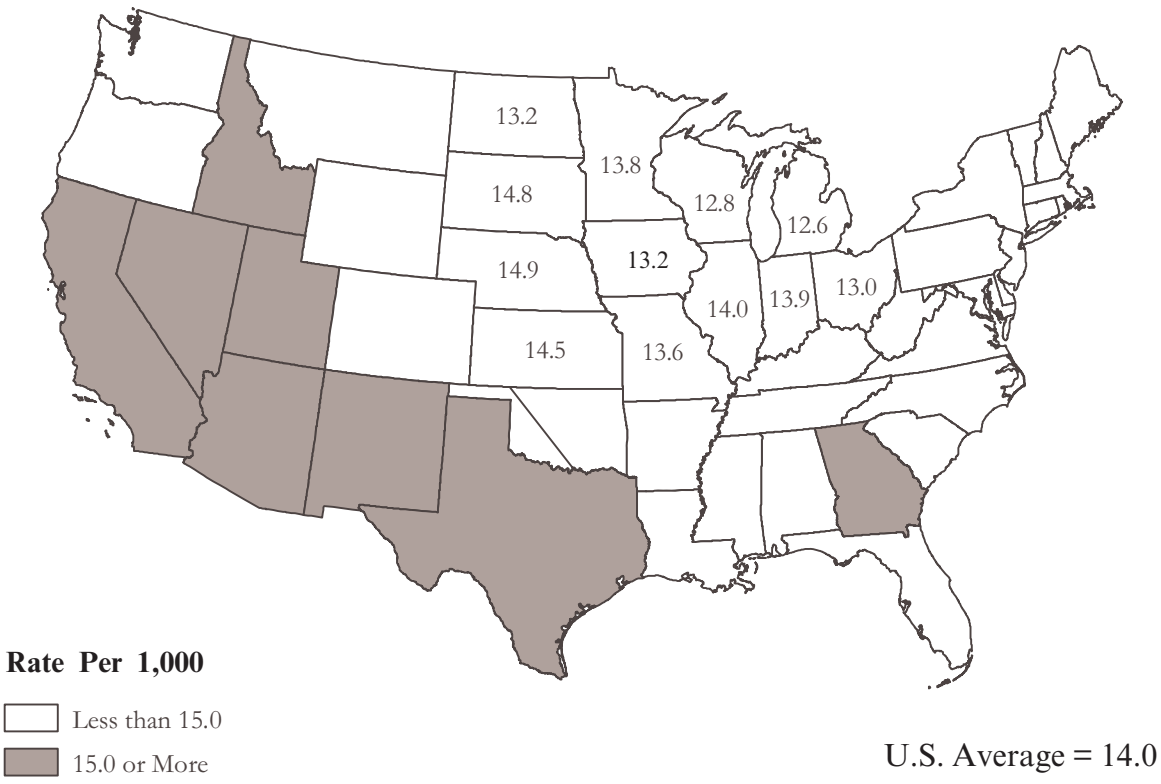
Source: U.S. Census Bureau, Population Division. Estimates of the Population by Selected Age Groups for Counties of Iowa: July 1, 2006 (CO-EST2006-01).

- Population data are 2006 estimates based on Census 2000 data.
- Twelve counties in Iowa had less than 5 percent of their population under age five in 2006, forty-seven had 5 percent to 5.9 percent under age five, and forty counties had 6 percent or more of their population under age five.
- Woodbury County had the largest percent of its population under age five at 7.9 percent followed by Polk County at 7.8 percent. Adair and Audubon counties had the smallest percent of their population under age five at 4.4 percent followed by Winneshiek County at 4.5 percent.

Population and Demographics

National Births

FIGURE 5B — BIRTHS PER 1,000 POPULATION FOR UNITED STATES, 2005



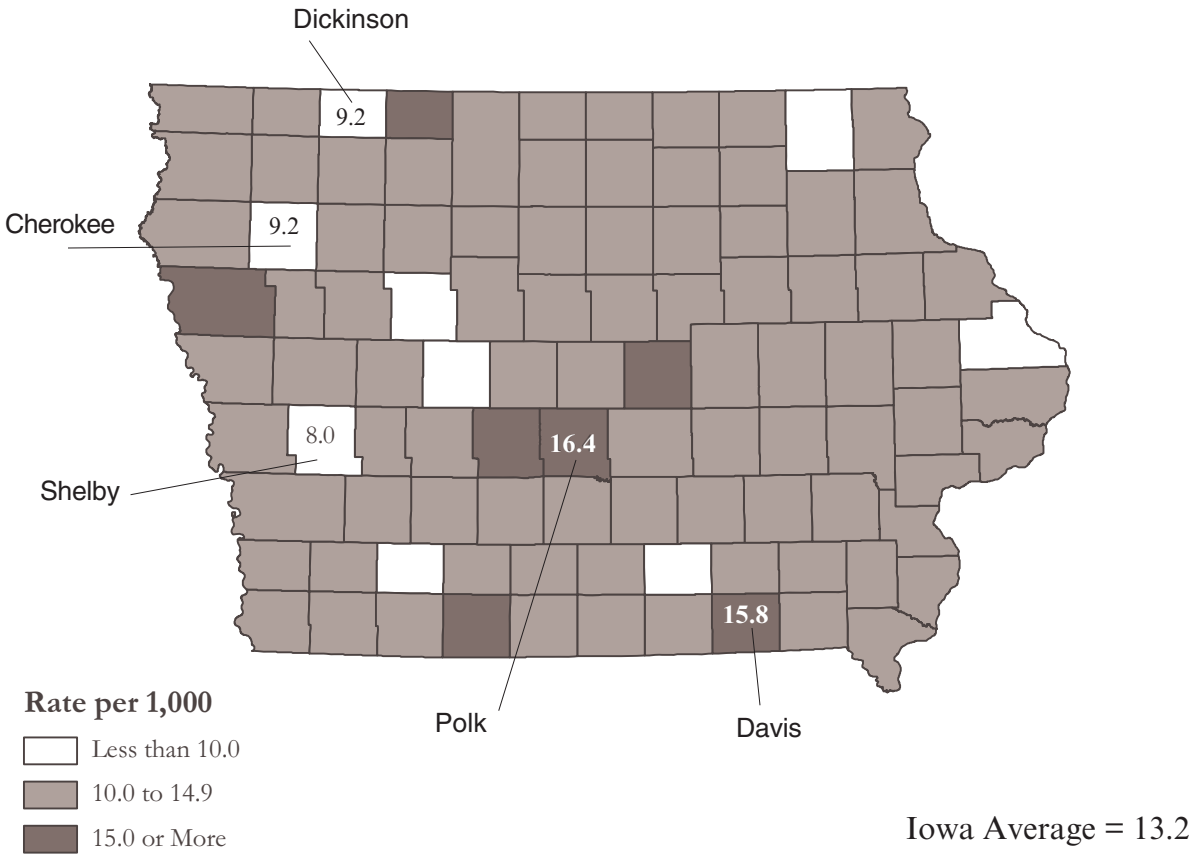
Source: National Center for Health Statistics, Division of Vital Statistics. Births: Preliminary Data for 2005, Health E-Stats.

- Birth data are estimates and reflect preliminary data. The population data used for rate calculations are 2005 estimates based on Census 2000 data.
- **Midwest States** - The average birth rate was 13.7 per 1,000 in the population in the Midwest States in 2005. This is slightly below the national average of 14.0. The lowest birth rate was in Michigan at 12.6 per 1,000 in the population, while the highest rate was in Nebraska at 14.9.
- **Nation** - Birth rates tended to be higher in states in the western part of the United States than in other parts of the county. Utah had the highest birth rate at 20.9 per 1,000 in the population followed by Texas at 16.9. Vermont had the lowest rate at 10.4 per 1,000 in the population followed by Maine at 10.7.

Population and Demographics

Iowa Births

FIGURE 6B — BIRTHS PER 1,000 IN THE POPULATION FOR IOWA COUNTIES, 2005



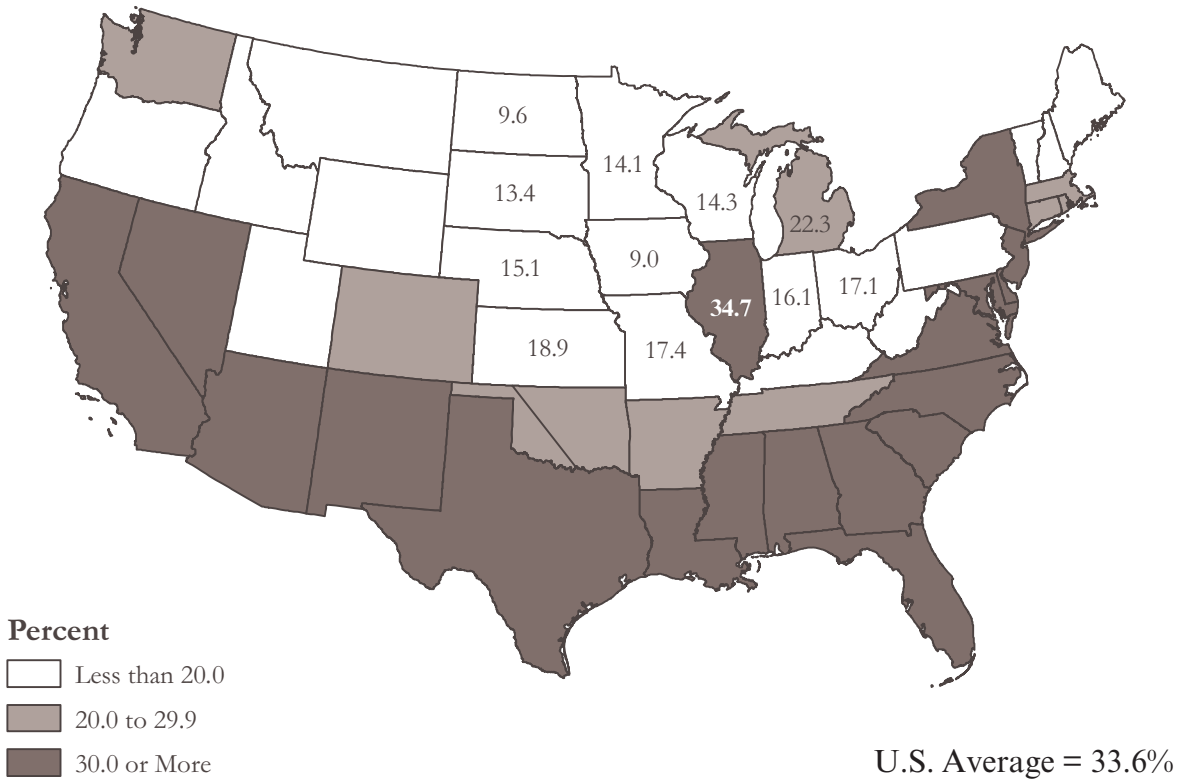
Source: Iowa Department of Public Health, Bureau of Health Statistics. Vital Statistics of Iowa 2005, Summary of Selected Vital Events by County (Table 5).

- Birth rate data are estimates based on live births and are assigned to counties based on the resident county of the mother. Rates are figured using the 2005 estimated total county population based on Census 2000 data.
- Nine counties in Iowa had less than 10.0 births per 1,000 in the population, eighty-three had 10.0 to 14.9 births, and seven counties had 15.0 or more births per 1,000 in the population.
- Polk County had the highest rate of births at 16.4 per 1,000 in the population followed by Davis County at 15.8. Shelby County had the lowest rate of births at 8.0 per 1,000 in the population followed by Cherokee and Dickinson counties at 9.2.

Population and Demographics

National Minority

FIGURE 7B — PERCENT MINORITY POPULATION FOR UNITED STATES, 2006



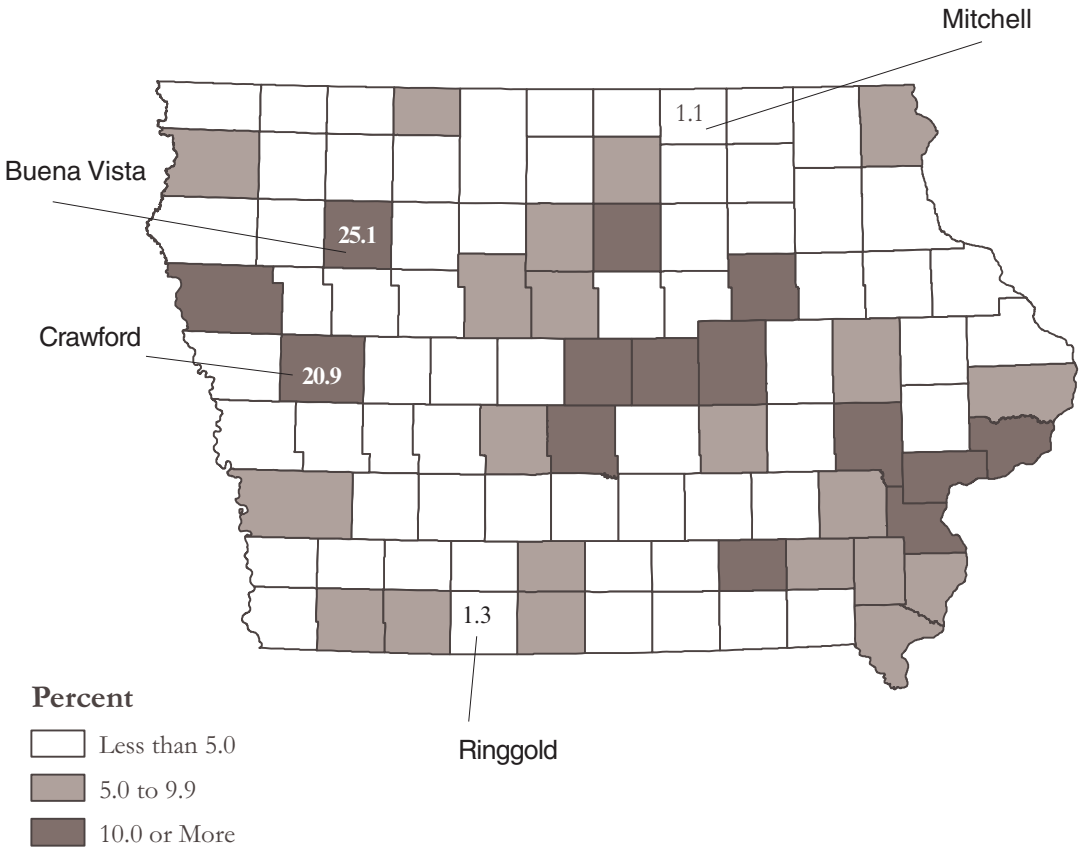
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for the United States and States: April 1, 2000 to July 1, 2006 (SC-EST2006-04).

- Minority data are 2006 estimates based on Census 2000 data. Minorities include any person who is not white or non-Hispanic/non-Latino.
- **Midwest States** - An estimated 16.8 percent of the population in the Midwest States was classified as minority in 2006. This is well below the national average of 33.6 percent. Iowa had the smallest percentage of its population that was minority at 9.0 percent while the largest percentage was in Illinois at 34.7 percent.
- **Nation** - Overall, states in the southern portion of the nation had larger percentages of minority populations than those in the northern portion. Hawaii had the largest percentage of minority population at 75.3 percent followed by the District of Columbia at 68.3 percent. Maine had the smallest percent of minority population at 4.2 percent followed by Vermont at 4.3 percent.

Population and Demographics

Minority by County

FIGURE 8B — PERCENT MINORITY POPULATION FOR IOWA COUNTIES, 2006



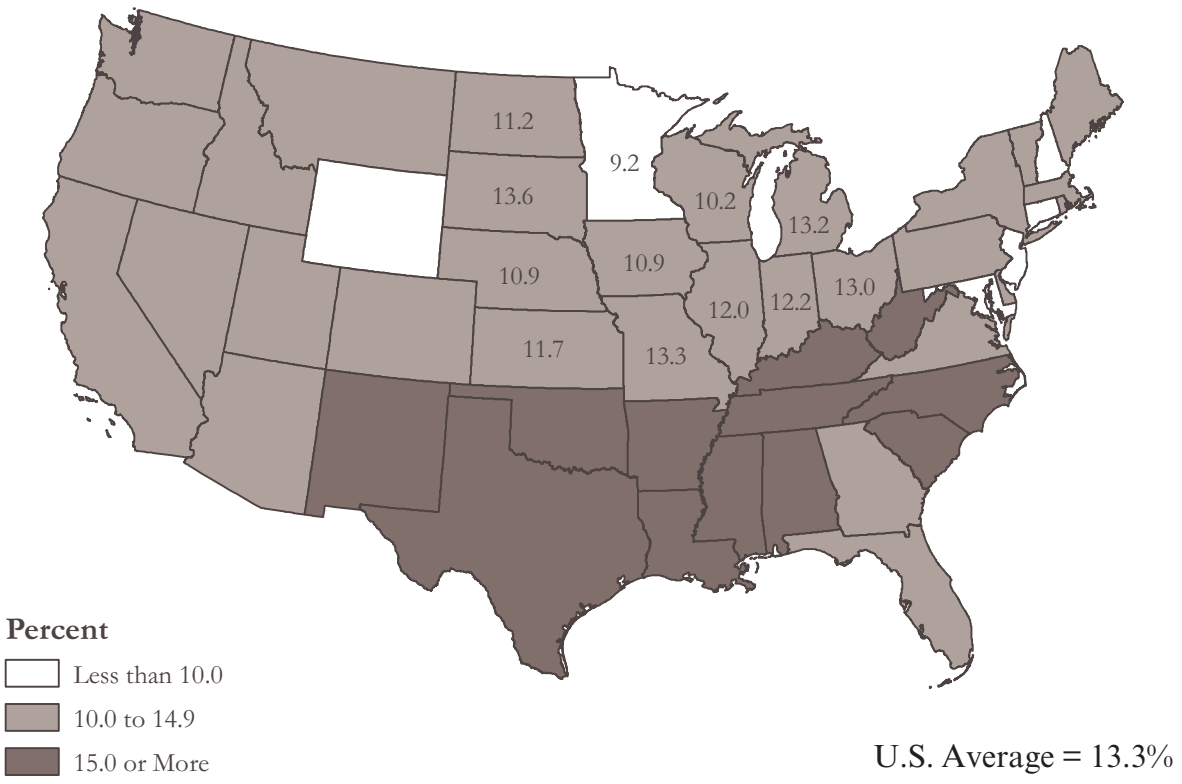
Source: U.S. Census Bureau, Population Division. Population Estimates by Age, Sex, Race, and Hispanic Origin for Counties of Iowa: April 1, 2000 to July 1, 2006 (CC-EST2006-02-19).

- Minority data are 2006 estimates based on Census 2000 data. Minorities include any person who is not white or non-Hispanic/non-Latino.
- Sixty-four counties in Iowa had populations with less than 5 percent of the people classified as minority, twenty-one had a 5 percent to 9.9 percent minority population, and fourteen counties had a 10 percent or more minority population.
- Buena Vista County had the highest percentage of minorities in its population at 25.1 percent followed by Crawford County at 20.9 percent. Mitchell County had the lowest percentage of minorities in its population at 1.1 percent followed by Ringgold County at 1.3 percent.

Population and Demographics

National Poverty

FIGURE 9B — PERCENT OF THE POPULATION IN POVERTY FOR UNITED STATES, 2005



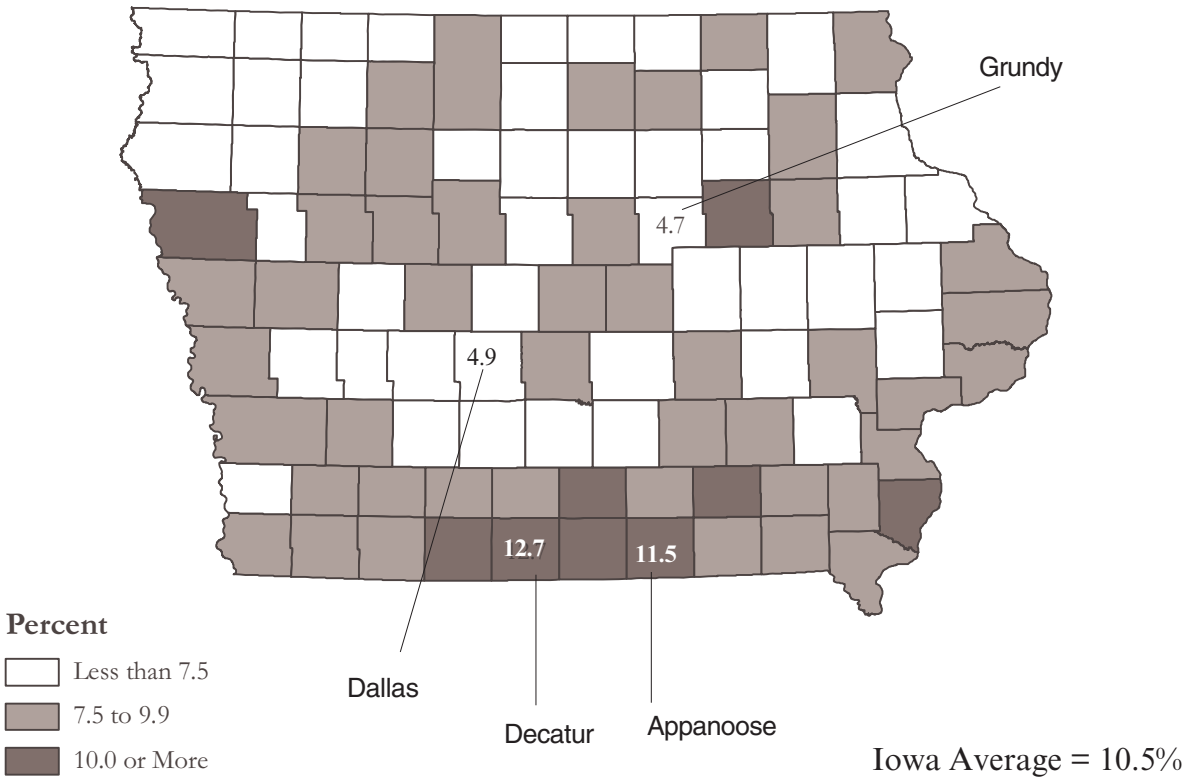
Source: U.S. Census Bureau, 2005 American Community Survey. Percent of People Below Poverty Level in the Past 12 Months (For Whom Poverty Status is Determined) (Table R1701).

- Poverty data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations, please see the American Community Survey Subject Definitions at *http://www.census.gov/acs/www/UseData/Def.htm*
- **Midwest States** - An estimated 11.8 percent of the population in the Midwest States was classified as below the poverty level in 2005. This is slightly below the national average of 13.3 percent. The state with the smallest percentage of its population below the poverty level was in Minnesota at 9.2 percent while the largest percentage was in South Dakota at 13.6 percent.
- **Nation** - Overall, states in the southern portion of the United States tended to have a larger percentage of their populations below the poverty level than states in other parts of the nation. Mississippi had the largest percentage of the population below the poverty level at 21.3 percent followed by Louisiana at 19.8 percent. New Hampshire had the smallest percentage of the population below the poverty level at 7.5 percent followed by Maryland at 8.2 percent.

Population and Demographics

Poverty Rate by County

FIGURE 10B — PERCENT OF THE POPULATION IN POVERTY FOR IOWA COUNTIES, 2004

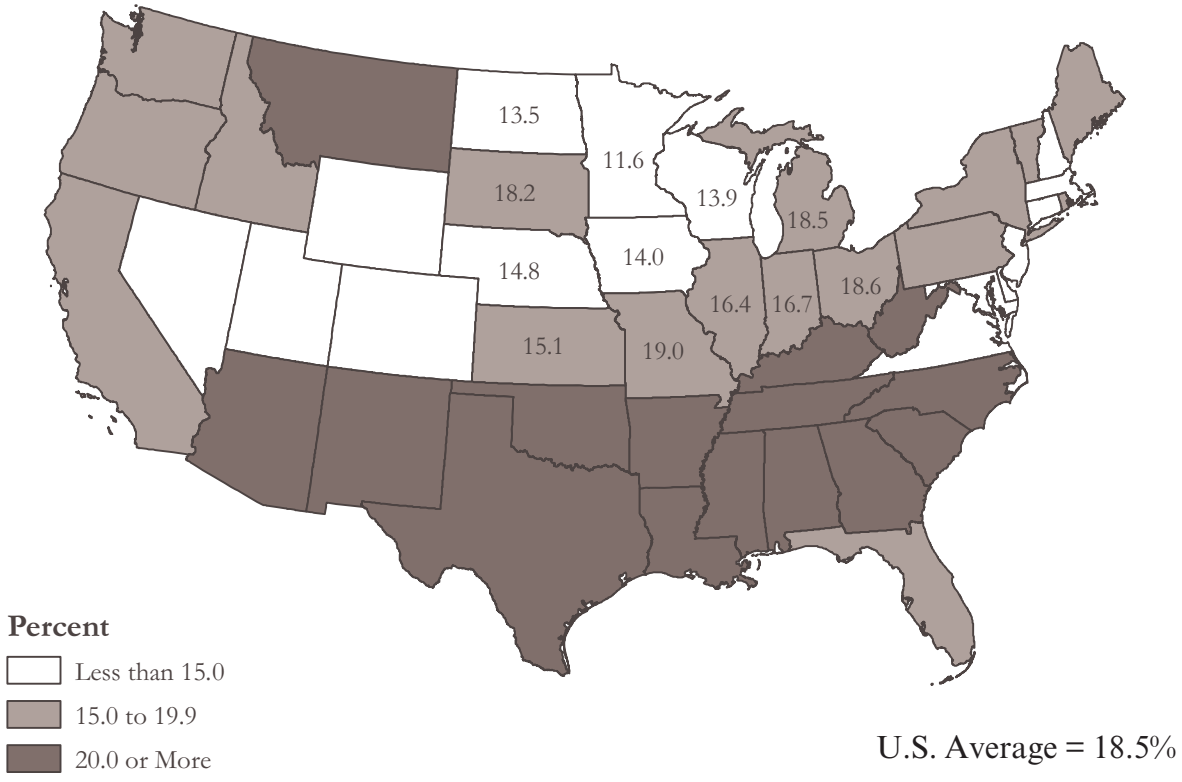


Source: U.S. Census Bureau, Poverty and Health Statistics Division. All Ages in Poverty for Counties of Iowa: 2004.

- Poverty data are 2004 estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- The counties in the southern-most part of Iowa tended to have a larger percentage of people below the poverty level in 2004 than did counties in the rest of the state. Forty-five counties in Iowa had less than 7.5 percent of the population below the poverty level, forty-five had between 7.5 percent and 9.9 percent below the poverty level, and nine had 10.0 percent or more below the poverty level.
- Decatur County had the highest percentage of people below the poverty level at 12.7 percent followed by Appanoose County at 11.5 percent. Grundy County had the lowest percentage of its population below the poverty level at 4.7 percent followed by Dallas County at 4.9 percent.

Children in Poverty in U.S.

FIGURE 11B — PERCENT OF CHILDREN IN POVERTY FOR UNITED STATES, 2005



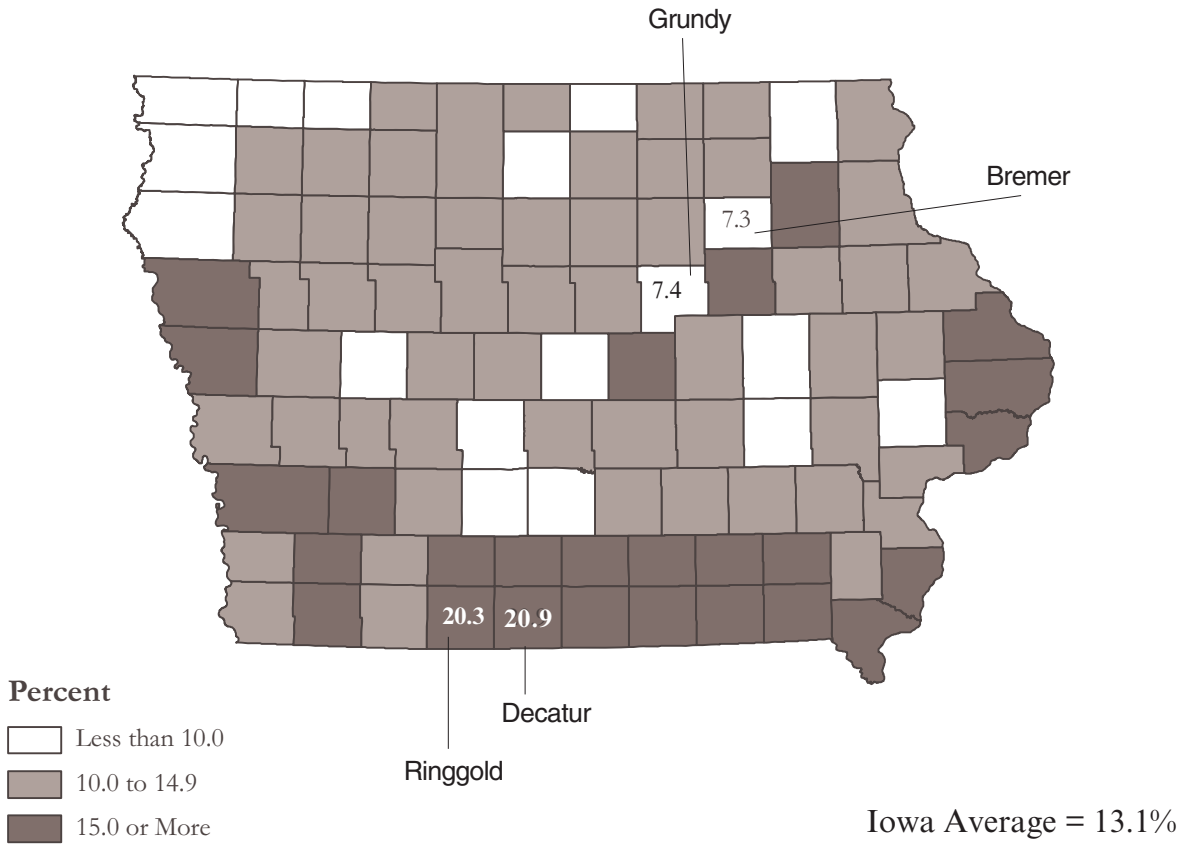
Source: U.S. Census Bureau, 2005 American Community Survey. Percent of Children Under 18 Years Below Poverty Level in the Past 12 Months (For Whom Poverty Status is Determined) (Table R1704).

- Data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, other group quarters, and unrelated individuals under age 15. For more information about the poverty level and poverty status determinations, please see the American Community Survey Subject Definitions at *http://www.census.gov/acs/www/UseData/Def.htm*
- **Midwest States** - An estimated 15.9 percent of the children in the Midwest States were classified as below the poverty level in 2005. This is somewhat below the national average of 18.5 percent. The state with the smallest percentage of children below the poverty level was Minnesota at 11.6 percent while the largest percentage was in Missouri at 19.0 percent.
- **Nation** - States in the southern portion of the United States tended to have a larger percentage of children below the poverty level than states in other parts of the nation. The District of Columbia had the largest percentage of children below the poverty level at 32.2 percent followed by Mississippi at 30.9 percent. New Hampshire had the smallest percentage of children below the poverty level at 9.4 percent followed by Maryland at 10.8 percent.

Population and Demographics

Children in Poverty by County

FIGURE 12B — PERCENT OF CHILDREN IN POVERTY FOR IOWA COUNTIES, 2004



Iowa Average = 13.1%

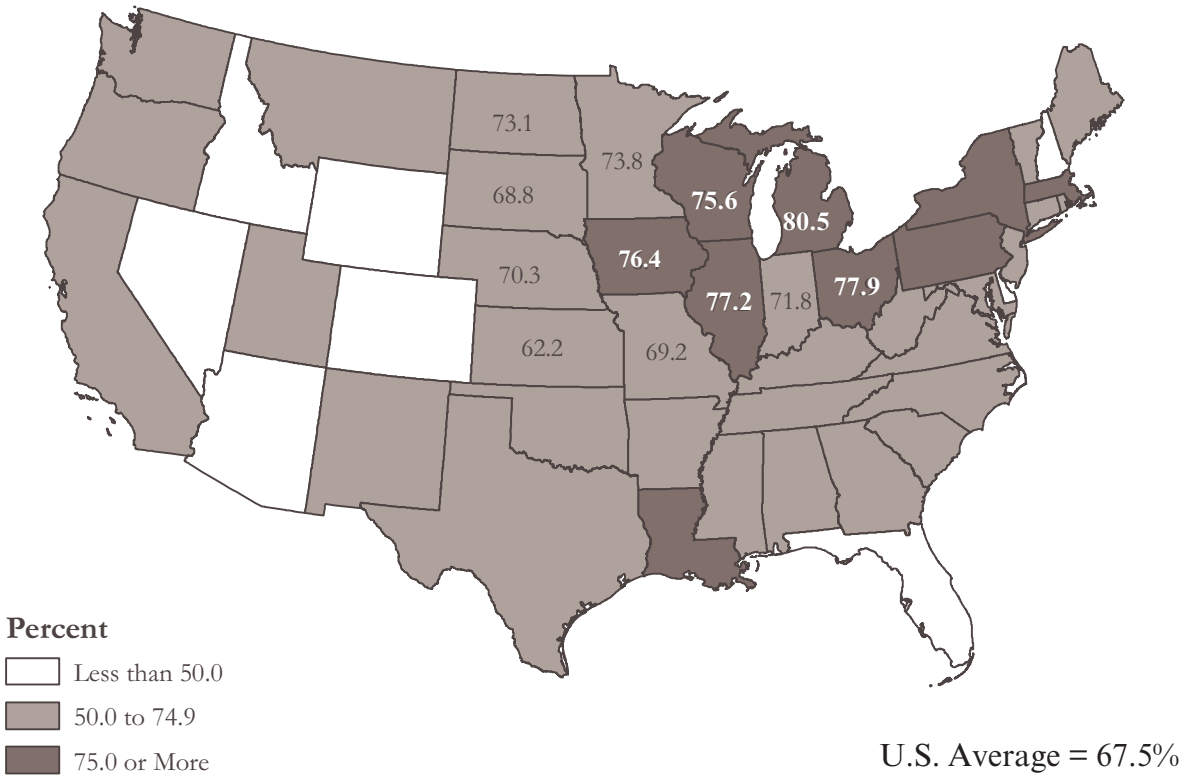
Source: U.S. Census Bureau, Poverty and Health Statistics Division. Under Age 18 in Poverty for Counties of Iowa: 2004.

- Data are 2004 estimates based on a three-year average of sample county-level observations from the Annual Economic Supplement of the Current Population Survey.
- The counties in the southern-most part of Iowa had a larger percentage of children below the poverty level in 2004 than did counties in the rest of the state. Eighteen counties in Iowa had less than 10 percent of children below the poverty level, 55 counties had between 10 percent and 14.9 percent, and twenty-six had 15 percent or more of children below the poverty level.
- Decatur County had the highest percentage of children below the poverty level at 20.9 percent followed by Ringgold County at 20.3 percent. Bremer County had the lowest percentage of children below the poverty level at 7.3 percent followed by Grundy County at 7.4 percent.

Population and Demographics

National Natives

FIGURE 13B — PERCENT OF THE POPULATION BORN IN THEIR CURRENT STATE OF RESIDENCE FOR THE UNITED STATES, 2005



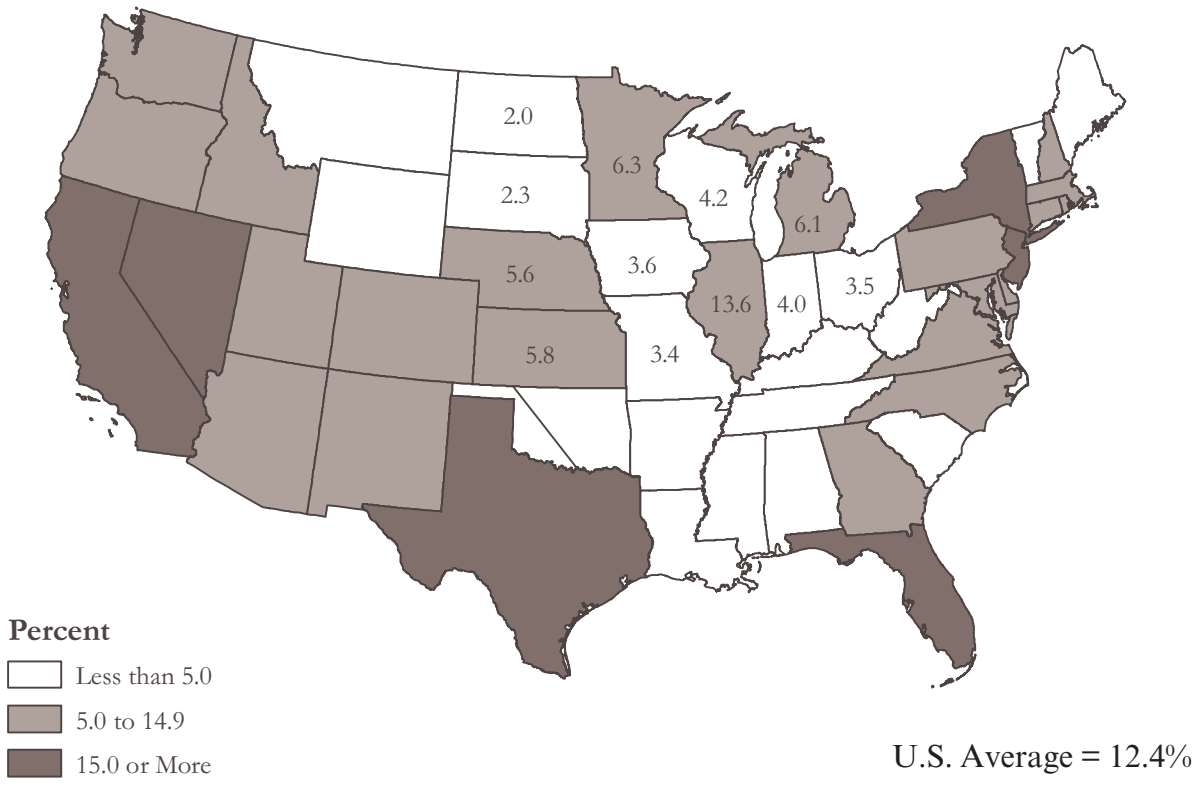
Source: U.S. Census Bureau, 2005 American Community Survey. Percent of the Native Population Born in Their State of Residence (Table R0601).

- Data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** - An estimated 73.1 percent of people living in the Midwest States in 2005 were born in their current state of residence. This is above the national average of 67.5 percent. The smallest percentage of people currently living in the state which they were born was in Kansas at 62.2 percent while the largest percentage was in Michigan at 80.5 percent.
- **Nation** - Nevada had the smallest percentage of current residents which were born in the state at 26.4 percent followed by Florida at 40.9 percent. New York had the largest percentage of current residents which were born in the state at 82.3 percent followed by Louisiana at 82.0 percent.

Population and Demographics

National Foreign Born

FIGURE 14B — PERCENT OF THE POPULATION FOREIGN BORN FOR THE UNITED STATES, 2005



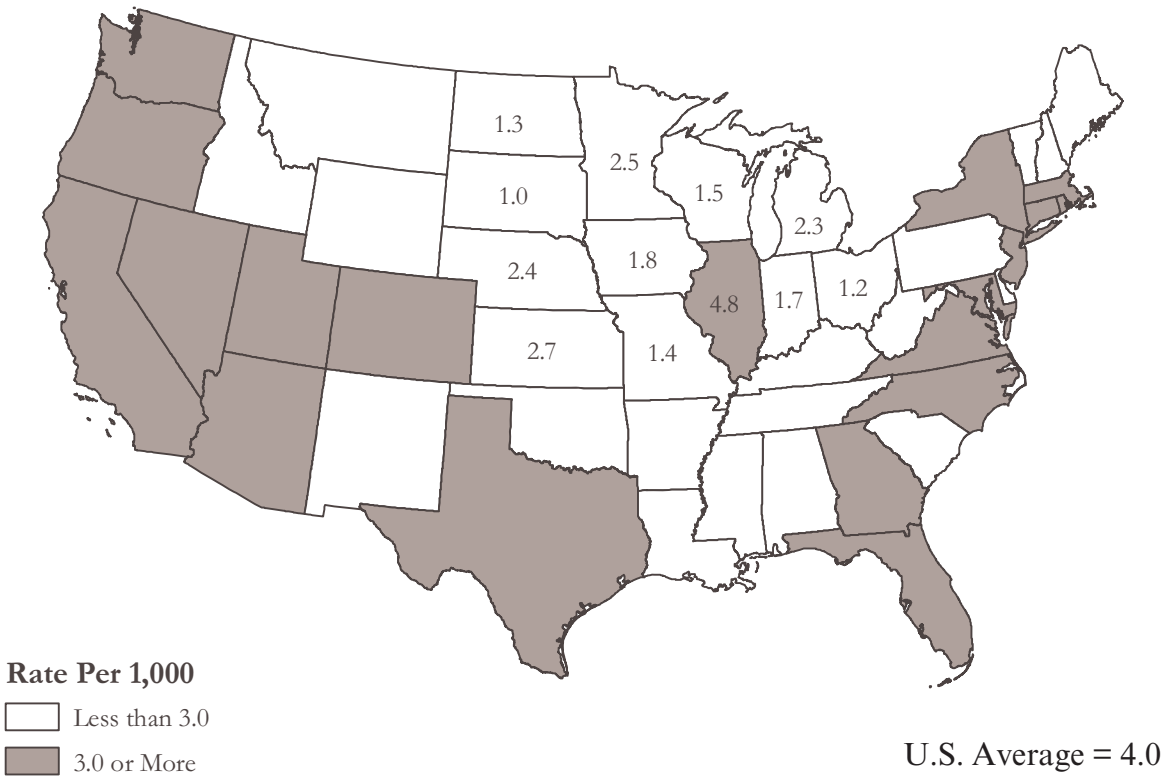
Source: U.S. Census Bureau, 2005 American Community Survey. Percent of People Who are Foreign Born (Table R0501).

- Data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** - An estimated 5 percent of people who lived in the Midwest States in 2005 were born outside of the United States. This is below the national average of 12.4 percent. The state with the smallest percentage of foreign born people in its population was North Dakota at 2 percent while the largest percentage was in Illinois at 13.6 percent.
- **Nation** - West Virginia had the smallest percentage of foreign born people in its population at 1.1 percent followed by Mississippi at 1.5 percent. California had the largest percentage of foreign born people in its population at 27.2 percent followed by New York at 21.4 percent.

Population and Demographics

National/International Migration

FIGURE 15B — NET INTERNATIONAL MIGRATION PER 1,000 IN THE POPULATION FOR UNITED STATES JULY 2005 TO JULY 2006



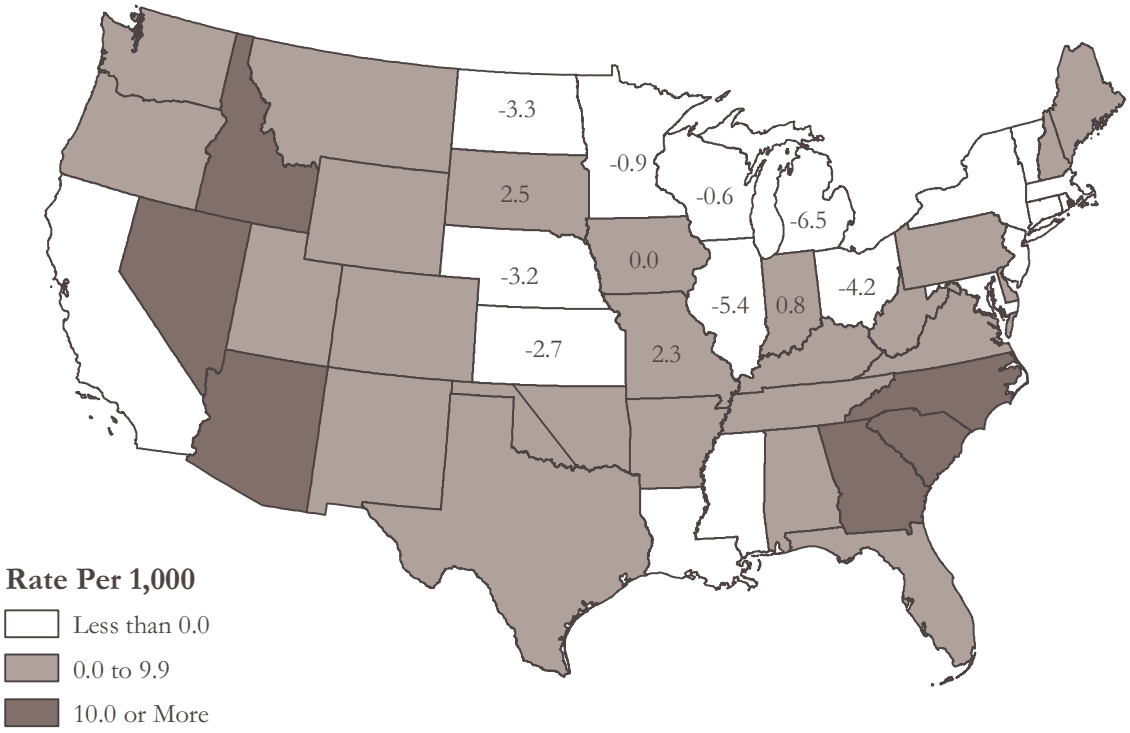
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2005 to July 1, 2006 (NST-EST2006-05).

- Migration data are estimates based on Census 2000 data. Net international migration is equal to the number of people moving into a state from another country minus the number of people moving out of a state to another country. The rate is figured by dividing net international migration by the estimated total population of the state.
- **Midwest States** - An estimated net rate of 2.1 per 1,000 in the population in the Midwest States migrated from other countries from July 2005 to July 2006. This is slightly below the national average of 4.0 per 1,000 in the population. The state with the smallest net rate of international migration was South Dakota at 1.0 per 1,000 in the population while the state with the largest rate was in Illinois at 4.8.
- **Nation** - West Virginia had the smallest net rate of international migration at 0.4 followed by Montana at 0.5. California had the largest net rate of international migration at 7.3 per 1,000 in the population followed by the District of Columbia at 6.7

Population and Demographics

National Domestic Migration

FIGURE 16B — NET DOMESTIC MIGRATION PER 1,000 IN THE POPULATION FOR UNITED STATES JULY 2005 TO JULY 2006

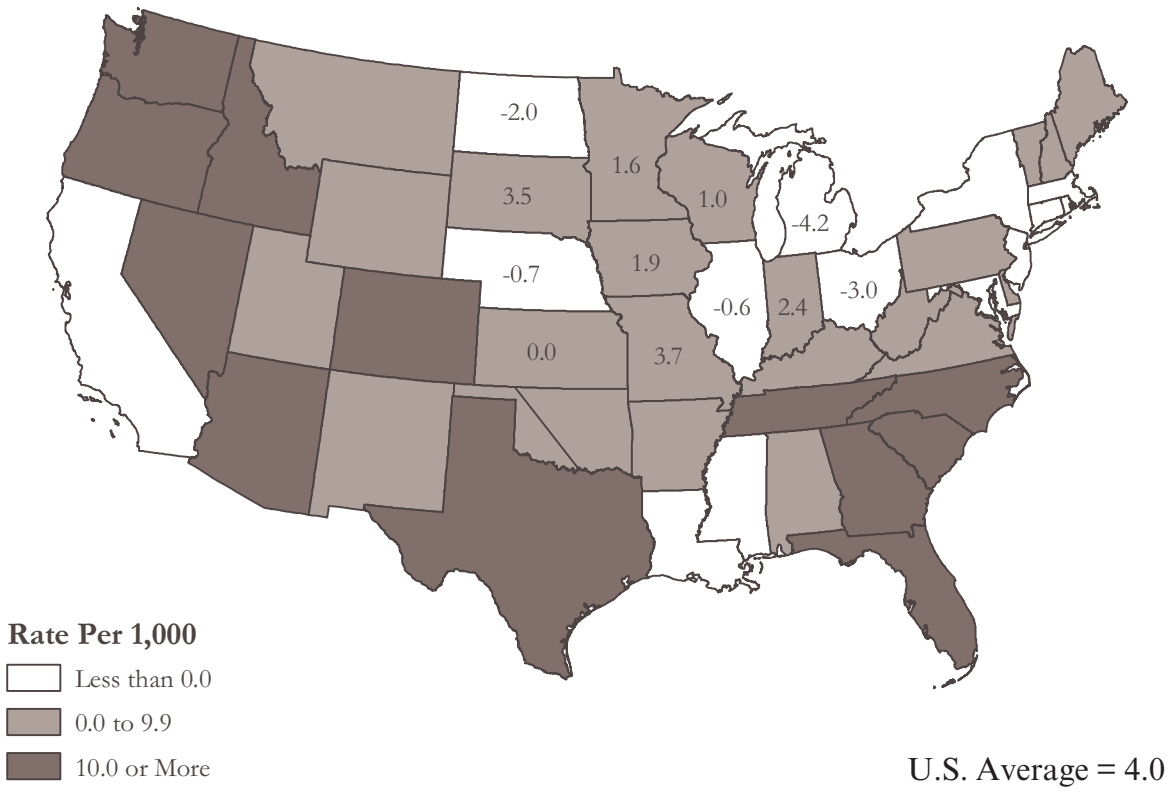


Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2005 to July 1, 2006 (NST-EST2006-05).

- Migration data are estimates based on Census 2000 data. Net domestic migration is equal to the number of people moving into a state from another state minus the number of people moving out of a state to another state. The rate is figured by dividing the net domestic migration by the estimated total population of the state.
- **Midwest States** - An estimated net rate of -1.7 per 1,000 in the population in Midwest States migrated from other states from July 2005 to July 2006. This means that more people moved out of the Midwest States to other states than moved in from other states during this time period. The state with the lowest net rate of domestic migration was Michigan with a rate of -6.5 per 1,000 in the population while the state with the highest net rate was South Dakota at 2.5.
- **Nation** - Overall, negative domestic migration rates during this time period clustered in the Midwest and New England states. Louisiana had the lowest net rate of domestic migration at -56.3 followed by the District of Columbia and Rhode Island at -11.8. Nevada had the highest net rate of domestic migration at 21.3 per 1,000 in the population followed by Arizona at 21.1.

National Total Migration

FIGURE 17B — NET TOTAL MIGRATION PER 1,000 IN THE POPULATION FOR UNITED STATES JULY 2005 TO JULY 2006



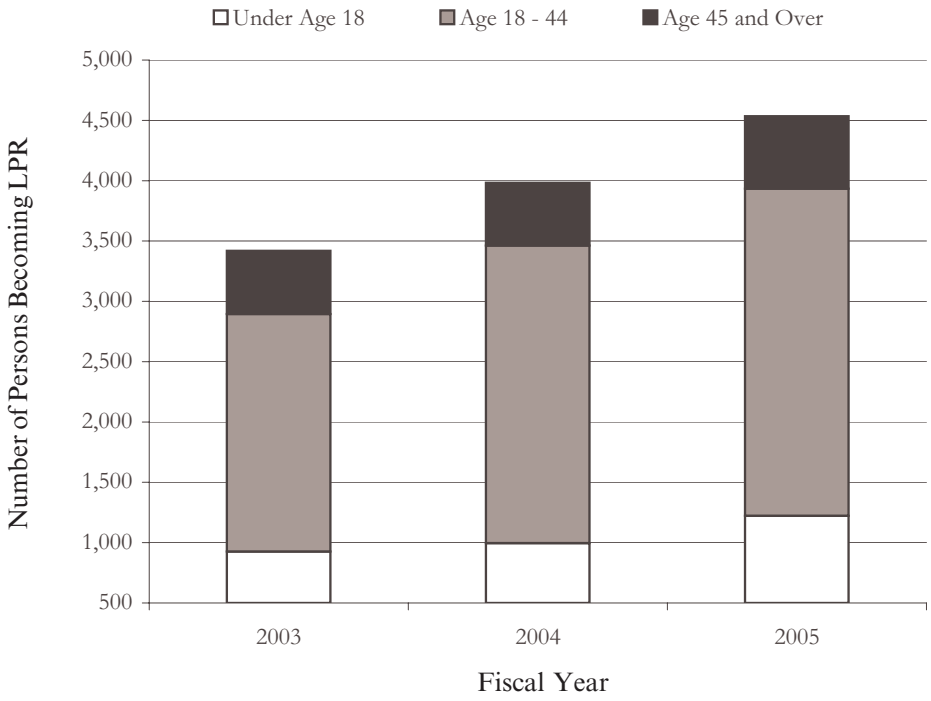
Source: U.S. Census Bureau, Population Division. Estimates of the Components of Population Change for the United States, Regions, and States: July 1, 2005 to July 1, 2006 (NST-EST2006-05).

- Migration data are estimates based on Census 2000 data. Net total migration is equal to the number of people moving into a state minus the number of people moving out of that state. The rate is figured by dividing the net migration by the estimated total population of the state.
- **Midwest States** - An estimated net rate of 0.3 per 1,000 in the population in Midwest States migrated into a state from July 2005 to July 2006. This is below the national rate of 4.0. The state with the lowest net rate of total migration was Michigan with a rate of -4.2 per 1,000 in the population while the state with the highest rate was Missouri at 3.7.
- **Nation** - States in the southern and western parts of the nation tended to have higher net migration rates than states in other parts of the United States. Nevada had the highest net rate of total migration at 26.3 per 1,000 in the population followed by Arizona at 26.2. Louisiana had the lowest net rate of total migration at -55.3 followed by Rhode Island at -8.4.

Population and Demographics

Legal Permanent Residents by Age

FIGURE 18B — NUMBER OF PERSONS BECOMING LEGAL PERMANENT RESIDENTS OF IOWA BY AGE GROUP, 2003 TO 2005 TRENDS



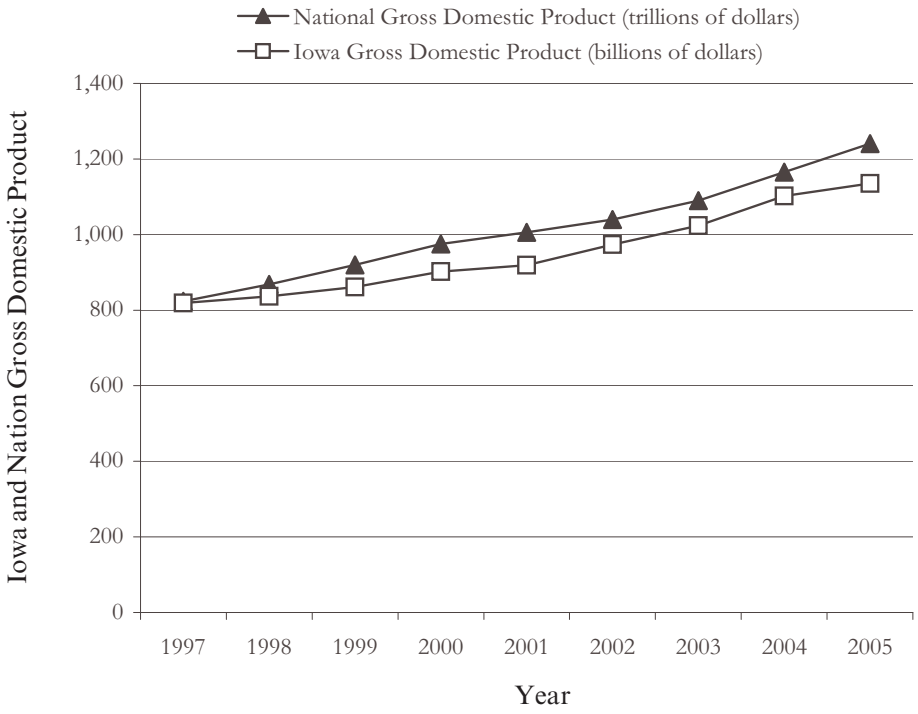
Source: U.S. Department of Homeland Security, Office of Immigration Statistics. Persons Becoming Legal Permanent Residents by State of Residence and Selected Characteristics: Fiscal Year 2003, 2004, 2005.

- Legal permanent resident (LPR) data is an estimate. Legal permanent residents are people who have been granted lawful permanent residence in the United States. They are often referred to as "green card" recipients.
- In fiscal year 2003, there were a total of 3,419 people who became legal permanent residents and resided in Iowa. Of these, 27.1 percent were under age 18, 57.6 percent were between ages 18 and 44, and 15.4 percent were age 45 and over.
- In fiscal year 2004, there were a total of 3,984 people who became legal permanent residents and resided in Iowa. Of these, 25 percent were under age 18, 61.9 percent were between ages 18 and 44, and 13.1 percent were age 45 and over.
- In fiscal year 2005, there were a total of 4,536 people who became legal permanent residents and resided in Iowa. Of these, 26.9 percent were under age 18, 59.8 percent were between ages 18 and 44, and 13.3 percent were age 45 and over.

Economics

Gross Domestic Product

FIGURE 19B — IOWA AND NATIONAL GROSS DOMESTIC PRODUCT 1997 TO 2005 TRENDS



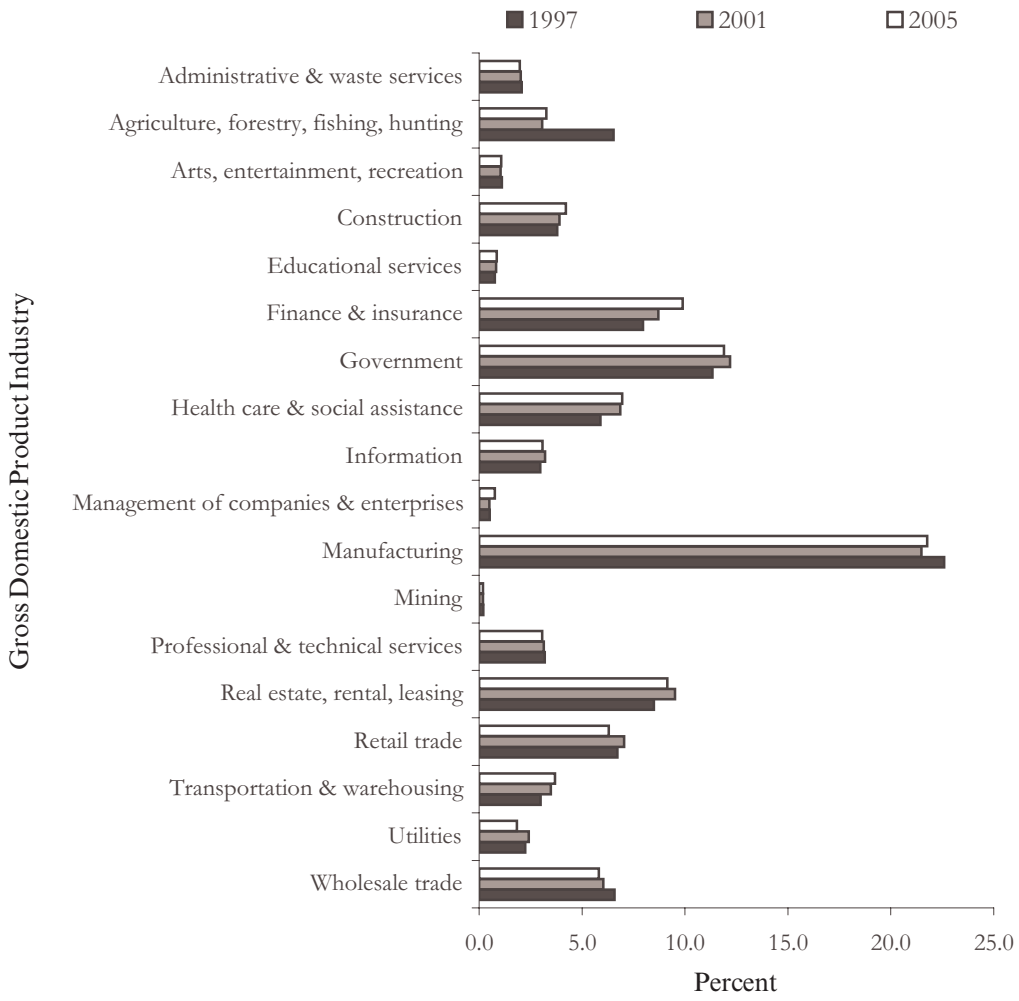
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State: 1997 to 2005.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- The national and Iowa GDP have experienced steady growth from 1997 to 2005. The national GDP grew by $417 trillion between 1997 and 2005 and the Iowa GDP grew by $316 billion.
- In 1997, Iowa's GDP was $819 billion, very similar to the national GDP in trillions of dollars at $824.
- By 2005, Iowa's GDP was $1,136 billion while the national GDP, which experienced a higher rate of growth, was at $1,241 trillion.

Economics

Gross Domestic Product Industry

FIGURE 20B — PERCENT OF IOWA GROSS DOMESTIC PRODUCT BY INDUSTRY 1997, 2001 AND 2005



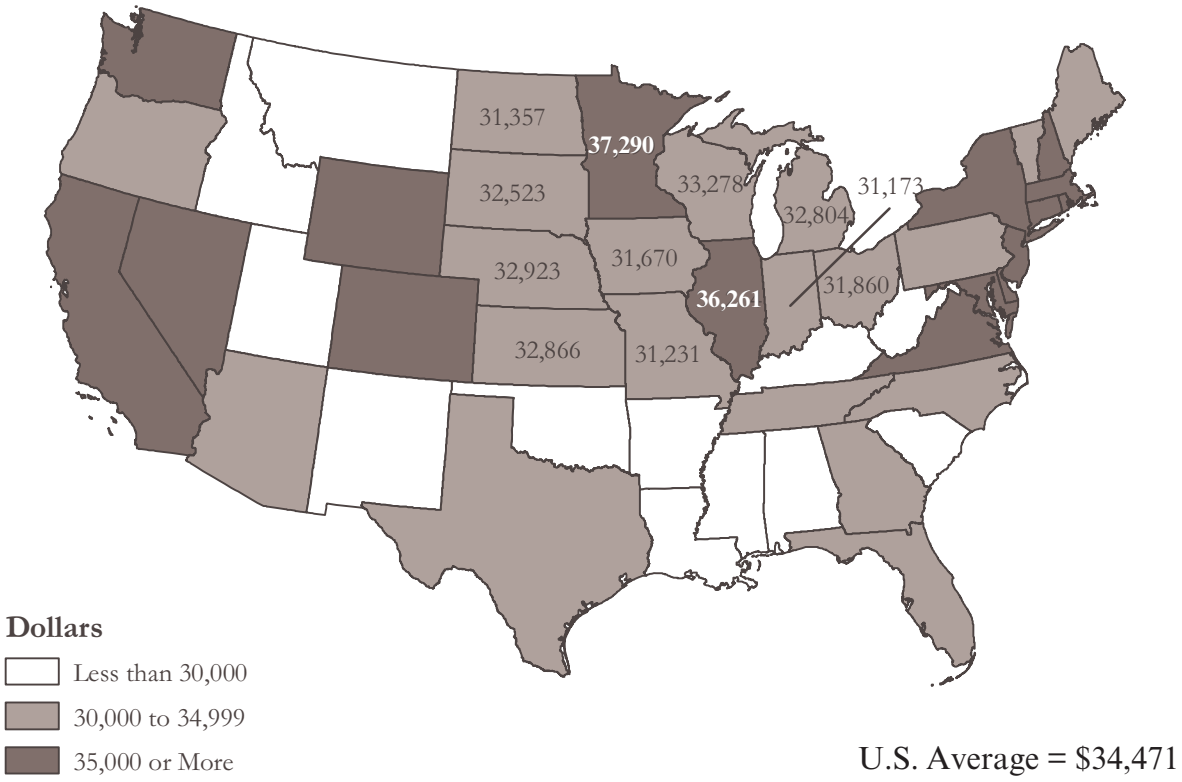
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Gross Domestic Product by State by Industry: 1997, 2001, and 2005.

- Gross domestic product (GDP) data are estimates. GDP is calculated by summing the incomes earned by labor and capital then subtracting the costs incurred in the production of goods and services.
- In 1997, 2001, and 2005 the largest percentage of Iowa's GDP was from manufacturing, averaging 22 percent of the GDP.
- In 1997, 2001, and 2005 the smallest percentage of Iowa's GDP was from mining at 0.2 percent in each of the three years.
- The financial and insurance industry experienced the largest gain in percentage of Iowa's GDP from 1997 to 2005 at 1.9 percent while agriculture, forestry, fishing, and hunting experienced the largest loss at -3.3 percent.

Economics

National Per Capita Income

FIGURE 21B — PER CAPITA INCOME FOR UNITED STATES, 2005



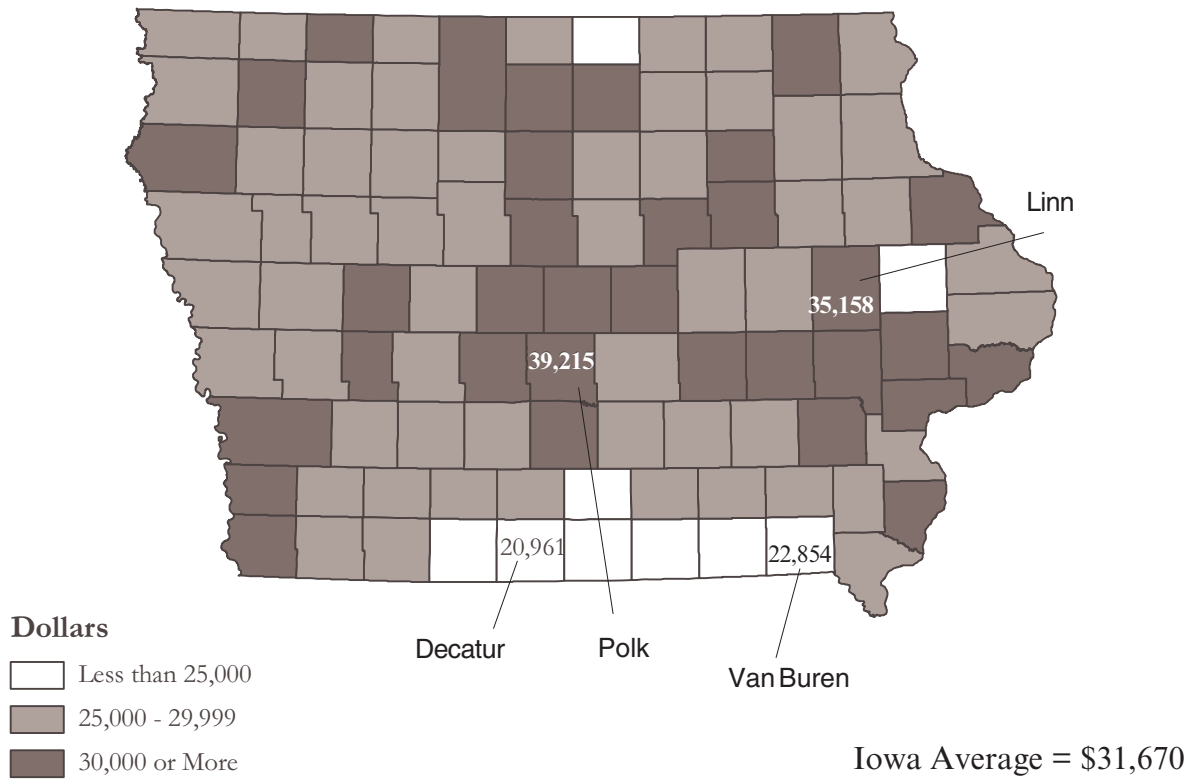
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Per Capita Personal Income (Dollars): 2005.

- Per capita personal income data are 2005 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- **Midwest States** - The average per capita income in the Midwest States was $32,937. This is somewhat below the national average of $34,471. The lowest per capita income was in Indiana at $31,173 while the highest was in Minnesota at $37,290.
- **Nation** - Overall, states in the southern and western portions of the United States had a lower per capita income than the states in other parts of the nation. Louisiana had the lowest per capita income at $24,664 followed by Mississippi at $25,051. The District of Columbia had the highest per capita income at $52,811 followed by Connecticut at $47,388.

Economics

Per Capita Income by County

FIGURE 22B — PER CAPITA INCOME FOR IOWA COUNTIES, 2005



Iowa Average = $31,670

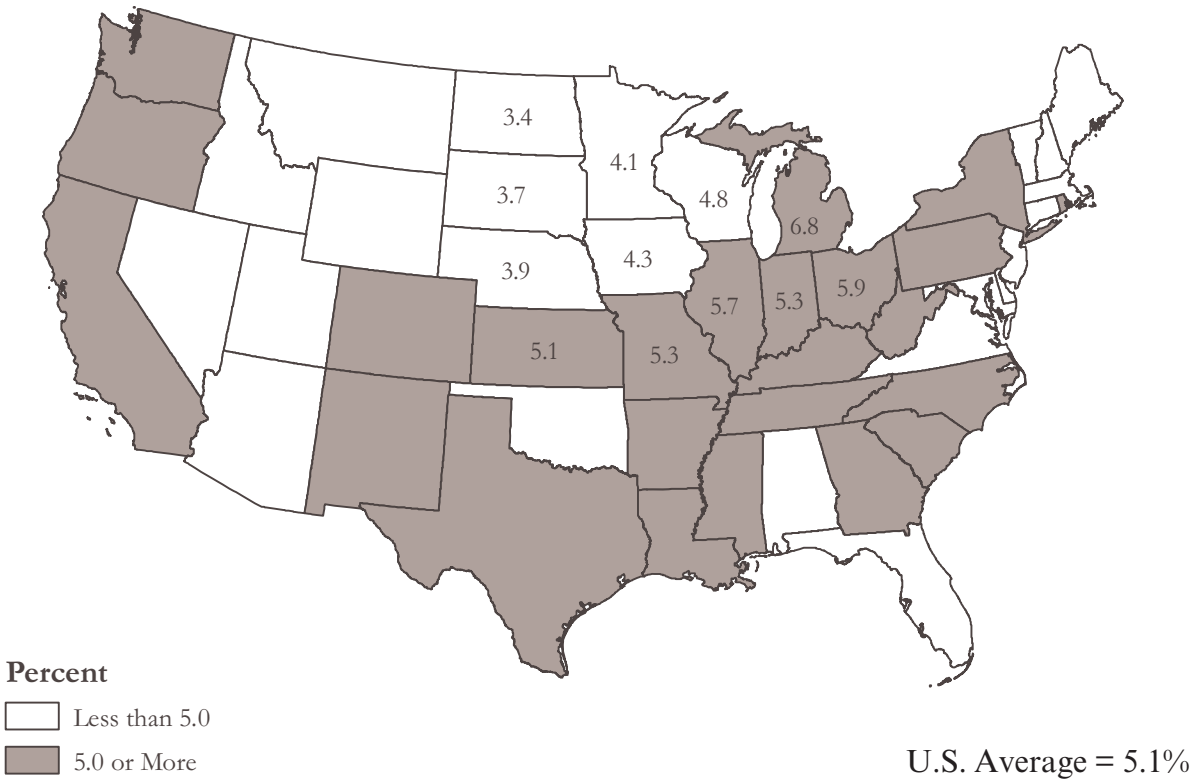
Source: U.S. Department of Commerce, Bureau of Economic Analysis. Iowa Per Capita Personal Income (Dollars): 2005.

- Per capita personal income data are 2005 estimates based on total personal income divided by midyear population estimates. The data are in real dollars, not adjusted for inflation.
- The counties in the southern-most part of Iowa had lower per capita incomes than did counties in the rest of the state. Nine counties in Iowa had a per capita income of less than $25,000, fifty-seven had a per capita income between $25,000 and $29,999, and thirty-three had a per capita income of $30,000 or higher.
- Decatur County had the lowest per capita income at $20,961 followed by Van Buren County at $22,854. Polk County had the highest per capita income at $39,215 followed by Linn County at $35,158.

Economics

National Unemployment

FIGURE 23B — PERCENT OF PEOPLE UNEMPLOYED FOR UNITED STATES, 2005



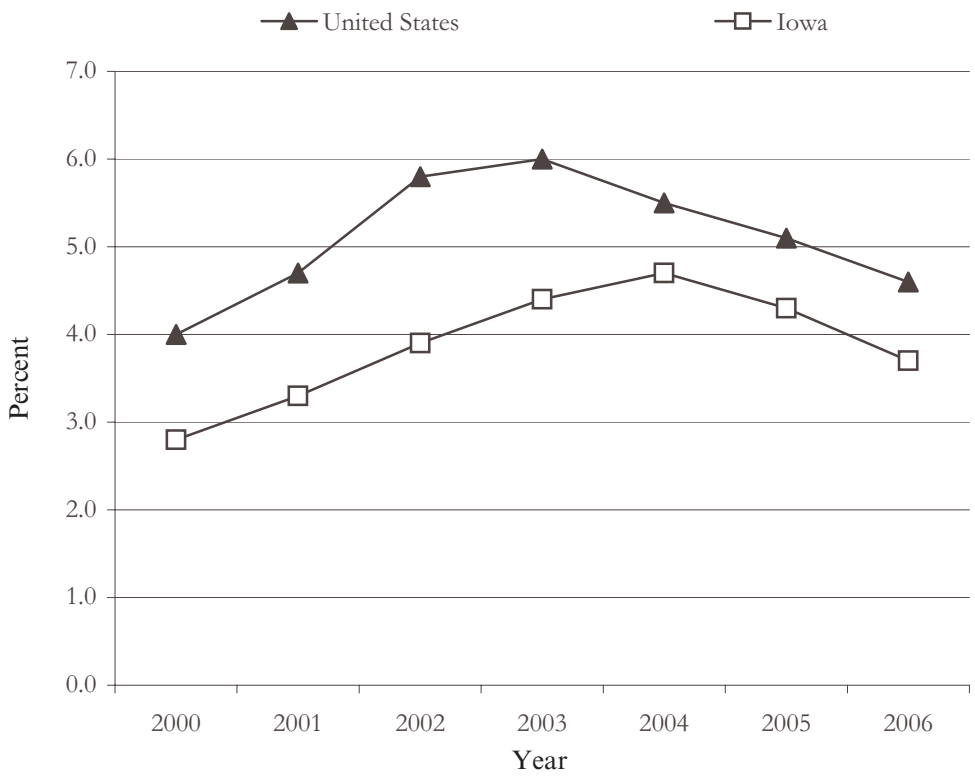
Source: U.S. Department of Labor, Bureau of Labor Statistics. Regional and State Unemployment: 2005.

- Unemployment data are 2005 estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- **Midwest States** - The average unemployment rate for the Midwest States was 4.9 percent. This is slightly below the national average of 5.1 percent. The lowest unemployment rate was in North Dakota at 3.4 percent while the highest was in Michigan at 6.8 percent.
- **Nation** - Across the United States, Hawaii had the lowest unemployment rate at 2.7 percent followed by North Dakota and Vermont at 3.4 percent. Mississippi had the highest unemployment rate at 7.8 percent followed by Alaska at 6.9 percent.

Economics

Unemployment Trends

FIGURE 24B — PERCENT OF PEOPLE UNEMPLOYED, 2000 TO 2006 TRENDS



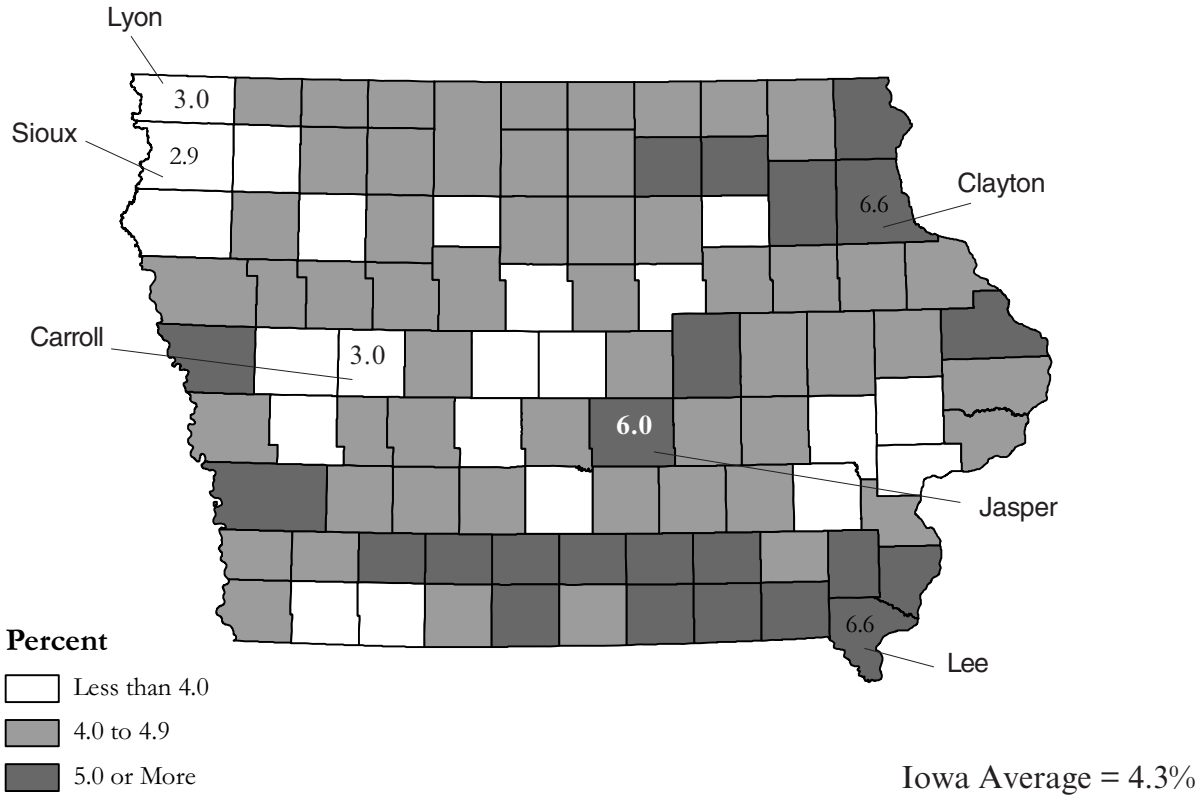
Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for United States and Iowa: 2000 to 2006.

- Unemployment data are estimates based on the estimated population and employment status of people age 16 and older as reported by the Current Population Survey. Annual data are not seasonally adjusted.
- In 2000, the national unemployment rate was 4 percent, while the rate in Iowa was 2.8 percent. The national unemployment rate peaked in 2003 at 6 percent while Iowa's unemployment rate peaked in 2004 at 4.7 percent.
- The rate in Iowa was lower than the national rate each year from 2000 to 2006. Between 2000 and 2006, the national unemployment rate averaged 5.1 percent while the Iowa unemployment rate averaged 3.9 percent.

Economics

County Unemployment

FIGURE 25B — PERCENT OF PEOPLE UNEMPLOYED FOR IOWA COUNTIES, 2005



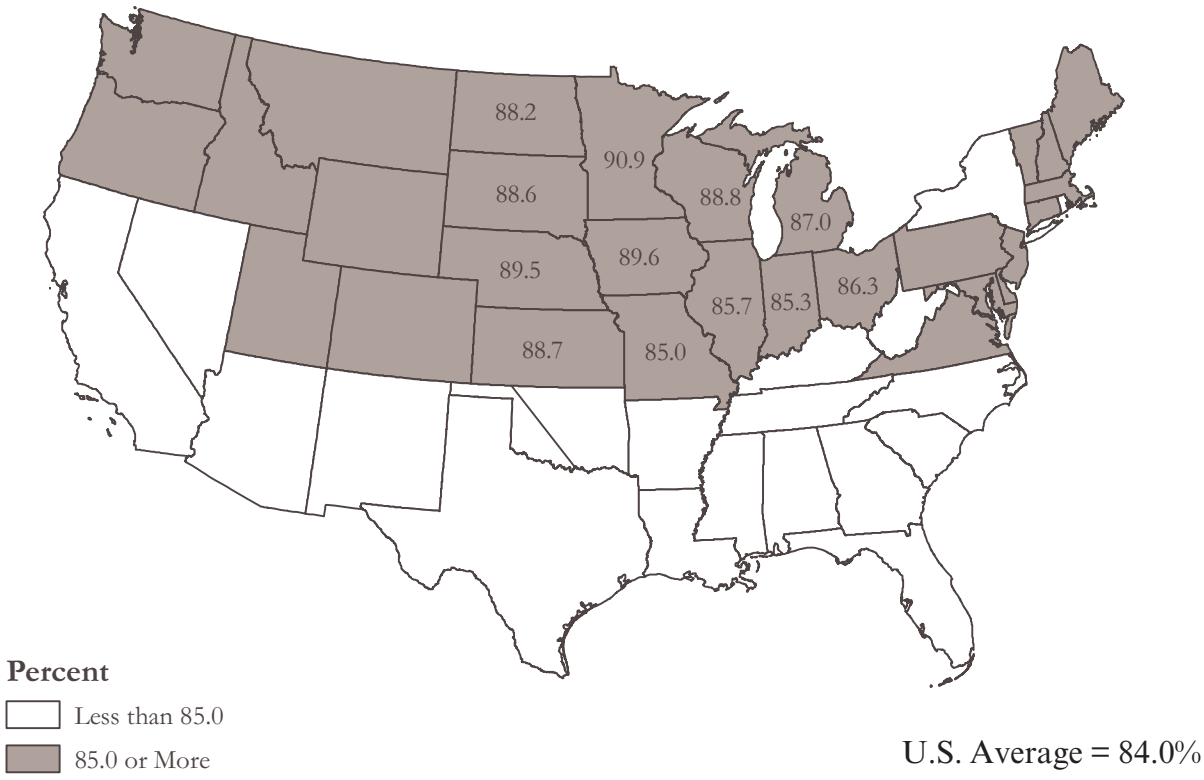
Source: Iowa Workforce Development, Iowa Workforce Information Network. Unemployment Rate for Iowa Counties and Areas: 2005.

- Unemployment data are 2005 estimates for people age 16 and older as reported by the Current Population Survey, Current Employment Statistics Program, and state unemployment insurance systems. Annual data are not seasonally adjusted.
- Twenty-two counties in Iowa had an unemployment rate of less than 4.0 percent, fifty-four had an unemployment rate between 4.0 percent and 4.9 percent, and twenty-three had a rate of 5.0 percent or more.
- Sioux County had the lowest unemployment rate at 2.9 percent followed by Carroll and Lyon counties at 3.0 percent. Clayton and Lee counties had the highest unemployment rate at 6.6 percent followed by Jasper County at 6.0 percent.

Social

National High School Diploma

FIGURE 26B — PERCENT OF THE POPULATION AGE 25 AND OLDER WHO HAVE COMPLETED HIGH SCHOOL FOR UNITED STATES, 2005



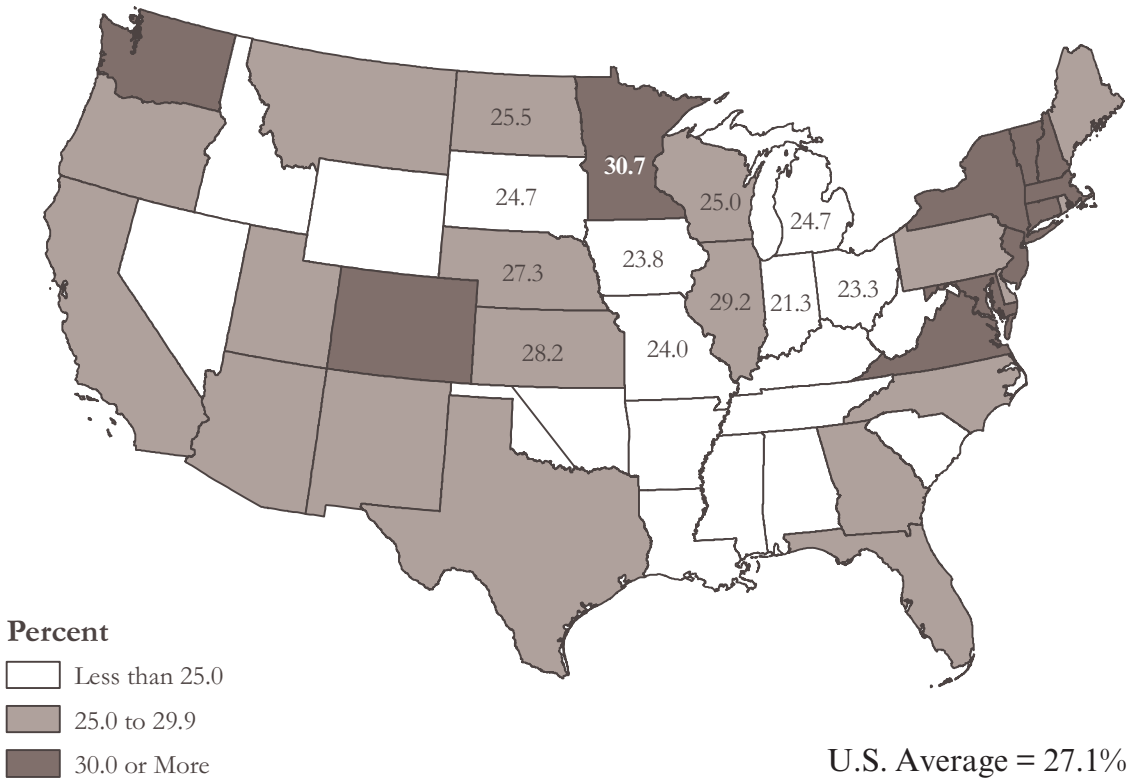
Source: U.S. Census Bureau, 2005 American Community Survey. Sex by Educational Attainment for the Population 25 Years and Older (Table B15002).

- Data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** - The average percentage of people age 25 and older who had completed high school in 2005 in the Midwest States was 87.8 percent. This was above the national average of 84.0 percent. The highest percentage was in Minnesota at 90.9 percent while the lowest was in Missouri at 85.0 percent.
- **Nation** - Overall, states in the southern portion of the United States had a lower percentage of people completing high school than states in other parts of the nation. Mississippi had the lowest percentage of high school completers at 78.5 percent followed by Texas at 78.8 percent. Wyoming had the highest percentage at 91.3 percent followed by Alaska at 91.0 percent.

Social

National Bachelors

FIGURE 27B — PERCENT OF PEOPLE AGE 25 AND OLDER WHO HAVE EARNED A BACHELOR'S DEGREE FOR UNITED STATES, 2005



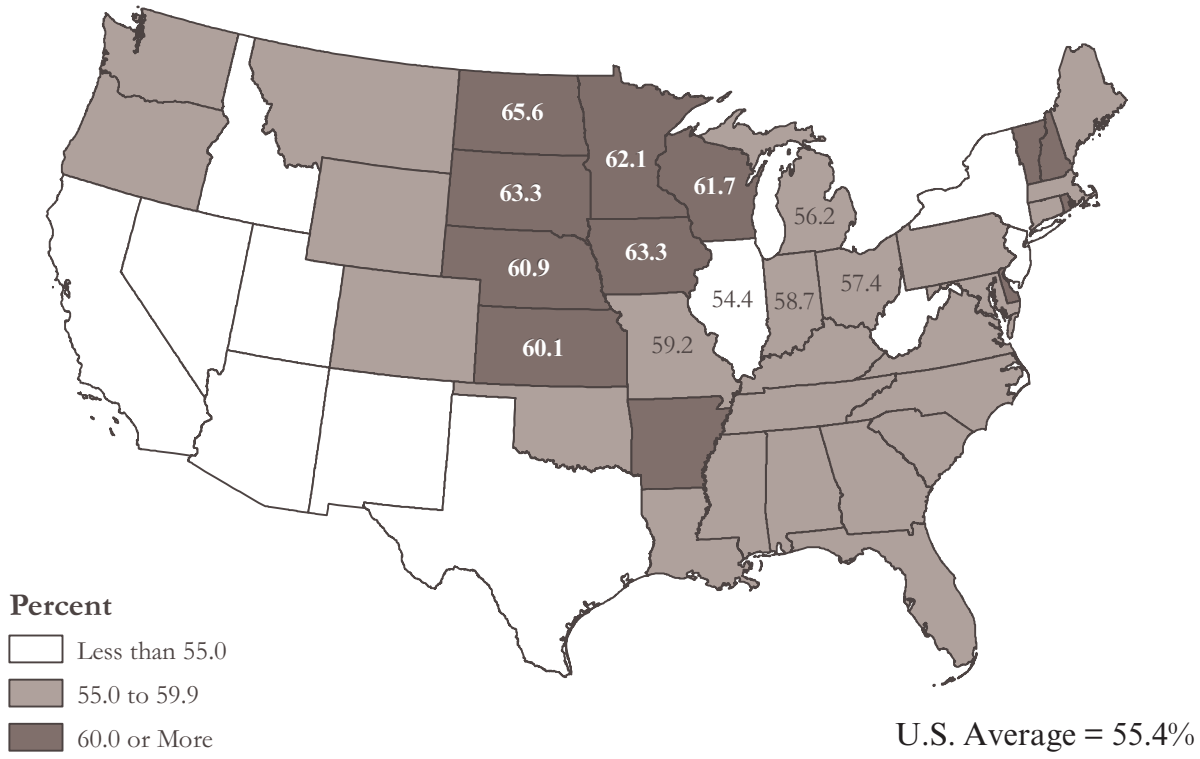
Source: U.S. Census Bureau, 2005 American Community Survey. Sex by Educational Attainment for the Population 25 Years and Older (Table B15002).

- Data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** - The average percentage of people age 25 and older who had a bachelor's degree in 2005 in the Midwest States was 25.6 percent. This is slightly below the national average of 27.1 percent. The state with the lowest percentage was Indiana at 21.3 percent while the highest was Minnesota at 30.7 percent.
- **Nation** - The District of Columbia had the highest percentage in the nation of people with bachelor's degrees at 45.3 percent followed by Massachusetts at 36.9 percent. West Virginia had the lowest percentage at 16.9 percent followed by Mississippi at 18.7 percent.

Social

Both Parents Work

TABLE 28B — PERCENT OF FAMILIES WITH CHILDREN WHERE BOTH PARENTS WORK OUTSIDE THE HOME FOR UNITED STATES, 2005



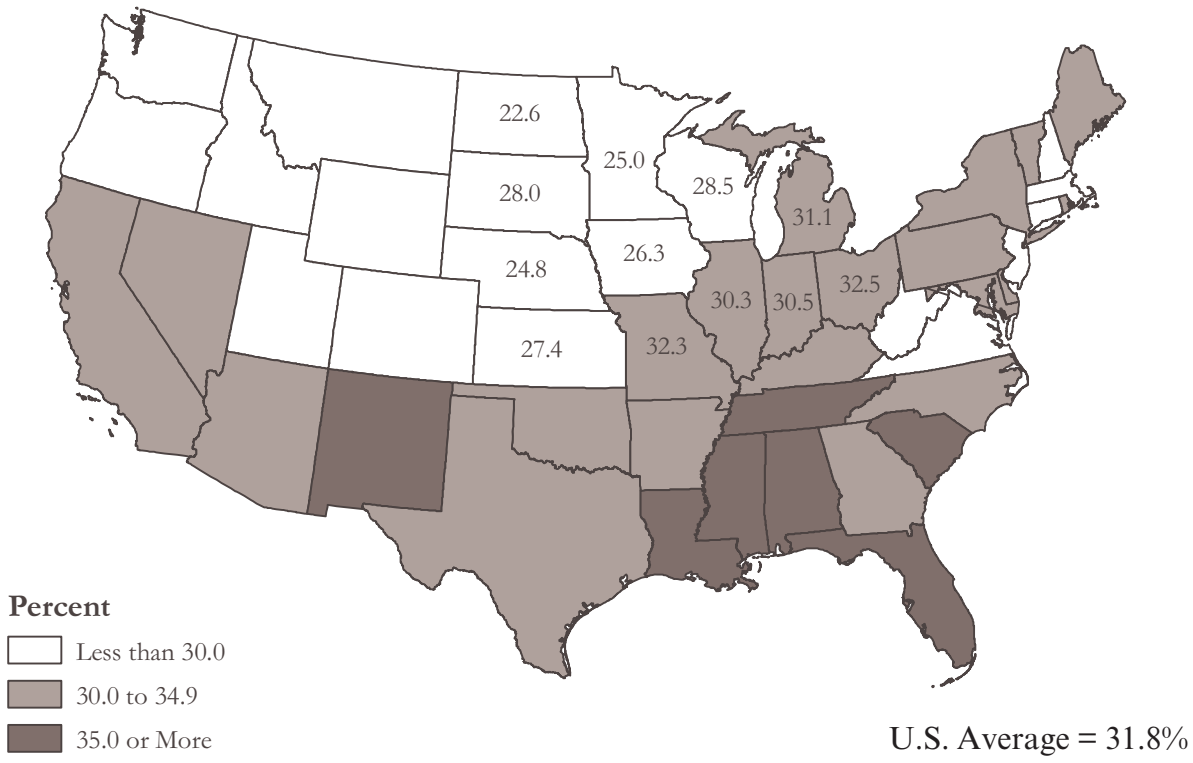
Source: U.S. Census Bureau, 2005 American Community Survey. Presence and Age of Own Children Under 18 Years by Family Type by Number of Workers in Family in the Past 12 Months (Table B23009).

- Data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** - The average percentage of families with children where both parents work in the Midwest States was 60.2 percent. This is above the national average of 55.4 percent. The lowest percentage of families with two parents, both working, was in Illinois at 54.4 percent while the highest was in North Dakota at 65.6 percent.
- **Nation** - In the nation overall, the Midwest States had the highest percentage of two parent families where both parents worked. North Dakota had the highest percentage at 65.6 percent followed by Vermont at 63.6 percent. California had the lowest percentage at 48.9 percent followed by Utah at 49.3 percent.

Social

One Parent Household

FIGURE 29B — PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT FOR UNITED STATES, 2005



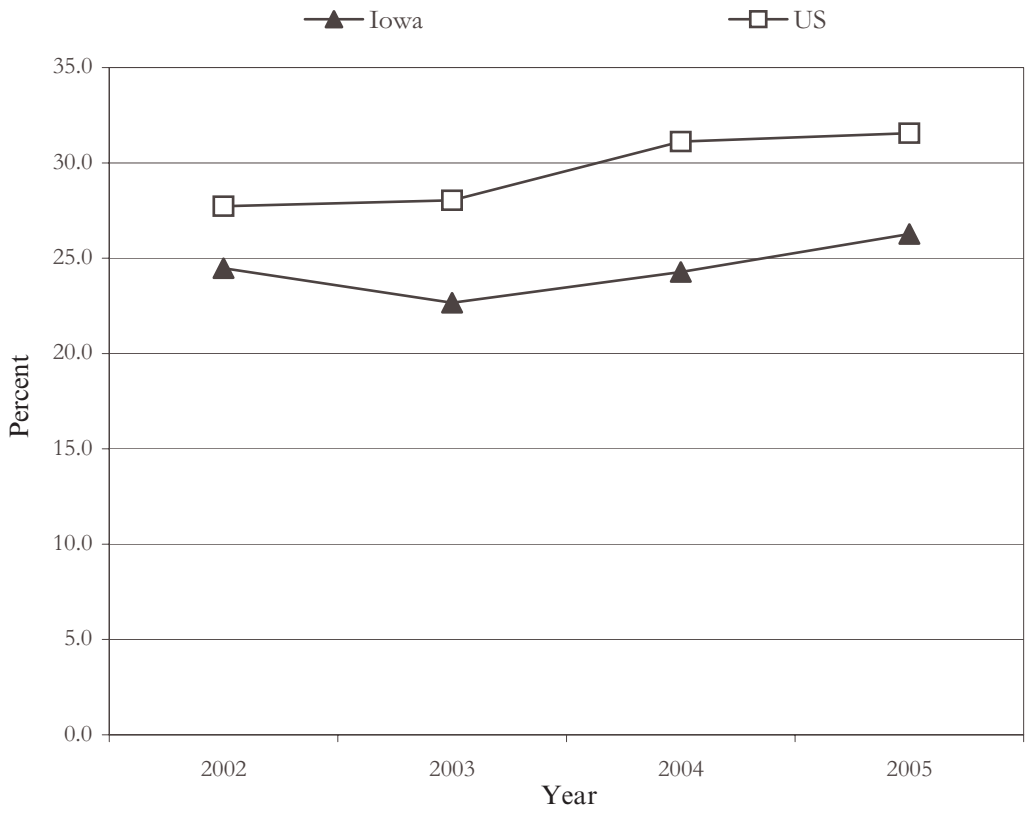
Source: U.S. Census Bureau, 2005 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months (Table B23008).

- Data are estimates and are shown at the 90 percent conficence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- **Midwest States** - The average percentage of children living in single-parent families in the Midwest States was 28.3 percent. This is slightly below the national average of 31.8 percent. The lowest percentage was in North Dakota at 22.6 percent while the highest was in Ohio at 32.5 percent.
- **Nation** - States in the southern part of the United States tended to have a larger percentage of children living with only one parent than did states in the northern part. The District of Columbia had the highest percentage of children living in single-parent families at 65.1 percent followed by Mississippi at 46.9 percent. Utah had the lowest percentage at 17.5 percent followed by North Dakota at 22.6 percent.

Social

One Parent Trends

FIGURE 30B — PERCENT OF CHILDREN LIVING WITH ONLY ONE PARENT 2002 TO 2005 TRENDS



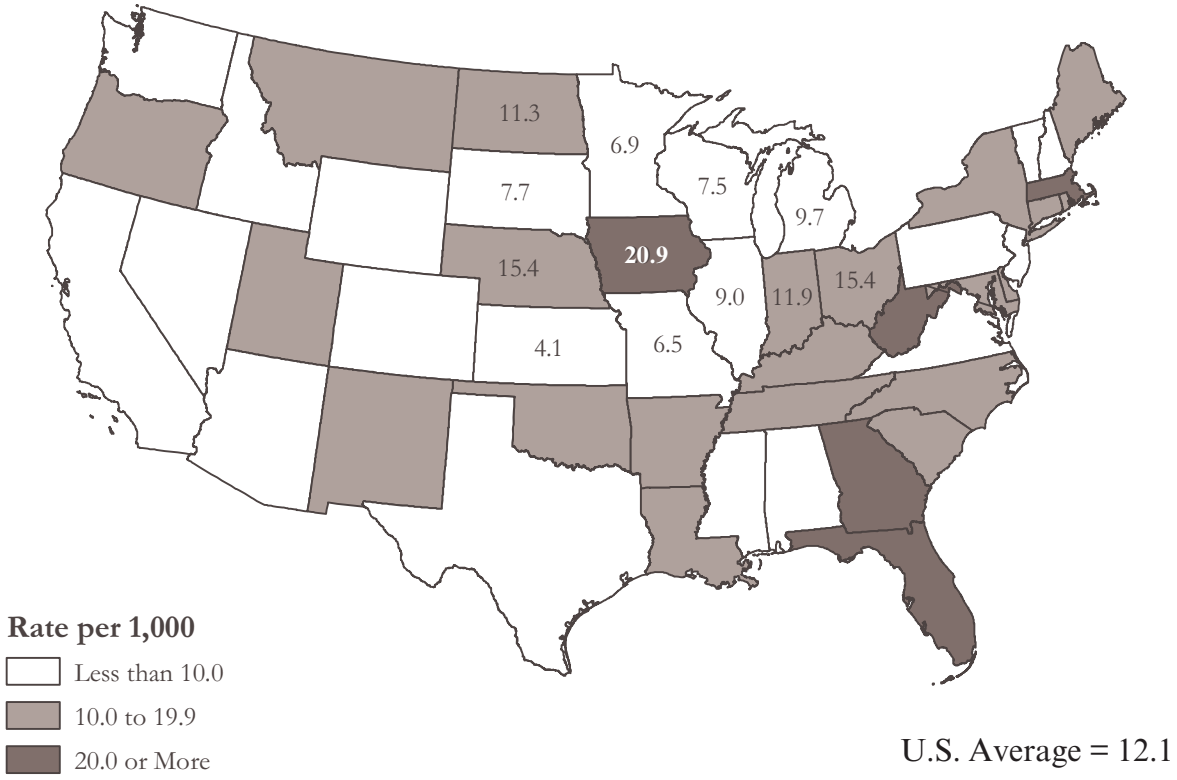
Source: U.S. Census Bureau, 2002 to 2005 American Community Survey. Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents in the Past 12 Months.

- Data are estimates and are shown at the 90 percent confidence interval. Estimates are based on a sample of the household population and exclude the population living in institutions, college dormitories, and other group quarters.
- In 2005, the percentage of children under age 18 living with only one parent was 31.6 percent, while the percentage in Iowa was 26.3 percent
- In 2002, the percentage of children under age 18 living with only one parent was 27.7 percent, while the rate in Iowa was 24.5 percent.
- Overall, the national and Iowa percentages of children living with only one parent have been increasing slightly from 2002 to 2005. The rate in Iowa is lower than the national rate each year from 2002 to 2005.

Social

National Child Abuse

FIGURE 31B — RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION FOR UNITED STATES, 2005



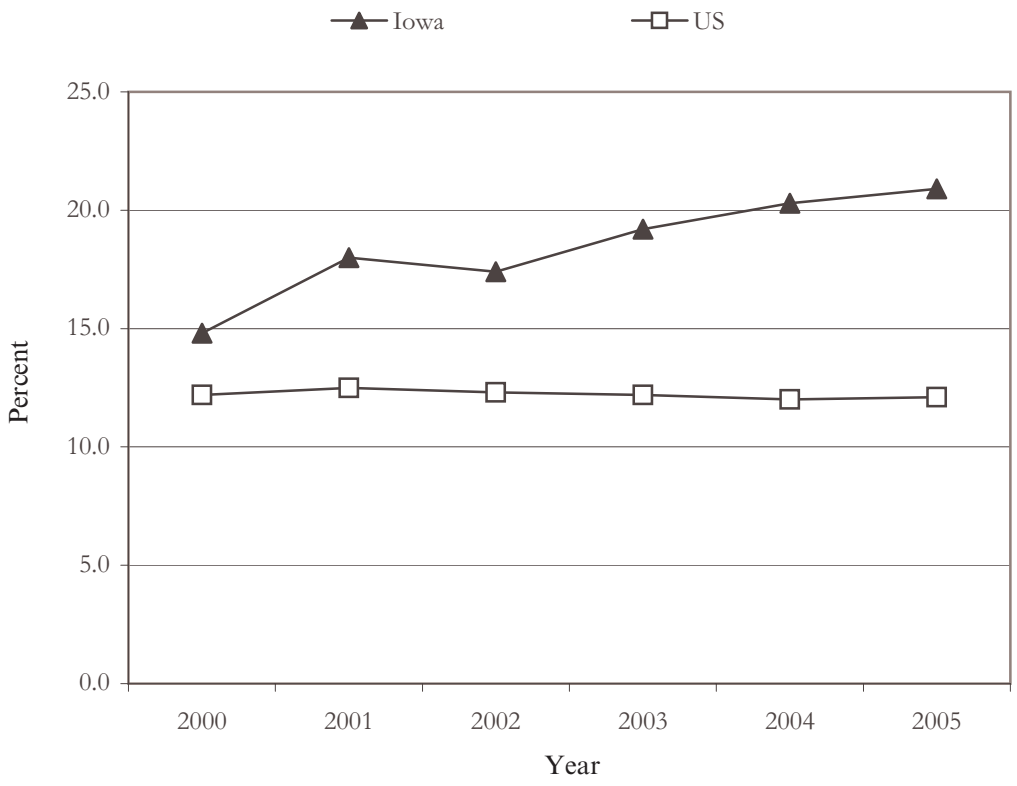
Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2005.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the U.S. Census, Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases.
- **Midwest States** - An estimated 10.5 youth of every 1,000 youth in the population under age 18 in the Midwest States had been the victim of abuse or neglect in 2005. This is below the national average of 12.1. The lowest rate of abused or neglected children was in Missouri at 6.5 while the highest rate was in Iowa at 20.9.
- **Nation** - Within the United States, Pennsylvania had the lowest rate of children who had been abused or neglected at 1.5 per 1,000 youth followed by New Hampshire at 3.1. Florida had the highest rate at 32.1 followed by the District of Columbia at 25.2 per 1,000 youth.

Social

Child Abuse Trends

FIGURE 32B — RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION 2000 TO 2005 TRENDS



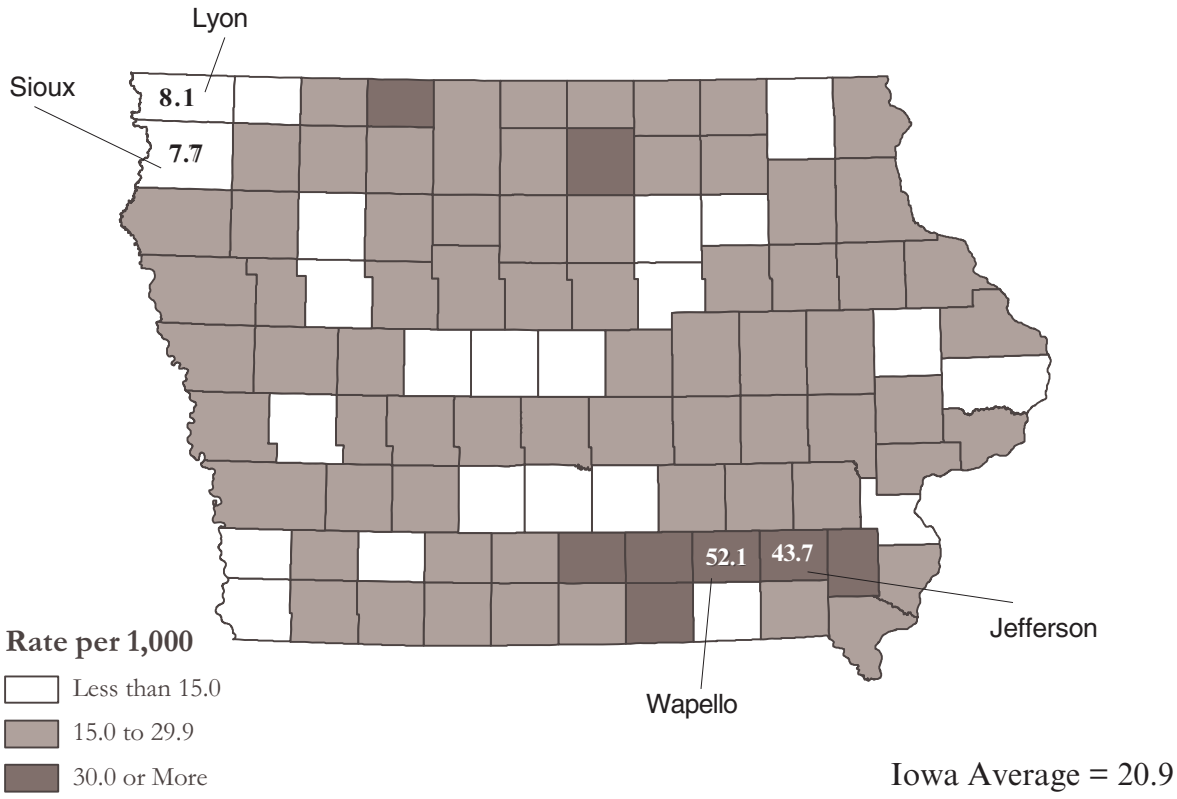
Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. Child Maltreatment 2005.

- Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the federal fiscal year. The population data used for rate calculations are estimates of youth under age 18 from the U.S. Census, Current Population Survey. States have different sets of criteria for screening in cases for investigation, and require different levels of evidence to substantiate or confirm cases. Note that unlike many states, Iowa does not currently use differentiated response when handling possible child abuse cases.
- In fiscal year 2005, the national rate of child abuse or neglect was 12.1 per 1,000 youth under age 18, while the rate in Iowa was 20.9 per 1,000.
- In fiscal year 2000, the national rate of child abuse or neglect was 12.2 per 1,000 youth under age 18, while the rate in Iowa was 14.8 per 1,000.
- Overall, the national rate of child abuse or neglect was steady or decreasing from 2000 to 2005. On the other hand, the rate in Iowa has been steadily increasing since 2002. The rate in Iowa is higher than the national rate each year from 2000 to 2005.

Social

Child Abuse and Neglect

FIGURE 33B — RATE OF CHILD ABUSE AND NEGLECT PER 1,000 CHILDREN IN THE POPULATION FOR IOWA COUNTIES, 2005



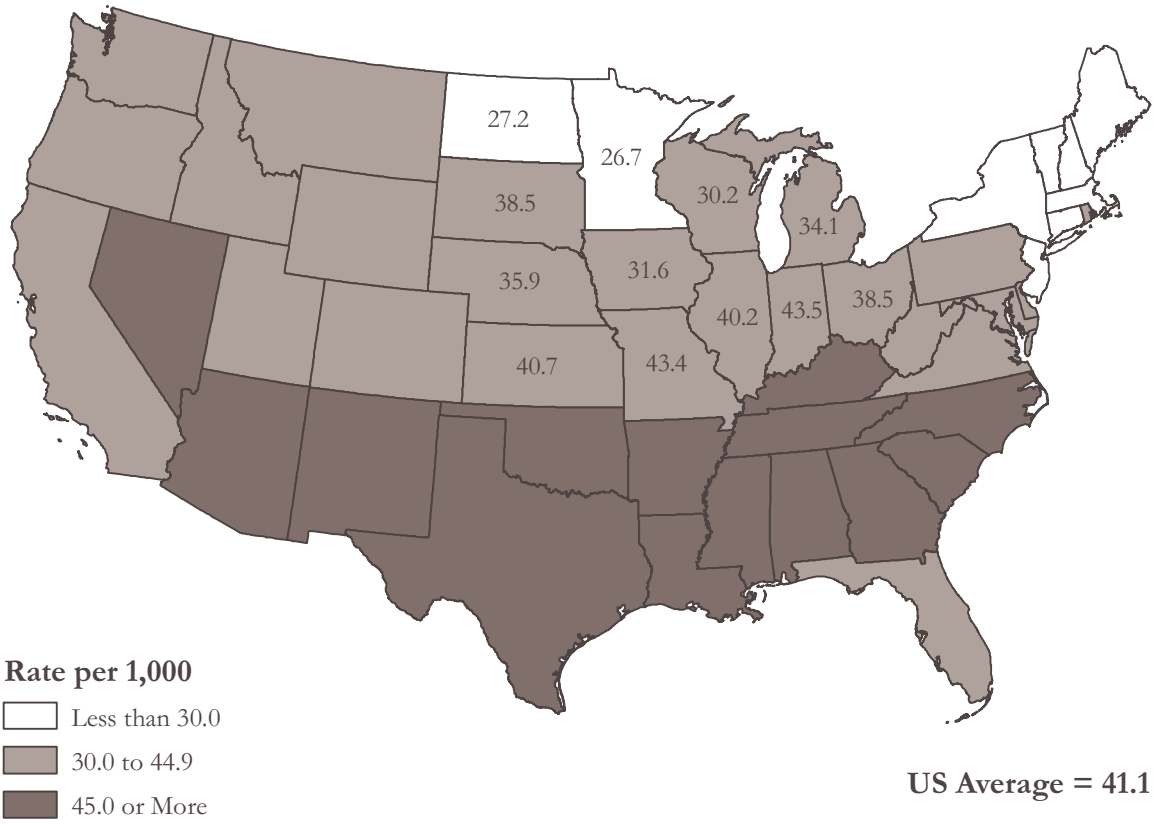
Source: Iowa Department of Human Services, Child Abuse Statistics and Reports. Child Abuse for Calendar 2005.

- Child abuse and neglect rate data are 2005 estimates. Data represents unique (unduplicated) victims of substantiated or indicated abuse or neglect, based on the calendar year. The population data used for rate calculations are 2005 estimates of youth under age 18 based on Census 2000 data.
- Twenty-three counties in Iowa had a child abuse or neglect rate under 15.0 per 1,000 youth in the population, sixty-eight had a rate between 15.0 and 29.9, and eight had a rate of 30.0 or more.
- Counties in the southeast part of the state tended to have higher rates of child abuse and neglect than counties in other parts of the state. Wapello County had the highest rate at 52.1 per 1,000 youth followed by Jefferson County at 43.7. Sioux County had the lowest rate of child abuse or neglect at 7.7 per 1,000 youth followed by Lyon County at 8.1.

Social

National Teen Births

FIGURE 34B — TEEN BIRTHS PER 1,000 15 TO 19 YEAR OLD FEMALES IN THE POPULATION FOR UNITED STATES, 2004



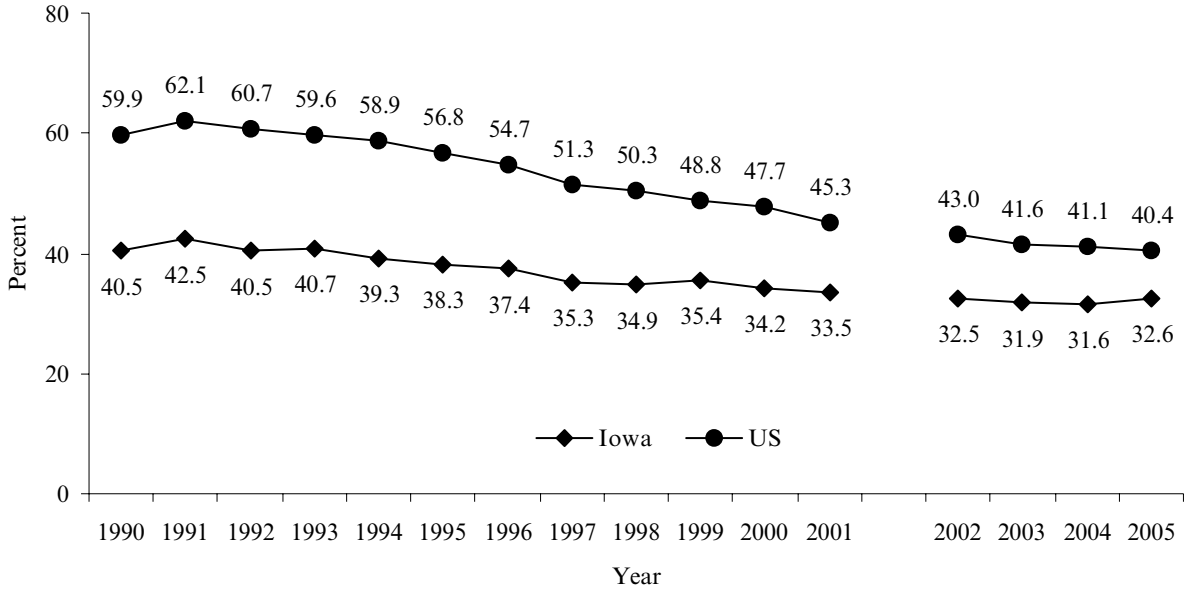
Source: National Center for Health Statistics, Division of Vital Statistics. National Vital Statistics Reports, Births: Final Data for 2004, vol. 55, n.1.

- Teen birth data are 2004 estimates. The population data used for rate calculations are estimates based on Census 2000 data.
- **Midwest States** - On average, an estimated 35.9 of every 1,000 females age 15 to 19 gave birth in the Midwest States in 2004. This is below the national average of 41.1. The lowest teen birth rate was in Minnesota at 26.7 per 1,000 females age 15 to 19 while the highest rate was in Indiana at 43.5.
- **Nation** - Female teens in the southern portion of the United States gave birth at higher rates than female teens in the northern portion. The District of Columbia had the highest rate of teen births at 66.7 per 1,000 females age 15 to 19 followed by Texas at 62.6. New Hampshire had the lowest rate at 18.2 followed by Vermont at 20.9.

Social

Teen Births

FIGURE 35B — TEEN (15 TO 19 YEAR-OLDS) BIRTH RATES, 1990-2005



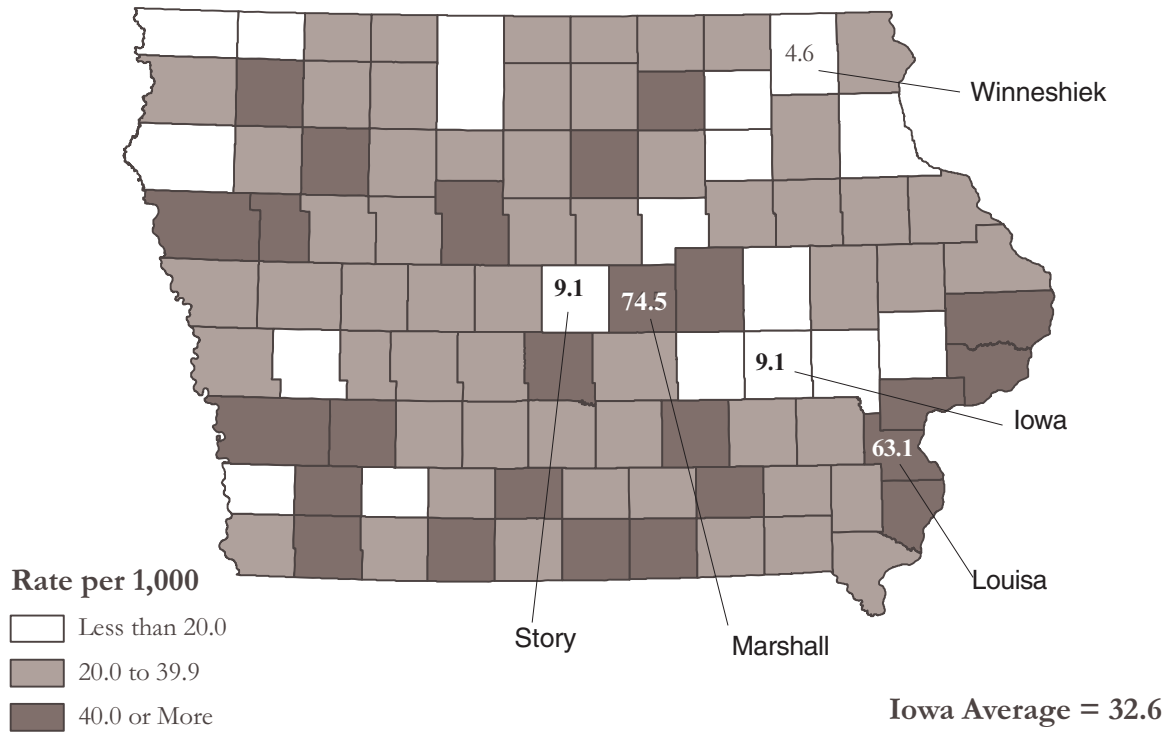
Source: National Center for Health Statistics, Division of Vital Statistics. National Vital Statistics Reports, Births (www.cdc.gov/nchs/data/nvsr/nvsr51/nvsr51_12.pdf).

- Teen birth data are estimates. The population data used for rate calculations are estimates based on Census data. Teen birth rates reflect the number of births to 15 to 19 year-olds divided by the total female population 15 to 19 year-olds, multiplied by 1,000.
- Overall, the national teen birth rate has decreased since 1990. During the same period, the rate in Iowa has also declined and has been consistenly lower than the national rate.
- In 2005, the national teen birth rate was 40.4 per 1,000 females age 15 to 19, while the rate in Iowa was 32.6 per 1,000. In 1990, the birth rates were 59.9 and 40.5, respectively.

Social

Teen Births by County

FIGURE 36B — TEEN BIRTHS PER 1,000 15 TO 19 YEAR-OLD FEMALES IN THE POPULATION FOR IOWA COUNTIES, 2005



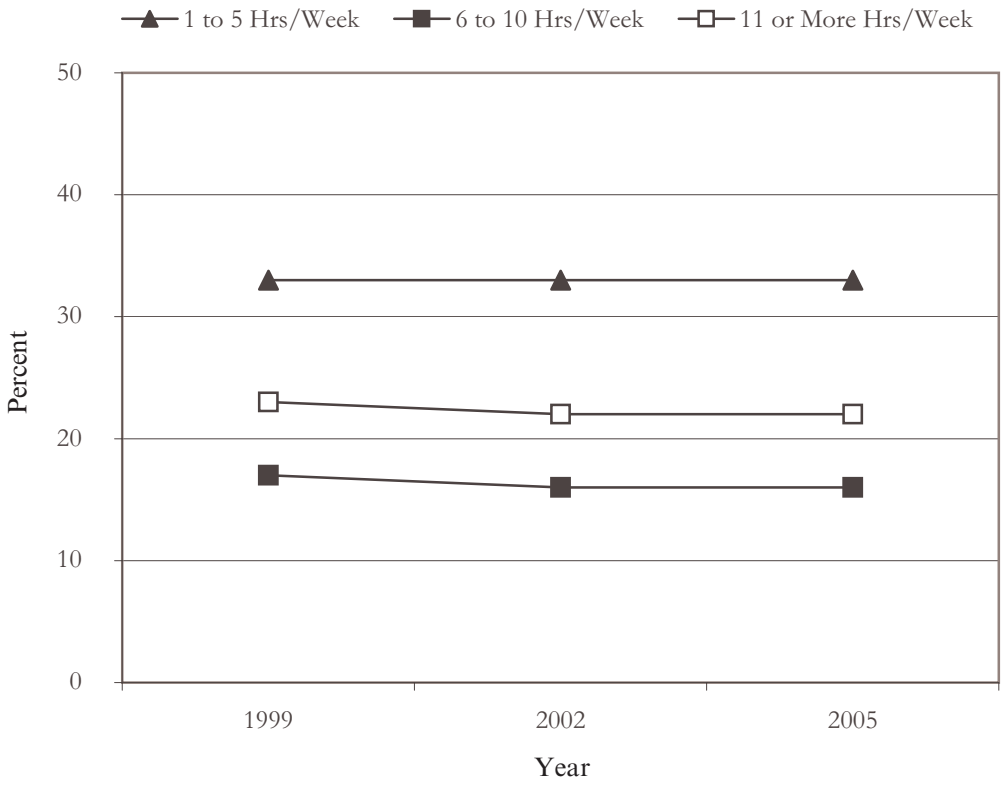
Source: Iowa Department of Public Health, Bureau of Health Statistics. Vital Statistics of Iowa 2005, Summary of Selected Vital Events by County (Table 5).

- The birth rates are based on live births and are assigned to counties based on the resident county of the mother. Rates are figured using the 2005 estimated female population age 15 to 19 based on Census 2000 data. To protect confidentiality, data from Adams County has been omitted from this analysis.
- Seventeen counties in Iowa had less than 20 teen births per 1,000 females age 15 to 19 in the population, 57 had a rate of 20 to 39.9 teen births, and 25 counties had a rate of 40.0 or more teen births.
- Marshall County had the highest rate of teen births at 74.5 per 1,000 females age 15 to 19 in the population followed by Louisa County at 63.1. Winneshiek County had the lowest rate of teen births at 4.6 followed by Iowa and Story counties at 9.1.

Social

Iowa Youth Survey

FIGURE 37B — PERCENT OF 11TH GRADERS WHO SPENT TIME AT SCHOOL-RELATED EXTRA-CURRICULAR ACTIVITIES, 1999, 2002 AND 2005



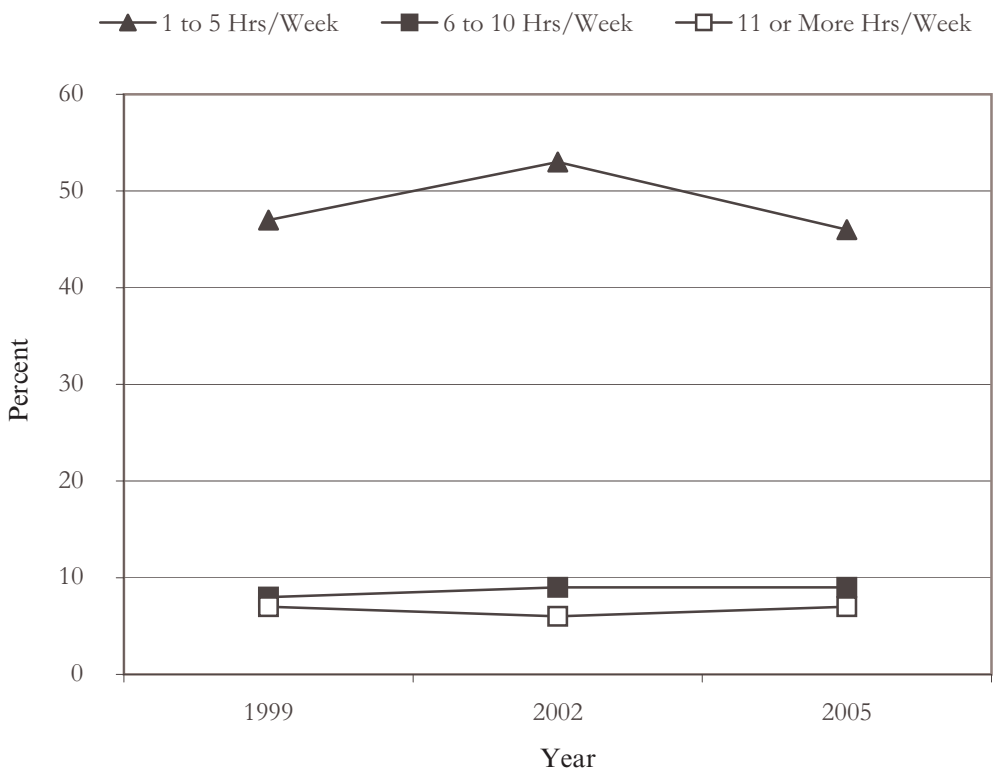
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*.
- The percentage of 11th graders participating in school-related extra-curricular activities during the school year has remained steady from 1999 to 2005. In 1999, 73 percent of 11th graders spent at least one hour per week participating in school-related extra-curricular activities. In 2002 and 2005, 71 percent participated in school-related extra-curricular activities.
- On average across the three reporting years, 33 percent of 11th graders participated in school-related extra-curricular activities for one to five hours each week, 16.3 percent participated for six to ten hours, and 22.3 percent participated for eleven or more hours each week.

Social

Iowa Youth Survey

FIGURE 38B — PERCENT OF 11TH GRADERS WHO PARTICIPATED IN ACTIVITIES OUTSIDE OF SCHOOL*, 1999, 2002 AND 2005



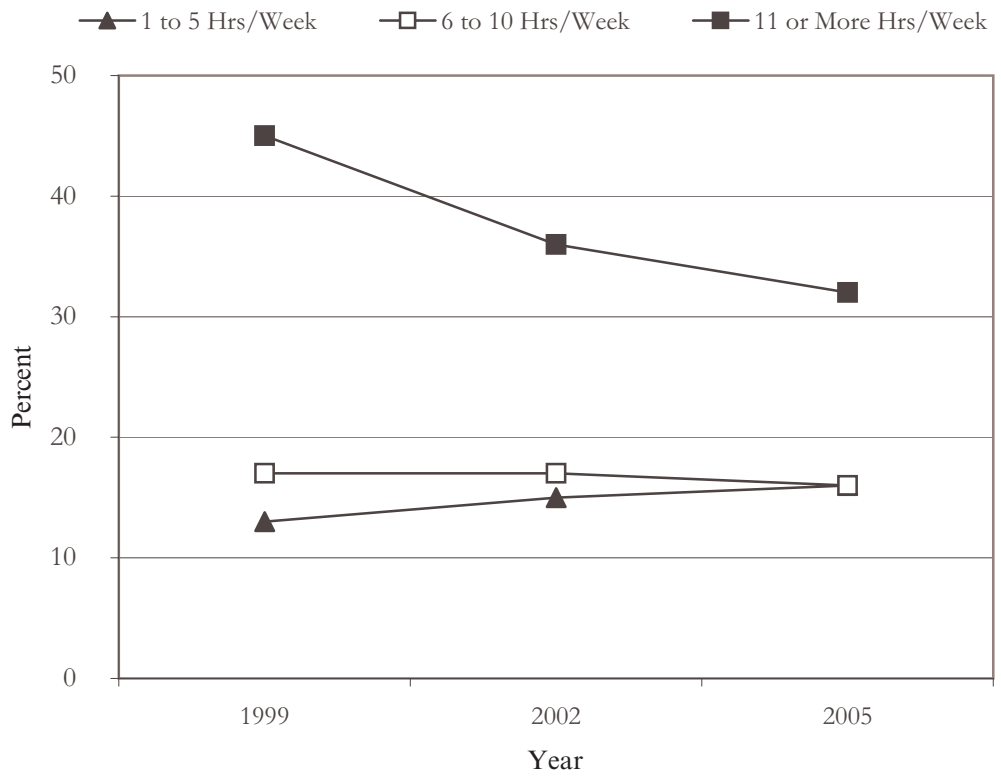
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.
Note: *Activities might include music, 4-H, Scouts, clubs, etc.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*.
- The percentage of 11th graders participating in nonschool-related extra-curricular activities during the school year has remained relatively steady from 1999 to 2005. In both 1999 and 2005, 62 percent of 11th graders spent at least one hour per week participating in nonschool-related extra-curricular activities during the school year, while in 2002 68 percent did.
- On average across the three reporting years, 48.6 percent of 11th graders participated in nonschool-related extra-curricular activities for one to five hours each week, 8.7 percent participated for six to ten hours, and 6.7 percent participated for eleven hours or more.

Social

Working 11th Graders

FIGURE 39B — PERCENT OF 11TH GRADERS WHO SPENT TIME WORKING AT A PAID JOB 1999, 2002 AND 2005



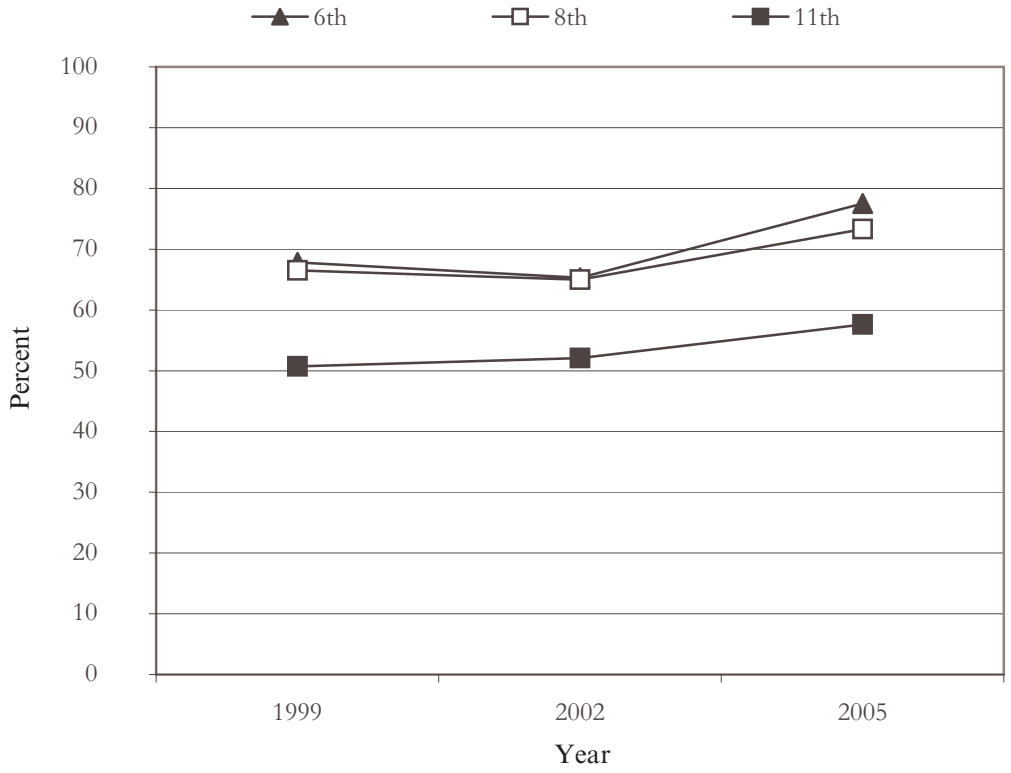
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*.
- The percentage of 11th graders working at a paid job during the school year has dropped each year that data is available from 1999 to 2005. In 1999, 75 percent of 11th graders spent at least one hour per week working at a paid job. In 2002, this percentage decreased to 68 percent and in 2005 it decreased again to 64 percent.
- On average, 14.7 percent of 11th graders worked for one to five hours each week, 16.7 percent worked for six to ten hours, and 37.7 percent worked for eleven hours or more.

Social

Supportive Family

FIGURE 40B — PERCENT OF STUDENTS WHO FEEL THEY HAVE A SAFE AND SUPPORTIVE FAMILY 1999, 2002 AND 2005



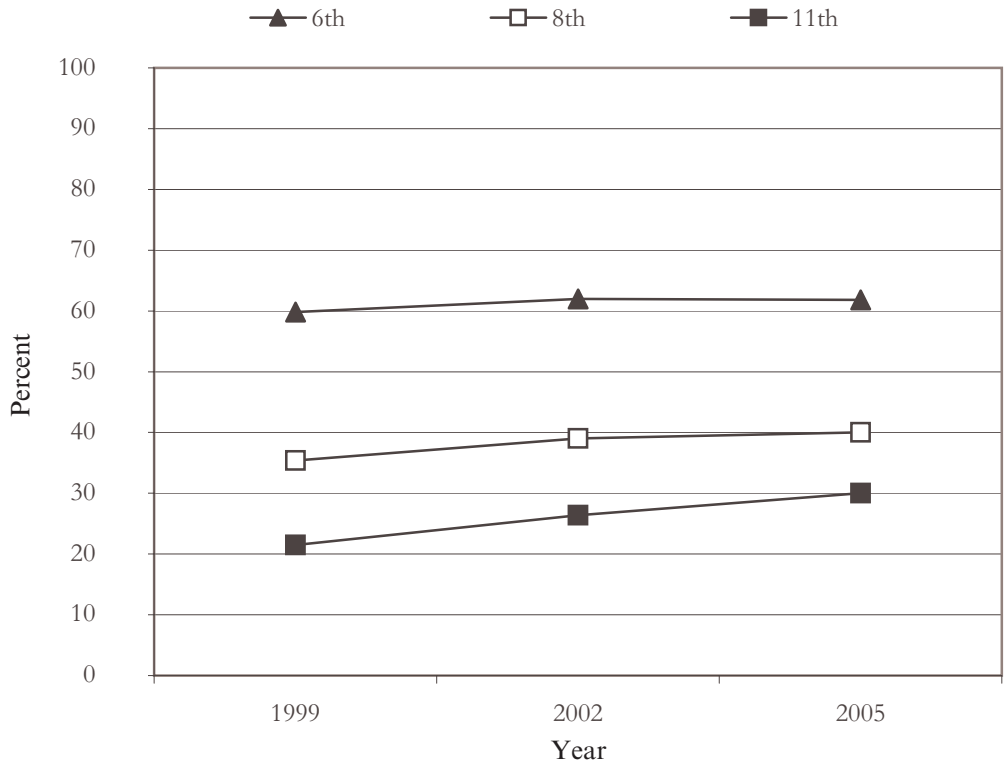
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*. The family involvement and support construct is made up of six questions.
- The percentage of students who answered positively to each question in the family involvement and support construct was steady for 1999 and 2002 and increased in 2005. In 1999, an average of 61.7 percent of respondents answered positively to each question in the construct, in 2002 60.8 percent answered positively, and in 2005 69.5 percent answered positively.
- A higher percentage of 6th and 8th graders answered positively to all questions in the construct than did 11th graders. On average, 70.2 percent of 6th graders answered positively to all questions, 68.3 percent of 8th graders did, and 53.5 percent of 11th graders did.

Social

School Support

FIGURE 41B — PERCENT OF STUDENTS WHO FEEL THEY HAVE SUPPORTIVE STAFF AND STUDENTS AT SCHOOL 1999, 2002 AND 2005



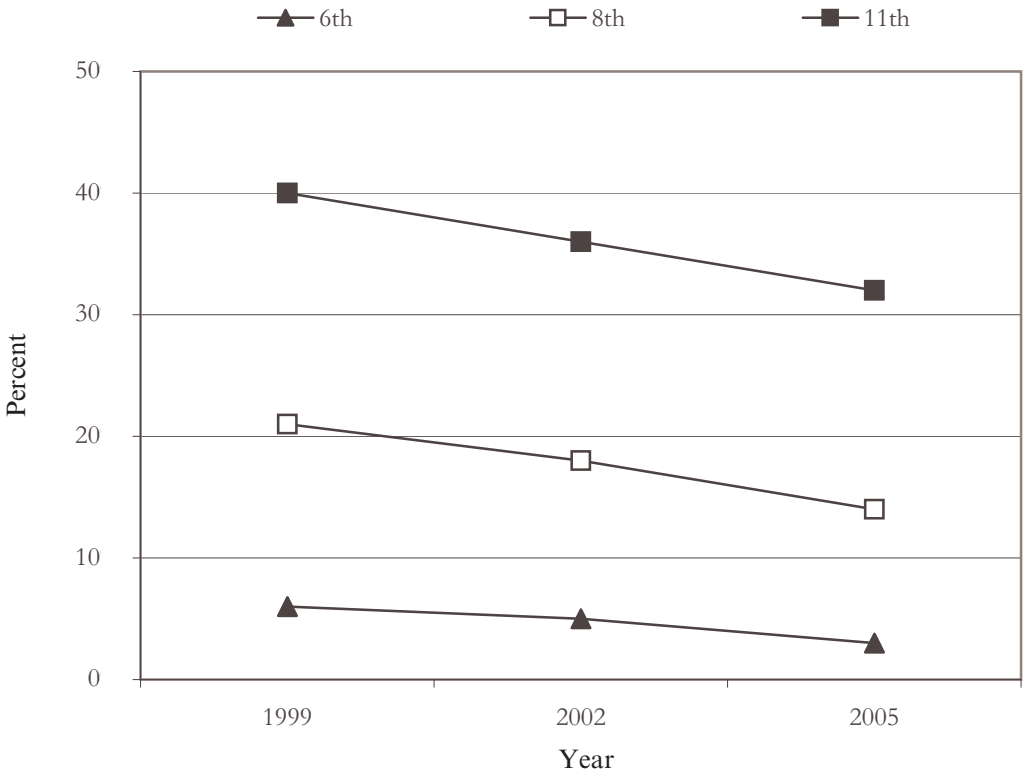
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*. The school staff/student support construct is made up of six questions.
- The percentage of students who answered positively to each question in the school staff/student support construct has remained fairly steady from 1999 to 2005. In 1999, an average of 38.9 percent of respondents answered positively to each question in the construct, 42.5 percent in 2002 answered positively, and 43.9 percent in 2005 answered positively.
- Sixth graders were more likely to answer positively to all questions in the construct, followed by 8th graders, and then 11th graders. On average, 61.2 percent of 6th graders answered positively to all questions, 38.1 percent of 8th graders did, and 26 percent of 11th graders did.

Social

One Drink

FIGURE 42B — PERCENT OF STUDENTS WHO HAD AT LEAST ONE FULL DRINK OF ALCOHOL IN THE PAST 30 DAYS
1999, 2002 AND 2005



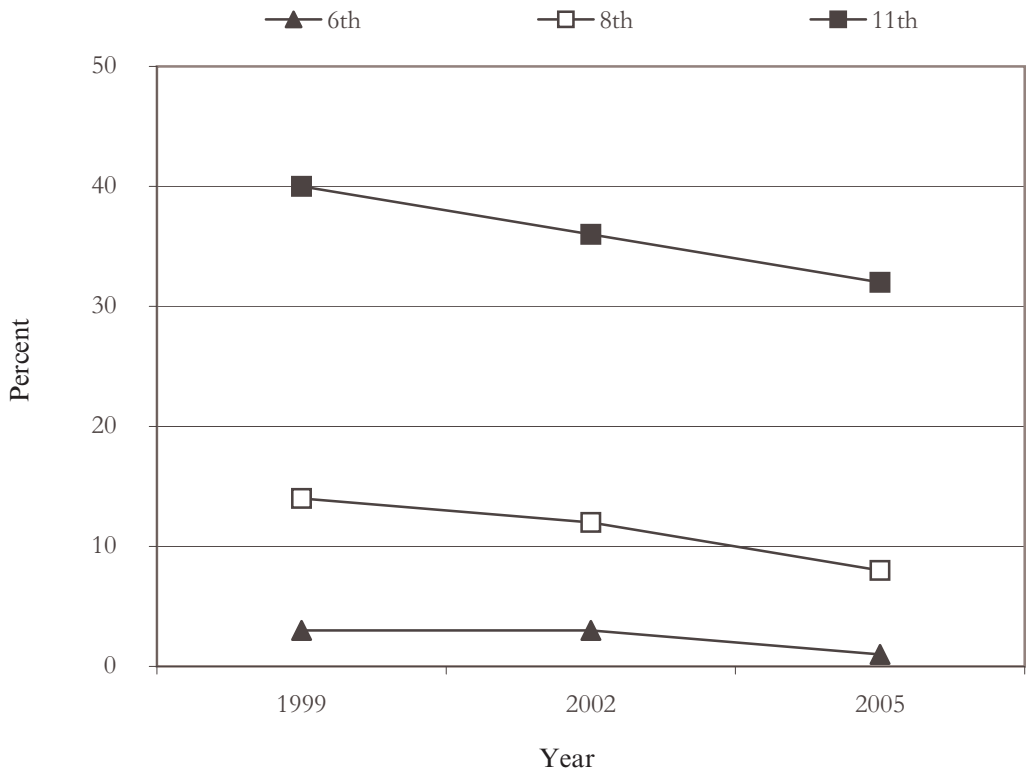
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*.
- The percentage of students who had a least one full drink of alcohol in the 30 days prior to taking the survey has declined in each reporting year from 1999 to 2005. In 1999, an average of 25 percent reported they had a full drink of alcohol in the previous 30 days, 22 percent in 2002 reported they had, and 19.3 percent in 2005 reported they had.
- Sixth graders were least likely to have drank alcohol followed by 8th graders, and then 11th graders. On average, 4.7 percent of 6th graders reported they had a full drink of alcohol in the past 30 days, 17.7 percent of 8th graders did, and 44 percent of 11th graders did.

Social

Five Drinks

FIGURE 43B — PERCENT OF STUDENTS WHO HAD FIVE OR MORE FULL DRINKS OF ALCOHOL IN A ROW IN THE PAST 30 DAYS, 1999, 2002 AND 2005



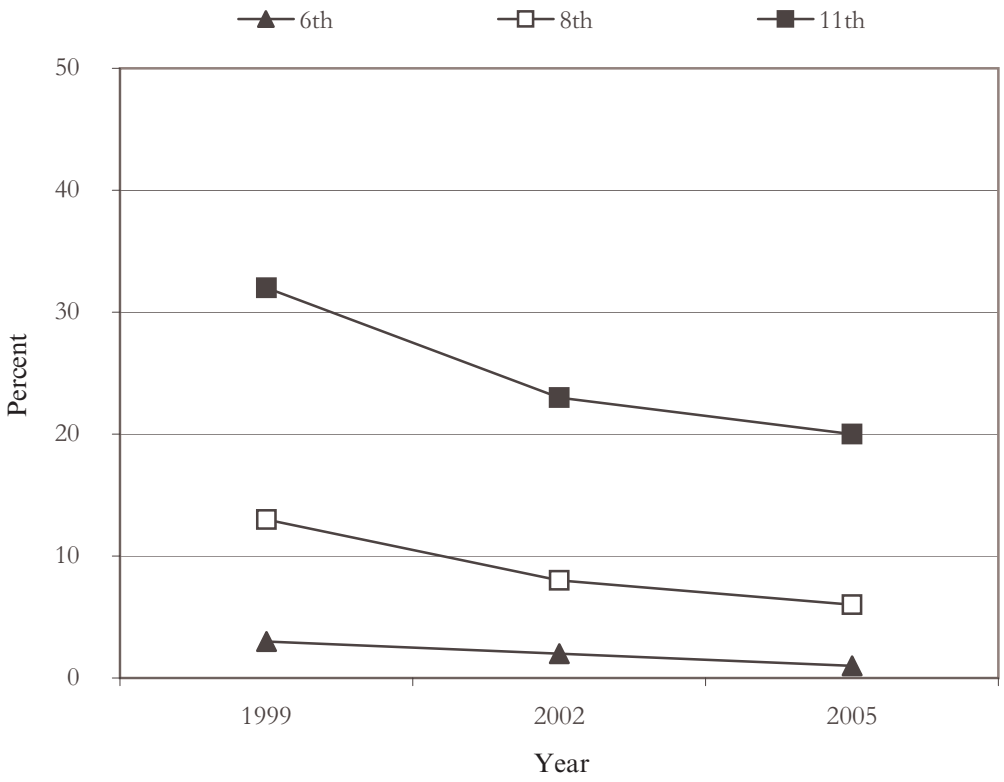
Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*.
- The percentage of students who had five or more full drinks of alcohol in a row in the 30 days prior to taking the survey has declined in each reporting year from 1999 to 2005. In 1999, an average of 19 percent reported they had five or more full drinks of alcohol in a row the previous 30 days, 17 percent in 2002 reported they had, and 13.7 percent in 2005 reported they had.
- Sixth graders were least likely to have drank five or more full drinks of alcohol in a row followed by 8th graders, and then 11th graders. On average, 2.3 percent of 6th graders reported they had five or more full drinks of alcohol in a row in the past 30 days, 11.3 percent of 8th graders did, and 36 percent of 11th graders did.
- Figures 42B and 43B suggest that 11th graders that had one drink would also likely have five or more full drinks of alcohol in the past 30 days. Both 8th and 6th graders were less likely to have five or more drinks compared to one drink in the past 30 days.

Social

Tobacco Use

FIGURE 44B — PERCENT OF STUDENTS WHO SMOKED AT LEAST ONE CIGARETTE IN THE PAST 30 DAYS, 1999, 2002 AND 2005



Source: Iowa Department of Public Health, Division of Health Promotion, Prevention, and Addictive Behaviors. Iowa Youth Survey, State Report: 1999, 2002, and 2005.

- The Iowa Youth Survey is a voluntary survey given every three years to 6th, 8th, and 11th graders in the state of Iowa. It covers topics such as substance use, safety, and other perceptions and attitudes. For more information about the Iowa Youth Survey, please see *http://www.iowayouthsurvey.org*.
- The percentage of students who smoked at least one full cigarette in the 30 days prior to taking the survey has declined in each reporting year from 1999 to 2005. In 1999, an average of 16 percent of students reported they smoked a full cigarette in the previous 30 days, 11 percent in 2002 reported they had, and 9 percent in 2005 reported they had.
- Sixth graders were least likely to have smoked a full cigarette followed by 8th graders, and then 11th graders. On average, 2 percent of 6th graders reported they smoked a full cigarette in the past 30 days, 9 percent of 8th graders did, and 25 percent of 11th graders did.

Introduction to Grades PK-12

Information in the Introduction to Grades PK-12 section of the *2007 Condition of Education* provides data covering student enrollment, demographics, staff, education programs, student performance, and school finance. In the fall of 2004, all public school districts started submitting student level data through Project EASIER (Electronic Access System for Iowa Education Records). Project EASIER captures information such as student demographics, program participation, discipline data, and performance indicators. Much of the data in this section is for the 2006-2007 school year. Data presented for previous years was the most current at the time of publication.

In 2006-2007, Iowa public and nonpublic schools served 516,862 students. This is the tenth consecutive year that K to 12 enrollments have decreased. Over this span, enrollments have dropped 6 percent. The enrollment chapter also provides the following information:

- Overall public enrollments continue to decline in future years. However, current estimates indicate a slight increase in public enrollment in the 2011-2012 school year.
- Nonpublic enrollment continues to decrease through the 2011-2012 school year.
- The percentage of minority students continues to increase. In 2006-2007, minorities account for 14.1 percent of public PK-12 enrollments.
- The total special education enrollment declined for the second consecutive year (1.5 percent) in 2006-2007.
- There were 365 school districts in 2006-2007 and 31 (8.5 percent) had less than 250 students.
- The number of students open enrolled (24,251) continued to increase in 2006-2007.

In 2006-2007, the average full-time teacher regular salary was $42,922. Other information in the Staff section includes:

- The average full-time teacher total salary which includes extra duty for extra pay was $44,062.
- The percent of public school teachers with an advance degree increased to 28 percent in 2006-2007.
- The districts within the largest enrollment category, 7,500 students or more, had the highest percent of teachers with advanced degrees (39.1 percent), and the highest percent of minority teachers (4.3 percent).
- The average number of assignments for teachers in districts with the smaller enrollment category, less than 250 students, was 4.5 compared to an average of 2.3 assignments for teachers in the largest enrollment category, 7,500 students or more.
- The average total salary for full-time public school principals was $77,813 in 2006-2007. The average total superintendent salary was $102,008 in 2006-2007. The pupil teacher ratio for Iowa public schools was 13.8:1 in 2006-2007.
- The pupil teacher ratio was the smallest for districts with the lower enrollment categories, 9.2:1 for the enrollment category less than 250 students compared to 14.8:1 for districts with 2,500 or more students.

In 2006-2007, 357 districts (97.8 percent) offering all-day every-day kindergarten continued to increase. Other data in the program chapter includes:

- In 2006-2007, 67.9 percent of districts offered preschool programs.
- Curriculum data indicates an increase in graduation requirements in mathematics and science.
- In 2010-2011, all districts in Iowa will require a minimum of three Carnegie units of mathematics and science for graduation.

Indicators of student success are provided in the Student Performance chapter. Indicators include:

- For the 2005-2007 biennium, 79.0 percent of 4th graders were proficient in ITBS reading comprehension and 80.6 percent were proficient on ITBS mathematics.
- For the 2005-2007 biennium, 72.3 percent of 8th graders were proficient in ITBS reading comprehension and 75.5 percent were proficient on ITBS mathematics.
- For the 2005-2007 biennium, 77.0 percent of 11th graders were proficient in ITED reading comprehension and 78.4 percent were proficient on ITED mathematics.
- The 2006-2007 graduation rate has risen for the second consecutive year and is now 90.8 percent.
- The average ACT score for Iowa students rose 0.2 percentage points in 2006-2007, for an average composite score of 22.3. This ties Iowa for second in the nation for states with 50 percent or more seniors taking ACT exams.
- The number of Advanced Placement exam scores of three or higher increased from 2005-2006 to 2006-2007.

The Finance chapter provides data on public school district expenditures and revenues. The total Iowa elementary and secondary school district budget was estimated at $4.2 billion in 2006-2007. Other information in the Finance chapter includes:

- Instruction accounted for 68.9 percent of general fund expenditures in 2005-2006.
- Salary and benefit object category expenditures account for 80.8 percent of general fund expenditures and purchased services accounted for 10.6 percent in 2005-2006.
- Total state aid accounted for 54.7 percent of school district general fund revenue in 2005-2006. Local taxes accounted for 32.9 percent of school district general fund revenue in 2005-2006.
- In 2007-2008, 360 districts (98.9 percent) levied for the management levy.
- In 2007-2008, 93.4 percent of districts had implemented the Instructional Support program, continuing the update trend in the percentage and number of districts with the program.

Educational data by district, including enrollment, free and reduced price lunch, dropouts, graduates, and licensed staff are available at the Iowa Department of Education website at: *http://www.iowa.gov/educate/content/view/346/299/*

ENROLLMENT

This section highlights enrollment trends statewide, by district size, AEA, and the country. The majority of data presented in this section are from the Basic Educational Data Survey (BEDS), certified enrollment, the National Center for Education Statistics (NCES), and Special Education records.

Certified enrollment is the annual report of enrolled students used for the Iowa School Finance Formula calculation. The certified enrollment count is taken on the first day of October every year, or the following Monday if the first falls on a weekend. The data collection is located at *www.edinfo.state.ia.us* and is due no later than October 15. These counts are used for the Iowa School Finance Formula calculation, including supplemental weighting for shared programs, English Language Learners, nonpublic shared time, open enrollment, home school assistance, and dual enrollment. Enrollment data by grade, gender, and race/ethnicity is collected from the BEDS each fall. Each table and graph identifies the source of the numbers presented.

Enrollment Trends in Iowa

Marking the 10th successive year of decline, the 2006-2007 school year's enrollment of 516,862 was 0.3 percent lower than the previous year's enrollment of 518,355 (Table 1). This indicates a 6 percent decrease over the ten-year period.

Table 1

IOWA'S PUBLIC AND NONPUBLIC SCHOOL K-12 ENROLLMENTS 1972-1973 AND 1985-1986 TO 2006-2007

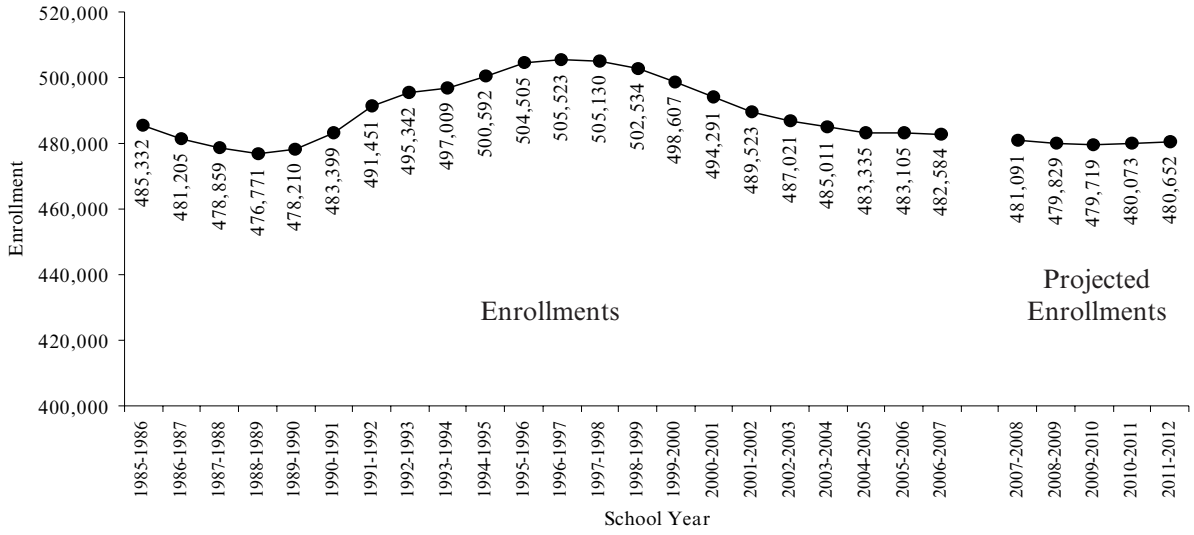
Year	Public	Nonpublic	Total Enrollment	% Change From Previous Year
1972-1973	645,000	66,000	711,000	N/A
1985-1986	485,332	49,026	534,358	N/A
1986-1987	481,205	48,520	529,725	-0.9%
1987-1988	478,859	47,228	526,087	-0.7
1988-1989	476,771	47,373	524,144	-0.4
1989-1990	478,210	46,033	524,243	0.0
1990-1991	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
2004-2005	483,335	36,161	519,496	-0.5
2005-2006	483,105	35,250	518,355	-0.2
2006-2007	482,584	34,278	516,862	-0.3

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files (Public), and Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files (Nonpublic).

The decline in enrollment was shared between public and nonpublic schools. For public school enrollment, the most recent decline (-521) was the third smallest both numerically and in percentage terms (-0.1 percent) over this ten-year period. The largest numerical (-4,768) and percentage declines (-1.0 percent) were between 2000-2001 and 2001-2002 (Figure 1).

Figure 1

Iowa's Certified Public School K-12 Enrollments 1985-1986 to 2006-2007 and Projected Enrollments 2007-2008 to 2011-2012

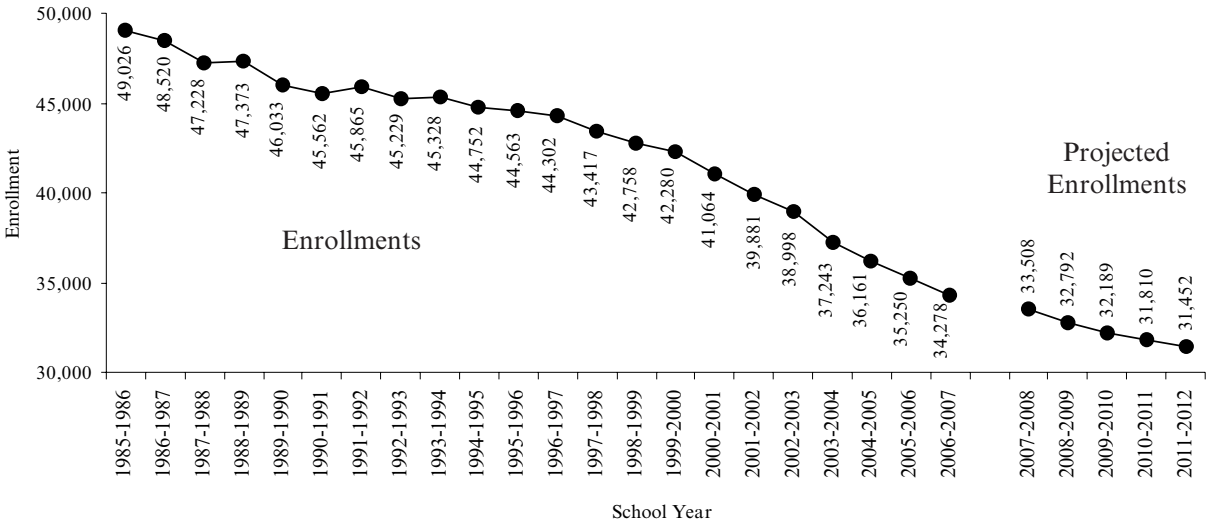


Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Nonpublic enrollment decreased by 972 students (2.8 percent) between 2005-2006 and 2006-2007 (Figure 2).

Figure 2

Iowa's Nonpublic School K-12 Enrollments 1985-1986 to 2006-2007 and Projected Enrollments 2007-2008 to 2011-2012



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

Projected Enrollment

The projected enrollment of approximately 512,000 for the state in 2011-2012 reflects continued declining enrollments for both public and nonpublic schools (Tables 2 and 3). According to projections, there will be a 0.9 percent decrease in total enrollment over the next five years. It is anticipated that public school enrollment will decline by 0.4 percent while the expected nonpublic decrease will be 6.6 percent over that period.

Table 2

Iowa's Public School K-12 Enrollments 2005-2006 and 2006-2007 and Projected Enrollments 2007-2008 to 2011-2012 by Grade

	Enrollment		Projected Enrollment					Percent Change	
Grade	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2005-2006 to 2006-2007	2006-2007 to 2011-2012
K	37,435	37,592	37,539	37,866	38,507	38,284	37,964	0.4%	1.0%
1	34,499	34,981	34,471	34,811	35,130	35,754	35,537	1.4	1.6
2	34,341	34,698	35,259	34,745	35,088	35,410	36,039	1.0	3.9
3	34,064	34,540	34,997	35,563	35,045	35,391	35,716	1.4	3.4
4	34,160	34,245	34,905	35,367	35,939	35,416	35,765	0.2	4.4
5	34,270	34,329	34,610	35,277	35,744	36,322	35,794	0.2	4.3
6	35,380	34,576	34,771	35,056	35,731	36,204	36,790	-2.3	6.4
7	37,040	35,971	35,298	35,497	35,788	36,477	36,960	-2.9	2.7
8	38,145	37,031	36,230	35,553	35,753	36,046	36,740	-2.9	-0.8
9	41,059	40,126	39,624	38,767	38,043	38,257	38,570	-2.3	-3.9
10	40,151	39,556	38,927	38,440	37,609	36,906	37,114	-1.5	-6.2
11	38,501	38,774	38,293	37,684	37,213	36,408	35,728	0.7	-7.9
12	37,611	38,448	38,591	38,112	37,506	37,037	36,236	2.2	-5.8
Other*	6,449	7,717	7,578	7,091	6,623	6,161	5,699	19.7	-26.2
State	483,105	482,584	481,091	479,829	479,719	480,073	480,652	-0.1	-0.4

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files and Public School Enrollment Projections, Division of School Support and Information, Certified Enrollment files.
*Other includes special education students not associated with a given grade level and full-time equivalent (FTE) of tuitioned-out resident public students to a community college and FTE of share-time students attending nonpublic schools located within a public school district enrolled for instructional services. This is NOT a count of the number of special education students in the state.

The incidence of incoming kindergartners outnumbering graduating 12th graders that occurred in 2004-2005 is not expected to occur again until 2009-2010 according to enrollment projections (Figure 3). While seniors outnumbered incoming kindergartners by 856 in the 2006-2007 school year, kindergarten students are expected to outnumber seniors by more than 1,500 in the 2011-2012 school year.

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 1st through 12th grade. Kindergarten enrollments were estimated from an average ratio of kindergarten enrollments to cohorts born five years prior.

Table 3

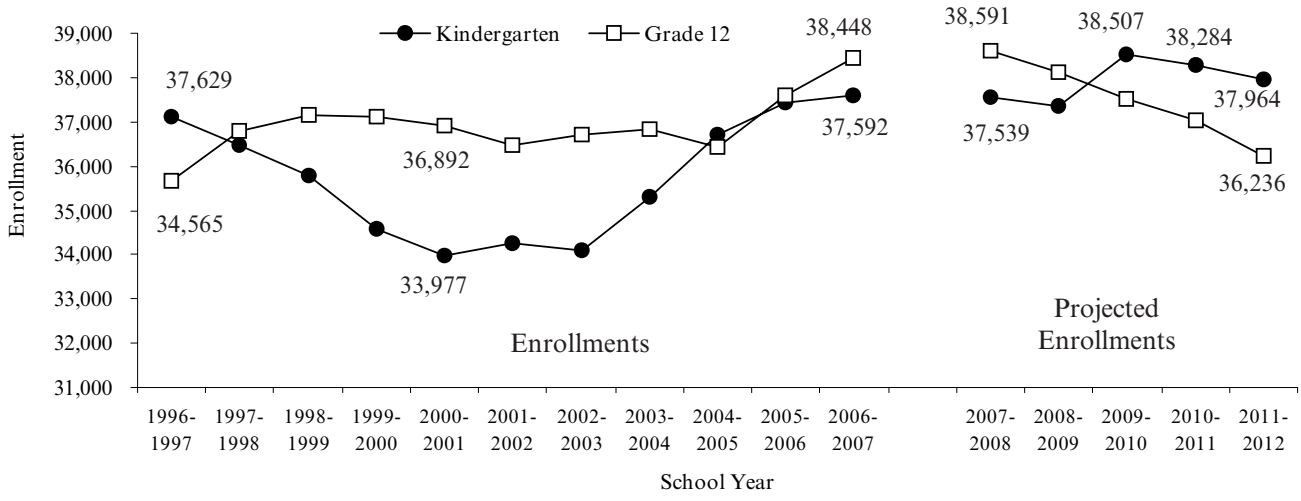
Iowa's Nonpublic School K-12 Enrollments 2005-2006 and 2006-2007 and Projected Enrollments 2007-2008 to 2011-2012 by Grade

Grade	Enrollment 2005-2006	Enrollment 2006-2007	Projected Enrollment 2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Percent Change 2005-2006 to 2006-2007	Percent Change 2006-2007 to 2011-2012
K	3,231	3,116	3,238	3,270	3,300	3,359	3,311	-3.6 %	6.3 %
1	3,159	3,156	3,081	3,163	3,194	3,223	3,281	-0.1	4.0
2	3,193	3,063	3,111	3,000	3,080	3,111	3,139	-4.1	2.5
3	3,187	3,048	2,995	2,991	2,885	2,962	2,991	-4.4	-1.9
4	3,246	3,053	2,979	2,883	2,879	2,777	2,851	-5.9	-6.6
5	3,230	3,079	2,975	2,870	2,777	2,774	2,675	-4.7	-13.1
6	3,087	2,801	2,899	2,761	2,663	2,578	2,574	-9.3	-8.1
7	2,579	2,477	2,288	2,338	2,227	2,148	2,079	-4.0	-16.1
8	2,496	2,452	2,441	2,211	2,259	2,152	2,076	-1.8	-15.3
9	2,013	1,853	1,864	1,815	1,643	1,679	1,600	-7.9	-13.7
10	1,947	1,922	1,831	1,811	1,763	1,596	1,631	-1.3	-15.1
11	1,902	1,848	1,926	1,782	1,762	1,716	1,554	-2.8	-15.9
12	1,980	1,818	1,879	1,897	1,755	1,736	1,690	-8.2	-7.0
State	35,250	33,686	33,507	32,792	32,187	31,811	31,452	-4.4	-6.6

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

Figure 3

Iowa's Public School Kindergarten and Grade 12 Enrollments 1996-1997 to 2006-2007 and Projected Enrollments 2007-2008 to 2011-2012



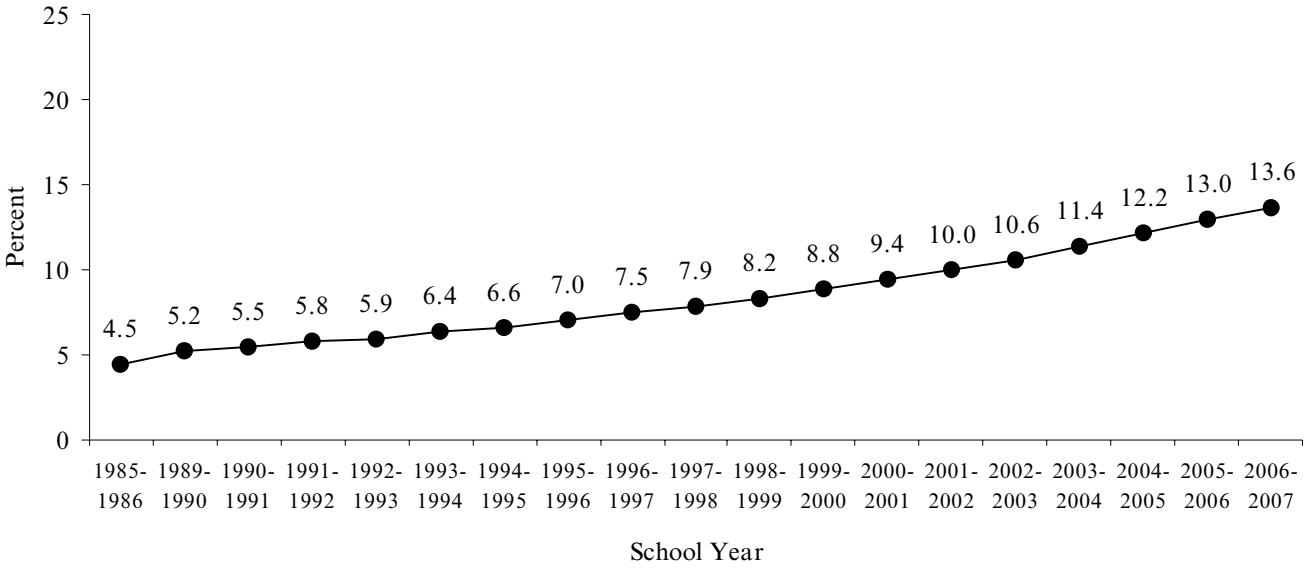
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files and Public School Enrollment Projections, Division of School Support and Information, Certified Enrollment files.

Enrollment by Race and Ethnicity

At the same time overall enrollment in Iowa's schools has been steadily declining through the past decade, enrollment of minority students has been on the rise. In the 2006-2007 school year, there were more than 70,000 minority students enrolled in the state's schools accounting for 13.6 percent of total enrollment. Ten years prior, minority students constituted 7.5 percent of the state's total enrollment (Figure 4) and numbered less than 41,000.

Figure 4

Iowa's Public and Nonpublic Minority Enrollment as a Percentage of Total PK-12 Enrollment, 1985-1986 and 1989-1990 to 2006-2007



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

Table 4

Iowa's Public School PK-12 Enrollment by Race/Ethnicity 1985-1986 and 2005-2006 to 2006-2007

Race/ Ethnicity	1985-1986 Number	1985-1986 Percent	2005-2006 Number	2005-2006 Percent	2006-2007 Number	2006-2007 Percent	Percent Change 2005-2006 to 2006-2007	Percent Change 1985-1986 to 2006-2007
African American	12,308	2.5%	24,646	5.1%	25,749	5.3%	4.5%	109.2%
American Indian	1,090	0.2	2,877	0.6	2,859	0.6	-0.6	162.3
Asian	5,310	1.1	9,360	1.9	9,554	2.0	2.1	79.9
Hispanic	4,069	0.8	28,145	5.8	29,959	6.2	6.4	636.3
White	462,555	95.3	418,454	86.6	415,001	85.9	-0.8	-10.3
Total	485,332	100.0	483,482	100.0	483,122	100.0	-0.1	-0.5

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

In public schools through the most current school year, 14.1 percent of the student body was minority compared to 7.1 percent in nonpublic schools (Tables 4 and 5). As with the state's population in general, Hispanic students account for the largest and fastest growing segment of minority enrollment (Figure 5). The number of Hispanic students in Iowa's public school system has increased by more than 600 percent since the mid-1980s. Percentage increases for American Indians, African Americans, and Asians over the same period were 162, 109, and 80, respectively. At the same time, the non-minority student counts in public schools decreased by 10 percent. Although in smaller numbers, the pattern in nonpublic schools has been comparable.

Table 5

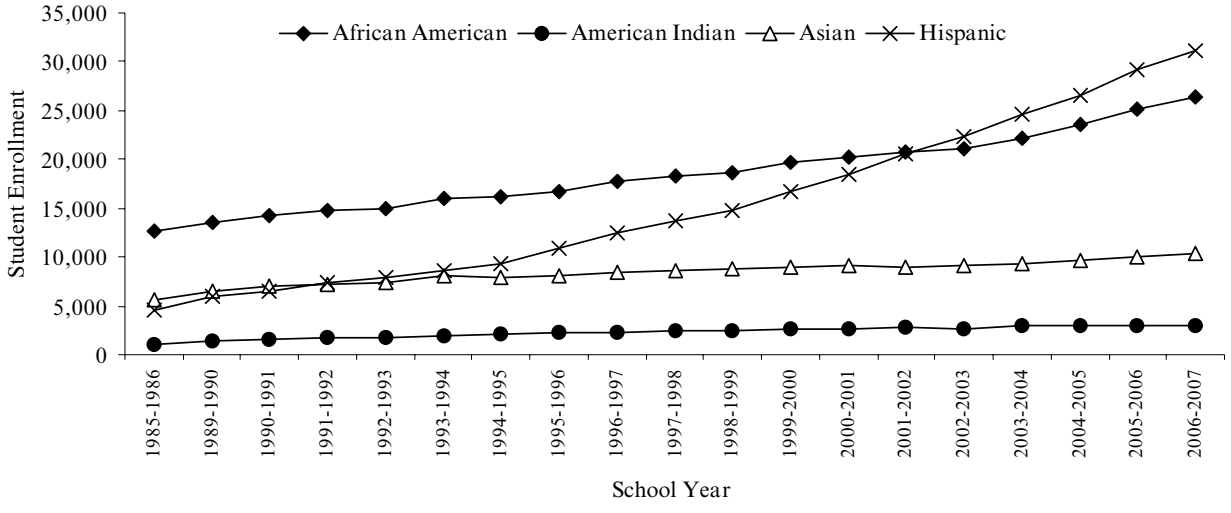
IOWA'S NONPUBLIC SCHOOL PK-12 ENROLLMENTS BY RACE/ETHNICITY 1985-1986 AND 2005-2006 TO 2006-2007

Race/ Ethnicity	1985-1986		2005-2006		2006-2007		Percent Change 2005-2006 to 2006-2007	Percent Change 1985-1986 to 2006-2007
	Number	Percent	Number	Percent	Number	Percent		
African American	273	0.6%	586	1.5%	617	1.7%	5.3%	126.0%
American Indian	42	0.1	64	0.2	74	0.2	15.6	76.2
Asian	344	0.7	735	1.9	760	2.1	3.4	120.9
Hispanic	527	1.1	1,120	3.0	1,175	3.2	4.9	123.0
White	48,372	97.6	35,378	93.4	34,390	92.9	-2.8	-28.9
Total	49,558	100.0	37,883	100.0	37,016	100.0	-2.3	-25.3

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files.
Totals may not equal 100 percent due to rounding.

Figure 5

IOWA'S PUBLIC AND NONPUBLIC SCHOOL MINORITY STUDENT PK-12 ENROLLMENT BY RACE/ETHNICITY 1985-1986 AND 1989-1990 TO 2006-2007



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

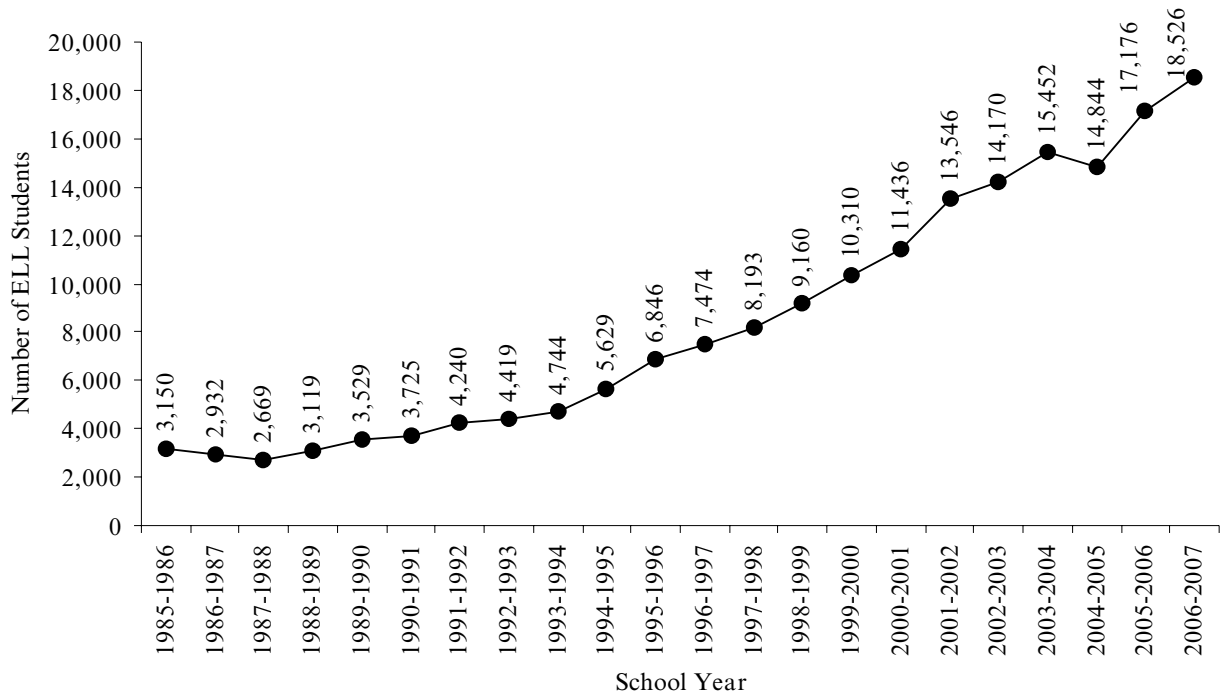
Enrollment of English Language Learners (ELL)

A student is defined by the *Code of Iowa* as a Limited English Proficient when his/her "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."

As may be expected with the increase of Hispanic and other minority enrollments, the number of ELL students has also risen in recent years (Figure 6). The 18,526 ELL students in the 2006-2007 school year was more than double the number reported ten years earlier (7,474). With a count of more than 13,000, three of every four ELL students identified their primary language as Spanish (Table 6). Bosnian and Vietnamese were the only other primary languages identified by more than 500 students.

Figure 6

IOWA'S PUBLIC AND NONPUBLIC PK-12 ENGLISH LANGUAGE LEARNERS
1985-1986 TO 2006-2007



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

Table 6

Iowa's Public and Nonpublic School PK-12 English Language Learners' Primary Language, 1985-1986 and 2002-2003 to 2006-2007

Language	1985-1986	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	Percent 2006-2007	Cumulative Percent 2006-2007
Spanish	807	9,730	11,271	10,964	12,757	13,870	74.9%	74.9%
Bosnian	0	1,105	751	679	872	841	4.5	79.4
Vietnamese	439	700	713	603	724	740	4.0	83.4
Laothian; Pha Xa Lao	548	425	423	384	451	457	2.5	85.9
Arabic	26	169	166	189	251	277	1.5	87.4
Chinese; Zhongwen	89	88	150	137	158	214	1.2	88.6
Russian	0	93	98	137	161	193	1.0	89.6
Serbian; Srpski	0	9	3	4	*	190	1.0	90.6
Korean; Choson-O	136	51	116	116	112	126	0.7	91.3
Nuer	0	10	74	85	110	122	0.7	92.0
German	24	113	181	88	101	88	0.5	92.4
Marshallese	0	0	4	39	57	78	0.4	92.9
Somali	*	*	*	*	*	66	0.4	93.2
Ukrainian	0	20	24	18	57	63	0.3	93.5
Sundanese	0	19	19	39	56	63	0.3	93.9
French	20	49	46	38	39	55	0.3	94.2
Tagalog	0	11	42	42	52	54	0.3	94.5
Swahili	0	30	33	55	36	53	0.3	94.8
Dinka	*	*	*	*	*	52	0.3	95.0
Hmong	101	52	44	39	53	49	0.3	95.3
Japanese	*	*	*	*	*	46	0.2	95.6
Germanic (Other)	*	*	*	*	*	38	0.2	95.8
Cambodian; Khmer	239	86	84	53	40	37	0.2	96.0
Serbo-Croatian	0	465	345	526	277	36	0.2	96.2
Hindi	*	*	*	*	*	29	0.2	96.3
Thai	333	34	34	9	11	24	0.1	96.4
Other	27	392	473	391	801	665	3.6	100.0
Not Identified	361	519	358	209	0	0	0.0	100.0
Total	3,150	14,170	15,452	14,844	17,176	18,526	100.0	-

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, ELL files.
Note: *Indicates that language is included in count of "other".

School districts are eligible for funding for English Language Learners for three years. The formula used to determine this funding weights all eligible ELL students at 0.22. Because funding is tied to the weighted count of ELL students, it is often the most accurate reflection of current trends at the district level. In 2006-2007, Iowa reported a weighted ELL enrollment of 13,074 (Table 7). Although nearly half of this enrollment was in districts with 7,500 or more students, districts in all size categories have reported sizeable increases since 1995-1996.

Table 7

Iowa's Public School K-12 Weighted English Language Learners by Enrollment Size, 1995-1996, 2005-2006 and 2006-2007

Enrollment Category	Weighted ELL Enrollment 1995-1996	Weighted ELL Enrollment 2005-2006	Weighted ELL Enrollment 2006-2007	Certified Enrollment 1995-1996	Certified Enrollment 2005-2006	Certified Enrollment 2006-2007	Percent Change in Weighted ELL Enrollment 2005-2006 to 2006-2007	Percent Change in Weighted ELL Enrollment 1995-1996 to 2006-2007	Percent Change in Certified Enrollment 2005-2006 to 2006-2007	Percent Change in Certified Enrollment 1995-1996 to 2006-2007
<250	43	20	23	5,276	6,118	5,731	15.0%	-46.5%	-6.3%	8.6%
250-399	24	114	162	16,708	18,468	19,287	42.1	575.0	4.4	15.4
400-599	97	201	279	40,248	35,757	35,684	38.8	187.6	-0.2	-11.3
600-999	473	819	864	82,130	69,486	69,644	5.5	82.7	0.2	-15.2
1,000-2,499	818	2,483	3,002	128,363	123,738	123,912	20.9	267.0	0.1	-3.5
2,500-7,499	799	2,222	2,701	99,023	98,549	97,679	21.6	238.0	-0.9	-1.4
7,500+	2,595	4,837	6,043	132,757	130,989	130,647	24.9	132.9	-0.3	-1.6
State	4,849	10,696	13,074	504,505	483,105	482,584	22.2	169.6	-0.1	-4.3

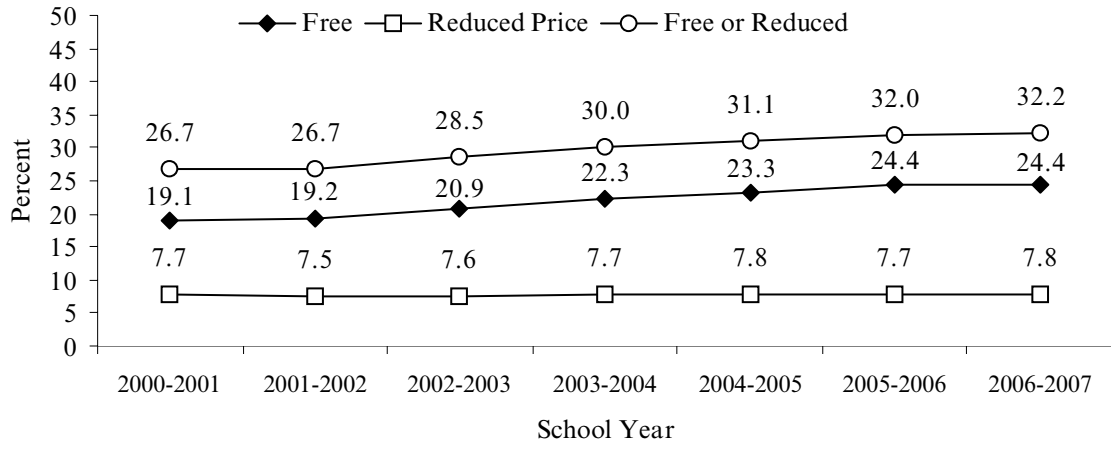
Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Free and Reduced Price School Meals

According to the National School Lunch Program, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals, and those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. While the percentage of students eligible for free meals has steadily increased since 2001-2002, the percentage of students eligible for reduced-price meals has remained just below 8 percent (Figure 7).

Figure 7

Percent of Iowa's Public School Students Eligible for Free and Reduced-Price School Meals, 2000-2001 to 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Student files and Division of School Support and Information, Certified Enrollment files.

While the largest districts (7,500+) consistently reported the largest percentage of students eligible for free meals from 2001-2002 to 2006-2007, the smallest districts (less than 250 and 250-399) had the greatest percentage of students eligible for reduced-price meals (Table 8).

Table 8

PERCENT OF STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE MEALS 2001-2002 AND 2005-2006 TO 2006-2007

	Percent Eligible for Free Meals			Percent Eligible for Reduced-Price Meals		
Size Category	2001-2002	2005-2006	2006-2007	2001-2002	2005-2006	2006-2007
<250	24.8	27.3	28.0	12.4	12.3	12.8
250-399	19.3	22.4	22.7	10.6	9.8	10.1
400-599	15.7	20.2	19.9	8.8	9.0	9.2
600-999	15.5	19.5	19.0	7.7	8.1	8.2
1,000-2,499	17.2	21.5	22.5	7.5	7.8	7.9
2,500-7,499	16.2	20.2	20.0	5.3	5.6	5.8
7,500+	26.1	34.3	33.9	8.2	8.0	7.9
State	19.2	24.4	24.4	7.5	7.7	7.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Student files and Division of School Support and Information, Certified Enrollment files.

Special Education Enrollment

As defined by *Iowa Code* (256.2), those requiring special education include "Persons under 21 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" (Table 9).

While the number of special education students steadily increased from 1985-1986 to 2004-2005, the past couple of years have seen slight decreases. Despite these recent numerical declines, special education students continue to account for approximately 13 percent of total enrollment.

Table 9

IOWA'S PUBLIC SCHOOL SPECIAL EDUCATION ENROLLMENT 1985-1986, 1990-1991, 1995-1996 TO 2006-2007

School Year	Certified Enrollment	Special Education Enrollment	Special Education As % of Certified Enrollment	Annual Percent Change Certified Enrollment	Annual Percent Change Special Education Enrollment
1985-1986	485,332	41,892	8.6	n/a	n/a
1990-1991	483,399	46,593	9.6	n/a	n/a
1995-1996	504,505	55,514	11.0	n/a	n/a
1996-1997	505,523	57,845	11.4	0.2	4.2
1997-1998	505,130	59,711	11.8	-0.1	3.2
1998-1999	502,534	61,079	12.2	-0.5	2.3
1999-2000	498,607	62,536	12.5	-0.8	2.4
2000-2001	494,291	63,392	12.8	-0.9	1.4
2001-2002	489,523	64,044	13.1	-1.0	1.0
2002-2003	487,021	64,700	13.3	-0.5	1.0
2003-2004	485,011	65,027	13.4	-0.4	0.5
2004-2005	483,335	65,065	13.5	-0.3	0.1
2005-2006	483,105	64,350	13.3	0.0	-1.1
2006-2007	482,584	63,411	13.1	-0.1	-1.5

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files and Division of PK-12 Education Programs, Bureau of Student and Family Support Services, December 1 Special Education files.

Iowa School Districts

The number of school districts in Iowa has remained relatively stable over recent years with a count of 365 in 2006-2007 (Table 10). The current count however marks a 16 percent decline from the 1985-1986 count of 437.

Table 10

NUMBER OF PUBLIC SCHOOL DISTRICTS IN IOWA, 1950-1951 TO 2006-2007

School Year	Number of Iowa Public School Districts	Percent Change from Previous Year Cited	School Year	Number of Iowa Public School Districts	Percent Change from Previous Year Cited
1950-1951	4,652	--	1990-1991	430	-0.2%
1955-1956	4,142	-11.0%	1995-1996	384	-10.7
1960-1961	1,575	-62.0	2000-2001	374	-2.6
1965-1966	1,056	-33.0	2001-2002	371	-0.8
1970-1971	453	-57.1	2002-2003	371	0.0
1975-1976	449	-0.9	2003-2004	370	-0.3
1980-1981	443	-1.3	2004-2005	367	-0.8
1985-1986	437	-1.4	2005-2006	365	-0.5
			2006-2007	365	0.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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.

Districts by Size

With the decrease in the total number of districts from 1985 to 2007, there has been an increase in the number of larger districts (1,000 or more students) and a decrease in the number of smaller districts (999 or less). Districts with 1,000 or more students represented 73 percent of the total enrollment of the state in 2006-2007.

Table 11

Iowa's Public School Districts and Students by Enrollment Size 1985-1986 and 2005-2006 to 2006-2007

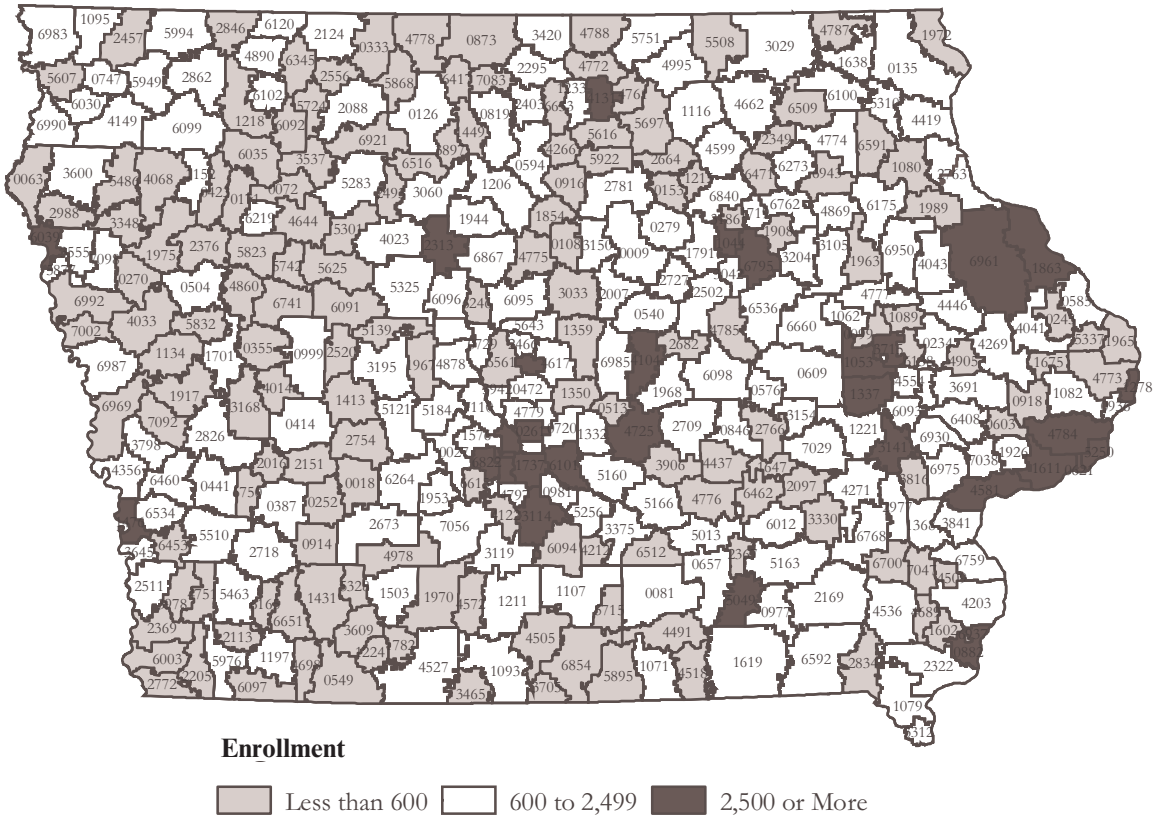
	1985-1986				2005-2006				2006-2007			
Enrollment	Districts		Students		Districts		Students		Districts		Students	
Category	N	%	N	%	N	%	N	%	N	%	N	%
<250	52	11.9%	10,124	2.1%	32	8.8%	6,118	1.3%	31	8.5%	5,731	1.2%
250-399	90	20.6	29,060	6.0	56	15.3	18,468	3.8	59	16.2	19,287	4.0
400-599	94	21.5	46,544	9.6	70	19.2	35,757	7.4	70	19.2	35,684	7.4
600-999	97	22.2	72,595	15.0	93	25.5	69,486	14.4	93	25.5	69,644	14.4
1,000-2,499	72	16.5	109,551	22.6	82	22.4	123,738	25.6	81	22.2	123,912	25.7
2,500-7,499	24	5.5	95,189	19.6	23	6.3	98,549	20.4	22	6.0	97,679	20.2
7,500+	8	1.8	122,269	25.2	9	2.5	130,989	27.1	9	2.5	130,647	27.1
Total	437	100.0	485,332	100.0	365	100.0	483,105	100.0	365	100.0	482,584	100.0

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

While the distribution of districts by size closely follows the population distribution across the state, it is important to note that there are sizeable districts in the "rural" parts of the state and some smaller districts in the "urban" areas (Figure 8). The "rural/urban" distinction becomes even less of a factor when looking at districts reporting an increase in certified enrollment from 2005-2006 to 2006-2007 in that 140 districts of all size categories across the state reported gains in enrollment this past year (Figure 9).

Figure 8

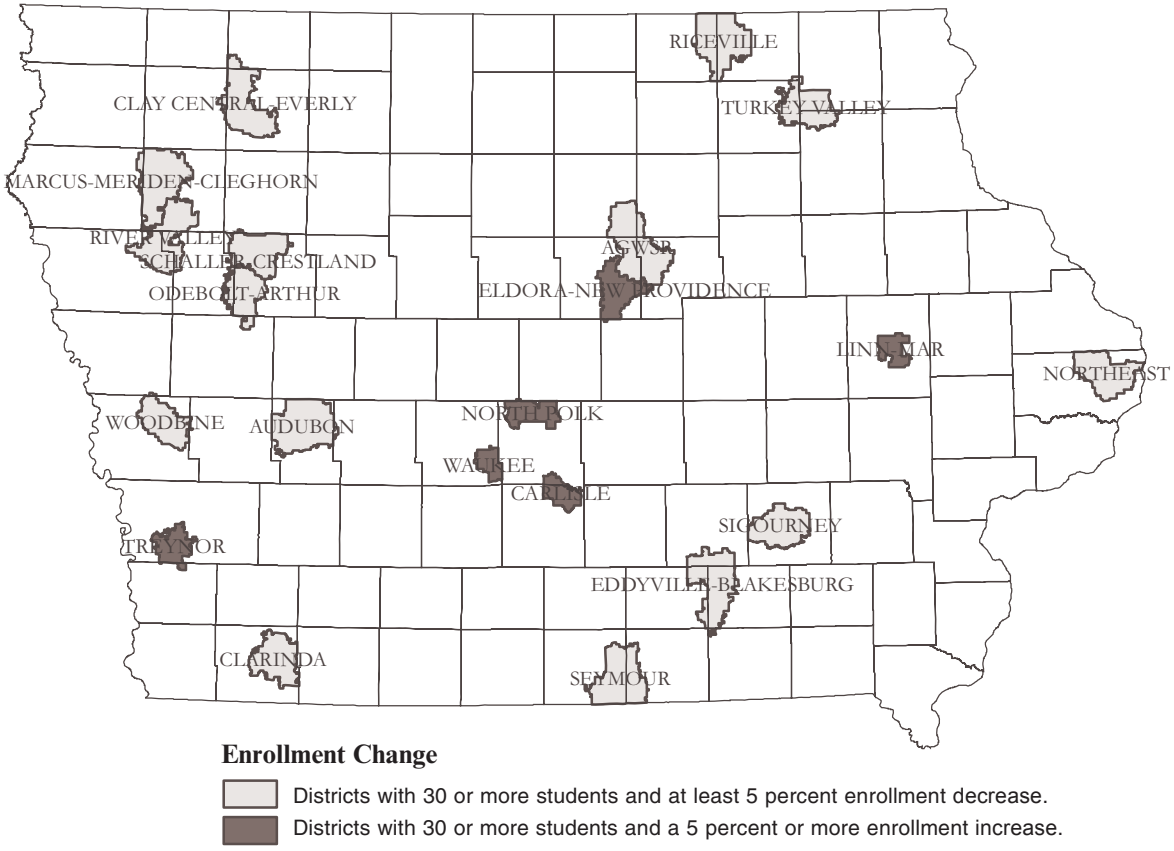
IOWA'S PUBLIC SCHOOL DISTRICTS BY ENROLLMENT CATEGORY, 2006-2007



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Figure 9

Iowa's Public School Districts with Changed Enrollment of 30+ Students and 5 Percent or More 2005-2006 to 2006-2007



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

District Buildings by Type

On average, public school districts in the state had more than two elementary schools in 2006-2007 (Table 12). The 357 public high schools in the state that year were housed in 340 districts. The remaining 25 districts sent their high school students out of the district (Table 13). Thirteen high schools (3.7 percent) reported enrollments of 1,600 or more in 2006-2007, compared to eight of every 10 high schools with fewer than 600 students (Table 14).

Table 12

IOWA'S PUBLIC SCHOOLS BY TYPE 2001-2002 AND 2005-2006 TO 2006-2007

Type of School	2001-2002 N	2001-2002 %	2005-2006 N	2005-2006 %	2006-2007 N	2006-2007 %
High School	367	24.1%	358	23.6%	357	23.8 %
Junior High/Middle School	271	17.8	269	17.8	271	18.0
Elementary School	835	54.9	780	51.5	773	51.3
Charter School	0	0.0	6	0.4	8	0.5
Alternative School	38	2.5	76	5.0	73	4.8
Early Childhood Center	n/a	n/a	n/a	n/a	10	0.7
Other	1.0	0.7	25	1.7	13	0.9
Total	1,521	100.0	1,514	100.0	1,507	100.0

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

Table 13

IOWA'S PUBLIC SCHOOL DISTRICTS WITHOUT A PUBLIC HIGH SCHOOL 1985-1986, 1992-1993, 1997-1998, 2002-2003 TO 2006-2007

School Year	Number of Public School Districts	Districts without a Public High School Number	Districts without a Public High School Percent
1985-1986	437	2	0.5%
1992-1993	418	56	13.4
1997-1998	377	24	6.4
2002-2003	371	24	6.5
2003-2004	370	24	6.5
2004-2005	367	26	7.1
2005-2006	365	25	6.8
2006-2007	365	25	6.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address files and Historical Archives.

Table 14

IOWA'S PUBLIC HIGH SCHOOLS BY ENROLLMENT, 2002-2003 TO 2006-2007

High School Enrollment	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2006-2007 % of High Schools	2006-2007 Cumulative % of High Schools
<200	137	141	132	129	130	36.4%	36.4%
200 - 399	128	119	126	126	122	34.2	70.6
400 - 599	35	38	38	34	39	10.9	81.5
600 - 799	20	20	18	24	20	5.6	87.1
800 - 999	5	5	5	3	4	1.1	88.2
1,000 - 1,199	8	10	8	10	10	2.8	91.0
1,200 - 1,399	15	10	11	8	9	2.5	93.5
1,400 - 1,599	7	13	11	14	10	2.8	96.3
1,600 - 1,799	7	4	4	4	7	2.0	98.3
1,800+	3	4	6	6	6	1.7	100.0
Total	365	364	359	358	357	100.0	

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

Nonpublic schools by type have remained relatively unchanged in recent years with the exception of the first two nonpublic middle schools being reported in the 2006-2007 school year (Table 15).

Table 15

IOWA'S NONPUBLIC SCHOOLS BY TYPE 2001-2002 AND 2005-2006 TO 2006-2007

Type of School	2001-2002 Number	2001-2002 Percent	2005-2006 Number	2005-2006 Percent	2006-2007 Number	2006-2007 Percent
High School	26	12.4%	27	13.9%	27	14.1%
Elementary School	182	86.7	167	86.1	163	84.9
K-12 School	2	1.0	0	0.0	0	0.0
Middle School	n/a	n/a	n/a	n/a	2	1.0
Total	210	100.0	194	100.0	192	100.0

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

Open Enrollment

The Open Enrollment Act (*Iowa Code* 282.18) 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… [To] maximize parental choices and access to educational opportunities that are not available to children because of where they live."

The number of students taking advantage of this legislation has steadily increased since the act was implemented (Table 16 and Figure 10). The 24,251 students that were open enrolled in 2006-2007 was 25 percent greater than the number enrolled in 2001-2002.

Table 16

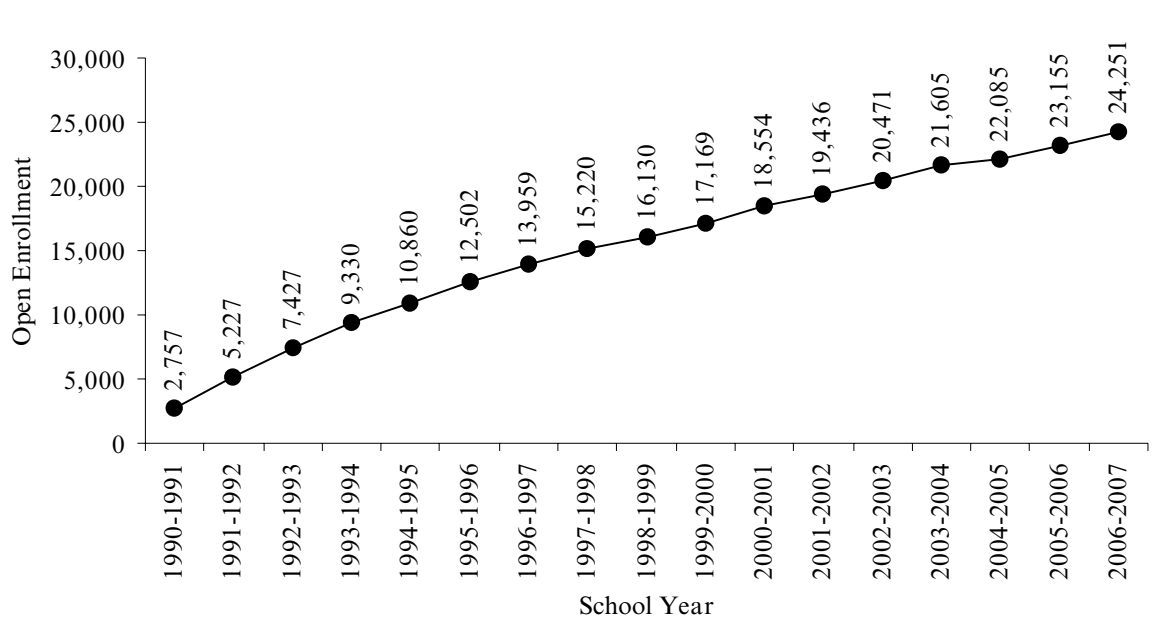
Number of Open Enrolled K-12 Public School Students in Iowa 1990-1991 to 2006-2007

School 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
2004-2005	22,085	483,335	4.6
2005-2006	23,155	483,105	4.8
2006-2007	24,251	482,584	5.0

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files, Row 2.

Figure 10

IOWA'S OPEN ENROLLMENT, 1990-1991 TO 2006-2007



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Throughout the duration of the legislation, the impact of open enrollment has varied based on school district size. Whereas the largest (7,500+) and the smallest districts (less than 400) in aggregate have experienced net losses, only the nine largest districts had more students open enrolled-out than open enrolled-in (Table 17).

Table 17

OPEN ENROLLMENT IN IOWA'S PUBLIC SCHOOLS BY ENROLLMENT SIZE 1990-1991 AND 2005-2006 TO 2006-2007

		Students Open Enrolled-Out	Number of Students Net Open Enrollment*			2006-2007 Number of Districts with Net Gain/Net Loss		
Enrollment Category	N	% of Certified Enrollment	1990-1991	2005-2006	2006-2007	Net Gain	Net Loss	Total Districts
<250	1,048	18.3%	-236	-716	-626	3	28	31
250 - 399	2,201	11.4	-264	-214	-478	23	36	59
400 - 599	2,786	7.8	-50	302	453	33	37	70
600 - 999	4,406	6.3	66	144	160	46	47	93
1,000 - 2,499	5,230	4.2	370	1,920	2,291	50	31	81
2,500 - 7,499	4,290	4.4	45	316	65	12	10	22
7,500+	4,290	3.3	-67	-1,840	-1,963	0	9	9

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.
*Net Open Enrollment is the calculated difference between the number of students open enrolled-in and the number of students open enrolled-out.

Enrollment in Iowa's Area Education Agencies

Total enrollment (public and nonpublic) distribution among Iowa's 11 Area Education Agencies (AEAs) remained relatively unchanged in 2006-2007. School enrollment in Heartland AEA 11 (central Iowa) continued to account for one-fourth of total enrollment in the state while Green Valley AEA 14 in the southwest served 2 percent of the state's school enrollment (Table 18 and Figure 11).

Table 18

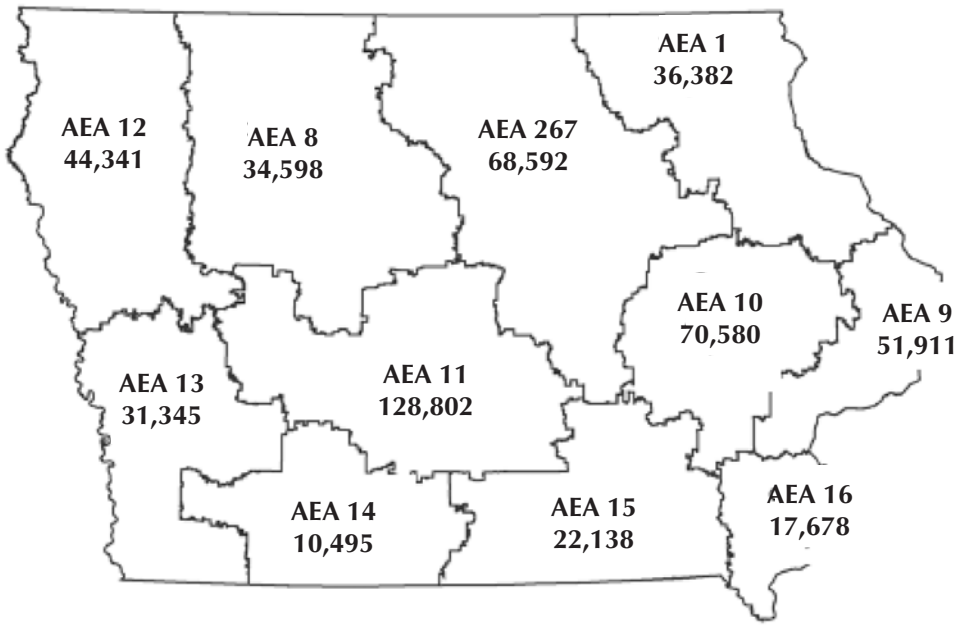
Iowa's Public and Nonpublic School Enrollments by AEA, 2006-2007

	Public		Nonpublic		Total	
AEA	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Keystone 1	31,340	6.5%	5,042	14.3%	36,382	7.0%
Prairie Lakes 8	32,180	6.7	2,418	6.9	34,598	6.7
AEA 267	64,925	13.5	3,667	10.4	68,592	13.3
Mississippi Bend 9	48,901	10.1	3,010	8.6	51,911	10.0
Grant Wood 10	65,752	13.6	4,828	13.7	70,580	13.6
Heartland 11	121,068	25.1	7,734	22.0	128,802	24.9
Northwest 12	39,100	8.1	5,241	14.9	44,341	8.6
Loess Hills 13	30,243	6.3	1,102	3.1	31,345	6.1
Green Valley 14	10,371	2.1	124	0.4	10,495	2.0
Southern Prairie 15	21,833	4.5	305	0.9	22,138	4.3
Great River 16	16,871	3.5	807	2.3	17,678	3.4
State Total	482,584	100.0	34,278	100.0	516,862	100.0

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.
Note: *Totals may not add due to rounding.

Figure 11

Iowa's Public and Nonpublic Enrollment by AEA, 2006-2007



Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

Enrollment in Iowa's Counties

Public Enrollment

Certified enrollment by county in Iowa's public schools is based on the county of residence of the student.

Table 19

Iowa's Public School Certified K-12 Enrollment by County of Residence, 2005-2006 and 2006-2007

County	2005-2006	2006-2007	Change 2005-2006 to 2006-2007 N	Change 2005-2006 to 2006-2007 Percent	County	2005-2006	2006-2007	Change 2005-2006 to 2006-2007 N	Change 2005-2006 to 2006-2007 Percent
Adair	1,289.4	1,330.5	41.1	3.2%	Jefferson	2,251.5	2,207.8	-43.7	-1.9%
Adams	741.9	705.2	-36.7	-4.9	Johnson	14,717.8	14,980.2	262.4	1.8
Allamakee	2,402.0	2,381.2	-20.8	-0.9	Jones	3,167.4	3,233.5	66.1	2.1
Appanoose	2,100.3	2,049.8	-50.5	-2.4	Keokuk	1,978.2	1,946.4	-31.8	-1.6
Audubon	1,140.9	1,105.7	-35.2	-3.1	Kossuth	2,363.6	2,323.8	-39.8	-1.7
Benton	4,968.5	4,914.7	-53.8	-1.1	Lee	5,822.0	5,690.3	-131.7	-2.3
Black Hawk	17,587.5	17,633.1	45.6	0.3	Linn	32,529.7	33,062.2	532.5	1.6
Boone	4,405.6	4,340.9	-64.7	-1.5	Louisa	2,288.8	2,469.5	180.7	7.9
Bremer	3,780.3	3,769.6	-10.7	-0.3	Lucas	1,728.8	1,717.2	-11.6	-0.7
Buchanan	3,527.4	3,514.2	-13.2	-0.4	Lyon	1,994.3	1,981.3	-13.0	-0.7
Buena Vista	3,445.9	3,502.8	56.9	1.7	Madison	2,848.6	2,875.2	26.6	0.9
Butler	2,437.4	2,457.3	19.9	0.8	Mahaska	3,600.6	3,531.7	-68.9	-1.9
Calhoun	1,646.7	1,591.1	-55.6	-3.4	Marion	5,496.1	5,569.0	72.9	1.3
Carroll	2,997.3	2,992.5	-4.8	-0.2	Marshall	7,150.0	7,245.2	95.2	1.3
Cass	2,447.1	2,370.9	-76.2	-3.1	Mills	2,752.8	2,797.8	45.0	1.6
Cedar	3,267.8	3,224.9	-42.9	-1.3	Mitchell	1,786.7	1,751.3	-35.4	-2.0
Cerro Gordo	6,605.4	6,459.2	-146.2	-2.2	Monona	1,571.9	1,561.4	-10.5	-0.7
Cherokee	2,128.8	2,049.0	-79.8	-3.7	Monroe	1,395.4	1,388.3	-7.1	-0.5
Chickasaw	2,098.7	2,044.8	-53.9	-2.6	Montgomery	2,038.8	2,024.6	-14.2	-0.7
Clarke	1,674.4	1,617.9	-56.5	-3.4	Muscatine	8,247.3	8,189.7	-57.6	-0.7
Clay	2,759.3	2,709.7	-49.6	-1.8	O'Brien	2,154.9	2,141.6	-13.3	-0.6
Clayton	3,246.7	2,860.5	-386.2	-11.9	Osceola	1,171.4	1,149.4	-22.0	-1.9
Clinton	8,554.5	8,495.8	-58.7	-0.7	Page	2,667.8	2,566.7	-101.1	-3.8
Crawford	3,154.9	3,104.3	-50.6	-1.6	Palo Alto	1,413.3	1,393.4	-19.9	-1.4
Dallas	10,035.3	10,583.0	547.7	5.5	Plymouth	4,333.0	4,217.6	-115.4	-2.7
Davis	1,253.5	1,248.2	-5.3	-0.4	Pocahontas	1,340.0	1,302.5	-37.5	-2.8
Decatur	1,278.5	1,241.0	-37.5	-2.9	Polk	65,952.7	66,537.3	584.6	0.9
Delaware	3,070.8	3,071.6	0.8	0.0	Pottawattamie	15,329.7	15,198.1	-131.6	-0.9
Des Moines	6,759.6	6,529.2	-230.4	-3.4	Poweshiek	2,947.9	2,948.9	1.0	0.0
Dickinson	2,559.7	2,547.7	-12.0	-0.5	Ringgold	758.0	794.6	36.6	4.8
Dubuque	12,890.7	13,062.2	171.5	1.3	Sac	1,829.2	1,733.1	-96.1	-5.3
Emmet	1,732.4	1,689.3	-43.1	-2.5	Scott	27,215.7	27,125.7	-90.0	-0.3
Fayette	3,348.1	3,592.9	244.8	7.3	Shelby	2,263.7	2,263.9	0.2	0.0
Floyd	2,619.8	2,625.5	5.7	0.2	Sioux	4,217.0	4,221.9	4.9	0.1
Franklin	1,863.2	1,814.7	-48.5	-2.6	Story	10,264.8	10,308.3	43.5	0.4
Fremont	1,372.2	1,398.8	26.6	1.9	Tama	3,297.0	3,297.7	0.7	0.0
Greene	1,776.7	1,723.6	-53.1	-3.0	Taylor	1,105.7	1,070.8	-34.9	-3.2
Grundy	2,171.7	2,168.9	-2.8	-0.1	Union	1,954.6	1,918.0	-36.6	-1.9
Guthrie	1,989.4	1,954.2	-35.2	-1.8	Van Buren	1,184.3	1,191.5	7.2	0.6
Hamilton	2,854.3	2,771.9	-82.4	-2.9	Wapello	6,016.1	5,916.9	-99.2	-1.6
Hancock	2,021.4	1,944.4	-77.0	-3.8	Warren	8,322.2	8,510.9	188.7	2.3
Hardin	2,995.1	2,984.0	-11.1	-0.4	Washington	3,787.9	3,774.3	-13.6	-0.4
Harrison	2,953.3	2,891.1	-62.2	-2.1	Wayne	1,024.4	1,029.4	5.0	0.5
Henry	3,472.2	3,437.5	-34.7	-1.0	Webster	5,603.2	5,559.8	-43.4	-0.8
Howard	1,500.8	1,445.0	-55.8	-3.7	Winnebago	1,941.3	1,813.4	-127.9	-6.6
Humboldt	1,550.8	1,525.5	-25.3	-1.6	Winneshiek	2,901.1	2,877.3	-23.8	-0.8
Ida	1,303.5	1,276.0	-27.5	-2.1	Woodbury	18,066.8	18,020.0	-46.8	-0.3
Iowa	2,963.4	2,959.4	-4.0	-0.1	Worth	1,426.6	1,470.0	43.4	3.0
Jackson	3,363.4	3,383.5	20.1	0.6	Wright	2,509.3	2,416.4	-92.9	-3.7
Jasper	6,266.4	6,173.4	-93.0	-1.5	**Total**	**483,104.8**	**482,583.9**	**-520.9**	**-0.1**

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files.

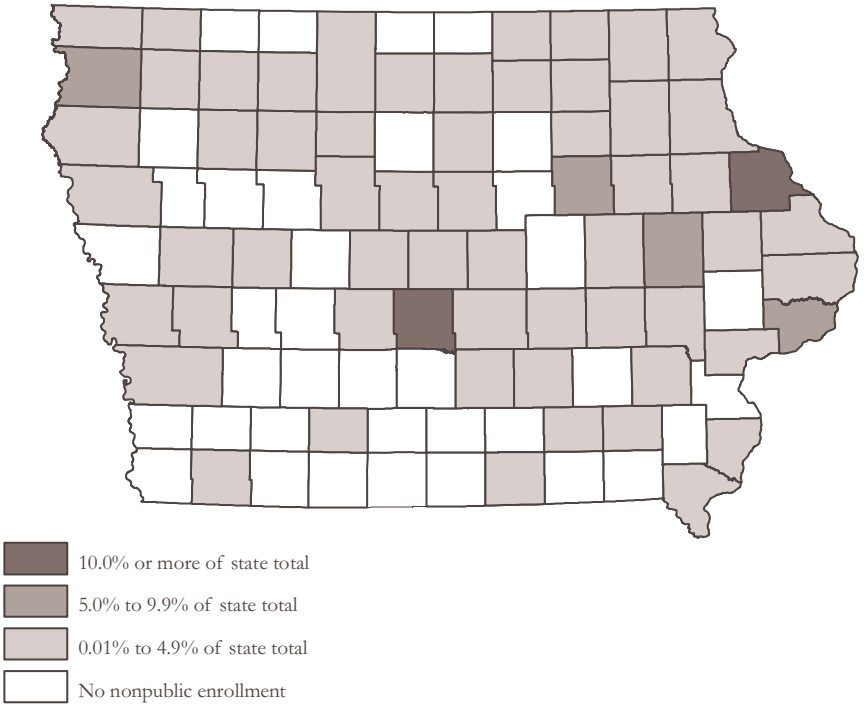
Three counties (Dallas, Fayette, and Louisa) reported increases of 5 percent or more since 2005-2006, and three counties (Clayton, Sac, and Winnebago) had decreases of that magnitude (Table 19).

Nonpublic Enrollment

Nine counties (Black Hawk, Carroll, Dubuque, Johnson, Linn, Polk, Scott, Sioux, and Woodbury) reported nonpublic enrollments of 1,000 or more (Table 20). In aggregate, these counties accounted for more than three of every five nonpublic students enrolled. One-third of the counties in the state had no nonpublic enrollment during the 2006-2007 school year. It is important to note however, that county assignments for nonpublic enrollment is based on the location of the school, not the student's county of residence (Figure 12).

Figure 12

PERCENT OF IOWA'S NONPUBLIC SCHOOL ENROLLMENT BY COUNTY, 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Enrollment Data Survey, Enrollment files.

Table 20

Iowa's Nonpublic School K-12 Enrollment by County of Attendance 2005-2006 and 2006-2007

County	Enrollment 2005-2006	Enrollment 2006-2007	Change in Enrollment 2005-2006 to 2006-2007 N	Change in Enrollment 2005-2006 to 2006-2007 Percent	County	Enrollment 2005-2006	Enrollment 2006-2007	Change in Enrollment 2005-2006 to 2006-2007 N	Change in Enrollment 2005-2006 to 2006-2007 Percent
Allamakee	128	124	-4	-3.1	Johnson	911	1,058	147	16.1
Appanoose	48	50	2	4.2	Jones	167	158	-9	-5.4
Benton	108	116	8	7.4	Kossuth	608	594	-14	-2.3
Black Hawk	2,135	2,032	-103	-4.8	Lee	568	476	-92	-16.2
Boone	197	207	10	5.1	Linn	3,206	3,240	34	1.1
Bremer	206	215	9	4.4	Lyon	83	76	-7	-8.4
Buchanan	220	216	-4	-1.8	Mahaska	190	214	24	12.6
Buena Vista	275	293	18	6.5	Marion	658	629	-29	-4.4
Carroll	1,082	1,068	-14	-1.3	Marshall	220	215	-5	-2.3
Cerro Gordo	635	612	-23	-3.6	Mitchell	59	48	-11	-18.6
Chickasaw	187	180	-7	-3.7	Muscatine	154	149	-5	-3.2
Clay	197	187	-10	-5.1	O'Brien	313	326	13	4.2
Clayton	135	128	-7	-5.2	Osceola	42	26	-16	-38.1
Clinton	469	479	10	2.1	Page	91	101	10	11.0
Crawford	215	224	9	4.2	Palo Alto	118	110	-8	-6.8
Dallas	767	827	60	7.8	Plymouth	675	653	-22	-3.3
Delaware	237	189	-48	-20.3	Pocahontas	50	57	7	14.0
Des Moines	350	331	-19	-5.4	Polk	4,742	4,632	-110	-2.3
Dubuque	3,860	3,718	-142	-3.7	Pottawattamie	840	821	-19	-2.3
Emmet	21	0	-21	-100.0	Poweshiek	30	39	9	30.0
Fayette	123	114	-9	-7.3	Scott	2,057	2,003	-54	-2.6
Floyd	189	181	-8	-4.2	Shelby	158	140	-18	-11.4
Franklin	16	23	7	43.8	Sioux	2,344	2,295	-49	-2.1
Hamilton	116	124	8	6.9	Story	159	178	19	11.9
Hancock	23	22	-1	-4.3	Union	119	124	5	4.2
Hardin	71	64	-7	-9.9	Wapello	83	77	-6	-7.2
Harrison	45	40	-5	-11.1	Washington	251	108	-143	-57.0
Howard	237	226	-11	-4.6	Webster	1,014	953	-61	-6.0
Humboldt	98	100	2	2.0	Winnebago	15	0	-15	-100.0
Iowa	164	148	-16	-9.8	Winneshiek	376	363	-13	-3.5
Jackson	399	379	-20	-5.0	Woodbury	1,769	1,641	-128	-7.2
Jasper	158	142	-16	-10.1					
Jefferson	69	15	-54	-78.3	State Total	35,250	34,278	-972	-2.8

Source: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)," and "State Nonfiscal Survey of Public Elementary/Secondary."

National Enrollment

Nationally, public school enrollment in 2004-2005 reflected a growth of 10.6 percent since 1994-1995 (Table 21). In the Midwest, Illinois (9.5 percent) reported the greatest percentage gain while North Dakota (-15.7 percent) and South Dakota (-14.4 percent) experienced the largest declines. Iowa had 4.4 percent enrollment decrease between 1994 through 2005.

Table 21

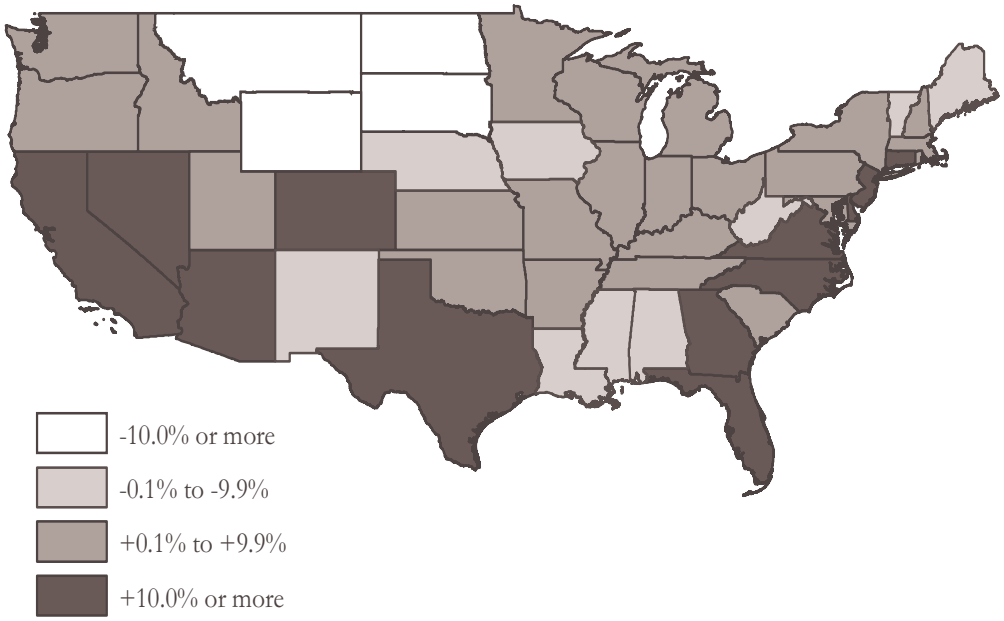
PUBLIC SCHOOL ENROLLMENTS AND RANKING BY STATE
1994-1995 AND 2004-2005

	1994-1995		2004-2005		Change in Enrollment 1994-1995 to 2004-2005	
	Enrollment	Rank	Enrollment	Rank	Percent	Rank
United States	**44,111,482**	**--**	**48,794,911**	**--**	**10.6%**	**--**
Alabama	736,531	23	730,140	23	-0.9	40
Alaska	127,057	46	132,970	45	4.7	26
Arizona	737,424	22	1,043,298	13	41.5	2
Arkansas	447,565	34	463,115	34	3.5	28
California	5,407,475	1	6,441,557	1	19.1	8
Colorado	640,521	26	765,976	22	19.6	7
Connecticut	506,824	29	577,390	28	13.9	10
Delaware	106,813	48	119,091	47	11.5	12
District of Columbia	80,450	51	76,714	51	-4.6	43
Florida	2,111,188	4	2,639,336	4	25.0	3
Georgia	1,270,948	9	1,553,437	9	22.2	4
Hawaii	183,795	42	183,185	42	-0.3	37
Idaho	240,448	39	256,084	39	6.5	21
Illinois	1,916,172	5	2,097,503	5	9.5	13
Indiana	969,022	13	1,021,348	14	5.4	25
Iowa	**500,440**	**31**	**478,319**	**32**	**-4.4**	**42**
Kansas	460,838	33	469,136	33	1.8	34
Kentucky	657,642	24	674,796	26	2.6	31
Louisiana	797,933	20	724,281	24	-9.2	46
Maine	212,601	40	198,820	41	-6.5	45
Maryland	790,938	21	865,561	19	9.4	14
Massachusetts	893,727	15	975,574	16	9.2	16
Michigan	1,614,784	8	1,750,919	8	8.4	19
Minnesota	821,693	19	838,503	21	2.0	33
Mississippi	505,962	30	495,376	31	-2.1	41
Missouri	878,541	17	905,449	18	3.1	30
Montana	164,341	43	146,705	44	-10.7	48
Nebraska	287,100	37	285,761	37	-0.5	39
Nevada	250,747	38	400,083	35	59.6	1
New Hampshire	189,319	41	206,852	40	9.3	15
New Jersey	1,174,206	10	1,393,347	10	18.7	9
New Mexico	327,248	35	326,102	36	-0.4	38
New York	2,766,208	3	2,836,337	3	2.5	32
North Carolina	1,156,767	11	1,385,754	11	19.8	6
North Dakota	119,288	47	100,513	48	-15.7	51
Ohio	1,814,290	6	1,840,032	6	1.4	35
Oklahoma	609,718	27	629,476	27	3.2	29
Oregon	521,945	28	552,322	29	5.8	24
Pennsylvania	1,764,946	7	1,828,089	7	3.6	27
Rhode Island	147,487	44	156,498	43	6.1	22
South Carolina	648,725	25	703,736	25	8.5	18
South Dakota	143,482	45	122,798	46	-14.4	49
Tennessee	881,425	16	941,091	17	6.8	20
Texas	3,677,171	2	4,405,215	2	19.8	5
Utah	474,675	32	503,607	30	6.1	23
Vermont	104,533	49	98,352	49	-5.9	44
Virginia	1,060,809	12	1,204,739	12	13.6	11
Washington	938,314	14	1,020,005	15	8.7	17
West Virginia	310,511	36	280,129	38	-9.8	47
Wisconsin	860,581	18	864,757	20	0.5	36
Wyoming	100,314	50	84,733	50	-15.5	50

Source: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)," and "State Nonfiscal Survey of Public Elementary/Secondary."

Figure 13

Percent Change in Public School Enrollment by State 1994-1995 to 2004-2005



Source: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), (http://inces,ed.gov/ccd/).

Despite the significant growth in minority enrollment in Iowa presented earlier in this section, Iowa's percentage of minority students remains relatively low in comparison to other states (Table 22). Although there was 6 percentage points increase from 1994-1995 (6.8 percent) to 2004-2005 (12.6 percent), Iowa was still among the nation's lowest percentage minority enrollment at the 5th lowest (Figure 13). Nationally, the average percent of minority enrollment was 42.1 percent.

Table 22

Public School Minority Enrollment as Percentage of Total Enrollment by State, 1994-1995 and 2004-2005

	2004-2005 Percent Minority Enrollment by Race						1994-1995 Percent	
	American Indian	Asian	Black	Hispanic	Total Minority	Rank	Total Minority	Rank
United States	**1.2%**	**4.5%**	**17.3%**	**19.1%**	**42.1%**	**--**	**34.4%**	**--**
Alabama	0.8	1.0	36.1	2.4	40.3	19	37.7	14
Alaska	26.3	6.7	4.6	4.1	41.7	18	35.4	17
Arizona	6.2	2.3	5.0	38.2	51.7	8	41.3	12
Arkansas	0.6	1.3	23.0	6.0	30.8	24	25.8	25
California	0.8	11.5	8.1	47.7	68.1	4	58.6	4
Colorado	1.2	3.2	5.9	26.2	36.5	22	26.5	24
Connecticut	0.4	3.4	13.8	15.0	32.5	23	27.3	23
Delaware	0.3	2.7	32.3	8.5	43.8	14	34.6	19
District of Columbia	0.0	1.4	84.5	9.5	95.4	1	96.0	1
Florida	0.3	2.1	24.1	23.0	49.5	11	41.5	11
Georgia	0.2	2.7	38.9	7.9	49.5	10	40.9	13
Hawaii	0.6	72.5	2.4	4.5	80.0	2	76.8	2
Idaho	1.6	1.5	1.0	12.4	16.5	40	10.9	42
Illinois	0.2	3.7	20.7	18.4	43.0	15	35.8	16
Indiana	0.3	1.1	12.4	5.2	19.0	38	14.3	37
Iowa	**0.6**	**1.9**	**4.8**	**5.4**	**12.6**	**46**	**6.8**	**47**
Kansas	1.4	2.3	8.7	11.6	24.1	32	16.9	34
Kentucky	0.2	0.9	10.5	1.8	13.4	44	10.7	43
Louisiana	0.7	1.4	47.7	1.9	51.7	7	48.5	7
Maine	0.5	1.3	1.9	0.8	4.5	49	2.4	51
Maryland	0.4	5.0	38.1	7.0	50.5	9	41.9	10
Massachusetts	0.3	4.8	8.9	11.8	25.8	29	20.9	28
Michigan	1.0	2.2	19.9	4.2	27.3	28	22.7	27
Minnesota	2.1	5.5	8.2	5.0	20.7	37	11.9	41
Mississippi	0.2	0.8	50.8	1.3	53.0	6	52.2	6
Missouri	0.4	1.5	17.9	2.9	22.7	33	17.8	32
Montana	11.3	1.1	0.8	2.3	15.5	41	12.3	39
Nebraska	1.6	1.7	7.4	10.8	21.5	35	12.2	40
Nevada	n/a	n/a	n/a	n/a	n/a	--	31.0	21
New Hampshire	0.3	1.8	1.6	2.6	6.2	47	3.2	49
New Jersey	0.2	7.2	17.7	17.7	42.9	16	37.0	15
New Mexico	11.1	1.2	2.5	53.3	68.1	3	60.1	3
New York	0.5	6.7	19.9	19.8	46.9	12	42.3	9
North Carolina	1.5	2.0	31.6	7.5	42.6	17	34.8	18
North Dakota	8.3	0.9	1.2	2.4	12.8	45	8.8	46
Ohio	0.1	1.4	17.1	2.3	20.9	36	17.3	33
Oklahoma	18.7	1.6	10.8	8.2	39.4	21	29.6	22
Oregon	2.3	4.6	3.3	14.5	24.6	30	14.0	38
Pennsylvania	0.1	2.3	16.0	6.0	24.5	31	19.1	31
Rhode Island	0.6	3.2	8.6	16.8	29.1	27	20.1	30
South Carolina	0.3	1.2	40.8	3.6	46.0	13	43.3	8
South Dakota	10.9	1.0	1.6	1.9	15.4	42	15.8	36
Tennessee	0.2	1.4	25.1	3.3	30.0	25	24.1	26
Texas	0.3	3.0	14.2	44.7	62.3	5	52.9	5
Utah	1.6	3.0	1.2	11.6	17.3	39	9.0	45
Vermont	0.5	1.5	1.4	0.9	4.2	50	2.5	50
Virginia	0.3	4.9	27.1	7.1	39.4	20	32.8	20
Washington	2.7	8.0	5.7	12.9	29.3	26	20.9	29
West Virginia	0.1	0.6	4.8	0.6	6.1	48	4.7	48
Wisconsin	1.5	3.4	10.5	6.3	21.7	34	16.3	35
Wyoming	3.4	1.0	1.4	8.6	14.4	43	10.6	44

Source: Data reported by states to U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)," and "State Nonfiscal Survey of Public Elementary/Secondary."

STAFF

Data for licensed staff and non-licensed staff in Iowa's schools and area education agencies (AEAs) are presented in this chapter. Characteristics such as age, race/ethnicity, gender, experience, and salary are included for teachers, principals, superintendents, and other licensed positions. Information on instructional aides and pupil-teacher ratios for public schools is also included. Data are summarized at the state level, by enrollment category (based on district certified enrollment), and by area education agency. Where available, national and regional state comparative data are also presented.

Teacher Characteristics

At the beginning of each school year, information on licensed staff is collected from schools in Iowa through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS). On this report, schools list age, gender, race/ethnicity, salary, contract days, contract type, degrees, majors, positions, and the assignments that go along with each position for all licensed staff. A maximum of ten position/assignment combinations can be reported for each staff member to accurately reflect their duties.

This section presents data on full-time teachers. Full-time teachers include staff that was reported to have at least one teaching position code, a full-time contract, regular salary (salary paid for regular position responsibilities) of at least $25,500, and at least 180 contract days. In 2006-2007, 5,741 full-time teachers were reported as serving in other positions, such as administrative (e.g., principal, superintendent) or student support services (e.g., coach, counselor). Salary is not reported separately for each position/assignment combination, thus the reported salary for these teachers may be impacted by the additional duties.

Table 23 lists the total number, average age, percent female, percent minority, percent with advanced degrees, average total experience, and average district experience of Iowa public and nonpublic schools for the base year of 1985-1986 along with 2005-2006 and 2006-2007. Teachers with a reported race/ethnicity of American Indian/Native American, African American, Asian, or Hispanic were considered minorities. Teachers with a Master's, Specialist, or Doctorate degree were included in the count of teachers with an advanced degree.

There was not a significant difference in the majority of characteristics of full-time teachers in public schools between 2005-2006 and 2006-2007. There was a change in the percent of public school teachers with an advanced degree from 27.2 percent in 2005-2006 to 28 percent in 2006-2007. There was a change in the characteristics of full-time teachers in public schools between 1985-1986 and 2006-2007. The average age of public school teachers increased from 39.9 to 42.1. The percent of females increased from 63.5 percent to 73.7 percent and the percent of minority teachers increased from 1.2 percent to 1.8 percent. The percent of teachers with advanced degrees decreased from 29 percent to 28 percent. The average years of total experience increased from 13.9 to 14.8 and the average years of district experience increased from 10.6 to 11.3

The characteristics of nonpublic school teachers did not change significantly between 2005-2006 and 2006-2007. There was a change in the characteristics of nonpublic school teachers between 1985-1986 and 2006-2007. The average age increased from 36.6 to 42.5. The percent of females increased from 77.5 percent to 80.4 percent and the percent of minorities increased from 0.5 percent to 0.7 percent. The percent of teachers with an advanced degree decreased from 16.0 percent to 15.3 percent. The average years of total experience increased from 11.5 to 14.9 and the average years of district experience increased from 5.7 to 10.7.

Table 23

Characteristics of Iowa Full-Time Teachers 1985-1986, 2005-2006 and 2006-2007

	Public			Nonpublic		
Characteristics	1985-1986	2005-2006	2006-2007	1985-1986	2005-2006	2006-2007
Average Age	39.9	42.3	42.1	36.6	42.3	42.5
Percent Female	63.5%	73.1%	73.7%	77.5%	80.4%	80.4%
Percent Minority	1.2%	1.8%	1.8%	0.5%	0.7%	0.7%
Percent Advanced Degree	29.0%	27.2%	28.0%	16.0%	14.9%	15.3%
Average Total Experience	13.9	15.0	14.8	11.5	14.7	14.9
Average District Experience	10.6	11.5	11.3	5.7	10.6	10.7
Number of Teachers	30,499	34,175	34,444	2,419	2,307	2,260

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

Characteristics of Iowa Full-Time Teachers

The characteristics of full-time public school teachers by enrollment category in 2006-2007 are listed in Table 24. The largest enrollment category, 7,500 students or more, had the highest percent of teachers with advanced degrees, 39.1 percent, and the highest percent of minorities, 4.3 percent. The smallest enrollment category, less than 250 students, had the lowest percent of teachers with advanced degrees, 8.1 percent, and the enrollment category of 250-399 students had the smallest percent of minority teachers, 0.7 percent. The smallest enrollment category, less than 250 students, had the highest percent of female teachers, 77.1 percent, while the enrollment category of 600-999 students had the lowest percent of female teachers, 69.7 percent. The average years of total experience was lowest for the smallest enrollment category of less than 250 students, 13.6, and highest for the enrollment category of 600-999 students, 15.4. The average years of district experience was lowest for the enrollment category of 2,500 to 7,499 students, 10.2, and highest for districts with enrollment between 250 and 999 students, 12.1. The average age was highest for the enrollment categories of 250-399 and 600-999 students, 42.5, and lowest for the enrollment category of 2,500 to 7,499 students, 40.9.

Table 24

Characteristics of Iowa Full-Time Public School Teachers by Enrollment Category, 2006-2007

Enrollment Category	Number of Full-Time Teachers	Percent with Advanced Degree	Percent Female	Percent Minority	Average Years Total Experience	Avg. Years District Experience	Average Age
<250	468	8.1%	77.1%	0.9%	13.6	11.1	41.7
250-399	1,621	12.5	73.0	0.7	14.9	12.1	42.5
400-599	2,828	14.9	70.9	0.8	15.2	12.1	42.3
600-999	5,139	18.0	69.7	0.9	15.4	12.1	42.5
1,000-2,499	8,754	25.7	73.0	1.0	15.3	11.6	42.3
2,500-7,499	6,375	34.5	75.5	1.4	13.9	10.2	40.9
7,500+	8,788	39.1	75.6	4.3	14.6	11.1	42.4
AEA	471	36.5	88.1	1.5	15.3	10.5	44.7
State	34,444	28.0	73.7	1.2	14.8	11.3	42.1

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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

The number of full-time public school teachers by age category for 1996-1997 and 2006-2007 is shown in Table 25 and Figure 14. The percent of teachers age 46-50 decreased the most between 1996-1997 and 2006-2007, 20.5 percent versus 12.6 percent. The percent of teachers age 51-55 increased the most between 1996-1997 and 2006-2007, 12.4 percent versus 16.9 percent.

Table 25

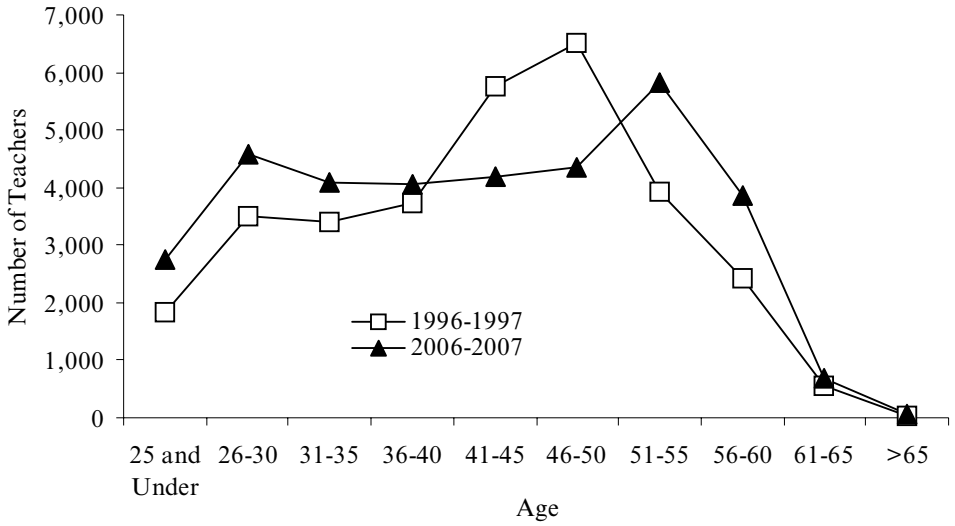
Iowa Full-Time Public School Teacher Age Distributions 1996-1997 and 2006-2007

	1996-1997				2006-2007			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25 and Under	1,820	1,820	5.8%	5.8%	2,743	2,743	8.0%	8.0%
26-30	3,495	5,315	11.0	16.8	4,590	7,333	13.3	21.3
31-35	3,399	8,714	10.7	27.5	4,095	11,428	11.9	33.2
36-40	3,716	12,430	11.7	39.3	4,049	15,477	11.8	44.9
41-45	5,752	18,182	18.2	57.5	4,189	19,666	12.2	57.1
46-50	6,499	24,681	20.5	78.0	4,355	24,021	12.6	69.7
51-55	3,933	28,614	12.4	90.4	5,809	29,830	16.9	86.6
56-60	2,415	31,029	7.6	98.1	3,859	33,689	11.2	97.8
61-65	567	31,596	1.8	99.8	693	34,382	2.0	99.8
Over 65	48	31,644	0.2	100.0	62	34,444	0.2	100.0

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

Figure 14

Iowa Full-Time Public School Teacher Age Distributions 1996-1997 and 2006-2007



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

Table 26 and Figure 15 show the distribution of full-time public school teachers by combined age and years total experience for 1996-1997 and 2006-2007. Full-time public school teachers in Iowa that are covered by the Iowa Public Employment 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 full-time public school teachers with combined age and experience equal to or greater than 88 increased from 6.4 percent in 1996-1997 to 7.3 percent in 2006-2007. The percent of full-time public school teachers with combined age and experience between 81 and 87 years increased from 6.7 percent in 1996-1997 to 10.1 percent in 2006-2007. The greatest decrease between 1996-1997 and 2006-2007 was in the percent of teachers with combined age and experience of 61-70. The percent of teachers in this category decreased by 6.2 percent between 1996-1997 and 2006-2007, 19.8 percent versus 13.6 percent.

Table 26

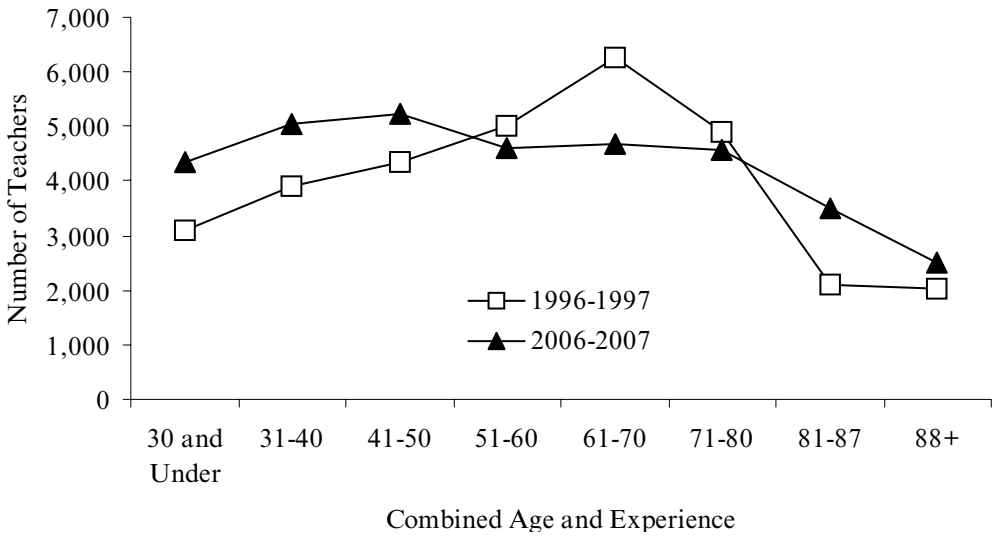
Combined Age and Experience Distribution of Iowa Full-Time Public School Teachers, 1996-1997 and 2006-2007

Combined Age and Experience Interval	1996-1997 Number	1996-1997 Cumulative Total	1996-1997 Percent	1996-1997 Cumulative Percent	2006-2007 Number	2006-2007 Cumulative Total	2006-2007 Percent	2006-2007 Cumulative Percent
30 and Under	3,082	3,082	9.7%	9.7%	4,351	4,351	12.6%	12.6%
31-40	3,903	6,985	12.3	22.1	5,040	9,391	14.6	27.3
41-50	4,364	11,349	13.8	35.9	5,217	14,608	15.1	42.4
51-60	5,018	16,367	15.9	51.7	4,606	19,214	13.4	55.8
61-70	6,264	22,631	19.8	71.5	4,680	23,894	13.6	69.4
71-80	4,888	27,519	15.4	87.0	4,553	28,447	13.2	82.6
81-87	2,112	29,631	6.7	93.6	3,487	31,934	10.1	92.7
88+	2,013	31,644	6.4	100.0	2,510	34,444	7.3	100.0

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

Figure 15

DISTRIBUTION OF IOWA FULL-TIME PUBLIC SCHOOL TEACHERS COMBINED AGE AND EXPERIENCE 1996-1997 AND 2006-2007



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

Teacher Contract Days

The distribution of full-time public school teachers by number of contract days for 1996-1997, 2005-2006 and 2006-2007 is shown in Table 27. In 1996-1997 the highest percent of teachers (31.0 percent) had contract days of 190, while the highest percent of teachers in 2005-2006 and 2006-2007 had contract days of 191, 28.0 percent and 23.4 percent, respectively. The change in 2005-2006 and 2006-2007 can be attributed to the requirement of House File 816 (Student Achievement and Teacher Quality Program Act of 2005) that school districts add the equivalent of one additional contract day.

Table 27

Distribution of Contract Days for Full-Time Public School Teachers 1996-1997, 2005-2006 and 2006-2007

Number of Contract Days	Percent			Cumulative Percent		
	1996-1997	2005-2006	2006-2007	1996-1997	2005-2006	2006-2007
Less than 186	6.5%	0.4%	0.4%	6.5%	0.4%	0.4%
186	2.8	4.5	4.3	9.3	4.9	4.7
187	5.0	2.7	4.6	14.4	7.6	9.2
188	6.6	5.0	3.8	21.0	12.6	13.0
189	4.6	6.5	6.9	25.6	19.1	19.9
190	31.0	6.5	10.1	56.5	25.6	30.0
191	7.5	28.0	23.4	64.0	53.6	53.4
192	9.4	7.9	8.6	73.4	61.5	62.0
193	8.6	8.4	11.6	82.0	70.0	73.6
194	3.1	11.0	9.7	85.1	80.7	83.3
195	9.9	4.4	2.4	95.0	85.3	85.8
196+	5.0	14.7	14.2	100.0	100.0	100.0

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

Teacher Assignments

The average number of teaching assignments for full-time public school teachers in grades 9-12 by enrollment category for 1985-1986, 2005-2006 and 2006-2007 is listed in Table 28. On the Licensed Staff Detail form of the fall BEDS, up to ten position/assignment combinations can be reported for each teacher. Following the trend of previous years, the average number of assignments was higher for the smaller enrollment categories than for the larger enrollment categories in 2006-2007. The average number of assignments for teachers in the smallest enrollment category, less than 250 students, was 4.5 compared to an average of 2.3 assignments for teachers in the largest enrollment category, 7,500 students or more. Table 29 shows the distribution of assignments for full-time public school teachers in grades 9-12. The majority of grade 9-12 teachers (80.0 percent) had four teaching assignments or fewer.

Table 28

Average Number of Teaching Assignments for Iowa Full-Time Public School Teachers in Grades 9-12 by Enrollment Category 1985-1986, 2005-2006 and 2006-2007

Enrollment Category	1985-1986 Number of Districts	1985-1986 Number of Grade 9-12 Teachers	1985-1986 Average Number of Assignments	2005-2006 Number of Districts	2005-2006 Number of Grade 9-12 Teachers	2005-2006 Average Number of Assignments	2006-2007 Number of Districts	2006-2007 Number of Grade 9-12 Teachers	2006-2007 Average Number of Assignments
<250	52	470	3.8	32	178	4.6	31	184	4.5
250-399	90	1,218	3.6	56	849	4.2	59	860	4.2
400-599	94	1,754	3.3	70	1,442	3.9	70	1,461	3.9
600-999	97	2,228	3.1	93	2,383	3.6	93	2,407	3.5
1,000-2,499	72	2,843	2.6	82	3,435	3.0	81	3,444	2.9
2,500-7,499	24	1,997	2.1	23	2,139	2.4	22	2,139	2.4
7,500+	8	2,349	2.0	9	2,559	2.2	9	2,645	2.3
State	437	12,859	2.7	365	12,985	3.0	365	13,140	3.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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, 2006-2007

Number of Unique Assignments	Number of Teachers	Percent	Cumulative Percent
1	2,825	21.5%	21.5%
2	3,498	26.6	48.1
3	2,514	19.1	67.3
4	1,676	12.8	80.0
5	1,171	8.9	88.9
6	690	5.3	94.2
7	391	3.0	97.1
8	213	1.6	98.8
9	100	0.8	99.5
10	62	0.5	100.0

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

Minority Teacher Characteristics

Table 30 lists the characteristics of full-time public school teachers who were minorities versus full-time public school teachers who were not minorities for 2006-2007. Teachers with a reported race/ethnicity of American Indian/Native American, African American, Asian, or Hispanic were considered minorities. The average age of non-minority teachers was higher than minority teachers, 42.1 versus 41.2. The percent of female teachers was 73.8 percent for non-minority teachers and 71.3 percent for minority teachers. The percent of teachers with an advanced degree was higher for minority teachers than for non-minority teachers, 30.2 percent versus 28.0 percent. The average years of total experience and average years of district experience were higher for non-minority teachers. The average years of total experience was 14.9 for non-minority teachers and 11.9 for minority teachers. The average years of district experience was 11.4 for non-minority teachers and 9.0 for minority teachers. Minority teachers had a slightly lower average salary than non-minority teachers, $43,735 versus $44,068.

Table 30

Characteristics of Iowa Full-Time Public School Teachers by Minority and Non-minority Groups, 2006-2007

Characteristics	Non-Minority	Minority
Number	33,795	649
Percent	98.1%	1.9%
Average Age	42.1	41.2
Percent Female	73.8%	71.3%
Percent Advanced Degree	28.0%	30.2%
Average Total Experience	14.9	11.9
Average District Experience	11.4	9.0
Average Total Salary	$44,068	$43,735

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

Notes: Includes AEA teachers.
Figures for 2006-2007 represent average salaries for full-time public school staff with at least one teaching position code. 5,741 full-time public school staff in 2006-2007 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

The salary collected through the fall BEDS was reported in three categories in 2006-2007. The three categories were added together to find the total salary of each staff member. The first category was regular salary, which is the portion of a salary that is paid for regular position responsibilities. The second category was the extra salary, which is the portion of the salary paid for extra duties such as yearbook sponsorship and coaching. The third category was Market Factor monies. House File 2792 provided $3,390,000 for state assistance in 2006-2007 to allow school districts (AEAs are not included) to add a market factor to teacher salaries that are paid by the district. The money provided was allocated

among all districts. Market Factor monies can be paid to improve salaries due to geographic differences and subject area shortages. Although the money was distributed among the districts in 2006-2007, districts were allowed to carry over the funds to the following school year. This was due to the fact that the money was distributed after most districts had hired teachers and negotiated salaries. In 2005-2006 and 2006-2007, about 5,000 full-time teachers reported having administrative or support positions as well, which could inflate the average salary figures. Full-time public school teachers were required to have a minimum regular salary of $25,500. They are also defined as having a full-time contract and a minimum contract length of 180 days.

Table 31 lists the average total salary of full-time public school teachers by enrollment category in 1985-1986, 2005-2006 and 2006-2007. As shown in the table, the average total salary of full-time public school teachers increased 4.9 percent, from $41,996 in 2005-2006 to $44,062 in 2006-2007. As in previous years, the average total salary in 2006-2007 was higher for the larger enrollment categories. In 2006-2007, teachers in the smallest enrollment category, less than 250 students, had the lowest average total salary, $35,464. Teachers in the largest enrollment category, 7,500 students or more, had the largest average total salary, $47,222, in 2006-2007.

Table 31

Average Total Salaries of Iowa Full-Time Public School Teachers by Enrollment Category, 1985-1986, 2005-2006 and 2006-2007

Enrollment Category	Average Total Salary 1985-1986	Average Total Salary 2005-2006	Average Total Salary 2006-2007	Percent Salary Change 1985-1986 to 2006-2007	Percent Salary Change 2005-2006 to 2006-2007
<250	$16,347	$33,797	$35,464	116.9%	4.9%
250-399	17,971	35,610	37,445	108.4	5.2
400-599	19,198	37,347	39,233	104.4	5.0
600-999	20,079	39,433	41,528	106.8	5.3
1,000-2,499	21,616	41,913	44,094	104.0	5.2
2,500-7,499	23,835	43,610	46,112	93.5	5.7
7,500+	24,041	45,508	47,222	96.4	3.8
State	21,690	41,996	44,062	103.1	4.9

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

Notes: State total includes AEA teachers.
Figures for 2005-2006 and 2006-2007 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2005-2006 and 2006-2007 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.

Average Regular Salary Versus Average Total Salary

The portion of salary that is paid for direct position responsibilities is considered regular salary. Total salary 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). In 2006-2007, total salary also included Market Factor monies paid to improve salaries due to geographic differences and subject area shortages. The average regular salary and average total salary of full-time public school teachers for 2001-2002 to 2006-2007 are shown in Table 32. The average total salary is about 3 percent higher than the average regular salary for each year presented.

Table 32

AVERAGE FULL-TIME TEACHER REGULAR SALARY VS. AVERAGE FULL-TIME TEACHER TOTAL SALARY, 2001-2002 TO 2006-2007

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Average Regular Salary	$37,243	$38,000	$38,381	$39,284	$40,877	$42,922
Average Total Salary	$38,230	$39,059	$39,432	$40,344	$41,996	44,062
Difference	$987	$1,059	$1,051	$1,060	$1,119	1,140
Percent Total Salary Greater Than Regular Salary	2.7%	2.8%	2.7%	2.7%	2.7%	2.7%

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

Average Total Salary for Public School Teachers by Years of Experience

The average total salary for Iowa public school full-time teachers by years of total experience and degree level is presented for 1985-1986 and 2006-2007 in Tables 33-35. The average total salary of teachers with five years of experience or less and an advanced degree was $6,048 higher than the average total salary of teachers with five years of experience or less and a baccalaureate degree in 2006-2007. The average total salary of teachers with an advanced degree was $4,967 higher than those with a baccalaureate degree for teachers with six to ten years of experience. For teachers with more than ten years of experience, the average total salary was $7,977 higher for teachers with an advanced degree compared to teachers with a baccalaureate degree. The average total salary of teachers with a baccalaureate degree and more than ten years of experience was $13,187 higher than the average total salary of teachers with a baccalaureate degree and five or less years of experience. The average total salary of teachers with an advanced degree and more than ten years of experience was $15,116 higher than the average total salary of teachers with an advanced degree and five or less years of experience.

Table 33

Average Total Salary Comparison for Iowa Public School Full-Time Teachers with Total Experience of Five Years or Less
1985-1986 vs. 2006-2007

Enrollment Category	Average Total Salary Baccalaureate Degree Level 1985-1986	Average Total Salary Baccalaureate Degree Level 2006-2007	Average Total Salary Advanced Degree Level 1985-1986	Average Total Salary Advanced Degree Level 2006-2007	Number of Teachers Baccalaureate Degree 2006-2007	Number of Teachers Advanced Degree 2006-2007
<250	$14,659	$24,299	$15,782	$31,802	152	4
250-399	15,434	30,165	16,753	32,329	392	16
400-599	15,775	30,743	17,226	35,282	601	40
600-999	16,017	31,821	17,731	35,445	1,115	73
1,000-2,499	16,403	32,977	19,500	38,740	1,807	136
2,500-7,499	17,191	35,032	20,057	40,819	1,551	166
7,500+	17,156	35,118	21,143	40,979	1,913	296
State	16,211	33,374	19,545	39,422	7,531	731

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
Notes: State total does not include AEA teachers.
Figures in 2006-2007 represent average salaries for full-time public school staff in this group with teaching position codes. 1,429 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 Total Salary Comparison for Iowa Public School Full-Time Teachers with Total Experience of Six to Ten Years
1985-1986 vs. 2006-2007

Enrollment Category	Average Total Salary Baccalaureate Degree Level 1985-1986	Average Total Salary Baccalaureate Degree Level 2006-2007	Average Total Salary Advanced Degree Level 1985-1986	Average Total Salary Advanced Degree Level 2006-2007	Number of Teachers Baccalaureate Degree 2006-2007	Number of Teachers Advanced Degree 2006-2007
<250	$16,218	$33,088	$16,704	$35,100	66	3
250-399	17,423	33,991	18,537	38,087	275	14
400-599	18,419	35,555	19,704	38,838	484	45
600-999	18,874	37,737	20,026	41,773	794	102
1,000-2,499	19,543	39,158	21,360	42,716	1,294	294
2,500-7,499	20,570	41,332	23,174	45,398	866	350
7,500+	20,686	41,467	23,104	45,303	1,226	478
State	19,335	39,162	21,919	44,129	5,005	1,286

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
Notes: State total does not include AEA teachers.
Figures in 2006-2007 represent average salaries for full-time public school staff in this group with teaching position codes. 1,193 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 Total Salary Comparison for Iowa Public School Full-Time Teachers with Total Experience of More than Ten Years 1985-1986 vs. 2006-2007

Enrollment Category	Average Total Salary Baccalaureate Degree Level 1985-1986	Average Total Salary Baccalaureate Degree Level 2006-2007	Average Total Salary Advanced Degree Level 1985-1986	Average Total Salary Advanced Degree Level 2006-2007	Number of Teachers Baccalaureate Degree 2006-2007	Number of Teachers Advanced Degree 2006-2007
<250	$17,821	$39,571	$18,985	$43,173	212	31
250-399	19,324	40,847	21,260	45,082	751	173
400-599	20,559	42,658	22,583	46,755	1,321	337
600-999	21,381	45,129	23,632	49,477	2,307	748
1,000-2,499	22,495	47,377	25,440	53,115	3,400	1,823
2,500-7,499	23,804	49,175	28,044	56,260	1,761	1,681
7,500+	23,594	49,661	28,110	57,578	2,212	2,663
State	22,196	46,561	26,528	54,538	11,964	7,456

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

Notes: State total does not include AEA teachers.
Figures in 2006-2007 represent average salaries for full-time public school staff in this group with teaching position codes. 3,108 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

Table 36 and Figure 16 show the average salaries of public school teachers in Iowa, the midwest states and the nation, based on the National Education Association's *Rankings of the States and Estimates of School Statistics*. Iowa's rank in the nation moved from 42nd to 40th between 2004-2005 and 2005-2006. Iowa was ranked 6th among the midwest states in both 2004-2005 and 2005-2006.

Table 36

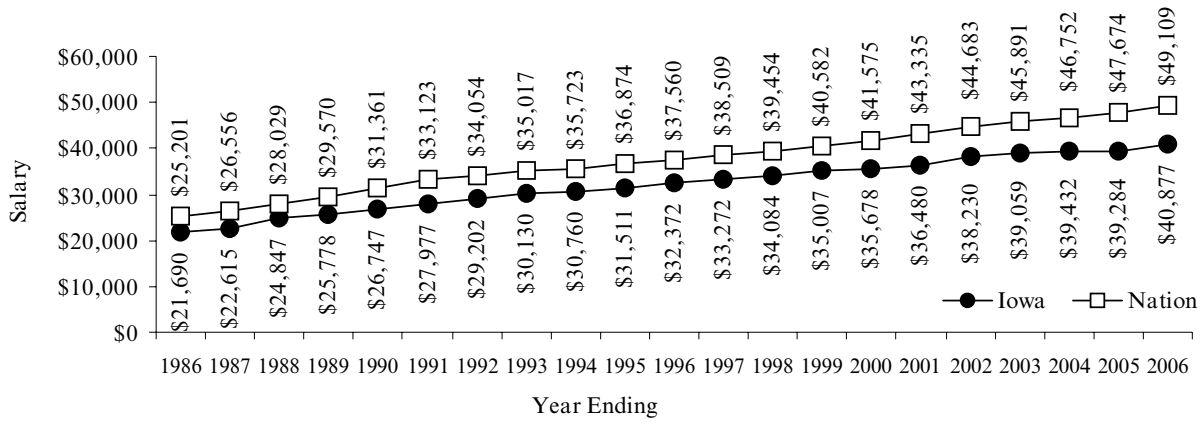
Average Total Salaries of Public School Teachers for Iowa, Midwest States and the Nation, 2004-2005 and 2005-2006

Nation and State	Salary	2004-2005 National Rank	Midwest Rank	Salary	2005-2006 National Rank	Midwest Rank
Nation	**$47,674**			**$49,109**		
Illinois	55,421	7	1	57,819	5	1
Iowa	**39,284**	**42**	**6**	**40,877**	**40**	**6**
Kansas	39,345	41	5	41,369	38	4
Minnesota	46,906	16	2	48,489	17	2
Missouri	39,067	43	7	39,922	45	7
Nebraska	39,456	38	4	41,026	39	5
North Dakota	36,695	49	8	37,773	50	8
South Dakota	34,040	51	9	34,709	51	9
Wisconsin	44,299	22	3	46,390	21	3

Source: National Education Association, Rankings of the States and Estimates of School Statistics.

Figure 16

Average Total Salaries of Full-Time Public School Teachers for Iowa and the Nation, 1985-1986 to 2005-2006



Source: National Education Association, Rankings of the States and Estimates of School Statistics.

Teacher Salaries by Area Education Agency

In 2006-2007, there were 11 Area Education Agencies (AEAs) in the state of Iowa that provided services for local school districts. The characteristics of full-time public school teachers by AEA in 2006-2007 are listed in Table 37. The highest average total salary was $45,471 in Northwest AEA. The average total salary was lowest for teachers in AEA 14, $39,446. AEA 10 had the highest percent of teachers with an advanced degree, 33.5 percent. AEA 14 had the lowest percent of teachers with an advanced degree, 19.6 percent.

Table 37

Average Total Salaries of Full-Time Iowa Public School Teachers by AEA, 2006-2007

AEA	Number	Percent of Teachers	Average Total Salary	Average Total Experience	Average District Experience	Percent with Advanced Degree
Keystone 1	2,313	6.7%	$43,228	15.6	12.1	26.3%
AEA 267	4,702	13.7	43,285	15.3	12.0	25.1
Prairie Lakes 8	2,520	7.3	42,215	15.9	12.3	21.7
Mississippi Bend 9	3,404	9.9	45,224	14.8	11.9	32.1
Grant Wood 10	4,413	12.8	45,017	14.0	10.0	33.5
Heartland 11	8,371	24.3	45,049	13.6	9.9	29.0
Northwest	2,771	8.0	45,471	16.2	12.7	28.1
Loess Hills 13	2,196	6.4	43,198	15.8	12.1	28.0
Green Valley 14	868	2.5	39,446	15.6	11.8	19.6
Southern Prairie 15	1,662	4.8	41,460	15.0	12.0	25.2
Great River 16	1,224	3.6	44,170	15.5	12.3	27.1
State	34,444	100.0	44,062	14.8	11.3	28.0

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

Notes: Includes AEA teachers.
Figures for Iowa 2006-2007 represent average salaries for full-time public school staff with teaching position codes. 5,741 full-time public school staff in 2006-2007 with teaching position codes also reported that they served in the capacity of administrator and/or student support services personnel. Average salaries for these staff include salaries for these additional responsibilities as well.

Teacher Salary Comparisons with Other Occupational Groups

The average salaries of teachers and other occupational groups in 2005 and 2006 are presented in Table 38. The average regular salary of teachers increased by 4.1 percent between 2005 and 2006. Out of all occupations listed, Speech Language Pathologists experienced the only decrease in salary between 2005 and 2006, -0.9 percent. Air Traffic Controllers had the greatest increase in salary, 10.9 percent. Computer programmers had the smallest increase in salary, 2.0 percent.

Table 38

IOWA SALARY COMPARISONS BY OCCUPATION, 2005 AND 2006

Occupation	Average Salary 2005	Average Salary 2006	Percent Change 2005 to 2006
Electrical Engineer	$71,280	$74,520	4.5%
Computer Software Engineer, Applications	69,210	71,440	3.2
Air Traffic Controller	76,440	84,740	10.9
Civil Engineer	64,800	66,890	3.2
Computer Programmer	54,200	55,290	2.0
Speech-Language Pathologist	51,590	51,100	-.9
Accountant & Auditor	52,700	54,480	3.4
Teacher*	39,284	40,877	4.1
Registered Nurse	45,330	47,030	3.8
Child, Family and School Social Worker	34,810	35,690	2.5
Interior Designer	33,550	34,570	3.0

Source: U.S. Bureau of Labor Statistics, State Occupational Employment and Wage Estimates, Iowa, May 2005 and May 2006.
Note: *Teacher average salaries are average regular salaries, based on Iowa Department of Education, Basic Educational Data Survey, Staff files.

Beginning Full-Time Public School Teachers

Beginning teachers are teachers who are in their first year of teaching. Table 39 lists the characteristics of beginning full-time public school teachers for 1996-1997, 2005-2006 and 2006-2007. The percent of full-time teachers that were considered beginning teachers increased from 4.2 percent in 2005-2006 to 4.4 percent in 2006-2007. The percent of beginning teachers that were minorities increased from 1.8 percent in 2005-2006 to 2.6 percent in 2006-2007. The average salary of beginning teachers increased by 5.7 percent between 2005-2006 and 2006-2007, $29,322 versus $30,998. The average salary of beginning teachers increased from $22,005 to $30,998 (40.9 percent) between 1996-1997 and 2006-2007.

Table 39

Characteristics of Beginning Full-Time Teachers in Iowa Public Schools, 1996-1997, 2005-2006 and 2006-2007

Characteristics	1996-1997	2005-2006	2006-2007
Average Age	27.2	27.5	27.8
Percent Female	68.7%	73.2%	75.7%
Percent Minority	3.3%	1.8%	2.6%
Percent Advanced Degree	3.1%	6.7%	7.0%
Average Total Salary**	$22,005	$29,322	$30,998
Number of Beginning F-T Teachers*	1,014	1,442	1,522
Percent of Beginning F-T Teachers*	3.2%	4.2%	4.4%

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

Notes: *F-T indicates full-time.
Includes AEA teachers.
Figures for 2005-2006 and 2006-2007 represent average salaries for full-time public school staff in this group with teaching position codes.
In 2006-2007, 197 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.

Characteristics of Beginning Full-Time Teachers in Iowa Public Schools

Table 40 shows the number of beginning full-time teachers, the number of total full-time teachers, and the percentage of total full-time teachers that were considered beginning full-time teachers by enrollment category for 1996-1997, 2005-2006 and 2006-2007. In 2006-2007, the smallest enrollment category, less than 250 students, had the highest percent of beginning full-time teachers, 8.8 percent. The largest enrollment category, 7,500 students or more, had the lowest percent of beginning full-time teachers, 3.9 percent, in 2006-2007. The percent of beginning full-time teachers increased between 2005-2006 and 2006-2007 in the enrollment categories of less than 250 students, 600-999 students, 1,000-2,499 students, and 2,500-7,499 students. The percent of beginning full-time teachers increased between 1996-1997 and 2006-2007 in all enrollment categories.

Table 40

Iowa Full-Time Beginning Teachers as a Percentage of Total Full-Time Public School Teachers, 1996-1997, 2005-2006 and 2006-2007

Enrollment Category	Number of Beginning F-T* Teachers			Number of F-T* Teachers			Beginning F-T* Teachers as a % of Total F-T* Teachers		
	1996-1997	Year 2005-2006	2006-2007	1996-1997	Year 2005-2006	2006-2007	1996-1997	Year 2005-2006	2006-2007
<250	18	31	41	315	495	468	5.7%	6.3%	8.8%
250-399	43	78	80	1,069	1,571	1,621	4.0	5.0	4.9
400-599	110	135	134	2,570	2,806	2,828	4.3	4.8	4.7
600-999	218	221	244	5,780	5,106	5,139	3.8	4.3	4.7
1,000-2,499	232	311	355	7,764	8,666	8,754	3.0	3.6	4.1
2,500-7,499	158	274	313	5,802	6,384	6,375	2.7	4.3	4.9
7,500+	222	374	343	7,765	8,673	8,788	2.9	4.3	3.9
AEA	13	18	12	579	474	471	2.2	3.8	2.5
State	1,014	1,442	1,522	31,644	34,175	34,444	3.2	4.2	4.4

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

Beginning Teacher Salary Comparisons with Midwest States

The American Federation of Teachers (AFT) provides rankings of average teacher salaries by state annually. Table 41 presents the average salaries of Iowa, the midwest states, and the nation for 2004-2005. Salaries listed for Iowa are the regular salary for regular position responsibilities. It does not include salary for any extra duties. Iowa ranked 6th among the nine midwest states for average beginning teacher salary and average teacher salary. The average beginning teacher salary was 14.1 percent lower than the national average teacher salary. In Iowa, the average beginning teacher salary was 69.5 percent of the average teacher salary. Illinois and Minnesota ranked 1st and 2nd respectively among the nine midwest states in both average beginning teacher salary and average teacher salary in 2004-2005.

Table 41

Comparison of Beginning Full-Time Public School Teacher Salaries, 2004-2005

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	**$31,753**	**$47,602**				**66.7%**
Illinois	37,500	56,494	1	1	18.1	66.4
Iowa	**27,284**	**39,284**	**6**	**6**	**-14.1%**	**69.5**
Kansas	27,840	39,351	5	5	-12.3	70.7
Minnesota	31,632	47,411	2	2	-0.4	66.7
Missouri	29,281	39,064	4	7	-7.8	75.0
Nebraska	29,303	39,441	3	4	-7.7	74.3
North Dakota	24,872	36,449	9	8	-21.7	68.2
South Dakota	26,111	34,039	7	9	-17.8	76.7
Wisconsin	25,222	43,099	8	3	-20.6	58.5

Source: American Federation of Teachers, http://www.aft.org/salary/2005/download/2005AFTSalarySurvey.pdf

Characteristics of Principals

Information on principals in public and nonpublic schools in Iowa for 1985-1986, 2005-2006 and 2006-2007 is presented in Table 42. There was not a significant change in the characteristics of public school principals between 2005-2006 and 2006-2007. However, between 1985-1986 and 2006-2007 there are notable changes in characteristics of public school principals. The average age of public school principals increased from 46.6 to 47.5 between 1985-1986 and 2006-2007. The percent of female principals in public schools increased from 8.7 percent in 1985-1986 to 36.4 percent in 2006-2007. The percent of minority principals in public schools increased from 1.6 percent to 2.7 percent between 1985-1986 and 2006-2007. The average years of total experience increased from 21.9 to 22.5 and the average years of district experience decreased from 13.2 to 10.8 for public school principals between 1985-1986 and 2006-2007.

The characteristics of nonpublic school principals changed slightly between 2005-2006 and 2006-2007. The average age increased from 49.1 to 50.4. The percent of female nonpublic school principals increased from 40.2 percent to 42.0 percent. The average years of total experience increased from 24.2 to 25.2 and the average years of district experience increased from 9.9 to 10.9. The percent of nonpublic school principals who were minorities remained the same (1.1 percent). Between 1985-1986 and 2006-2007, the average age of nonpublic school principals increased from 46.0 to 50.4. The percent of female nonpublic school principals decreased from 49.5 percent in 1985-1986 to 42.0 percent in 2006-2007. The percent of minority nonpublic school principals increased from 0.0 percent in 1985-1986 to 1.1 percent in 2006-2007. The average years of total experience of nonpublic school principals increased from 21.5 to 25.2 between 1985-1986 and 2006-2007. The average years of district experience of nonpublic school principals increased from 6.0 in 1985-1986 to 10.9 in 2006-2007.

Table 42

Characteristics of Iowa Full-Time Principals 1985-1986, 2005-2006 and 2006-2007

	Public			Nonpublic		
Characteristics	1985-1986	2005-2006	2006-2007	1985-1986	2005-2006	2006-2007
Average Age	46.6	47.5	47.5	46.0	49.1	50.4
Percent Female	8.7%	36.6%	36.4%	49.5%	40.2%	42.0%
Percent Minority	1.6%	2.5%	2.7%	0.0%	1.1%	1.1%
Average Total Experience	21.9	22.4	22.5	21.5	24.2	25.2
Average District Experience	13.2	10.6	10.8	6.0	9.9	10.9
Number of Principals	1,223	1,166	1,140	177	92	88

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

Principal Age and Experience

The age distribution of full-time public school principals in 1996-1997 and 2006-2007 is presented in Table 43 and Figure 17. The percent of principals age 51 and older increased from about 35 percent in 1996-1997 to about 44 percent in 2006-2007. Table 44 and Figure 18 show the combined age and experience distribution of full-time public school principals. Principals have the same retirement benefits available to them as teachers. They are able to retire under IPERS with full benefits when they are at least 55 years old and their combined age and experience is at least 88 years. The percent of principals with combined age and experience equal to or greater than 88 years increased from 13.6 percent in 1996-1997 to 17.9 percent in 2006-2007. The percent of principals with combined age and experience of 81-87 years increased from 12.5 percent to 14.7 percent between 1996-1997 and 2006-2007.

Table 43

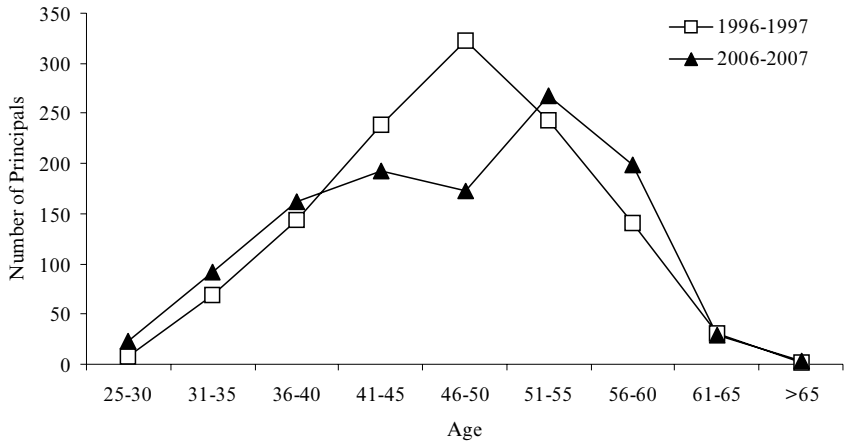
Age Distributions of Iowa Full-Time Public School Principals 1996-1997 and 2006-2007

	1996-1997				2006-2007			
Age Interval	Number	Cumulative Total	Percent	Cumulative Percent	Number	Cumulative Total	Percent	Cumulative Percent
25-30	8	8	0.7%	0.7%	23	23	2.0%	2.0%
31-35	69	77	5.8	6.4	92	115	8.0	10.1
36-40	143	220	11.9	18.4	162	277	14.2	24.2
41-45	239	459	19.9	38.3	192	469	16.8	41.0
46-50	322	781	26.9	65.2	173	642	15.1	56.2
51-55	243	1,024	20.3	85.5	267	909	23.4	79.5
56-60	141	1,165	11.8	97.2	199	1,108	17.4	96.9
61-65	31	1,196	2.6	99.8	29	1,137	2.5	99.5
Over 65	2	1,198	0.2	100.0	3	1,140	0.3	100.0

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

Figure 17

Age Distributions of Iowa Full-Time Public School Principals 1996-1997 and 2006-2007



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

Table 44

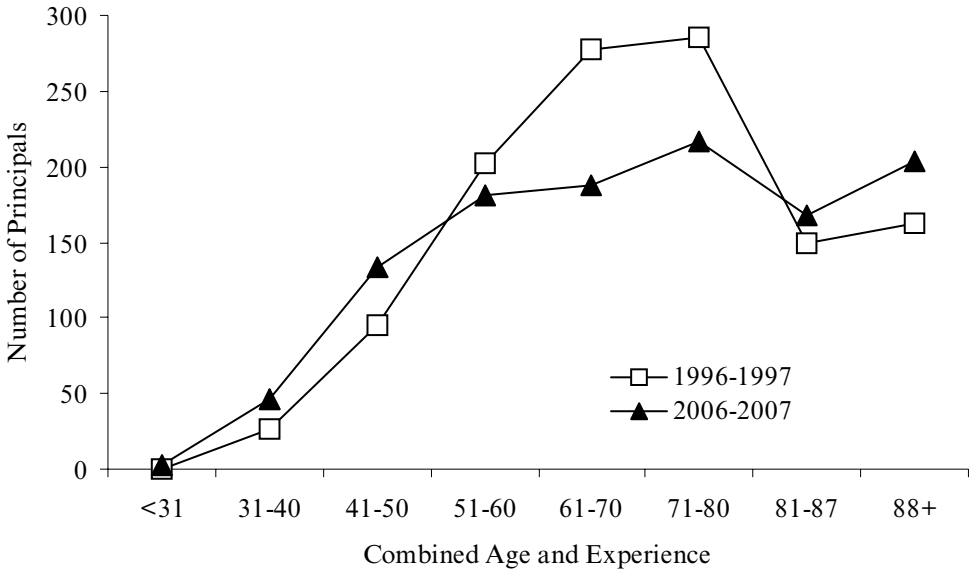
Combined Age and Experience Distributions of Iowa Full-Time Public School Principals 1996-1997 and 2006-2007

Combined Age and Experience Interval	1996-1997 Number	1996-1997 Cumulative Total	1996-1997 Percent	1996-1997 Cumulative Percent	2006-2007 Number	2006-2007 Cumulative Total	2006-2007 Percent	2006-2007 Cumulative Percent
<31	0	0	0.0%	0.0%	3	3	0.3%	0.3%
31-40	26	26	2.2	2.2	46	49	4.0	4.3
41-50	95	121	7.9	10.1	133	182	11.7	16.0
51-60	202	323	16.9	27.0	181	363	15.9	31.8
61-70	277	600	23.1	50.1	188	551	16.5	48.3
71-80	285	885	23.8	73.9	217	768	19.0	67.4
81-87	150	1,035	12.5	86.4	168	936	14.7	82.1
88+	163	1,198	13.6	100.0	204	1,140	17.9	100.0

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

Figure 18

Combined Age and Experience Distributions of Iowa Full-Time Public School Principals, 1996-1997 and 2006-2007



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

Principal Salaries

The average total salaries of full-time public school principals by enrollment category in 1985-1986, 2005-2006 and 2006-2007 are listed in Table 45. Between 1985-1986 and 2006-2007, the average total salary of full-time public school principals increased from $35,313 to $77,813 (120.3 percent). The average total salary increased from $74,666 to $77,813 (4.2 percent) between 2005-2006 and 2006-2007. Principals in the smallest enrollment category, less than 250 students, had the lowest average total salary in 2006-2007, $66,360. Principals in the largest enrollment category, 7,500 students or more, had the highest average total salary in 2006-2007, $86,596. The smallest enrollment category had the highest percent increase in average total salary between 2005-2006 and 2006-2007, 6.8 percent. The enrollment category of 400-599 students had the smallest percent increase in average total salary between 2005-2006 and 2006-2007, 2.9 percent.

Table 45

Average Total Salary of Iowa Full-Time Public School Principals by Enrollment Category, 1985-1986, 2005-2006 and 2006-2007

Enrollment Category	Average Salary 1985-1986	Average Salary 2005-2006	Average Salary 2006-2007	Number of Principals 2006-2007	Percent Average Salary Change 1985-1986 to 2006-2007	Percent Average Salary Change 2005-2006 to 2006-2007
<250	$26,399	$62,117	$66,360	30	151.4%	6.8%
250-399	28,387	65,728	69,188	95	143.7	5.3
400-599	31,095	65,776	67,653	133	117.6	2.9
600-999	33,428	69,186	72,196	206	116.0	4.4
1,000-2,499	36,427	75,488	78,714	273	116.1	4.3
2,500-7,499	39,465	82,074	85,855	168	117.5	4.6
7,500+	39,584	83,920	86,596	230	118.8	3.2
State*	35,313	74,666	77,813	1,140	120.3	4.2

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

Characteristics of Superintendents

Table 46 lists the characteristics of Iowa full-time public school superintendents in 1985-1986, 2005-2006 and 2006-2007. There were many district reorganizations between 1985-1986 and 2006-2007, which accounts for the decrease of superintendents from 425 in 1985-1986 to 326 in 2006-2007. In 2006-2007 there were 365 districts, however, 15 full-time superintendents were shared by multiple districts and 24 districts reported having a part-time superintendent. The average age of full-time superintendents increased from 48.7 in 1985-1986 to 51.7 in 2006-2007. The percent of female superintendents increased from 1.6 percent to 11.3 percent between 1985-1986 and 2006-2007 and from 9.3 percent to 11.3 percent between 2005-2006 and 2006-2007. The percent of minority full-time superintendents increased from 0.0 percent in 1985-1986 to 0.9 percent in 2006-2007, while the percent decreased from 1.2 percent in 2005-2006 to 0.9 percent in 2006-2007. The percent of full-time superintendents with specialist/doctorate degrees increased from 46.9 percent in 1985-1986 to 59.5 percent in 2006-2007 and decreased from 60.9 percent in 2005-2006 to 59.5 percent in 2006-2007.

Table 46

Characteristics of Iowa Full-Time Public School Superintendents, 1985-1986, 2005-2006 and 2006-2007

Characteristics	1985-1986	2005-2006	2006-2007
Average Age	48.7	51.9	51.7
Percent Female	1.6%	9.3%	11.3%
Percent Minority	0.0%	1.2%	0.9%
Percent Specialist/Doctorate Degree	46.9%	60.9%	59.5%
Average Total Experience	23.6	26.5	26.5
Average District Experience	8.8	7.4	7.4
Number of Superintendents	425	322	326

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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

The distribution of full-time superintendents by age category in 1996-1997 and 2006-2007 is shown in Table 47 and Figure 19. The percent of superintendents age 51 or older increased from about 57 percent in 1996-1997 to about 63 percent in 2006-2007. Table 48 and Figure 20 show the distribution of full-time superintendents by combined age and experience for 1996-1997 and 2006-2007. Superintendents are eligible to retire with full benefits under IPERS when their combined age and experience is at least 88 years and their age is at least 55 years. The percent of superintendents with combined age and experience of 88 years or more increased from 22.4 percent in 1996-1997 to 26.7 percent in 2006-2007. The percent of superintendents with combined age and experience of 81-87 years increased from 16.6 percent to 20.6 percent between 1996-1997 and 2006-2007.

Table 47

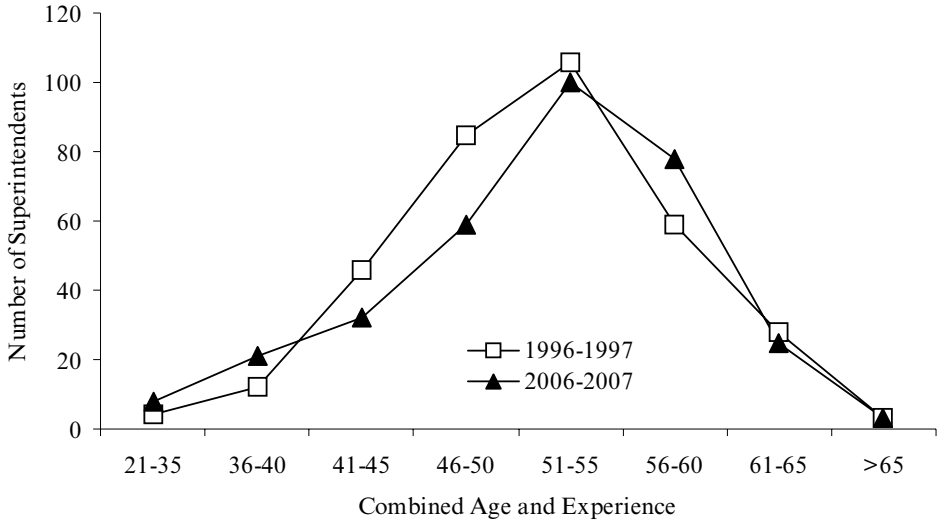
Age Distribution of Iowa Full-Time Public School Superintendents 1996-1997 and 2006-2007

Age Interval	1996-1997 Number	1996-1997 Cumulative Total	1996-1997 Percent	1996-1997 Cumulative Percent	2006-2007 Number	2006-2007 Cumulative Total	2006-2007 Percent	2006-2007 Cumulative Percent
21-35	4	4	1.2%	1.2%	8	8	2.5%	2.5%
36-40	12	16	3.5	4.7	21	29	6.4	8.9
41-45	46	62	13.4	18.1	32	61	9.8	18.7
46-50	85	147	24.8	42.9	59	120	18.1	36.8
51-55	106	253	30.9	73.8	100	220	30.7	67.5
56-60	59	312	17.2	91.0	78	298	23.9	91.4
61-65	28	340	8.2	99.1	25	323	7.7	99.1
Over 65	3	343	0.9	100.0	3	326	0.9	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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 DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS 1996-1997 AND 2006-2007



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

Table 48

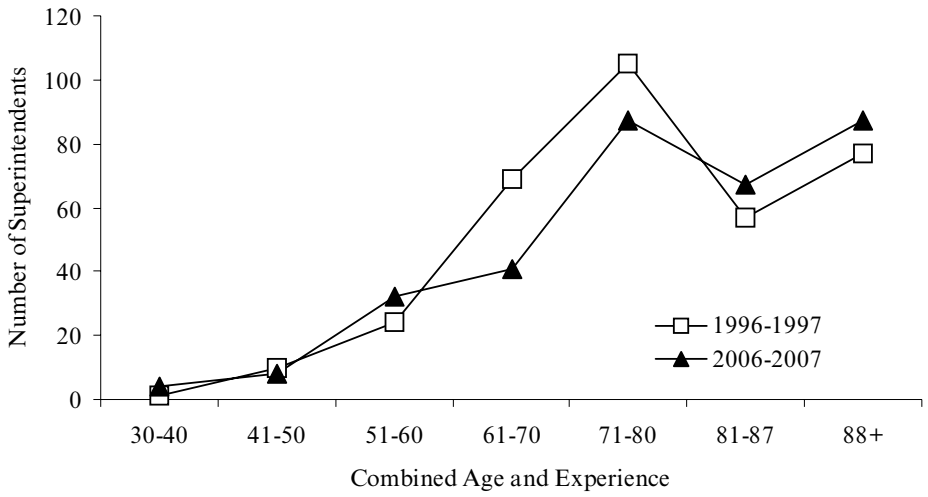
COMBINED AGE AND EXPERIENCE DISTRIBUTIONS OF IOWA FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS, 1996-1997 AND 2006-2007

Combined Age and Experience	1996-1997				2006-2007			
		Cumulative		Cumulative		Cumulative		Cumulative
Interval	Number	Total	Percent	Percent	Number	Total	Percent	Percent
30-40	1	1	0.3%	0.3%	4	4	1.2%	1.2%
40-50	10	11	2.9	3.2	8	12	2.5	3.7
51-60	24	35	7.0	10.2	32	44	9.8	13.5
61-70	69	104	20.1	30.3	41	85	12.6	26.1
71-80	105	209	30.6	60.9	87	172	26.7	52.8
81-87	57	266	16.6	77.6	67	239	20.6	73.3
88+	77	343	22.4	100.0	87	326	26.7	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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 Distributions of Iowa Full-Time Public School Superintendents, 1996-1997 and 2006-2007



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

Superintendent Salaries

Table 49 lists the average total salaries of full-time public school superintendents by enrollment category for 1985-1986, 2005-2006 and 2006-2007. The average salary of superintendents increased from $40,710 to $102,008 (150.6 percent) between 1985-1986 and 2006-2007. Between 2005-2006 and 2006-2007, the average salary increased from $98,213 to $102,008 (3.9 percent). The enrollment category of 2,500 to 7,499 students had the largest percent increase in salary of superintendents between 2005-2006 and 2006-2007, 8.8 percent. The enrollment category of 400-599 students had the smallest percent increase in salary of superintendents between 2005-2006 and 2006-2007, 2.3 percent. In 2006-2007, the lowest average salary was $76,484 in the smallest enrollment category (less than 250 students) and the highest average salary was $155,743 in the largest enrollment category (7,500 students or more).

Table 49

Average Total Salary of Iowa Full-Time Public School Superintendents by Enrollment Category, 1985-1986, 2005-2006 and 2006-2007

Enrollment Category	Average Salary 1985-1986	Average Salary 2005-2006	Average Salary 2006-2007	2006-2007 Number of Full-time Superintendents	% Change in Avg. Salary 1985-1986 to 2006-2007	% Change in Avg. Salary 2005-2006 to 2006-2007
<250	$33,597	$72,893	$76,484	16	127.7%	4.9%
250-399	34,060	81,843	86,534	43	154.1	5.7
400-599	39,213	89,398	91,414	63	133.1	2.3
600-999	41,482	94,773	97,822	92	135.8	3.2
1,000-2,499	47,288	106,833	111,862	81	136.6	4.7
2,500-7,499	55,110	129,041	140,393	22	154.8	8.8
7,500+	62,235	149,375	155,743	9	150.2	4.3
State	40,710	98,213	102,008	326	150.6	3.9

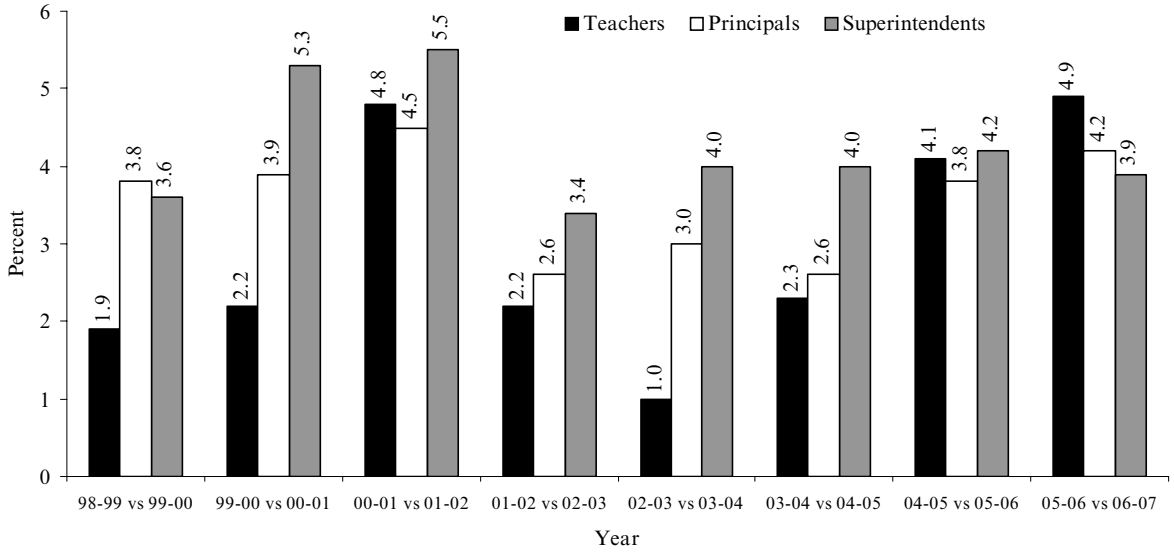
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
Note: Although every district is required to have a superintendent, a number of smaller districts share superintendents.

Teacher, Principal and Superintendent Salary Comparisons

The annual percentage increases in average salaries for full-time public school teachers, principals, and superintendents for 1998-1999 to 2006-2007 is displayed in Figure 21. The average salary of superintendents had the greatest percent increase in every year except for 1999-2000 and 2006-2007. In 1999-2000, the average principal salary had the greatest increase, 3.8 percent. In 2006-2007, the average teacher salary had the greatest increase, 4.9 percent. The average superintendent salary had the lowest increase in 2006-2007, 3.9 percent.

Figure 21

Annual Percentage Increases in Average Salaries for Iowa Full-Time Public School Teachers, Principals and Superintendents 1998-1999 vs 1999-2000 to 2005-2006 vs 2006-2007



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

Table 50 lists the average total salary of full-time public school teachers, principals, and superintendents by enrollment category for 1985-1986 and 2006-2007. The smaller enrollment categories had lower average salaries than the larger enrollment categories for teachers, principals, and superintendents in both years presented. The average principal salary was 76.6 percent higher than the average teacher salary in 2006-2007. The average superintendent salary was 131.5 percent higher than the average teacher salary and 31.1 percent higher than the average principal salary in 2006-2007.

Table 50

Average Total Salary Comparison of Iowa Full-Time Public School Teachers, Principals and Superintendents by Enrollment Category 1985-1986 and 2006-2007

Enrollment Category	1985-1986 Teachers	1985-1986 Principals	1985-1986 Superintendents	2006-2007 Teachers	2006-2007 Principals	2006-2007 Superintendents
<250	$16,347	$26,399	$33,597	$35,464	$66,360	$76,484
250-399	17,971	28,387	34,060	37,445	69,188	86,534
400-599	19,198	31,095	39,213	39,233	67,653	91,414
600-999	20,079	33,428	41,482	41,528	72,196	97,822
1,000-2,499	21,616	36,427	47,288	44,094	78,714	111,862
2,500-7,499	23,835	39,465	55,110	46,112	85,855	140,393
7,500+	24,041	39,584	62,235	47,222	86,596	155,743
State	21,690	35,313	40,710	44,062	77,813	102,008

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
Notes: Includes AEA staff.
Teacher figures for 2006-2007 represent average salaries for full-time public school staff with teaching position codes. There were 5,741 full-time public school staff in 2006-2007 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

A comparison of the characteristics of full-time public school teachers and principals by gender in 2006-2007 is shown in Tables 51 and 52. In 2006-2007, 26.3 percent of full-time public school teachers were male. The average salary of male teachers was $2,690 higher than the average salary of females in 2006-2007, $46,045 versus $43,355. The percent of minority teachers was higher for males (2.1 percent) than females (1.8 percent) in 2006-2007. The percent of teachers with advanced degrees was higher for males than females, 29.4 percent versus 27.5 percent. The average years of total experience was higher for males than females, 15.5 versus 14.6. The average district experience was 11.7 years for males and 11.2 years for females.

Table 51

Gender Comparison of Iowa Full-Time Public School Teachers, 2006-2007

Characteristics	Female	Male
Percent	73.7%	26.3%
Average Age	42.2	41.8
Percent Minority	1.8%	2.1%
Percent Advanced Degree	27.5%	29.4%
Average Total Experience	14.6	15.5
Average District Experience	11.2	11.7
Average Total Salary	$43,355	$46,045
Number of Teachers	25,392	9,052

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files.
Notes: Includes AEA teachers.
Figures for 2006-2007 represent average salaries for full-time public school staff with teaching position codes. Approximately 5,000 full-time public school staff in 2006-2007 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.

In 2006-2007, 63.6 percent (725) of full-time public school principals were male (Table 52). The average salary of male principals was $850 higher than the average salary of female principals, $78,123 versus $77,273. The average age was 48.9 years for female principals and 46.7 for male principals. The percent of minority principals was higher for males (2.9 percent) than for females (2.4 percent). The percent of principals with advanced degrees was higher for females than for males, 93.0 percent versus 87.0 percent. The average years of total experience and average years of district experience were higher for females than for males. The average years of total experience was 23.2 for females and 22.0 for males. The average years of district experience was 11.9 for females and 10.1 for males.

Table 52

Gender Comparison of Iowa Full-Time Public School Principals, 2006-2007

Characteristics	Female	Male
Percent	36.4%	63.6%
Average Age	48.9	46.7
Percent Minority	2.4%	2.9%
Percent Advanced Degree	93.0%	87.0%
Average Total Experience	23.2	22.0
Average District Experience	11.9	10.1
Average Total Salary	$77,273	$78,123
Number of Principals	415	725

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

Area Education Agency Licensed Staff

In 2006-2007, there were 11 area education agencies (AEAs) in Iowa 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 to school districts in the state. Table 53 lists the characteristics of full-time licensed AEA staff in 2006-2007. In 2006-2007, 83.6 percent of the licensed staff in AEAs was female. Minorities made up 1.5 percent of AEA staff. The percent of AEA staff with an advanced degree was 79.3 percent. The average years of total experience was 18.6. The average number of contract days was 198.7. The average age of AEA staff was 46.3. The average total salary was $53,065. The breakdown of the 2,342 licensed AEA staff in 2006-2007 by position is presented in Table 54. Consultants made up the highest percentage of AEA licensed staff, 20.6 percent.

Table 53

Characteristics of Iowa Full-Time Licensed AEA Staff 2006-2007

Characteristics	
Percent Female	83.6%
Percent Minority	1.5%
Percent Staff with Advanced Degrees	79.3%
Average Years Total Experience	18.6
Average Number of Contract Days	198.7
Average Age	46.3
Average Total Salary	$53,065
Number of AEA Staff	2,342

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

Table 54

Number of Iowa Full-Time AEA Licensed Staff by Position 2006-2007

Position	Number	Percent*
Administrative Assistant	1	0.0%
Administrator	25	1.1
Assistant Administrator	1	0.0
Assistant Dean/Director	1	0.0
Assistant Principal	1	0.0
Clinician	122	5.2
Consultant	483	20.6
Coordinator	84	3.6
Counselor	1	0.0
Department Head	9	0.4
Director	30	1.3
Educational Strategist	8	0.3
Home Intervention PK Teacher	82	3.5
Hospital Teacher	6	0.3
Instructor	71	3.0
Integrated Teacher	42	1.8
Itinerant Teacher	78	3.3
Librarian	6	0.3
Manager	1	0.0
Pre School Teacher	30	1.3
Principal	5	0.2
Psychologist	290	12.4
Resource Teacher	53	2.3
School Social Worker	209	8.9
School Audiologist	29	1.2
Self-Contained Teacher	109	4.7
Special Education Nurse	6	0.3
Speech Language Pathologist	356	15.2
Special Education Delivery Personnel	10	0.4
Specialist	18	0.8
Supervisor	30	1.3
Teacher	45	1.9
Teacher/Coordinator	7	0.3
Technology Coordinator	2	0.1
Therapist	91	3.9
Total	2,342	100.0

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

The distribution of public and nonpublic full-time licensed staff in 2006-2007 by AEA is shown in Table 55. The highest percent of districts were in AEA 267 (16.7 percent), while AEA 11 had the highest percent of licensed staff in public (24.4 percent) and nonpublic (20.4 percent) schools. AEA 14 had the lowest percent of licensed staff in public (2.5 percent) and nonpublic (0.4 percent) schools.

Table 55

Distribution of Iowa Public and Nonpublic School Total Full-Time Licensed Staff by AEAs, 2006-2007

AEA	Districts N	Districts %	Public School Licensed Staff* N	Public School Licensed Staff* %	Nonpublic School Licensed Staff N	Nonpublic School Licensed Staff %
Keystone 1	24	6.6%	2,694	6.7%	378	15.4%
AEA 267	61	16.7	5,508	13.6	273	11.1
Prairie Lakes 8	48	13.2	2,941	7.3	194	7.9
Mississippi Bend 9	22	6.0	4,004	9.9	206	8.4
Grant Wood 10	33	9.0	5,277	13.0	335	13.6
Heartland 11	54	14.8	9,856	24.4	500	20.4
Northwest	36	9.9	3,237	8.0	382	15.6
Loess Hills 13	31	8.5	2,579	6.4	86	3.5
Grean Valley 14	20	5.5	1,019	2.5	9	0.4
Southern Prairie 15	23	6.3	1,919	4.7	37	1.5
Great River 16	13	3.6	1,416	3.5	56	2.3
State	365	100.0	40,450	100.0	2,456	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Staff files
Note: *AEA full-time licensed staff are included. Figures may not total 100 percent due to rounding.

Instructional Aides

Instructional aides are non-licensed staff members who assist teachers in the classroom. Table 56 lists the number of instructional aides by enrollment category in 1985-1986, 2005-2006 and 2006-2007. The total number of instructional aides increased by 259.6 percent between 1985-1986 and 2006-2007 and by 4.2 percent between 2005-2006 and 2006-2007. The number of instructional aides decreased between 2005-2006 and 2006-2007 in the smallest enrollment category (less than 250 students) and the largest enrollment category (7,500 students or more). The number of instructional aides decreased by 6.8 percent in the smallest enrollment category and by 1.6 percent in the largest enrollment category. The enrollment category of 250-399 students had the greatest increase in the number of instructional aides between 2005-2006 and 2006-2007, 19.4 percent.

Table 56

Instructional Aides in Iowa Public Schools
1985-1986, 2005-2006 and 2006-2007

Enrollment Category	Number of Full-time Equivalent (FTE) Aides 1985-1986	2005-2006	2006-2007	% Change in FTE Aides 1985-1986 to 2006-2007	% Change in FTE Aides 2005-2006 to 2006-2007
<250	40.1	100.4	93.6	133.4%	-6.8%
250-399	124.2	314.1	374.9	201.9	19.4
400-599	167.5	628.0	655.0	291.0	4.3
600-999	249.1	1,332.4	1,368.1	449.2	2.7
1,000-2,499	605.9	2,439.7	2,693.3	344.5	10.4
2,500-7,499	625.7	1,864.3	1,920.6	207.0	3.0
7,500+	856.1	2,531.5	2,490.4	190.9	-1.6
State	2,668.6	9,210.4	9,595.9	259.6	4.2

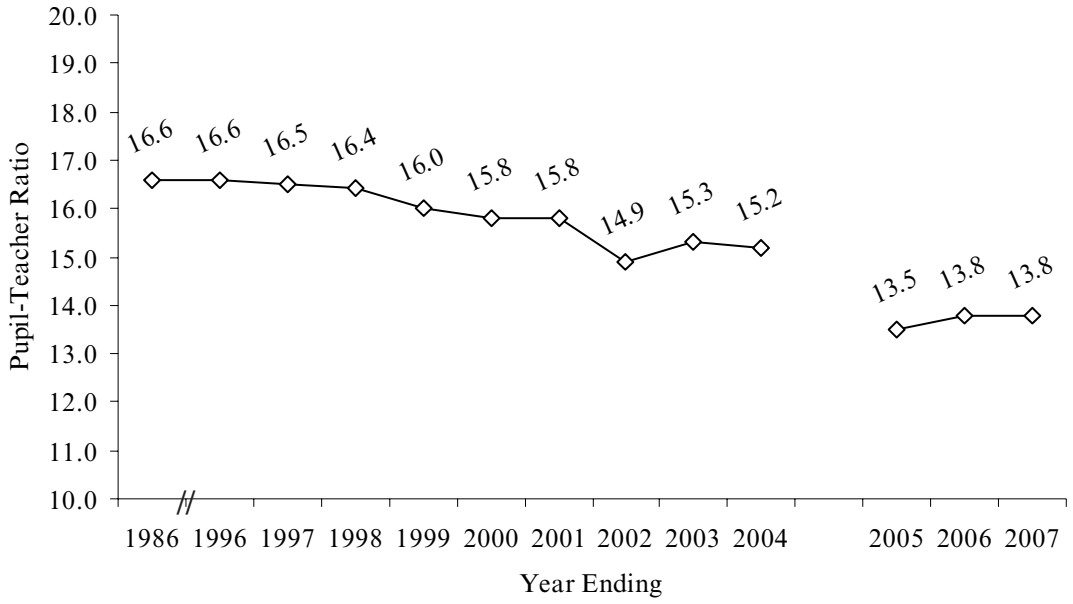
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Non-licensed Staff files.

Pupil-Teacher Ratios

Figures 22 and 23 and Table 57 present the pupil-teacher ratios for Iowa. Prior to 2004-2005, students could be reported as ungraded and teachers could be reported as teaching ungraded students. Beginning in 2004-2005, all students were reported at a grade level for enrollment. In 2004-2005, teachers could still be reported as teaching ungraded students. All teachers were reported at a grade level for teacher FTE beginning in 2005-2006. Students that may have been listed as ungraded in the past were included in a grade level beginning in 2004-2005 and teachers that may have been listed as teaching ungraded students were listed in a grade level(s) beginning in 2005-2006. Therefore, the pupil-teacher ratios for 2004-2005 to the present year include special education students and teachers. Figure 22 shows the pupil-teacher ratios for 1985-1986 and 1995-1996 to 2006-2007. The large decrease in the state pupil-teacher ratio from 15.2 to 13.5 between 2003-2004 and 2004-2005 can most likely be attributed to the change in the student enrollment data collection in 2004-2005.

Figure 22

IOWA PUBLIC SCHOOL K-12 PUPIL-TEACHER RATIOS 1985-1986 AND 1995-1996 TO 2006-2007



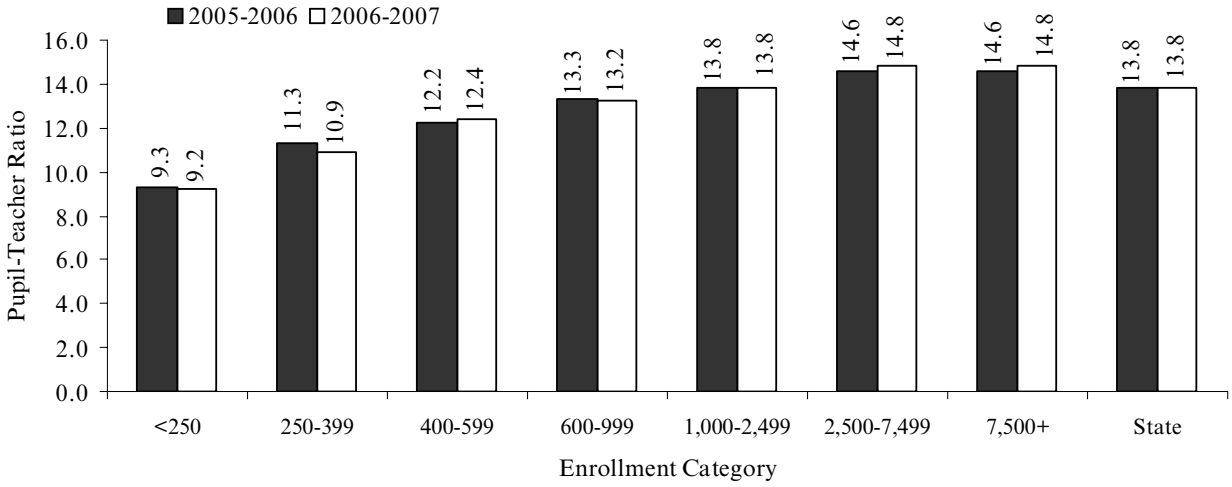
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Enrollment files.

Note: Pupil teacher ratios do not include special education teachers or ungraded special education students for 1985-1986 to 2003-2004. Beginning in 2004-2005, all students were reported at a grade level for enrollment. Students that may have been listed as ungraded in the past are now included in a grade level. Therefore, pupil-teacher ratios include special education teachers in 2004-2005 to 2006-2007.

The pupil-teacher ratios for Iowa public schools by enrollment category for 2005-2006 and 2006-2007 are shown in Figure 23. Table 57 lists the pupil-teacher ratios, number of students, and number of FTE teachers by enrollment category for 2006-2007. The state pupil-teacher ratio remained the same between 2005-2006 and 2006-2007, 13.8. The pupil-teacher ratios decreased for the enrollment categories of less than 250 students, 250-399 students, and 600-999 students between 2005-2006 and 2006-2007.

Figure 23

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2005-2006 and 2006-2007



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

Note: Beginning in 2004-2005, all students were reported at a grade level for enrollment. Students that may have been listed as ungraded in the past are now included in a grade level. Therefore, pupil-teacher ratios include special education teachers in 2005-2006 and 2006-2007.

Table 57

K-12 Pupil-Teacher Ratios for Iowa Public Schools by Enrollment Category, 2006-2007

Enrollment Category	Number of Students	Number of FTE Teachers	Ratio
<250	4,401	477.8	9.2
250-399	18,377	1,689.8	10.9
400-599	35,993	2,894.8	12.4
600-999	69,406	5,244.5	13.2
1,000-2,499	123,730	8,968.0	13.8
2,500-7,499	96,361	6,491.5	14.8
7,500+	126,599	8,568.0	14.8
State	474,867	34,334.4	13.8

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

Note: Beginning in 2004-2005, all students were reported at a grade level for enrollment. Students that may have been listed as ungraded in the past are now included at a grade level. Therefore, the number of FTE teachers and the pupil-teacher ratios include special education teachers in 2006-2007.

PROGRAM

The Program chapter provides information pertaining to the school district organizational structure, curriculum data regarding courses offered and taught, district graduation requirements, school district class sizes for kindergarten through grade three, early childhood including data on preschool enrollments by program type and kindergarten programs, technology expenditures on hardware and software and availability of computers.

School District Organizational Structure

Information regarding organizational structure is provided annually to the Iowa Department of Education by public school districts through the Basic Educational Data Survey (BEDS) and reflects how school districts are organized to deliver programs and services to Iowa public school students. Tables 58 and 59 show substantial changes in the pattern of school districts' structures since 1985-1986. The number of organizational structures nearly quadrupled, going from 13 in 1985-1986 to 48 in 2006-2007.

Table 58

ORGANIZATIONAL STRUCTURES FOR IOWA PUBLIC SCHOOL DISTRICTS
1985-1986

Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
K-6, 7-12	170	38.9%
K-5, 6-8, 9-12	82	18.6
K-6, 7-8, 9-12	62	14.2
K-4, 5-8, 9-12	47	10.8
K-6, 7-9, 10-12	34	7.8
K-8, 9-12	31	7.1
K-5, 6-12	2	0.5
K-3, 4-6, 7-12	2	0.5
PK-2, 3-5, 6-8, 9-12	2	0.5
K-7, 8-12	2	0.5
K-3, 4-6, 7-8, 9-12	1	0.2
K-4, 5-6, 7-9, 10-12	1	0.2
K-3, 4-8, 9-12	1	0.2
Total	437	100

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Class Policies and Procedures file.

The major changes since 1985-1986 included the addition of pre-kindergarten in districts, separate early elementary buildings and the decline of 10-12 high schools. In 1985-1986, less than 1 percent of district organizational structures included pre-kindergarten, compared to 66.8 percent in 2006-2007. In 2006-2007, 15.3 percent of districts reported separate early elementary buildings compared to less than 2 percent in 1985-1986. For example, some districts reported PK-K buildings while other districts reported K-3 buildings. In 2006-2007, only 1.9 percent of districts reported organizational structures with 10-12 high schools, compared to 8.0 percent in 1985-1986.

Table 59

Organizational Structures for Iowa Public School Districts 2006-2007

Structure (Grade Level Included)	Number of Districts	Percent of Total Districts	Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
PK-K, 1-6, 7-12,	1	0.3	PK-2, 3-4, 5-8, 9-12	2	0.6
PK-K, 1-5, 6-8, 9-12	1	0.3	PK-1, 2-6, 7-8, 9-12	1	0.3
PK-K, 1-3, 4-5, 6-8, 9-12	1	0.3	PK-1, 2-5, 6-8, 9-12	1	0.3
PK-K, 1-2, 3-6, 7-8, 9-12	1	0.3	PK-1, 2-4, 5-8, 9-12	2	0.6
PK-K, 1-2, 3-5, 6-8, 9-12	2	0.6	PK-1, 2-3, 4-5, 6-8, 9-12	1	0.3
PK-K, 1, 2, 3-5, 6-8, 9-12	1	0.3	PK-1, 2, 3-8, 9-12	1	0.3
PK-8, 9-12	2	0.6	PK, K, 1-4, 5-8, 9-12	2	0.6
PK-6, 7-8, 9-12	24	6.6	PK, K, 1-3, 4-6, 7-8, 9-12	1	0.3
PK-6, 7-12	55	15.1	K-8, 9-12	2	0.6
PK-5, 6-8, 9-12	58	15.9	K-6, 7-9, 10-12	2	0.6
PK-5, 6-7, 8-9, 10-12	4	1.1	K-6, 7-8, 9-12	10	2.7
PK-5, 6-12	18	4.9	K-6, 7-12	30	8.2
PK-4, 5-8, 9-12	34	9.3	K-5, 6-8, 9-12	38	10.4
PK-4, 5-6, 7-12	2	0.6	K-5, 6-12	6	1.6
PK-3, 4-8, 9-12	5	1.4	K-4, 5-8, 9-12	18	4.9
PK-3, 4-6, 7-8, 9-12	2	0.6	K-4, 5-6, 7-8, 9-12	2	0.6
PK-3, 4-6, 7-12	1	0.3	K-4, 5, 6-8, 9-12	1	0.3
PK-3, 4-5, 6-8, 9-12	8	2.2	K-3, 4-6, 7-9, 10-12	1	0.3
PK-3, 4-5, 6-12	1	0.3	K-3, 4-6, 7-8, 9-12	2	0.6
PK-3, 4-12	1	0.3	K-3, 4-5, 6-8, 9-12	5	1.4
PK-2, 3-8, 9-12	1	0.3	K-3, 4, 5-8, 9-12	1	0.3
PK-2, 3-5, 6-8, 9-12	8	2.2	K-1, 2-6, 7-12	1	0.3
PK-2, 3-5, 6-12	1	0.3	K-1, 2-5, 6-8, 9-12	1	0.3
PK-2, 3-5, 6, 7-8, 9-12	1	0.3	K-1, 2-5, 6-12	1	0.3
			Total	365	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address file.
Note: Totals may not add to 100 due to rounding.

Table 60 shows the number (36) and percent (9.9) of districts sending students out of district as part of a whole grade sharing agreement with another district. The grades sent out of district typically were high school level with 3.3 percent of districts sending grades 7-12 out of district and 3.0 percent of districts sending 9-12 out of district.

Table 60

Organizational Structures for Districts Whole Grade Sharing 2006-2007

Structure (Grade Level Included)	Number of Districts	Percent of Total Districts
7-12	12	3.3
9-12	11	3.0
5-8	3	0.8
K-4, 9-12	2	0.6
6-8	5	1.4
6	2	0.6
4-8	1	0.3
Total	36	9.9

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

Curriculum Unit Offerings Taken

Courses offered and taught in public schools are reported for the major subject matter areas in terms of average Carnegie units by district enrollment category (Table 61). One Carnegie unit is represented by a course that is offered and taught daily for the entire school year. The *Iowa Administrative Code* 12.5 (14) further defines this unit as a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. For all years, the pattern of average units offered and taught increased as district enrollment categories increased. While some district enrollment categories did not meet the state minimum requirements in 2000-2001, by 2006-2007 all district enrollment categories exceeded the state minimum requirements with one foreign language exception where waiver provisions are available under special circumstances. The greatest increase in courses offered and taught occurred in districts with enrollments of less than 1,000. Offerings in districts with enrollments greater than 1,000 continued to exceed the state average and remain stable.

Table 61

Average Curriculum Units Offered and Taught by District Enrollment Category, 2000-2001, 2005-2006 and 2006-2007

	Current Minimum Curriculum Units State Standards	Enrollment Category <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2000-2001									
# 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
Fine Arts	3	4.3	5.0	5.1	6.1	7.8	11.8	14.0	6.6
2005-2006									
# Districts Operating HS		14	50	68	94	83	23	9	341
English/Language Arts	6	6.9	7.0	7.5	8.1	9.6	12.9	15.6	8.6
Mathematics	6	6.4	7.4	7.5	8.0	9.1	10.9	13.1	8.3
Science	5	5.1	5.9	6.1	6.7	7.2	10.6	12.3	6.9
Social Studies	5	5.3	5.4	5.8	6.0	6.8	8.3	10.0	6.3
Foreign Language	4	3.8*	4.1	4.1	4.5	6.1	10.9	16.7	5.5
Fine Arts	3	4.1	5.2	5.5	6.1	7.5	11.1	13.3	6.6
2006-2007									
# Districts Operating HS		19	46	70	92	82	23	9	341
English/Language Arts	6	6.9	7.5	7.6	7.9	9.2	12.5	14.8	8.5
Mathematics	6	7.3	7.7	7.7	8.4	9.0	11.5	13.4	8.6
Science	5	5.9	6.3	6.1	6.5	7.3	10.2	12.3	7.0
Social Studies	5	5.8	5.7	5.7	5.9	6.8	8.2	11.7	6.4
Foreign Language	4	3.8*	4.1	4.2	4.3	5.9	11.3	16.5	5.4
Fine Arts	3	4.2	5.8	5.7	6.3	7.6	10.4	15.9	6.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Curriculum and Enrollment files.
*Waiver provisions available under special circumstances.
HS indicates high school.

Enrollments in Foreign Language, Higher Level Mathematics and Higher Level Science

Tables 62- 66 describe Iowa public high school enrollment in foreign language, higher level mathematics (pre-calculus, calculus, statistics, trigonometry, advanced placement mathematics, and other specific courses identified as advanced mathematics), and higher level science (chemistry and physics) courses. Each table compares data from the past three school years with baseline data from 1985-1986. The comparison provides an unduplicated count of students beginning in 2004-2005, the year in which unique state identifiers were assigned to all students thereby providing the opportunity for student level curriculum data to be collected. In 1985-1986, the state data collection methodology could not accommodate an unduplicated count.

Foreign Language Enrollments

Table 62 examines foreign language course enrollment in Iowa public high schools and clearly demonstrates a large increase in the number of students participating in these courses. During the 1985-1986 school year, only 30.8 percent of all high school students were enrolled in foreign language courses compared with 50.2 percent in 2006-2007. The participation increase could be even greater given that the 1985-1986 data included duplicate counts of students (i.e., if a student was enrolled in more than one foreign

language course during the year, they were counted for each course enrollment). The percent of students enrolled in foreign language courses indicates a stable trend from 2004-2005 to 2006-2007 among all district enrollment categories and statewide.

Table 62

Iowa Public School Grades 9-12 Non-Duplicate Enrollment in Foreign Language Courses by Enrollment Category 1985-1986 and 2004-2005 to 2006-2007

Enrollment Category	1985-1986 Enrollment	1985-1986 Percent	2004-2005 Enrollment	2004-2005 Percent	2005-2006 Enrollment	2005-2006 Percent	2006-2007 Enrollment	2006-2007 Percent
< 250	658	20.4%	592	51.7%	503	48.1%	666	43.4%
250-399	1,667	18.2	2,593	44.2	2,852	47.3	2,543	46.5
400-599	2,769	18.9	6,247	48.2	5,910	48.5	6,063	48.3
600-999	5,079	21.8	11,924	50.3	11,973	49.8	12,124	51.6
1,000-2,499	10,536	30.2	20,853	51.2	21,889	51.2	21,800	51.7
2,500-7,499	13,018	42.7	16,653	55.6	16,867	55.1	16,736	53.9
7,500+	13,064	35.9	18,629	46.8	17,915	44.1	18,896	46.5
State	46,791	30.8	77,491	50.3	77,909	49.5	78,828	50.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, and Project EASIER Curriculum and Enrollment files.
Notes: From 2004-2005 to 2006-2007, a student will be counted once regardless of the number of foreign language courses taken during a school year.

During the 2006-2007 school year, seven major foreign languages accounted for approximately 99 percent of all foreign language courses offered and taught in Iowa public high schools. The majority of students, 82.4 percent were enrolled in Spanish followed by 9.6 percent in French and 5.8 percent in German. The other four major languages, Japanese, Italian, Chinese, and Russian accounted for less than 1 percent of all foreign language courses taken by students in grades 9-12. Trend data for the past three school years indicate a consistent enrollment pattern both at the state level and by district enrollment category.

Table 63

Foreign Language Enrollments by Language in Iowa Public Schools Grades 9-12, 1985-1986 and 2004-2005 to 2006-2007

Language	1985-1986 Enrollment	1985-1986 Percent	2004-2005 Enrollment	2004-2005 Percent	2005-2006 Enrollment	2005-2006 Percent	2006-2007 Enrollment	2006-2007 Percent
Spanish	27,893	59.6%	63,362	81.0%	64,489	82.1%	65,580	82.4%
French	12,837	27.4	8,377	10.7	7,863	10.0	7,673	9.6
German	5,462	11.7	4,626	5.9	4,584	5.8	4,612	5.8
Japanese	21	0.0	517	0.7	545	0.7	519	0.7
Italian	16	0.0	77	0.1	77	0.1	92	0.1
Chinese	0	0.0	63	0.1	88	0.1	86	0.1
Russian	102	0.2	25	0.0	2	0.0	19	0.0
Other	460	1.0	1,142	1.5	897	1.1	976	1.2
Total	46,791	100.0	78,189	100.0	78,545	100.0	79,557	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, and Project EASIER Curriculum and Enrollment files.
Notes: For the school years of 2004-2005 to 2006-2007, a student will be counted once if he/she enrolled in more than one course for same language and will be counted more than once if he/she enrolled in courses for different languages in a given school year.

Higher Level Mathematics Enrollments

Higher-level mathematics courses include pre-calculus, calculus, trigonometry, statistics, advanced placement mathematics, and other specific courses identified as advanced mathematics. In 1985-1986, only 40 percent of all districts operating a high school offered these higher-level courses compared with approximately 94 percent in 2004-2005 to 2006-2007 (Table 64). An examination of the enrollment distribution in these courses during the last three years appears fairly comparable among all district enrollment categories. The percent of higher-level mathematics students enrolled has increased from 9.7 percent in 1985-1986 to over 25 percent currently. This comparison also demonstrates that the percent of female students participating in these courses has increased slightly to approximately 50 percent and that the distribution of female participants is also comparable among district enrollment categories.

Table 64

Iowa Public School Grades 9-12 Enrollment in Higher-Level Mathematics by Enrollment Category 1985-1986 and 2004-2005 to 2006-2007

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
# 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
Enrollment in HL Math	93	140	355	603	1,551	1,766	2,603	7,111
Percent of HL Math Enrollment	6.0%	3.1%	4.9%	5.3%	9.2%	12.1%	15.3%	9.7%
Percent Females in HL Math	44.1%	44.3%	44.5%	43.0%	44.6%	45.1%	46.1%	45.1%
2004-2005								
# Districts Operating High School	15	49	72	94	80	23	9	342
Number of Districts Offering Higher Level Math	12	41	67	90	79	23	9	321
Enrollment in HL Math	141	488	1,221	2,334	5,250	4,242	3,967	17,643
Percent of HL Math Enrolled	23.3%	17.1%	19.4%	20.3%	26.4%	29.5%	22.2%	24.0%
Percent Females in HL Math	47.5%	52.9%	50.8%	52.4%	48.9%	48.5%	48.7%	49.5%
2005-2006								
# Districts Operating High School	14	50	68	94	83	23	9	341
Number of Districts Offering Higher Level Math	12	46	59	90	83	23	9	322
Enrollment in HL Math	126	514	1,241	2,449	5,758	4,757	3,901	18,746
Percent of HL Math Enrolled	22.3%	16.9%	20.5%	20.8%	27.5%	32.0%	20.7%	24.6%
Percent Females in HL Math	50.0%	52.5%	55.4%	52.4%	49.9%	48.7%	50.0%	50.4%
2006-2007								
# Districts Operating High School	19	46	70	92	82	23	9	340
Number of Districts Offering Higher Level Math	15	44	64	88	82	22	9	324
Enrollment in HL Math	151	535	1,328	2,540	5,971	4,793	4,508	19,826
Percent of HL Math Enrolled	19.1%	18.7%	21.0%	21.6%	28.7%	31.4%	23.2%	25.7%
Percent Females in HL Math	49.0%	53.1%	52.9%	50.6%	50.0%	49.0%	49.4%	50.0%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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.
HL Math indicates higher level math.

Chemistry Enrollment - Higher-Level Science

During the 2006-2007 school year, 98 percent of Iowa school districts operating a high school offered and taught chemistry courses in which 68.7 percent of all juniors were enrolled (Table 65). This is an increase from 1985-1986 when 92 percent of districts operating a high school offered and taught these courses with an estimated 48.2 percent of the juniors enrolled. The percent of female students enrolled increased slightly from 49.5 percent in 1985-1986 to 52.7 percent in 2006-2007. Trend data indicate that the greatest percent of students enrolled in chemistry courses are from districts with enrollments of 2500-7499 students.

Table 65

Iowa Public School Enrollments in Chemistry by Enrollment Category, 1985-1986 and 2004-2005 to 2006-2007

	Enrollment Category							
	< 250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
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
Enrollment in Chemistry	413	971	1,690	2,946	3,969	4,283	3,673	17,945
Percent of Chemistry Enrollment	55.4%	42.4%	46.0%	51.5%	46.3%	57.8%	41.8%	48.2%
Percent Females in Chemistry	50.6%	51.3%	52.0%	51.0%	49.3%	48.8%	47.5%	49.5%
2004-2005								
Number Districts Operating High School	15	49	72	94	80	23	9	342
Number of Districts Offering Chemistry	10	45	69	93	79	22	9	327
Enrollment in Chemistry	155	834	1,901	3,779	6,336	5,194	5,872	24,071
Percent of Chemistry Enrollment	51.8%	55.7%	60.0%	66.0%	63.6%	71.8%	64.9%	65.2%
Percent Females in Chemistry	54.2%	53.6%	56.9%	54.8%	53.3%	52.8%	53.9%	53.9%
2005-2006								
Number Districts Operating High School	14	50	68	94	83	23	9	341
Number of Districts Offering Chemistry	13	48	66	93	82	23	9	334
Enrollment in Chemistry	160	960	1,809	4,086	6,587	5,809	6,014	25,425
Percent of Chemistry Enrollment	60.8%	61.3%	59.0%	67.8%	62.2%	77.2%	63.5%	66.0%
Percent Females in Chemistry	53.8%	57.1%	55.2%	53.6%	53.2%	51.9%	54.5%	53.6%
2006-2007								
Number Districts Operating High School	19	46	70	92	82	23	9	340
Number of Districts Offering Chemistry	17	45	68	92	82	22	9	335
Enrollment in Chemistry	246	812	2,036	3,967	7,093	5,968	6,519	26,641
Percent of Chemistry Enrollment	64.4%	57.7%	63.6%	67.8%	67.8%	77.7%	66.6%	68.7%
Percent Females in Chemistry	44.7%	56.5%	53.6%	52.8%	52.8%	51.7%	52.9%	52.7%

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

Physics Enrollment - Higher-Level Science

While the percent of Iowa school districts operating a high school that offered and taught physics courses increased from 88 percent in 1985-1986 to 95 percent in 2006-2007, the percent of seniors enrolled in the courses only increased from 25.2 percent to 26 percent (Table 66). The percent of females enrolled increased from 39.1 percent to 42.8 percent. Student enrollment is fairly consistent within each enrollment category.

Table 66

Iowa Public School Enrollments in Physics by Enrollment Category 1985-1986 and 2004-2005 to 2006-2007

	Enrollment Category							
	< 250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1985-1986								
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
Enrollment in Physics	191	683	897	1,216	1,737	2,303	2,024	9,051
Percent of Physics Enrollment	23.4%	30.6%	25.0%	21.6%	21.1%	32.0%	24.6%	25.2%
Percent Females in Physics	47.6%	36.2%	38.8%	40.2%	37.2%	40.9%	38.4%	39.1%
2004-2005								
Number Districts Operating High School	15	49	72	94	80	23	9	342
Number of Districts Offering Physics	9	43	69	90	79	23	9	322
Enrollment in Physics	59	409	748	1,383	2,067	1,865	2,629	9,160
Percent of Physics Enrollment	19.3%	30.1%	23.9%	24.0%	20.8%	26.1%	29.8%	25.1%
Percent Females in Physics	50.8%	42.5%	44.1%	45.0%	42.6%	44.1%	45.4%	44.3%
2005-2006								
Number Districts Operating High School	14	50	68	94	83	23	9	341
Number of Districts Offering Physics	10	43	64	90	80	23	9	319
Enrollment in Physics	66	426	780	1,297	2,401	1,955	2,335	9,260
Percent of Physics Enrollment	22.1%	28.4%	24.6%	22.6%	24.1%	27.0%	25.8%	25.1%
Percent Females in Physics	47.0%	40.4%	48.7%	44.4%	41.6%	42.5%	41.9%	42.8%
2006-2007								
Number Districts Operating High School	19	46	70	92	82	23	9	340
Number of Districts Offering Physics	11	43	66	91	81	22	9	323
Enrollment in Physics	59	376	738	1,558	2,427	1,949	2,894	10,001
Percent of Physics Enrollment	14.4%	25.9%	23.6%	26.5%	23.5%	25.8%	29.9%	26.0%
Percent Females in Physics	49.2%	47.1%	45.0%	43.5%	40.7%	40.0%	44.7%	42.8%

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

Graduation Requirements for Mathematics and Science

The Iowa Department of Education collects information on graduation requirements for each high school in Iowa through the Basic Educational Data Survey (BEDS). Graduation requirements data collected in the Spring 2007 collection were for the senior class of 2007. The graduation requirements for the class of 2011 were also collected in the Spring 2007 data collection. This section includes data for the class of 2007 and the class of 2011.

The *Iowa Administrative Code* 12.5(14) states that one course unit is assigned to a course that meets a minimum of 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. A course that meets one 50-minute period each day for two semesters would be given two local credits, but would count as one course unit for state reporting purposes.

Section 256.7, subsection 26 of the *Iowa Code Supplement 2005* was amended by the 2006 legislature by identifying the requirements for high school graduation beginning with the 2011 graduating class. Senate File 2272, Section 4, lists the graduation requirements for school districts as four years of English/language arts, three years of mathematics, three years of science, and three years of social studies.

Tables 67 and 68 list the average number of mathematics and science units required for graduation by enrollment category. The average number of mathematics units required for graduation increased from 2.37 to 2.44 between 2005-2006 and 2006-2007. The average number of science units required for graduation increased slightly from 2.24 to 2.29 between 2005-2006 and 2006-2007. The graduation requirements for the class of 2011 will increase 24.2 percent for mathematics and 31.4 percent for science.

Table 67

Average Number of Mathematics Units Required for Graduation in Iowa Public Schools, 1985-1986, 2005-2006, 2006-2007, and 2010-2011

Enrollment Category	1985-1986	2005-2006	2006-2007	2010-2011
<250	2.00	2.54	2.73	3.07
250-399	2.01	2.55	2.58	3.04
400-599	1.89	2.45	2.49	3.04
600-999	1.91	2.38	2.48	3.03
1,000-2,499	1.77	2.26	2.28	3.01
2,500-7,499	1.49	2.15	2.25	3.02
7,500+	1.69	2.22	2.22	3.00
State	1.88	2.37	2.44	3.03

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

Table 68

Average Number of Science Units Required for Graduation in Iowa Public Schools, 1985-1986, 2005-2006, 2006-2007 and 2010-2011

Enrollment Category	1985-1986	2005-2006	2006-2007	2010-2011
<250	1.98	2.46	2.53	3.00
250-399	1.99	2.39	2.41	3.04
400-599	1.84	2.26	2.32	3.01
600-999	1.88	2.20	2.28	3.00
1,000-2,499	1.74	2.21	2.23	3.01
2,500-7,499	1.52	2.07	2.11	3.00
7,500+	1.75	2.00	2.00	3.00
State	1.86	2.24	2.29	3.01

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

The frequency distributions for mathematics and science graduation unit requirements for the classes of 2007 and 2011 are presented in Tables 69 and 70. For the graduating class of 2007, 40.0 percent of the districts required at least 3.0 units of mathematics and 27.4 percent of the districts required at least 3.0 units of science. For the graduating class of 2011, all of the districts that operate high schools will require at least 3.0 units of mathematics and 100 percent of the districts will require at least 3.0 units of science.

Table 69

Frequency Distribution of Mathematics Units Required for Graduation by Iowa Public School Districts 2006-2007 and 2010-2011

Units Required for Graduation	2006-2007 Number of Districts	2006-2007 Percent of Districts	2006-2007 Cumulative Percent	2010-2011 Number of Districts	2010-2011 Percent of Districts	2010-2011 Cumulative Percent
1.3	1	0.3%	0.3%	0	0.0%	0.0%
1.5	3	0.9	1.2	0	0.0	0.0
2.0	178	52.4	53.5	0	0.0	0.0
2.5	22	6.5	60.0	0	0.0	0.0
3.0	132	38.8	98.8	330	97.1	97.1
4.0	4	1.2	100.0	8	2.4	99.7

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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 70

Frequency Distribution of Science Units Required for Graduation by Iowa Public School Districts 2006-2007 and 2010-2011

Units Required for Graduation	2006-2007 Number of Districts	2006-2007 Percent of Districts	2006-2007 Cumulative Percent	2010-2011 Number of Districts	2010-2011 Percent of Districts	2010-2011 Cumulative Percent
1.0	5	1.5%	1.5%	0	0.0%	0.0%
1.5	2	0.6	2.1	0	0.0	0.0
2.0	219	64.4	66.5	0	0.0	0.0
2.5	21	6.2	72.7	0	0.0	0.0
3.0	92	27.1	99.7	336	98.8	98.8
4.0	1	0.3	100.0	4	1.2	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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

Overview

The results of nine years of class size reduction efforts, initiated by the Iowa Early Intervention Block Grant Program, are provided in this section. The Iowa Early Intervention Block Grant Program focused attention on class size reduction in kindergarten through third grade and established the goal of reaching an average class size of 17 students or less.

Public school districts report the number of students, teachers, and aides by building for kindergarten, first, second, and third grade classroom sections during the Fall Basic Educational Data Survey (BEDS) collection. Special education teachers and aides are not included in the reporting. Physical education, art, music, and other "specialty" teachers are also excluded from the teacher count.

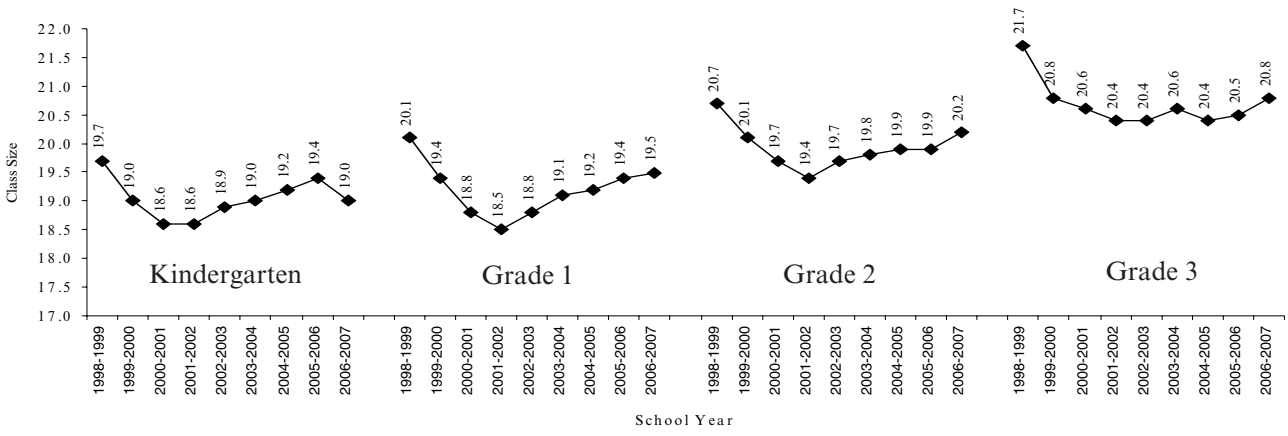
Classrooms defined as multi-age or multi-grade classrooms were not considered in the calculation of average class size since the purpose was to calculate an average class size for each of the grades, kindergarten through third. These students were reported as grade level "Other" and were excluded. Special classrooms for special education students and other "pull-out" situations were also excluded. Average class size was calculated by dividing the number of students by the number of classrooms for each grade level.

Findings

Figure 24 provides a summary of average class size in grades kindergarten through third in Iowa public schools for the past nine years. None of the grades reached the state goal of 17 students per classroom during the nine years studied, but kindergarten and first grade remained below 20 students for the past eight years. These grades showed the smallest classrooms during the years studied.

Figure 24

Iowa Public School District Average Class Size for Grades K-3 1998-1999 to 2006-2007



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

Average class size declined for kindergarten through third grade from 1998-1999 to 2006-2007. The largest decline occurred for third grade, which dropped from 21.7 to 20.8. Although the kindergarten through second grade averages are still below the base year 1998-1999, these grades experienced increases in the past five years. For example, first grade increased each year from 2001-2002 to present going from 18.5 to 19.5.

Table 71 shows the change in BEDS enrollment compared to the change in class size. From 1998-1999 to present, kindergarten enrollment increased 5.2 percent, but during the same period average class size declined 3.6 percent.

Table 71

Iowa Public School BEDS Enrollments for Kindergarten Through Third Grade, 1998-1999 and 2006-2007

Grade	1998-1999 Enrollment	2006-2007 Enrollment	Absolute Difference in Enrollment	Percent Change in Enrollment	Percent Change in Class Size
Kindergarten	35,772	37,620	1,848	5.2%	-3.6%
1	35,699	34,996	-703	-2.0	-3.0
2	35,866	34,716	-1,150	-3.2	-2.4
3	36,500	35,561	-939	-2.6	-4.1

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

Table 72 shows the comparison between teachers, students and class size. The number of students used in this table were the number of students reported by districts for the purpose of calculating average class size. The number of kindergarten through third grade teachers increased since 1998-1999 while the average class size decreased. For example, the number of first grade full-time equivalent (FTE) teachers increased from 1,644.6 in 1998-1999 to 1,774.3 in 2006-2007 while the average class size decreased from 20.1 in 1998-1999 to 19.5 in 2006-2007. The largest increase in the number of students reported was kindergarten, yet the average class size decreased. The number of third grade students reported showed the greatest decrease.

Table 72

Iowa Public School Students and Teachers, 1998-1999 and 2006-2007

Grade	Students		Teachers		Average Class Size	
	1998-1999	2006-2007	1998-1999	2006-2007	1998-1999	2006-2007
Kindergarten	33,618	35,445	1,613.7	1,883.4	19.7	19.0
1	33,053	33,506	1,644.6	1,774.3	20.1	19.5
2	33,151	33,153	1,592.1	1,673.1	20.7	20.2
3	34,153	32,950	1,578.3	1,600.5	21.7	20.8

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

Summary statistics are presented in Table 73. The maximum class size declined for kindergarten through second grade since 1998-1999. The largest kindergarten and first grade classrooms dropped from 35 to 29. The largest second grade class size dropped from 35 to 30 students.

Table 73

Class Size Summary Statistics for Kindergarten through Grade 3 in Iowa Public Schools, 1998-1999 to 2006-2007

	School Year	N Students	N Classrooms	N Teacher FTEs	Class Size Mean	Class Size N Min	Class Size N Max
Kindergarten	2006-2007	35,445	1,865	1,883.4	19.0	2	29
	2005-2006	35,163	1,817	1,832.8	19.4	2	28
	2004-2005	34,627	1,806	1,818.1	19.2	4	30
	2003-2004	34,338	1,807	1,827.4	19.0	3	31
	2002-2003	33,518	1,778	1,804.0	18.9	3	33
	2001-2002	33,380	1,791	1,838.9	18.6	4	41 *
	2000-2001	33,004	1,774	1,793.0	18.6	3	34 *
	1999-2000	33,488	1,764	1,779.9	19.0	4	34 *
	1998-1999	33,618	1,704	1,613.7	19.7	6	35 *
Grade 1	2006-2007	33,506	1,721	1,774.3	19.5	4	29
	2005-2006	32,917	1,700	1,717.4	19.4	5	28
	2004-2005	32,436	1,692	1,705.8	19.2	6	31
	2003-2004	31,941	1,670	1,693.1	19.1	3	30
	2002-2003	31,618	1,684	1,715.2	18.8	4	32
	2001-2002	31,265	1,687	1,729.2	18.5	3	29
	2000-2001	32,016	1,700	1,735.0	18.8	2	30
	1999-2000	32,969	1,701	1,725.8	19.4	5	29
	1998-1999	33,053	1,647	1,644.6	20.1	6	35 *
Grade 2	2006-2007	33,153	1,642	1,673.1	20.2	4	30
	2005-2006	32,870	1,652	1,666.7	19.9	5	30
	2004-2005	32,186	1,621	1,633.2	19.9	6	31
	2003-2004	32,020	1,619	1,640.5	19.8	6	29
	2002-2003	31,573	1,602	1,630.0	19.7	3	30
	2001-2002	32,196	1,662	1,702.9	19.4	2	30
	2000-2001	33,125	1,679	1,712.8	19.7	2	31
	1999-2000	33,889	1,683	1,702.0	20.1	5	29
	1998-1999	33,151	1,598	1,592.1	20.7	5	35 *
Grade 3	2006-2007	32,950	1,581	1,600.5	20.8	1	35 *
	2005-2006	32,419	1,579	1,589.7	20.5	7	32
	2004-2005	32,133	1,573	1,586.0	20.4	6	30
	2003-2004	32,014	1,556	1,574.4	20.6	6	31
	2002-2003	32,599	1,597	1,616.5	20.4	7	32
	2001-2002	33,474	1,639	1,682.8	20.4	8	32
	2000-2001	34,293	1,661	1,695.7	20.6	2	30
	1999-2000	34,629	1,662	1,687.0	20.8	6	32
	1998-1999	34,153	1,574	1,578.3	21.7	7	32

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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.
*These classrooms have one aide in addition to the teacher.

Class Size vs. District Size

Table 74 presents average class size for kindergarten through grade three by enrollment categories. Across grade levels, average class size tended to increase as enrollment increased. The under 250 enrollment category showed an average of less than 17 students per classroom for all grade levels. In all cases for kindergarten through grade three, the average class size in enrollment categories greater than 1,000 exceeded the goal of 17 students per classroom.

In general, average class size decreased for each enrollment category when compared to the base year. Only three enrollment groups showed a class size increase from the base year. First grade for the 7,500+ and the 400-599 enrollment categories and second grade for the <250 enrollment category increased from 1998-1999.

Table 74

Average Class Size Comparison for Iowa Public Schools by Enrollment Category, Kindergarten to Third Grade 1998-1999 and 2006-2007

Enrollment Category	K		1st		2nd		3rd	
	1998-1999	2006-2007	1998-1999	2006-2007	1998-1999	2006-2007	1998-1999	2006-2007
<250	12.4	11.9	12.8	11.8	12.8	13.1	14.2	13.7
250-399	17.6	16.2	18.4	16.0	17.7	17.1	19.5	16.4
400-599	17.5	16.5	16.9	17.0	18.0	17.7	19.4	17.9
600-999	18.2	17.5	19.0	17.5	19.6	18.8	20.3	19.6
1,000-2,499	19.8	18.8	20.3	19.4	21.3	20.1	21.9	20.9
2,500-7,499	21.5	20.6	21.6	21.0	22.0	21.9	23.0	22.4
7,500+	20.7	20.5	21.1	21.4	21.7	21.6	23.0	22.7
State	19.7	19.0	20.1	19.5	20.7	20.2	21.7	20.8

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

Class Size Funding and Expenditures

Table 75 presents the state class size reduction allocations since they started in fiscal year 2000. In 1999, the Iowa General Assembly enacted, and the Governor signed, House File 743, Iowa Early Intervention Block Grant Program to fund class size reduction. Appropriations for House File 743 began in fiscal year 2000. Class size funding has not seen an increase since fiscal year 2002, remaining constant at $29.3 million over the past four fiscal years. Table 76 presents the fiscal year 2006 Iowa Early Intervention Block Grant Program expenditures. Salaries and benefits expenditure accounted for 99.2 percent of the 2006 Iowa Early Intervention Block Grant Program expenditures.

Table 75

State Class Size Reduction Allocations for Iowa Public Schools FY 2000 to FY 2007

Fiscal Year	State Allocation
FY 2000	$10 million
FY 2001	$20 million
FY 2002	$30 million
FY 2003	$30 million
FY 2004	$29.3 million*
FY 2005	$29.3 million
FY 2006	$29.3 million
FY 2007	$29.3 million

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey.
Note: *The FY 2004 appropriation was reduced as a result of an across-the-board cut after the initial appropriation and then received a partial restoration of funds.

Table 76

FY 2006 Iowa Early Intervention Block Grant Program Expenditures by Object

Object Category	Expenditures	Percent
Salaries	$ 22,322,075	78.0%
Benefits	6,073,233	21.2
Purchased Services	29,894	0.1
Equipment	1,969	<0.1
Supplies	200,989	0.7
Other	6,819	<0.1
Total	$28,634,979	100.0%

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

Technology

Expenditures for Computer Hardware and Software

Table 77 and Figure 25 provide computer hardware and software expenditures from 1992-1993 to 2005-2006. Expenditures for computer hardware and software are collected from school districts as a part of the *Certified Annual Financial Report*. During the 2005-2006 school year districts reported spending $34.5 million on hardware and software combined. This was a 10 percent increase from 2004-2005. Hardware expenditures amounted to just over 74 percent of combined software and hardware expenditures. Computer software expenditures increased by just over 7 percent from 2004-2005 and totaled nearly $8.9 million.

Table 77

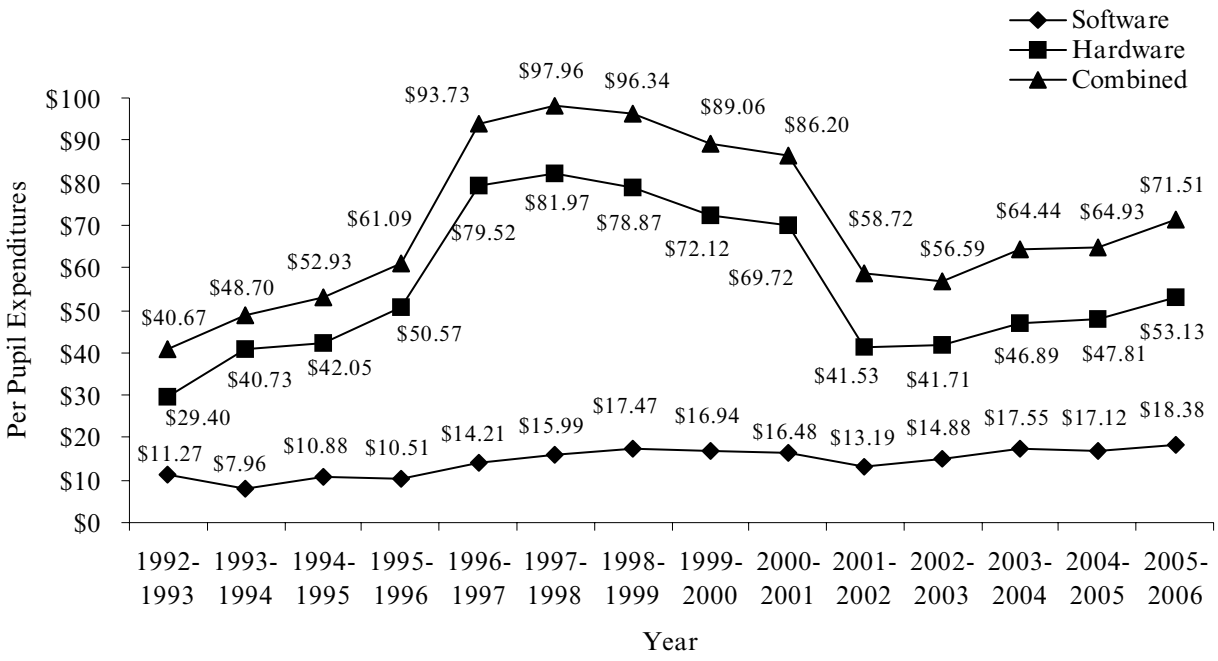
Total Expenditures and Average Per Pupil Expenditures for Computer Software and Hardware in Iowa Public Schools 1992-1993 to 2005-2006

			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
2003-2004	370	485,011	8,510,160	17.55	22,743,401	46.89	31,253,561	64.44
2004-2005	367	483,335	8,273,466	17.12	23,108,106	47.81	31,381,572	64.93
2005-2006	365	483,105	8,879,915	18.38	25,668,474	53.13	34,548,389	71.51

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

Figure 25

Computer Software and Hardware Per Pupil Expenditures in Iowa Public Schools, 1992-1993 to 2005-2006



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

Table 78 provides computer hardware and software expenditures by enrollment category for 1994-1995, 2000-2001, 2004-2005 and 2005-2006. The <250 and 400-599 enrollment categories spent the most per pupil on software in 2005-2006 while the 2,500-7,499 and 7,500+ enrollment categories spent the most per pupil on hardware in 2005-2006. The 250-399 enrollment category spent the least per pupil on both software and hardware in 2005-2006.

Table 78

Iowa Public School Total and Per Pupil Expenditures by Enrollment Category for Computer Software and Hardware 1994-1995, 2000-2001, 2004-2005 and 2005-2006

	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
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
2004-2005								
Number of Districts	30	57	73	95	81	22	9	367
Total K-12 Enrollment	5,672	18,621	37,261	71,979	124,012	94,279	131,511	483,335
Software Expenditure	$57,753	$259,030	$521,013	$752,059	$1,765,964	$1,323,698	$3,593,949	$8,273,466
Per Pupil Software Expenditure	$10.18	$13.91	$13.98	$10.45	$14.24	$14.04	$27.33	$17.12
Hardware Expenditure	$254,674	$771,521	$1,947,086	$3,393,796	$5,615,416	$4,266,851	$6,858,762	$23,108,106
Per Pupil Hardware Expenditure	$44.90	$41.43	$52.26	$47.15	$45.28	$45.26	$52.15	$47.81
Total Software and Hardware Expenditure	$312,427	$1,030,551	$2,468,099	$4,145,855	$7,381,380	$5,590,549	$10,452,711	$31,381,572
Per Pupil Software and Hardware Expenditure	$55.08	$55.35	$66.24	$57.60	$59.52	$59.30	$79.48	$64.93
2005-2006								
Number of Districts	32	56	70	93	82	23	9	365
Total K-12 Enrollment	6,119	18,468	35,757	69,486	123,738	98,549	130,989	483,105
Software Expenditure	$128,853	$237,486	$848,888	$956,819	$2,067,114	$2,009,080	$2,631,675	$8,879,915
Per Pupil Software Expenditure	$21.06	$12.86	$23.74	$13.77	$16.71	$20.39	$20.09	$18.38
Hardware Expenditure	$322,155	$625,760	$1,701,073	$3,535,545	$5,867,519	$6,138,637	$7,477,785	$25,668,474
Per Pupil Hardware Expenditure	$52.65	$33.88	$47.57	$50.88	$47.42	$62.29	$57.09	$53.13
Total Software and Hardware Expenditure	$451,008	$863,246	$2,549,961	$4,492,364	$7,934,633	$8,147,717	$10,109,461	$34,548,390
Per Pupil Software and Hardware Expenditure	$73.71	$46.74	$71.31	$64.65	$64.12	$82.68	$77.18	$71.51

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
Note: Per pupil expenditures based on Certified Enrollment.
Expenditure includes Administrative, Instructional, and all Other Software and Hardware Purchased.

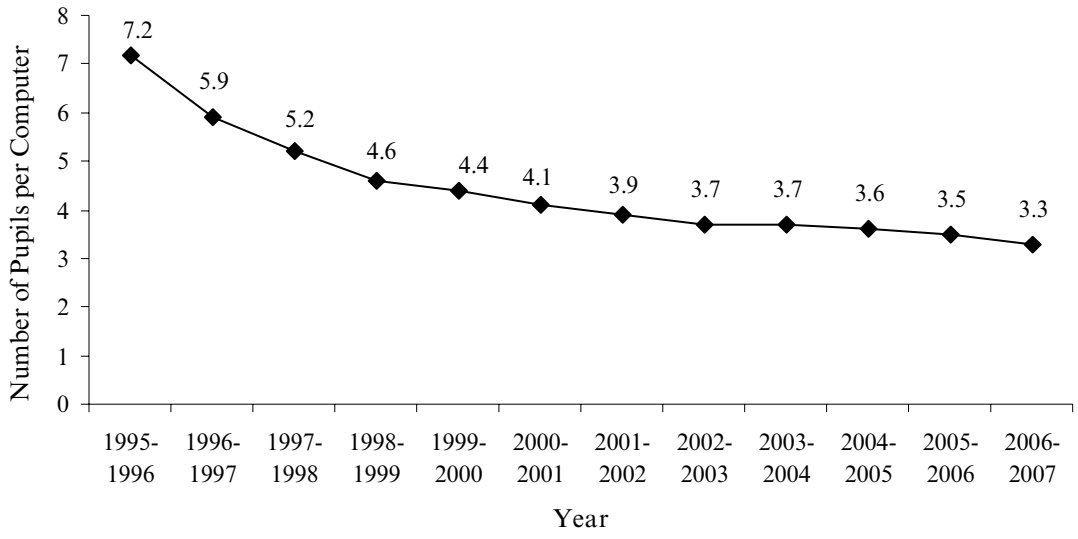
Availability of Computers

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

Table 79 and Figure 26 provide the student to computer ratios. Although the number of pupils per computer decreased slightly in 2006-2007 to 3.3, the overall trend has flattened out in recent years. Since 2001-2002, the number of pupils per computer has only decreased 0.6 pupils. With the exception of the 250-399 enrollment category, the ratio of students per computer decreased slightly from 2005-2006. The ratio of students per computer for the 250-399 enrollment category remained steady at 2.4 (also see Figure 27).

Figure 26

PUPILS PER COMPUTER IN IOWA PUBLIC SCHOOLS
1995-1996 TO 2006-2007



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

Table 79

Number of Computers in Iowa Public Schools by Enrollment Category 1995-1996, 2003-2004, 2004-2005, 2005-2006 and 2006-2007

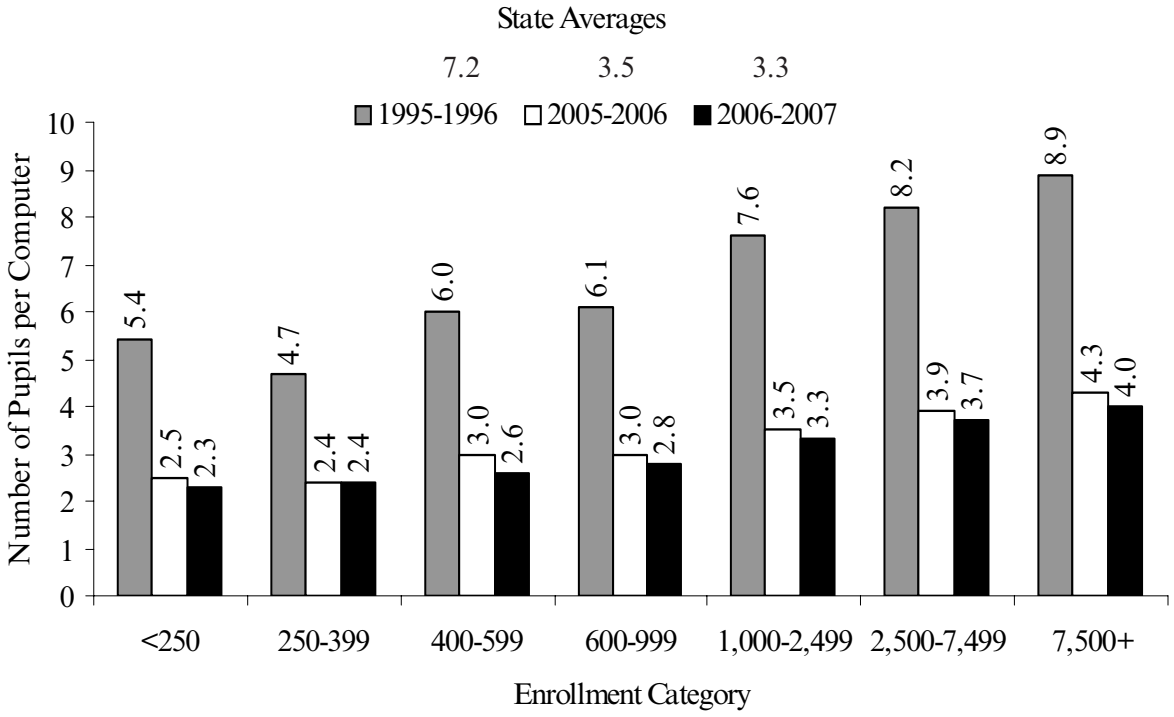
	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1995-1996								
Total Number of Districts	26	50	81	108	85	25	9	384
Number of Districts Reporting*	22	43	74	91	72	22	7	331
Number of Computers	829	2,778	6,043	11,258	13,989	10,010	9,371	54,278
Certified Enrollment	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
2003-2004								
Total Number of Districts	30	55	77	95	81	23	9	370
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
2004-2005								
Total Number of Districts	30	57	73	95	81	22	9	367
Number of Computers	2,350	7,167	12,370	24,289	36,853	23,244	27,410	133,683
Certified Enrollment	5,672	18,620	37,261	71,979	124,012	94,279	131,511	483,335
Pupils per Computer	2.4	2.6	3.0	3.0	3.4	4.1	4.8	3.6
2005-2006								
Total Number of Districts	32	56	70	93	82	23	9	365
Number of Computers	2,495	7,775	11,863	23,553	35,763	25,000	30,318	136,767
Certified Enrollment	6,119	18,468	35,757	69,486	123,738	98,459	130,989	483,016
Pupils per Computer	2.5	2.4	3.0	3.0	3.5	3.9	4.3	3.5
2006-2007								
Total Number of Districts	31	59	70	93	81	22	9	365
Number of Computers	2,523	8,048	13,939	25,262	37,945	26,744	32,732	147,193
Certified Enrollment	5,731	19,287	35,684	69,644	123,912	97,679	130,647	482,584
Pupils per Computer	2.3	2.4	2.6	2.8	3.3	3.7	4.0	3.3

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology files, and Division of School Support and Information, Certified Enrollment files.

Note: *In 1995-1996, only 86.2 percent of the total 384 school districts reported. In all other years shown all districts reported.

Figure 27

Pupils per Computer in Iowa Public Schools by Enrollment Category 1995-1996, 2005-2006 and 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology files, and Division of School Support and Information, Certified Enrollment files.

Table 80 provides the number of computers per pupil by school type within enrollment category. In general, students in higher grades have more access to a computer than students in lower grades. Overall, the number of pupils per computer has decreased from 2005-2006.

Table 80

Number of Computers and Pupils-to-Computer Ratios in Iowa Public Schools by School Type within District Enrollment Category 2005-2006 and 2006-2007

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2005-2006								
Number of Computers in HS	812	3,721	6,039	10,139	13,293	7,813	9,560	51,377
Pupils per Computer in HS	1.8	2.1	2.6	2.6	3.2	3.7	3.9	3.1
Number of Computers in MS/Jr HS	299	840	1,404	5,023	9,217	5,971	6,495	29,249
Pupils per Computer in MS/Jr HS	1.7	1.9	2.6	2.7	3.1	3.7	4.0	3.3
Number of Computers in El. Sch.	1,376	3,202	4,300	8,286	12,809	10,839	13,199	54,011
Pupils per Computer in El. Sch.	2.0	2.8	3.9	3.6	4.2	4.3	4.6	4.0
Number of Computers in Other Sch.	8	12	120	105	444	377	1,064	2,130
Pupils per Computer in Other Sch.	7.4	2.2	3.3	5.0	2.9	3.8	5.3	4.4
2006-2007								
Number of Computers in HS	774	3,813	7,229	10,939	14,330	8,348	10,188	55,621
Pupils per Computer in HS	1.9	2.2	2.2	2.4	2.9	3.4	3.7	2.9
Number of Computers in MS/Jr HS	385	738	1,615	5,856	9,986	6,224	7,150	31,954
Pupils per Computer in MS/Jr HS	1.5	1.8	2.2	2.4	2.9	3.3	3.6	3.0
Number of Computers in El. Sch.	1,356	3,386	4,959	8,160	13,139	11,751	13,973	56,724
Pupils per Computer in El. Sch.	1.9	2.8	3.4	3.6	4.1	4.0	4.4	3.9
Number of Computers in Other Sch.	8	111	136	307	490	421	1,421	2,894
Pupils per Computer in Other Sch.	6.1	0.5	2.7	1.5	3.0	3.7	3.8	3.3

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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.

Internet Access and Wireless Network Availability

Table 81 provides the total number of student accessible computers compared to the number of student accessible computers with Internet access. Overall, the percent of computers with Internet access was high at 96.3 percent statewide of all computers in 2006-2007. Between 2005-2006 and 2006-2007, the percentage of student accessible computers with Internet access in public schools increased slightly in all categories except the largest enrollment category. The greatest percent increase was in the <250 enrollment category with a 4.3 percent increase. The 7,500+ enrollment category decreased slightly by 0.7 percent.

Table 82 shows wireless network availability for public schools in Iowa by enrollment category. All enrollment categories show an increase in the number of buildings with wireless network when compared to 2005-2006 with the largest increases in the smaller enrollment categories.

Table 81

Total Number of Computers vs. Number of Internet Accessible Computers by Enrollment Category 2005-2006 and 2006-2007

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2005-2006								
Number of Internet Accessible Computers	2,279	7,508	11,108	22,443	34,663	23,762	28,641	130,404
Total Number of Computers	2,495	7,775	11,863	23,553	35,763	25,000	30,318	136,767
Percent of Internet Accessible Computers	91.3%	96.6%	93.6%	95.3%	96.9%	95.0%	94.5%	95.3%
2006-2007								
Number of Internet Accessible Computers	2,411	7,800	13,445	24,705	37,106	25,526	30,701	141,694
Total Number of Computers	2,523	8,048	13,939	25,262	37,945	26,744	32,732	147,193
Percent of Internet Accessible Computers	95.6%	96.9%	96.5%	97.8%	97.8%	95.4%	93.8%	96.3%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology files. Division of School Support and Information, Certified Enrollment files.

Table 82

Wireless Network Availability for Public Schools by Enrollment Category 2005-2006 and 2006-2007

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
2005-2006								
Number of Buildings with Wireless Network	38	90	121	222	276	138	97	982
Total Number of Buildings	52	127	184	306	393	193	255	1,510
Percent of Buildings with Wireless Network	73.1%	70.9%	65.8%	72.5%	70.2%	71.5%	38.0%	65.0%
2006-2007								
Number of Buildings with Wireless Network	47	108	128	247	292	146	99	1,067
Total Number of Buildings	53	130	183	312	388	189	257	1,512
Percent of Buildings with Wireless Network	88.7%	83.1%	69.9%	79.2%	75.3%	77.2%	38.5%	70.6%

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Technology files. Division of School Support and Information, Certified Enrollment files.

Early Childhood Education

Early Childhood Education data are reported annually by school districts on the Basic Educational Data Survey (BEDS). The following describes the preschool, kindergarten, and school age child care efforts of Iowa public school districts during the 2006-2007 school year.

Kindergarten Programs

Nearly 98 percent, or 357, of the Iowa public school districts reported offering all-day, every day kindergarten, either semester or trimester varieties in 2006-2007, while just over 25 percent of public school districts offered all-day, every day kindergarten in 1985-1986. There has been a steady increase in the number of districts offering all-day, every day kindergarten programs over the past twenty-one years (Table 83).

Table 83

Number and Percent of Iowa Public School Districts Offering All-Day, Every Day Kindergarten Programs, 1985-1986 to 2006-2007

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
2004-2005	354	96.5
2005-2006*	356	97.5
2006-2007	357	97.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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.
*2005-2006 includes both two semester and trimester all-day programs.

Table 84 shows the type of kindergarten program offered by enrollment category in 2006-2007. In general, the number of districts offering all-day, every day kindergarten programs has increased. The very small districts with less than 250 students were less likely to offer all-day, every day kindergarten programs.

Table 84

Iowa Public School Kindergarten Program Type, 2006-2007

Enrollment Category	Total Number of Districts	All-Day, Every Day, 2 Semesters		All Others	
		Number of Districts	Percent in Category	Number of Districts	Percent in Category
<250	31	29	93.5%	2	6.5%
250-399	59	59	100.0	0	0.0
400-599	70	70	100.0	0	0.0
600-999	93	89	95.7	4	4.3
1,000-2,499	81	80	98.8	1	1.2
2,500-7,499	22	21	95.5	1	4.5
7,500+	9	9	100.0	0	0.0
State	365	357	97.8	8	2.2

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

Child Development/Preschool Programs

Some districts housed preschool programs in their schools, which were managed by private groups. These programs were not reported by districts on the Basic Educational Data Survey (BEDS) Early Childhood report. Districts offering preschool programs for 3 and 4 year-olds increased 6.5 percent in 2006-2007 when compared to 2005-2006. Preschool enrollment increased by 1,565 students (nearly 14 percent) in 2006-2007 (Table 85).

Tables 86 and 87 show Iowa public school preschool enrollments by enrollment category. The largest increase in preschool enrollment from the previous year was in the 1,000-2,499 enrollment category with a 34.7 percent increase. The smallest increase in preschool enrollment from the previous year was in the 7,500+ enrollment category with a 5.6 percent increase. In general, the greatest increases from 1997-1998 have been in the smaller districts (400-599 and below). Total preschool enrollment has increased by 86.1 percent from 1997-1998, with the largest percentage increase (175.9 percent) in the 400-599 enrollment category.

Table 85

Iowa Public School Districts Offering Preschool 1997-1998 to 2006-2007

Year	Total Number of Districts	Number of Districts	Percent of Total Districts	Preschool Enrollment
1997-1998	377	163	43.2%	6,860
1998-1999	375	168	44.8	7,389
1999-2000	374	163	43.6	7,446
2000-2001	371	163	43.9	7,021
2001-2002	371	171	46.1	7,660
2002-2003	371	192	51.8	8,477
2003-2004	370	211	57.0	9,778
2004-2005	367	230	62.7	10,899
2005-2006	365	224	61.4	11,203
2006-2007	365	248	67.9	12,768

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Early Childhood files.
Note: These figures do not include special education programs.

Table 86

Iowa Public School Preschool Enrollments by Enrollment Category 1997-1998, 2001-2002, 2005-2006 and 2006-2007

Enrollment Category	1997-1998	2001-2002	2005-2006	2006-2007
<250	203	295	425	474
250-399	417	523	962	1,039
400-599	551	868	1,299	1,520
600-999	1,606	1,630	2,082	2,394
1,000-2,499	1,118	1,515	1,567	2,111
2,500-7,499	865	785	1,456	1,627
7,500+	2,100	2,044	3,412	3,603
State	6,860	7,660	11,203	12,768

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

Table 87

Iowa Public School Preschool Percent Enrollment by Enrollment Category, 1997-1998, 2001-2002, 2005-2006 and 2006-2007

Enrollment Category	1997-1998	2001-2002	2005-2006	2006-2007
<250	3.0%	3.9%	3.8%	3.7%
250-399	6.1	6.8	8.6	8.1
400-599	8.0	11.3	11.6	11.9
600-999	23.4	21.3	18.6	18.8
1,000-2,499	16.3	19.8	14.0	16.5
2,500-7,499	12.6	10.2	13.0	12.7
7,500+	30.6	26.7	30.5	28.2
State	100.0	100.0	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, 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.

School Age Child Care Programs

In 2006-2007, fewer districts offered before or after school child care programs for the school age children compared to 2005-2006. After school programs were offered by 131 districts and 107 districts offered before school programs (Table 88).

Table 88

Iowa Public School Districts Offering School Age Child Care 1997-1998 to 2006-2007

Year	Total Number of Districts	Before School		After School		Holiday		Summer	
		Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts
1997-1998	377	89	23.6%	106	28.1%	43	11.4%	61	16.2%
1998-1999	375	98	26.1	114	30.4	44	11.7	65	17.3
1999-2000	374	92	24.6	113	30.2	38	10.2	67	17.9
2000-2001	371	90	24.3	117	31.5	41	11.1	67	18.1
2001-2002	371	90	24.3	114	30.7	35	9.4	62	16.7
2002-2003	371	90	24.3	113	30.5	40	10.8	70	18.9
2003-2004	370	102	27.6	130	35.1	47	12.7	81	21.9
2004-2005	367	104	28.3	135	36.8	47	12.8	85	23.2
2005-2006	365	113	31.0	144	39.5	56	15.3	88	24.1
2006-2007	365	107	29.3	131	35.9	57	15.6	90	24.7

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

In 2006-2007, more districts offered holiday or summer school child care programs for the school age children compared to 2005-2006. Holiday programs were offered by 57 districts and summer programs were offered by 90 districts (Table 89).

Table 89

Iowa Public School Districts Offering School Age Child Care by District Enrollment Category, 2006-2007

Year	Total Number of Districts	Before School		After School		Holiday		Summer	
		Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts	Number of Districts	Percent of Total Districts
<250	31	10	32.3%	11	35.5%	2	6.5%	8	25.8%
250-399	59	9	15.3	14	23.7	2	3.4	3	5.1
400-599	70	15	21.4	18	25.7	9	12.9	14	20.0
600-999	93	28	30.1	32	34.4	13	14.0	23	24.7
1,000-2,499	81	24	29.6	33	40.7	16	19.8	24	29.6
2,500-7,499	22	14	63.6	15	68.2	9	40.9	11	50.0
7,500+	9	7	77.8	8	88.9	6	66.7	7	77.8
State	365	107	29.3	131	35.9	57	15.6	90	24.7

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

STUDENT PERFORMANCE

The student performance chapter contains two major sections. The first section reports the State Indicators of Student Success data required by *Iowa Administrative Code.* The second section provides achievement trends and student performance for all students and by enrollment categories, gender, race/ethnicity, and other subgroups.

Based on various external sources, the current chapter reports student achievement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) in reading comprehension and mathematics; biennium trends in reading and mathematics for grades 4, 8, and 11 and biennium trends in science for grades 8 and 11; and the average scores for high school senior test takers on the American College Testing Assessment (ACT) and the Scholastic Assessment Test (SAT). This chapter also shows the Advanced Placement (AP) examination results for high school students and the National Assessment of Educational Progress (NAEP) for grades 4 and 8 in reading and mathematics. Comparisons are made between Iowa, other states, and the nation when data are available. The most used internal data sources, the Basic Educational Data Survey (BEDS) and the Project EASIER files, are collected annually in spring, and fall by the Iowa Department of Education. The BEDS and Project EASIER data used in this chapter provide information pertaining to dropouts for grades 7-12 and 9-12, high school graduation rates, high school graduate intentions, postsecondary enrollment options, kindergarten literacy assessment for public school students, and suspension and expulsion data.

State Indicators of Student Success

The seven state indicators for student success required 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 or higher science status on the ITBS and ITED; 4) The percentage of students considered as dropouts for grades 7 through 12 and the percentage of 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 (*Iowa Administrative Code* – 12.8(3)).

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).

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 2006-2007 are based are: grade 4 - 37,000; grade 8 - 39,700 and grade 11 - 38,400.

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 subsequent 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 in 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 2000 norming of ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is 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 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 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, race/ethnicity, disability, socioeconomic, 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

Three of the seven indicators requested by the State Board of Education are percent proficient for Iowa students in the selected grades in each subgroup on ITBS and ITED reading, mathematics, and science. Since group size varies from one subgroup to another, it is important to show the number of students tested by subgroup. The approximate average number of students tested by grade (in grades 4, 8 and 11) and by subgroup for ITBS and ITED reading comprehension and mathematics for the biennium periods 2001-2003 through 2005-2007 are shown in Tables 90 and 91. Table 92 shows the approximate average number of grade 8 and 11 students tested by subgroup for ITBS and ITED science for the same four biennium periods. The number of students tested in Tables 90 to 92 include both public and nonpublic school participants.

The two smallest subgroups in Tables 90 to 92 are American Indian and migrant students. White is the largest subgroup tested in Iowa.

Table 90

Approximate Average Number of Iowa Students Tested on ITBS and ITED Reading Comprehension Tests by Subgroup Biennium Periods 2001-2003 to 2005-2007

Grade 4	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	19,970	19,510	19,140	18,920	18,970
Female	19,360	19,970	18,316	18,040	18,060
White	33,570	32,470	32,191	31,840	31,580
African American	1,700	1,690	1,730	1,790	1,960
Hispanic	1,510	1,740	2,002	2,170	770
Asian	580	600	650	710	2,340
Amer Indian	230	210	208	210	230
Prim Lng. ELL[1]	920	1,120	1,204	1,330	1,590
Migrant[2]	260	310	328	280	250
SES Eligible[3]	11,350	11,550	11,756	11,610	11,950
IEP[4]	4,460	4,420	4,195	4,170	4,480
Grade 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	20,620	20,860	20,779	20,430	20,250
Female	19,740	19,950	19,958	19,780	19,430
White	34,860	35,420	35,850	35,370	34,690
African American	1,300	1,490	1,622	1,800	1,920
Hispanic	1,160	1,390	1,644	1840	725
Asian	560	580	636	690	1,980
Amer Indian	230	250	242	230	220
Prim Lng. ELL[1]	480	670	742	830	940
Migrant[2]	140	180	208	220	200
SES Eligible[3]	9,680	10,730	11,299	11,370	11,550
IEP[4]	5,630	5,670	5,600	5,420	5,460
Grade 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	18,490	18,670	18,770	19,180	19,580
Female	18,240	17,980	18,079	18,540	18,810
White	33,150	33,030	33,233	33,970	34,550
African American	770	900	1,064	1,250	1,370
Hispanic	770	970	1,155	1,280	660
Asian	550	590	652	670	1,410
Amer Indian	120	140	198	220	200
Prim Lng. ELL[1]	370	510	532	590	660
Migrant[2]	110	160	173	160	150
SES Eligible[3]	5,620	6,370	7,054	7,770	8,430
IEP[4]	3,340	3,810	4,110	4,330	4,590

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 principle 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 91

Approximate Average Number of Iowa Students Tested on ITBS and ITED Mathematics Tests by Subgroup Biennium Periods 2001-2003 to 2005-2007

Grade 4	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	19,940	19,500	19,120	18,910	18,970
Female	19,330	19,970	18,298	18,040	18,050
White	33,530	33,430	32,116	31,790	31,560
African American	1,700	1,690	1,747	1,800	1,940
Hispanic	1,500	1,730	2,003	2,170	770
Asian	580	600	654	710	2,350
Amer Indian	220	210	218	220	220
Prim Lng. ELL[1]	930	1,120	1,215	1,350	1,610
Migrant[2]	250	310	328	280	250
SES Eligible[3]	11,320	11,520	11,753	11,600	11,930
IEP[4]	4,480	4,420	4,191	4,170	4,480

Grade 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	20,420	20,780	20,757	20,410	20,210
Female	19,550	19,880	19,933	19,760	19,390
White	34,540	35,300	35,812	35,330	34,620
African American	1,280	1,480	1,622	1,790	1,910
Hispanic	1,160	1,390	1,642	1,850	730
Asian	560	580	636	690	1,990
Amer Indian	230	250	240	230	220
Prim Lng. ELL[1]	490	670	744	840	950
Migrant[2]	150	185	205	220	210
SES Eligible[3]	9,610	10,730	11,276	11,350	11,520
IEP[4]	5,580	5,630	5,576	5,400	5,430

Grade 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	18,450	18,650	18,768	19,180	19,570
Female	18,190	17,970	18,078	18,540	18,810
White	33,090	33,000	33,222	33,960	34,540
African American	780	900	1,056	1,250	1,370
Hispanic	760	960	1,160	1,280	660
Asian	550	590	652	670	1,400
Amer Indian	120	140	199	220	200
Prim Lng. ELL[1]	370	510	532	600	670
Migrant[2]	120	160	172	160	150
SES Eligible[3]	5,620	6,370	7,050	7,760	8,420
IEP[4]	3,350	3,820	4,114	4,340	4,580

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 principle 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 92

Approximate Average Number of Iowa Students Tested on ITBS and ITED Science Tests by Subgroup Biennium Periods 2001-2003 to 2005-2007

Grade 8	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	20,200	20,680	20,682	20,330	20,150
Female	19,310	19,770	19,862	19,680	19,330
White	34,240	35,160	35,718	35,230	34,520
African American	1,240	1,440	1,614	1,780	1,900
Hispanic	1,140	1,380	1,643	1,840	720
Asian	560	550	638	690	1,980
Amer Indian	230	250	240	230	220
Prim Lng. ELL[1]	480	670	742	830	940
Migrant[2]	150	180	208	220	200
SES Eligible[3]	9,480	10,640	11,264	11,330	11,520
IEP[4]	5,540	5,610	5,554	5,380	5,420

Grade 11	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
Male	18,320	18,520	18,664	19,040	19,410
Female	18,110	17,880	17,991	18,410	18,330
White	32,900	32,840	33,104	33,800	34,330
African American	760	880	1,040	1,220	1,330
Hispanic	760	960	1,141	1,250	650
Asian	550	590	650	670	1,370
Amer Indian	120	140	194	210	200
Prim Lng. ELL[1]	360	500	520	580	650
Migrant[2]	110	160	172	160	150
SES Eligible[3]	5,570	6,300	6,980	7,660	8,300
IEP[4]	3,280	3,740	4,064	4,280	4,510

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 principle means of livelihood.

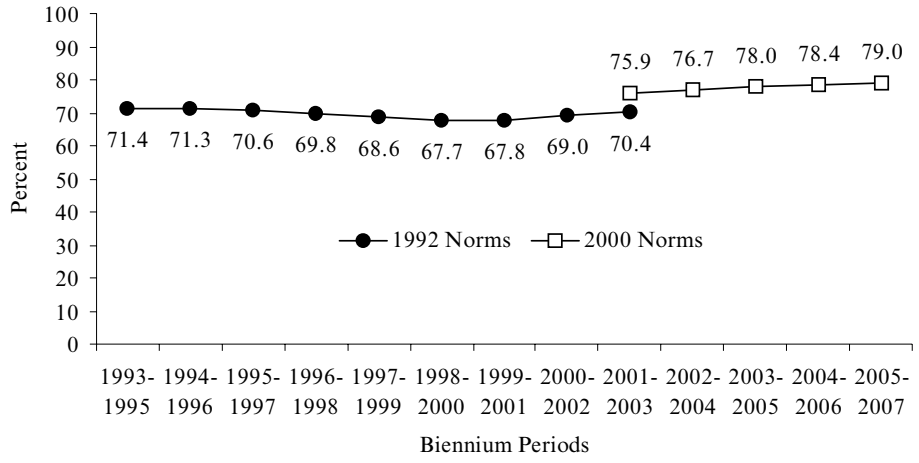
[3]SES refers to socioeconomic status as determined by eligibility for free or reduced price meals.

[4]IEP indicates special education status, students with IEPs are classified as special education students.

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 28

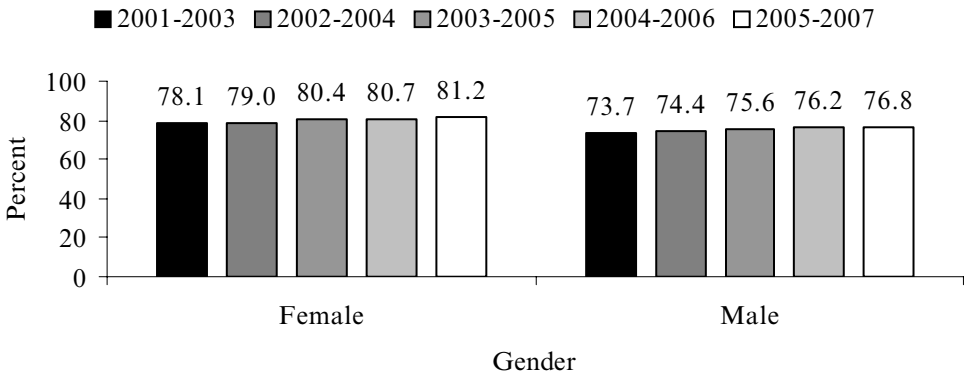
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test, Biennium Periods 1993-1995 to 2005-2007



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 29

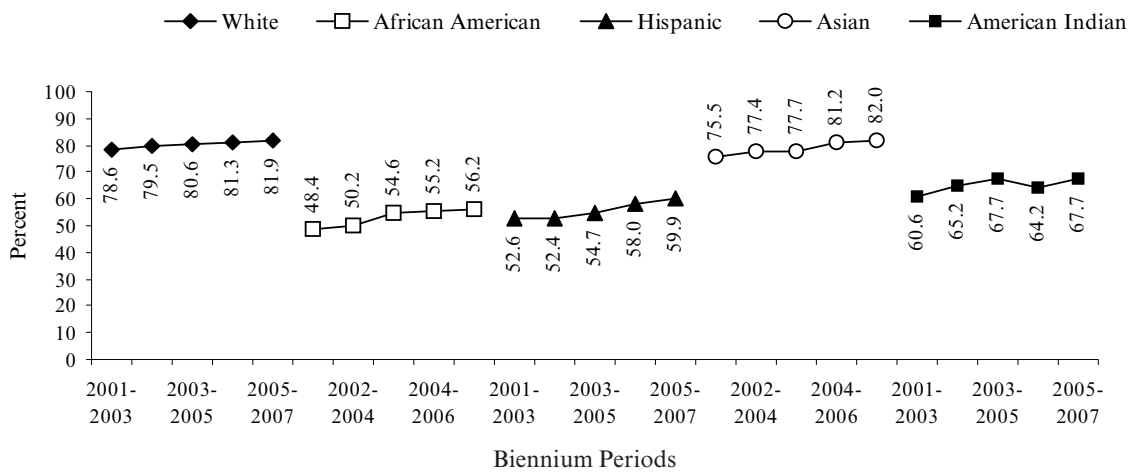
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Gender, Biennium Periods 2001-2003 to 2005-2007



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 30

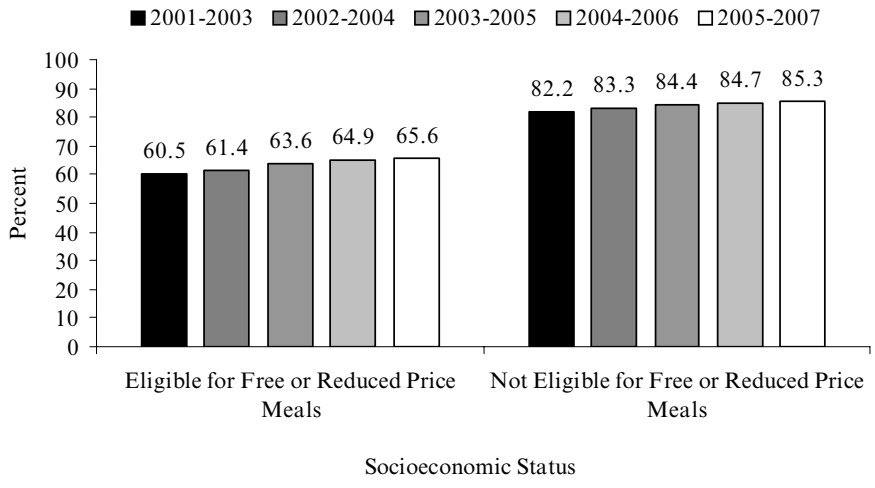
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003 to 2005-2007



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 31

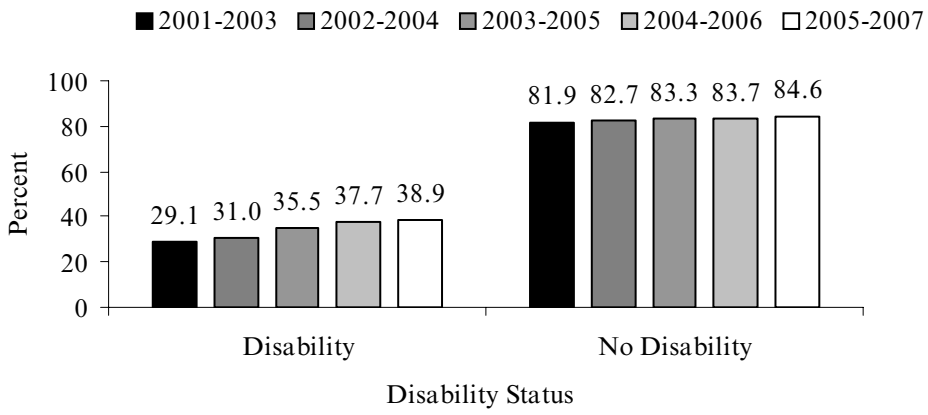
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 32

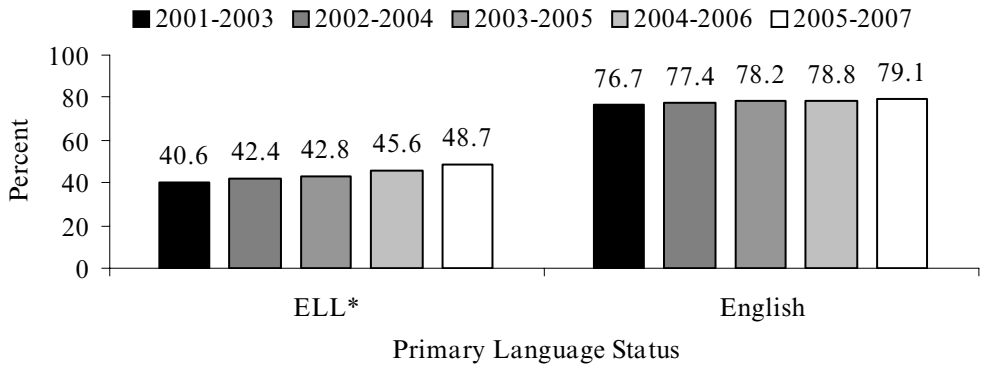
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 33

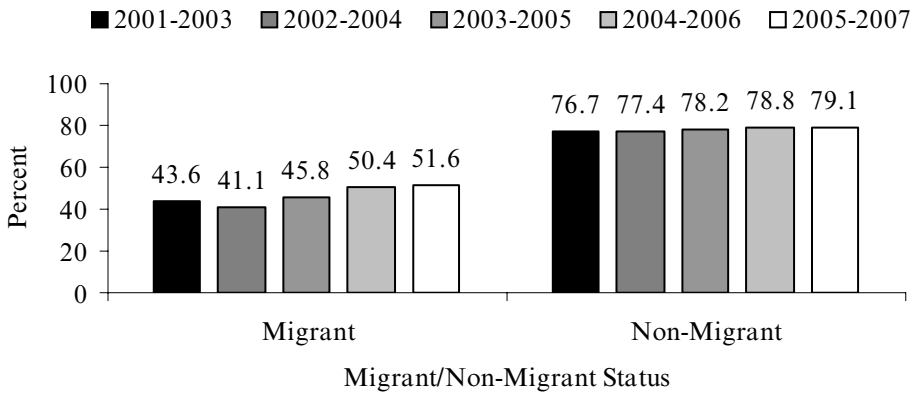
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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 34

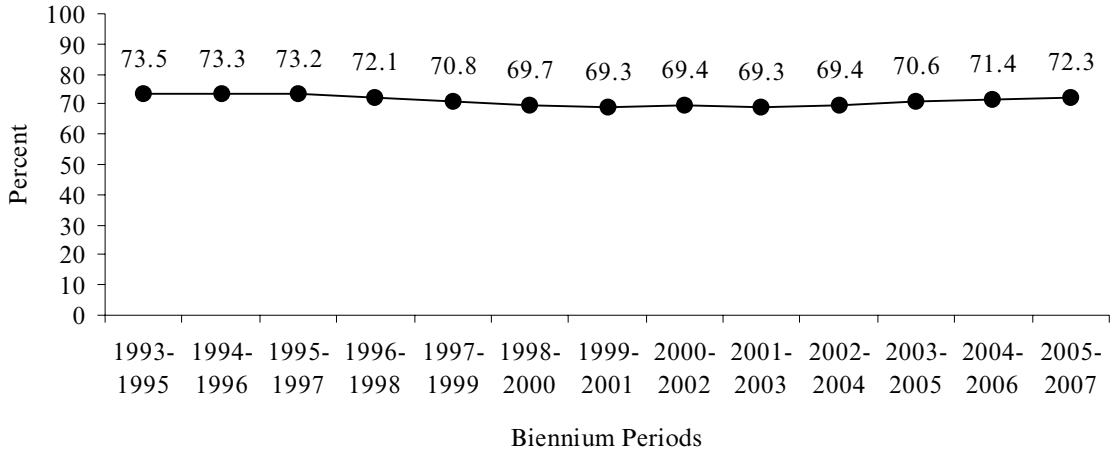
Percent of Iowa Fourth Grade Students Proficient on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003 to 2005-2007



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 principle means of livelihood.

Figure 35

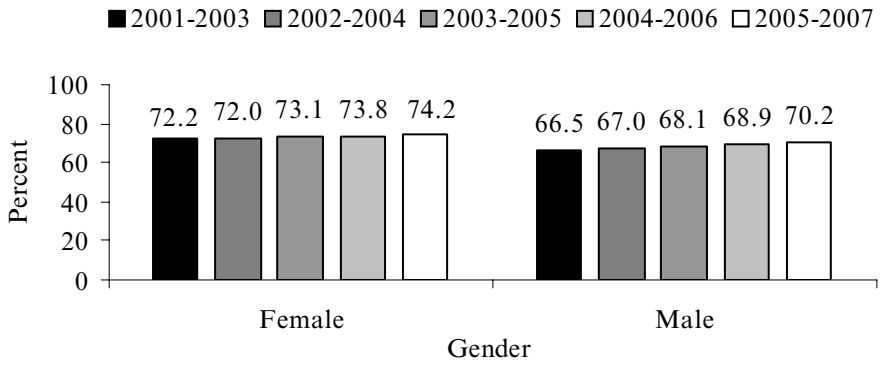
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test Biennium Periods 1993-1995 to 2005-2007



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 36

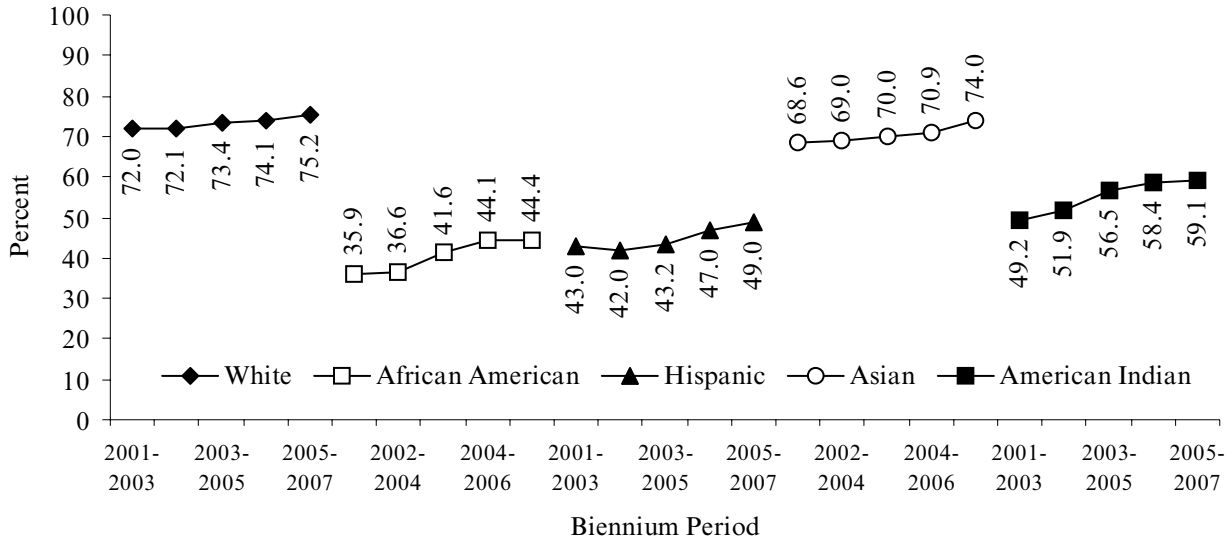
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Gender Biennium Periods 2001-2003 to 2005-2007



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 37

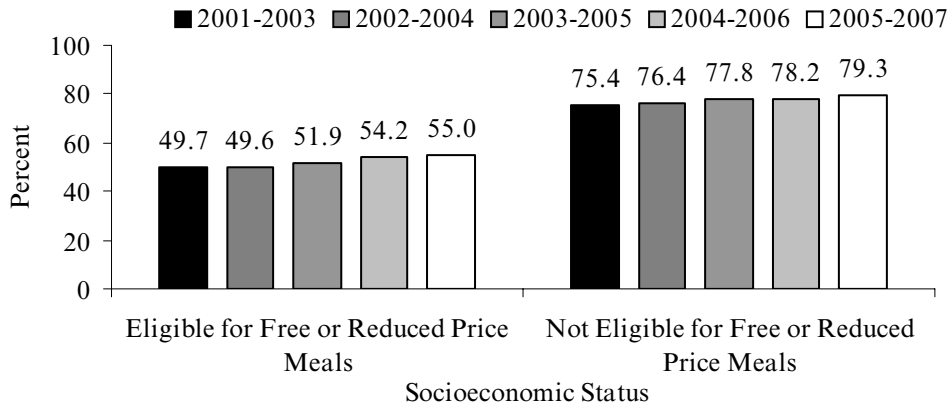
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003 to 2005-2007



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 38

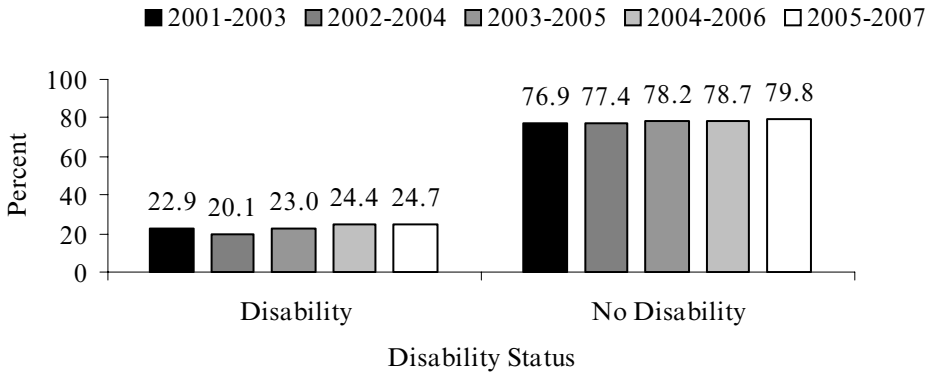
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 39

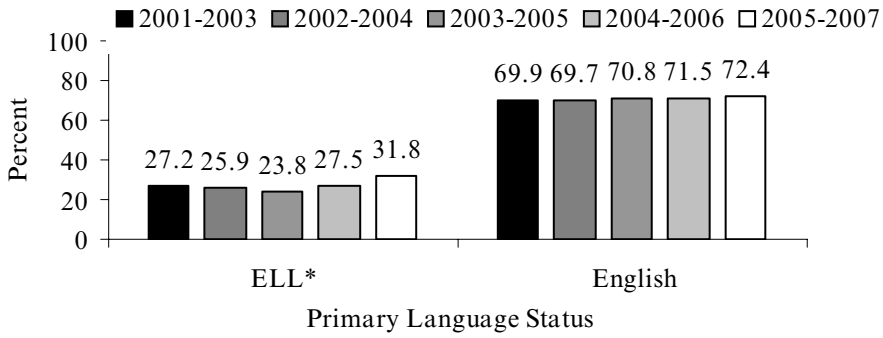
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 40

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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:

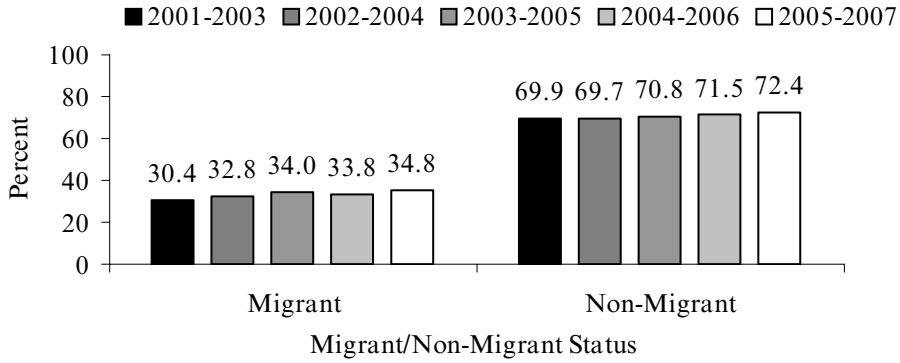
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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 41

Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003 to 2005-2007



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:

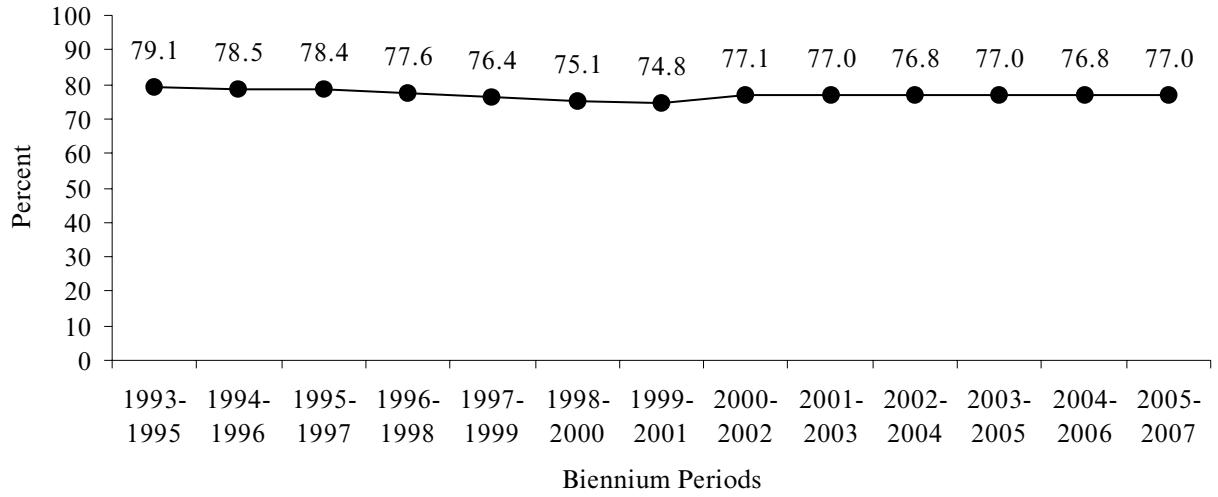
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

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 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 principle means of livelihood.

Figure 42

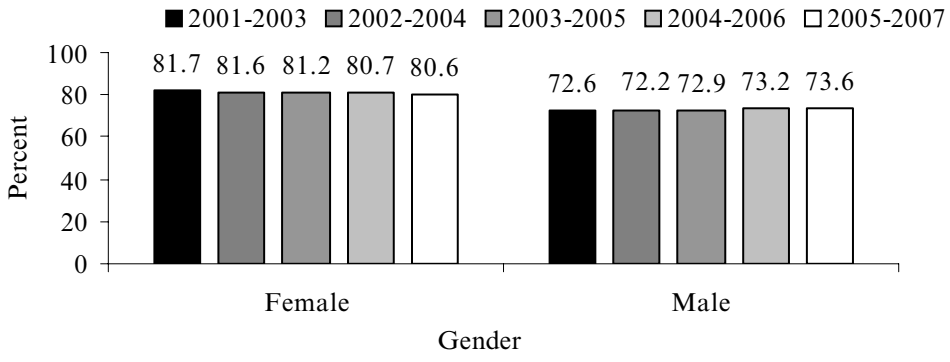
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test Biennium Periods 1993-1995 to 2005-2007



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 43

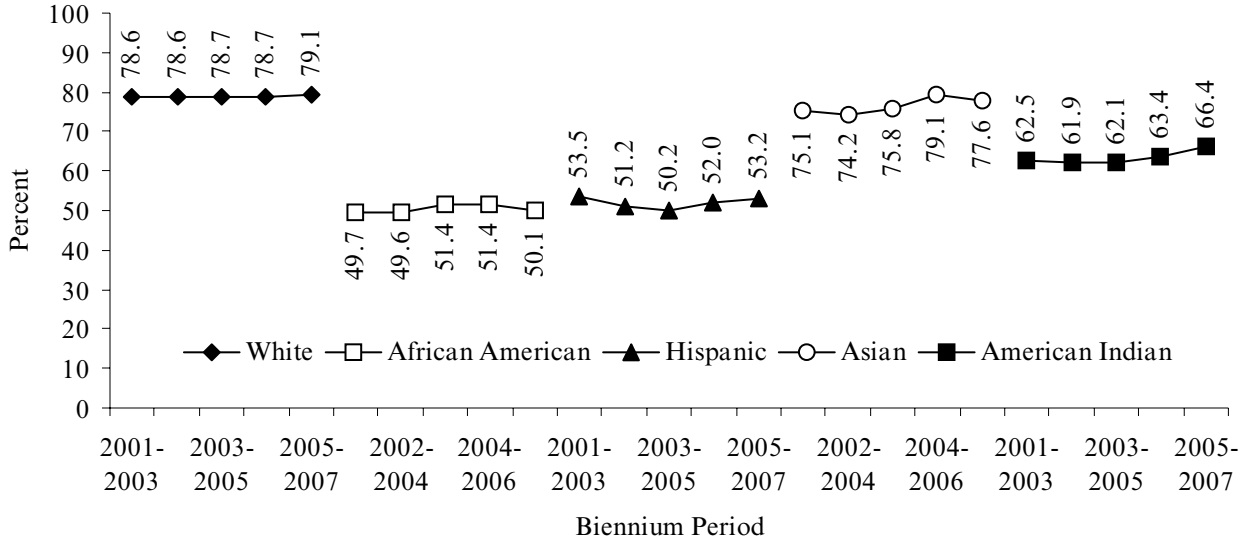
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Gender Biennium Periods 2001-2003 to 2005-2007



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 44

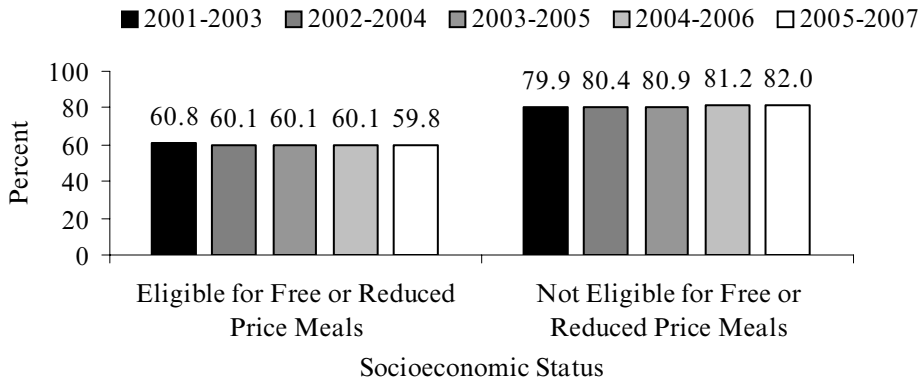
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Race/Ethnicity Biennium Periods 2001-2003 to 2005-2007



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 45

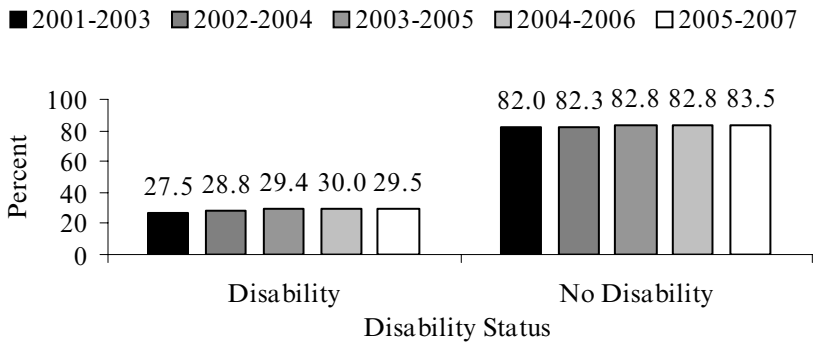
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 46

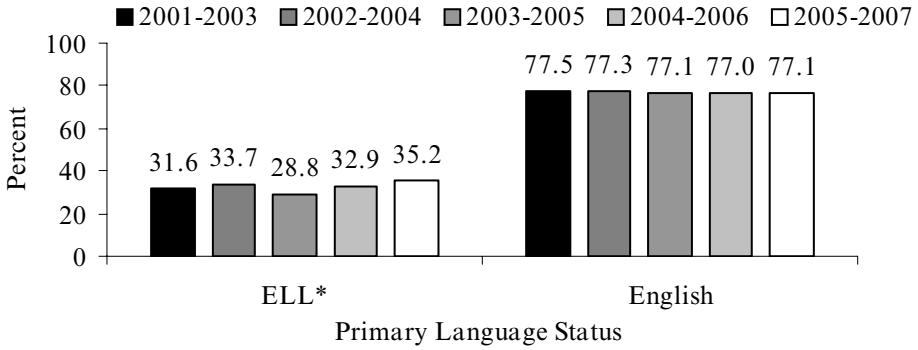
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 47

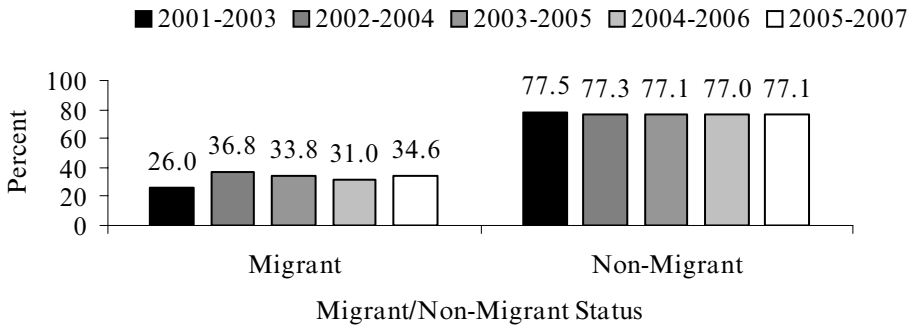
Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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 48

Percent of Iowa Eleventh Grade Students Proficient on ITED Reading Comprehension Test by Migrant Status* Biennium Periods 2001-2003 to 2005 -2007



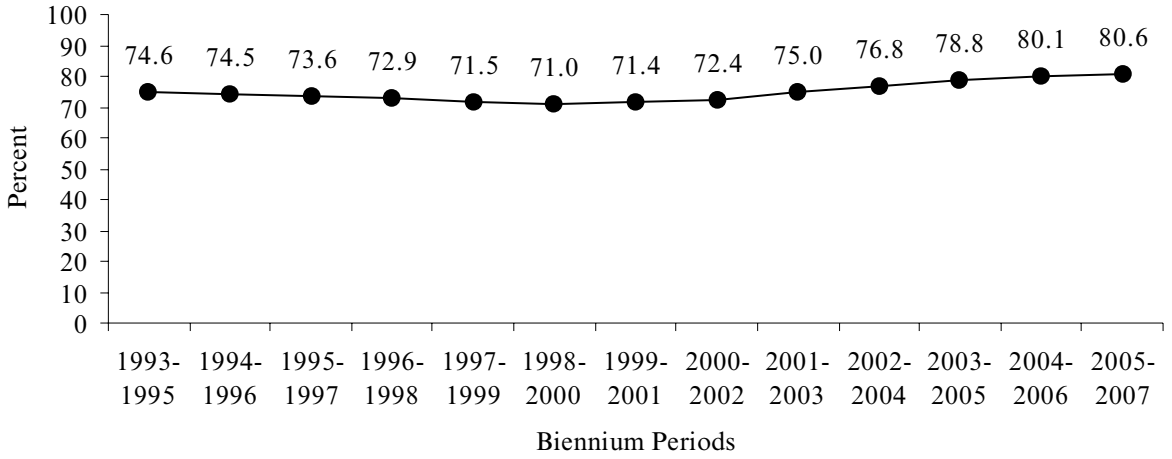
Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient 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 principle means of livelihood.

Mathematics

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 49

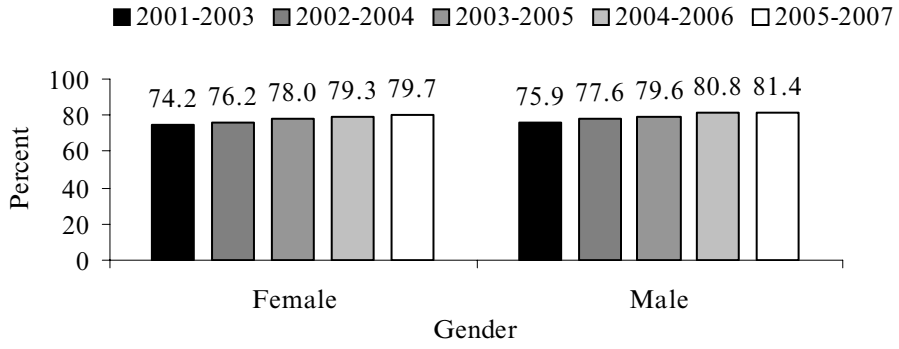
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test, Biennium Periods 1993-1995 to 2005-2007



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 50

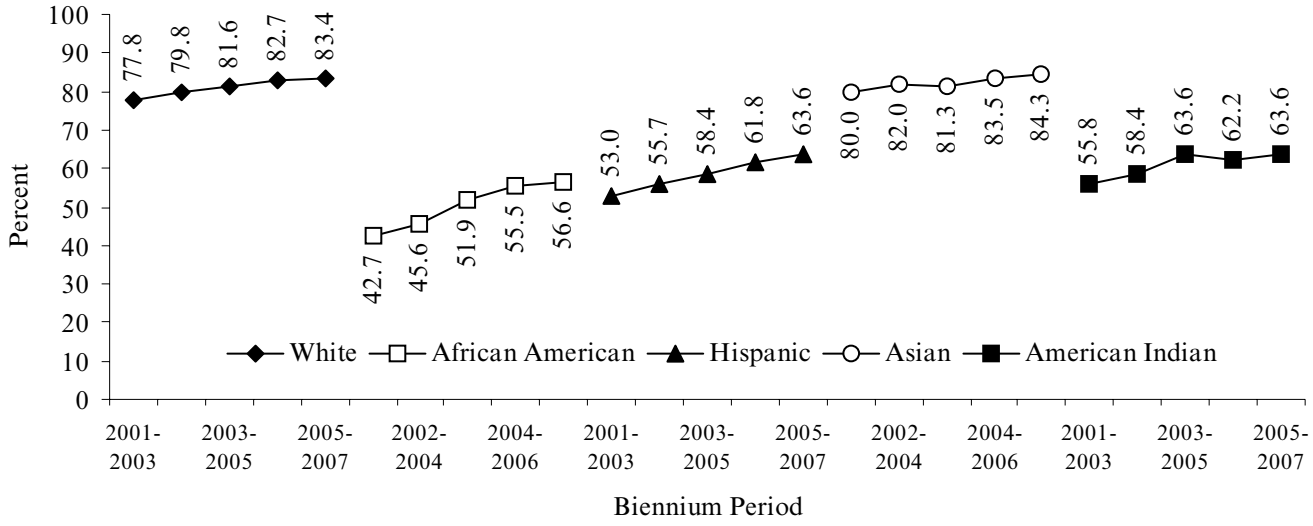
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Gender Biennium Periods 2001-2003 to 2005-2007



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 51

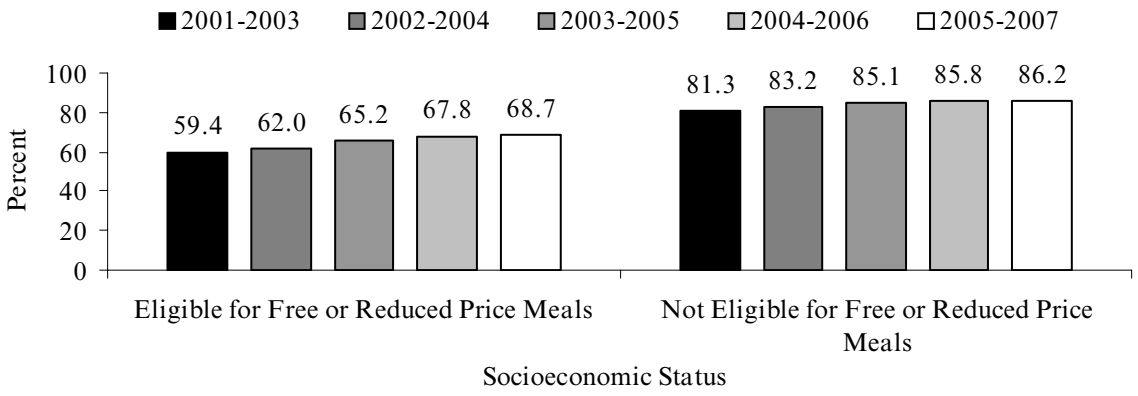
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003 to 2005-2007



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 52

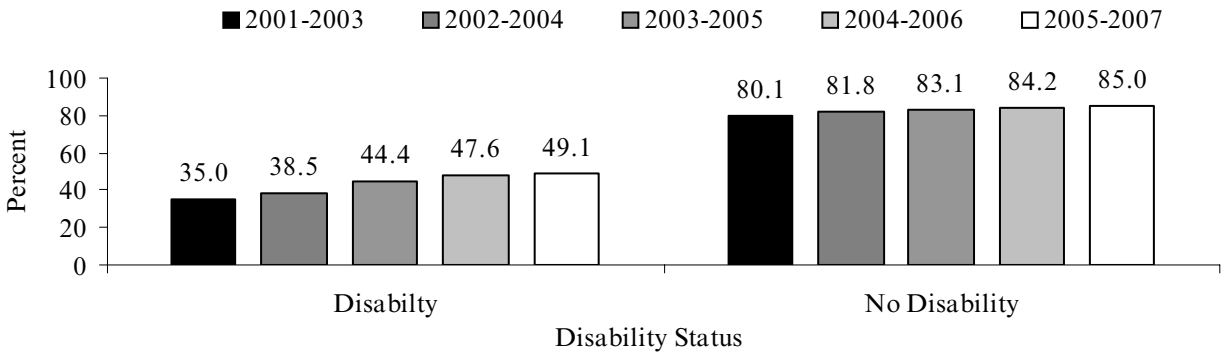
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 53

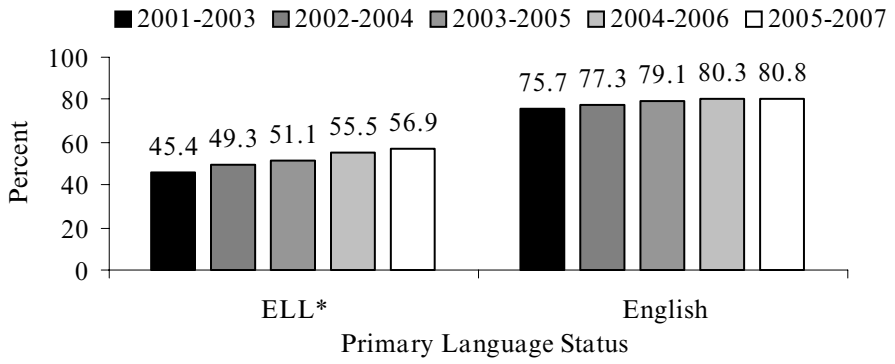
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 54

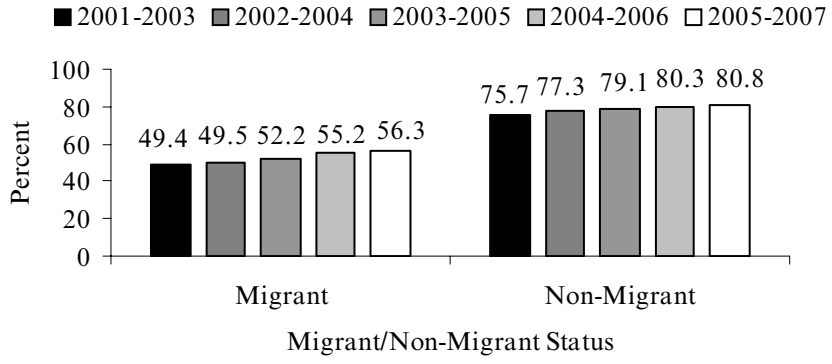
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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 55

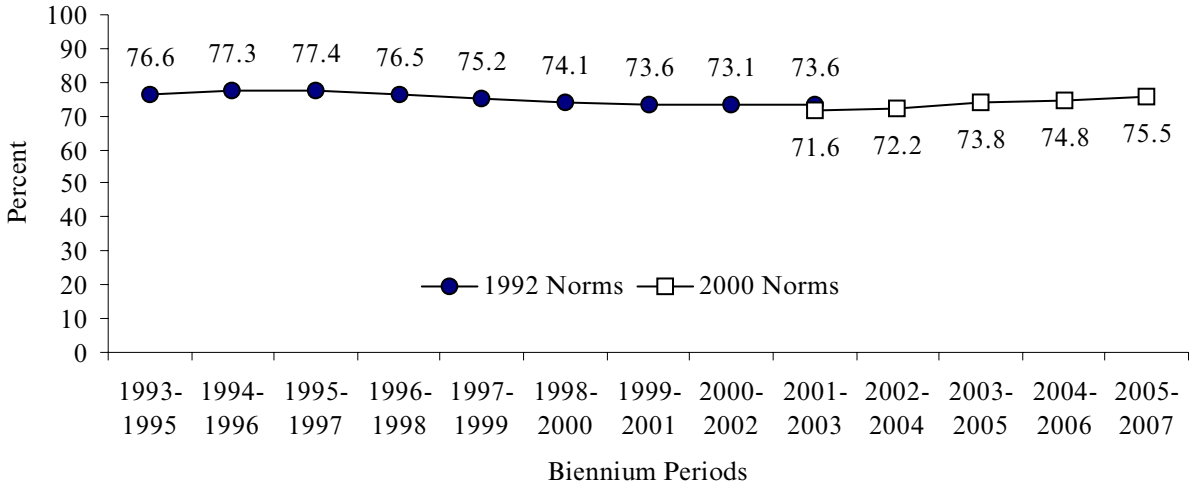
Percent of Iowa Fourth Grade Students Proficient on ITBS Mathematics Test by Migrant Status* Biennium Periods 2001-2003 to 2005-2007



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 principle means of livelihood.

Figure 56

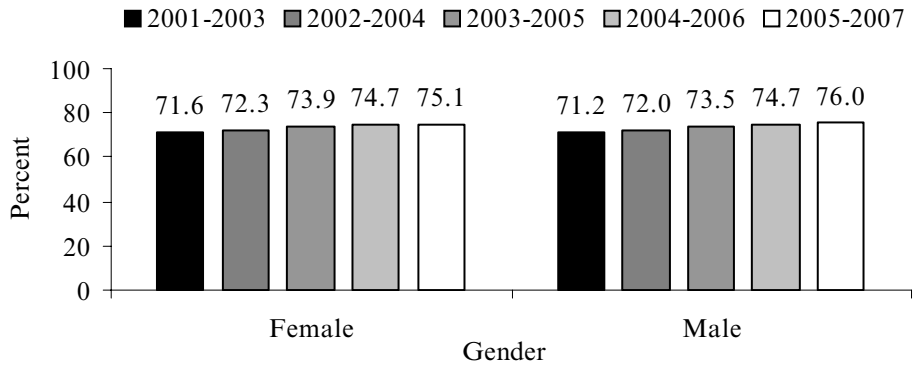
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test Biennium Periods 1993-1995 to 2005-2007



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 57

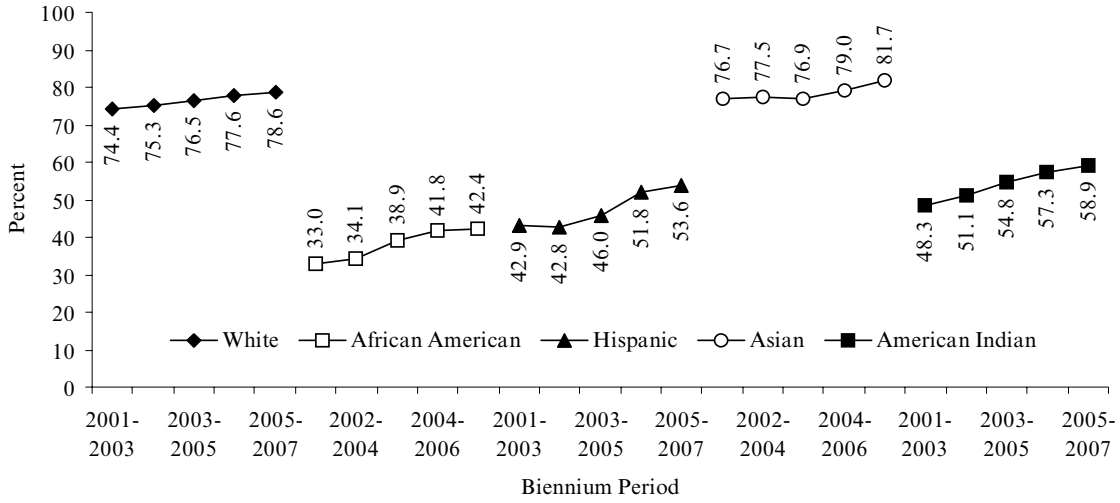
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Gender Biennium Periods 2001-2003 to 2005-2007



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 58

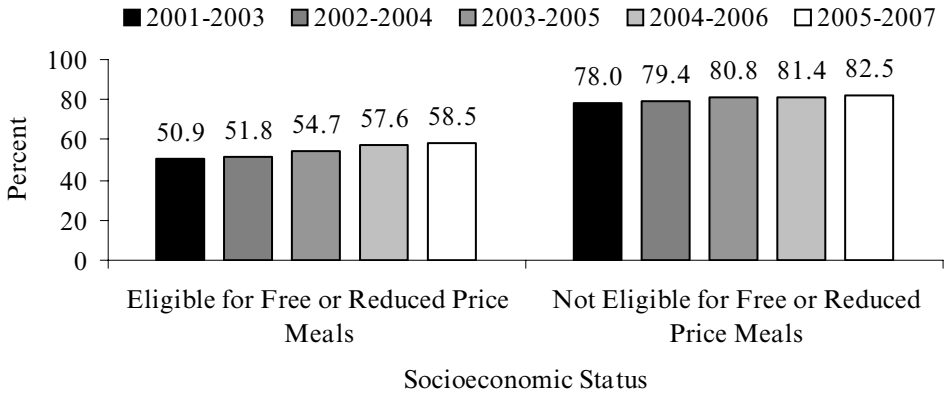
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003 to 2005-2007



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 59

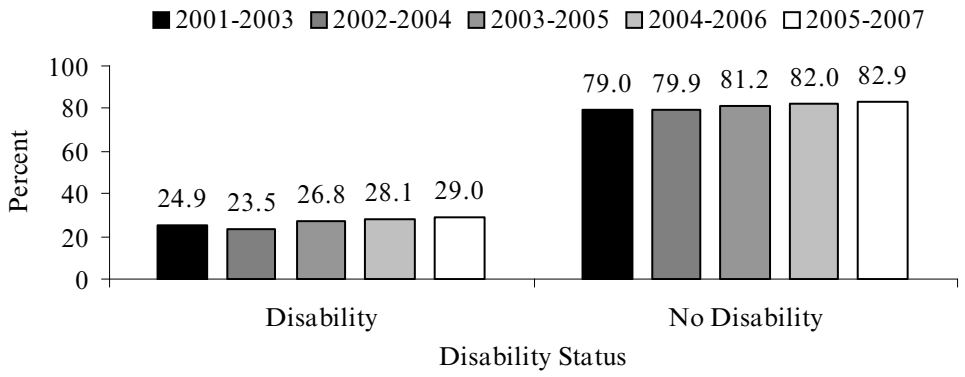
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 60

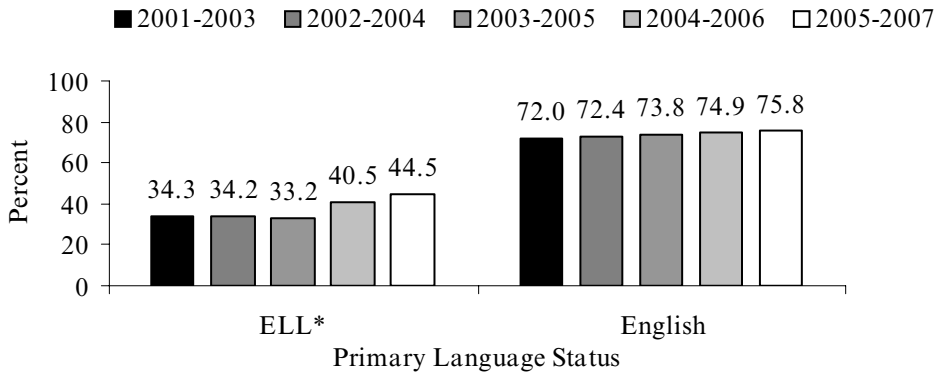
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 61

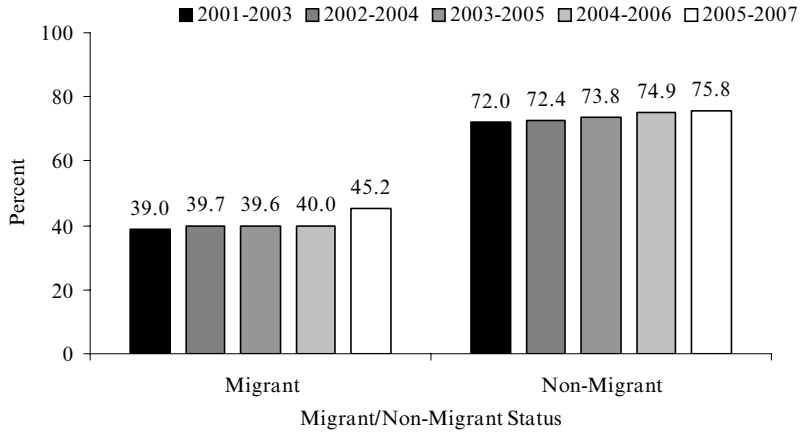
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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.

Figure 62

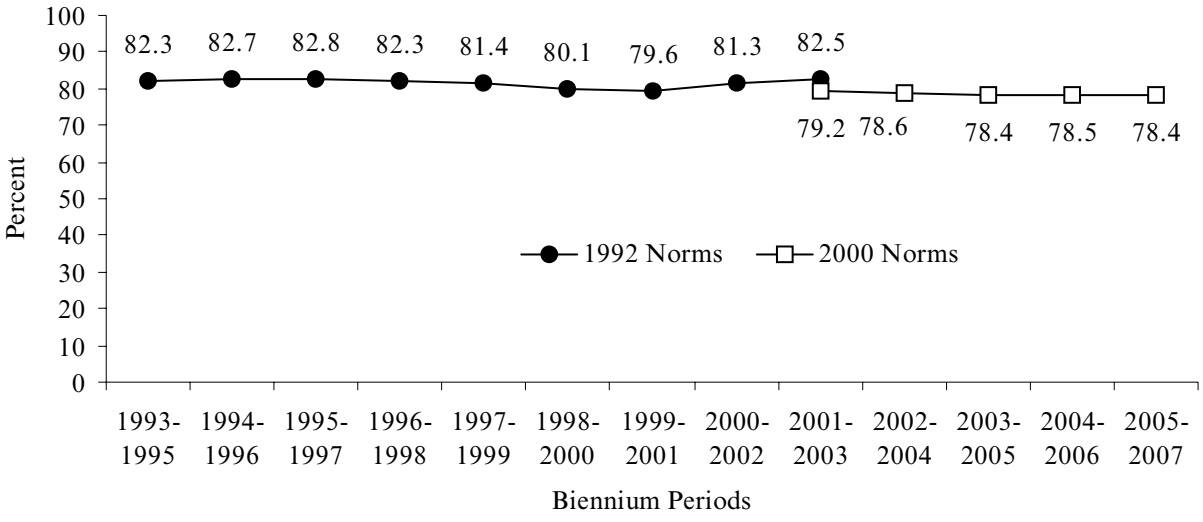
Percent of Iowa Eighth Grade Students Proficient on ITBS Mathematics Test by Migrant Status* Biennium Periods 2001-2003 to 2005-2007



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 principle means of livelihood.

Figure 63

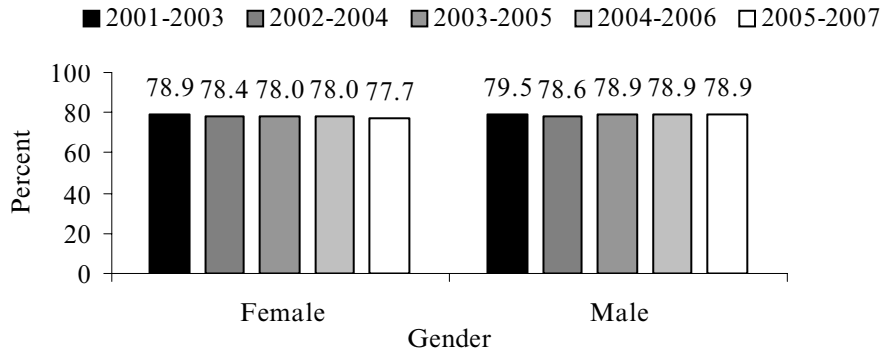
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test Biennium Periods 1993-1995 to 2005-2007



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 64

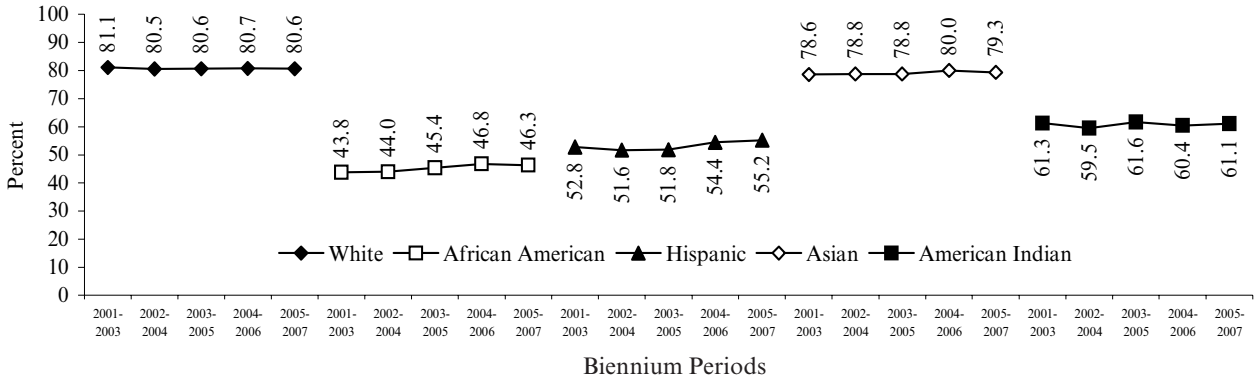
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Gender Biennium Periods 2001-2003 to 2005-2007



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 65

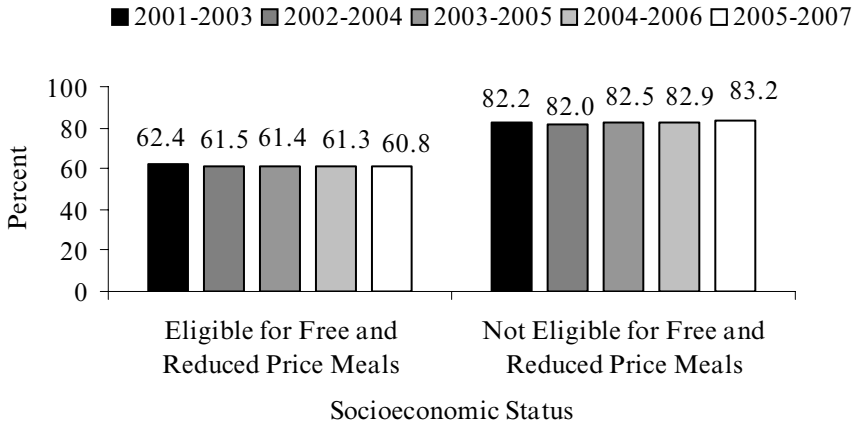
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Race/Ethnicity Biennium Periods 2001-2003 to 2005-2007



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 66

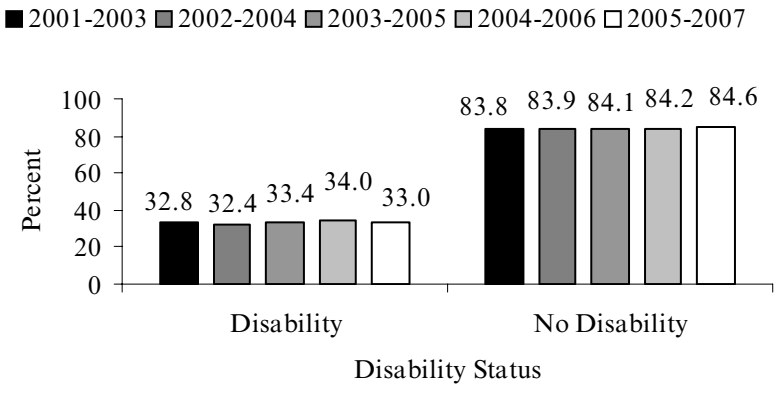
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 67

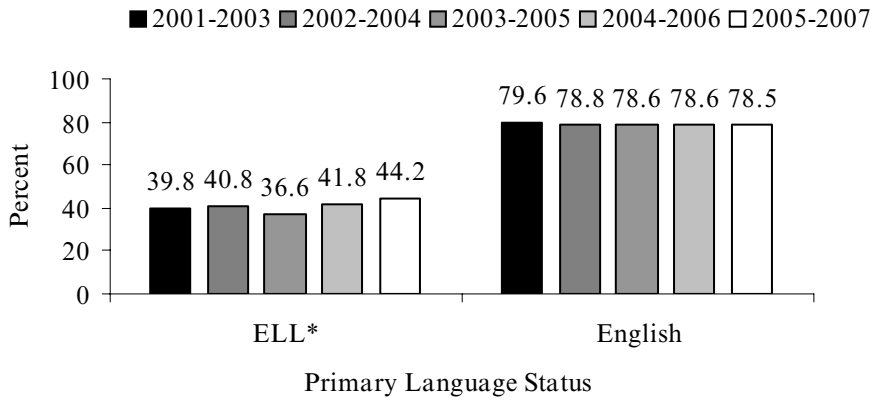
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 68

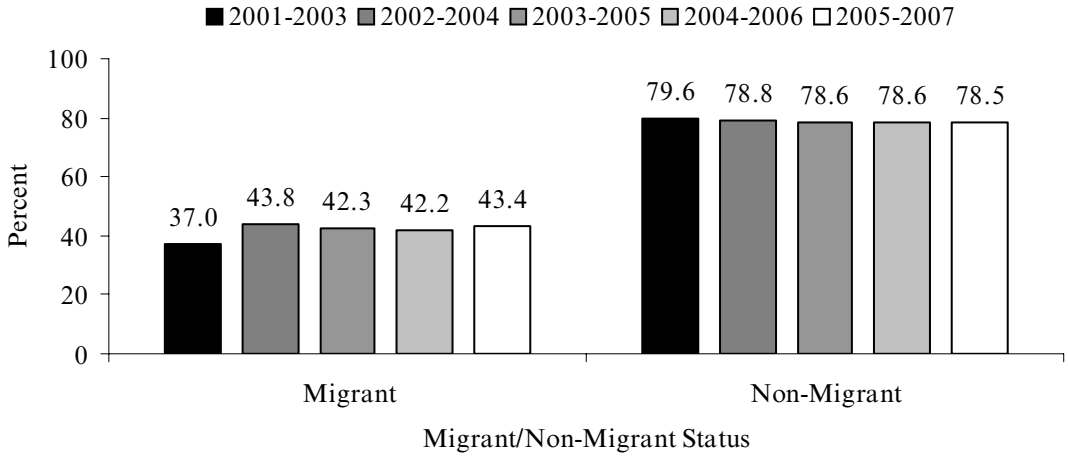
Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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 69

Percent of Iowa Eleventh Grade Students Proficient on ITED Mathematics Test by Migrant Status* Biennium Periods 2001-2003 to 2005-2007



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 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 principle 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).

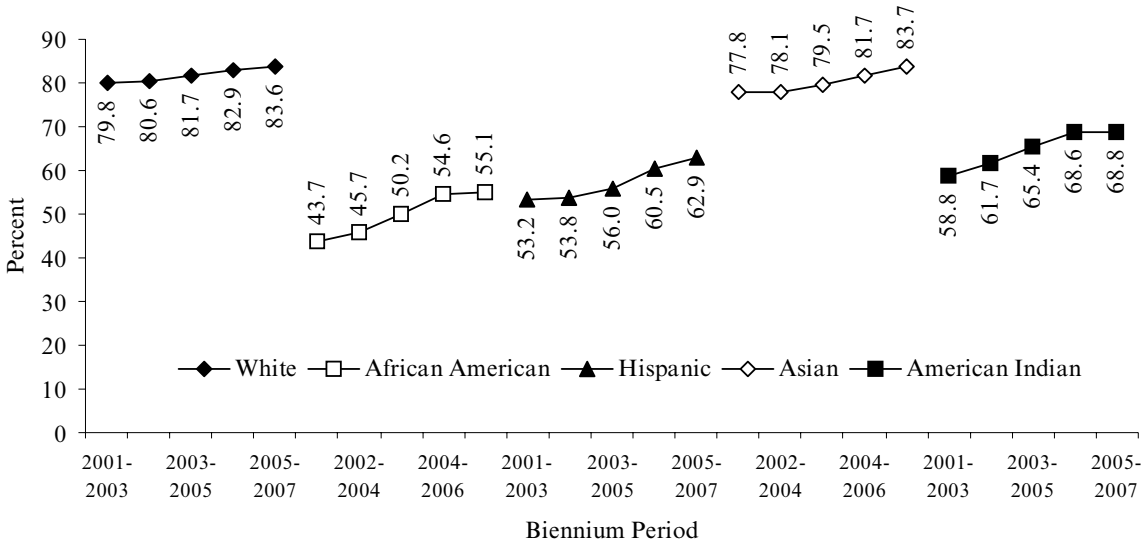
Figure 70

Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Gender, Biennium Periods 2001-2003 to 2005-2007

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 71

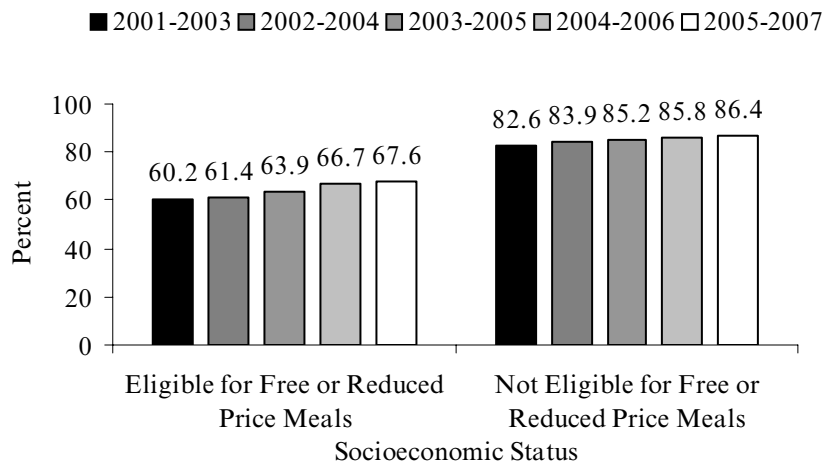
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Race/Ethnicity, Biennium Periods 2001-2003 to 2005-2007



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 72

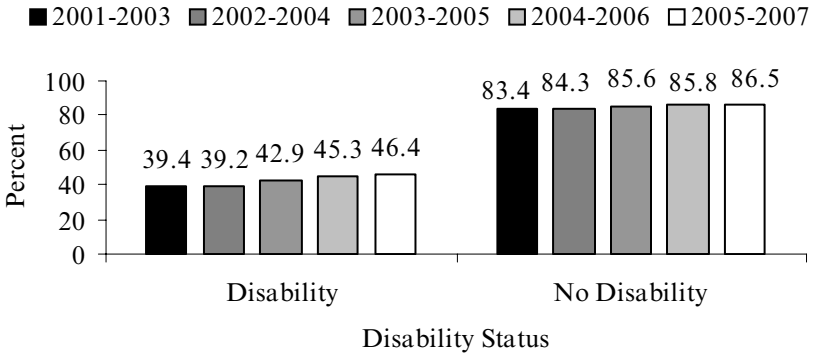
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 73

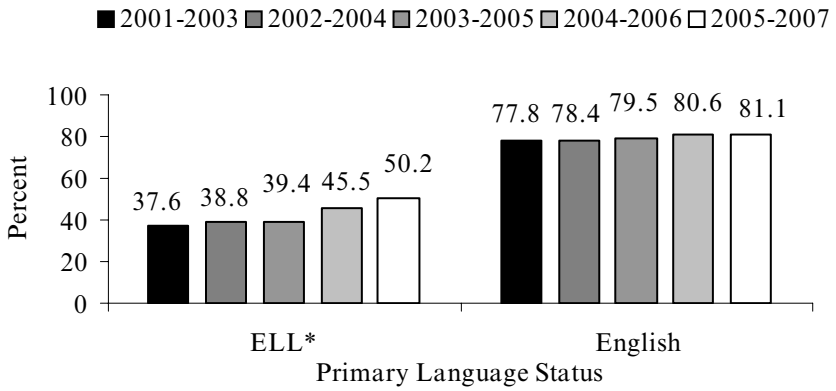
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 74

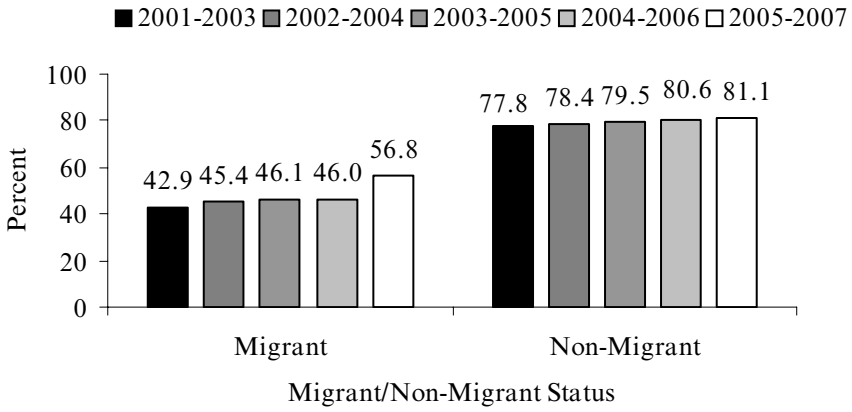
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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 75

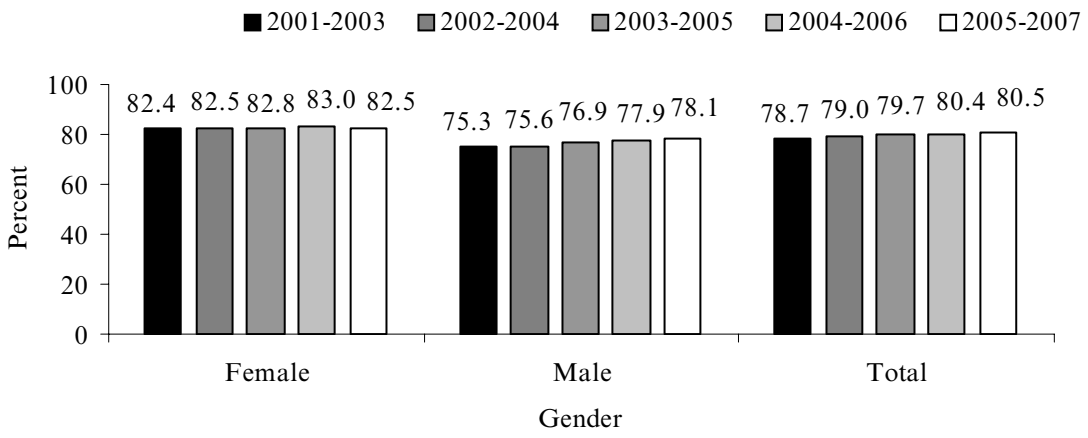
Percent of Iowa Eighth Grade Students Proficient on ITBS Science Test by Migrant Status* Biennium Periods 2001-2003 to 2005-2007



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 principle means of livelihood.

Figure 76

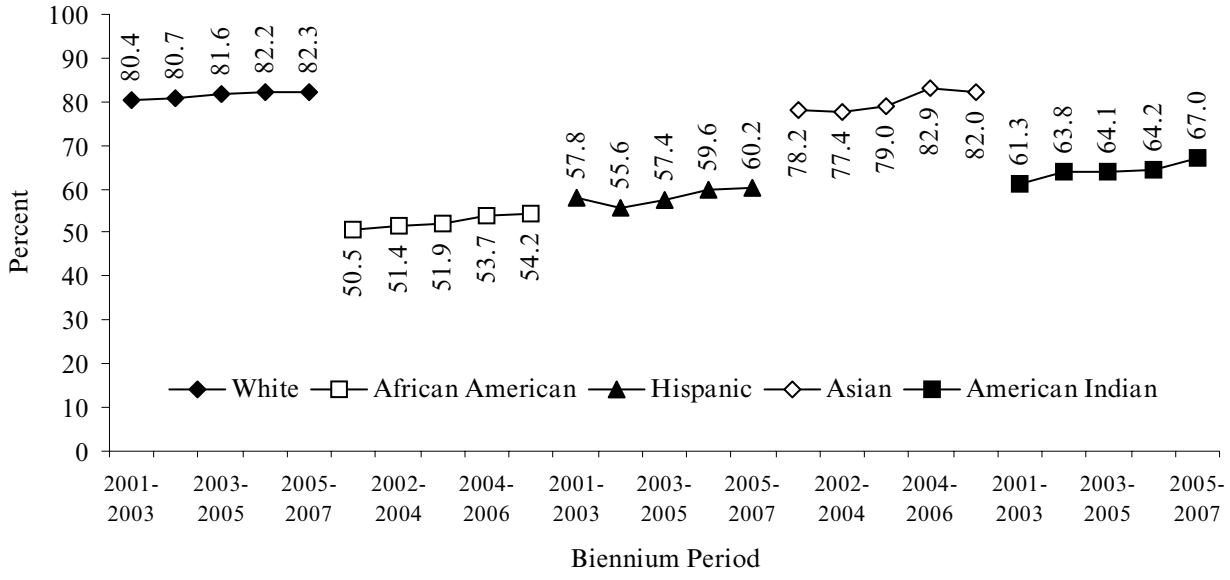
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Gender, Biennium Periods 2001-2003 to 2005-2007



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 77

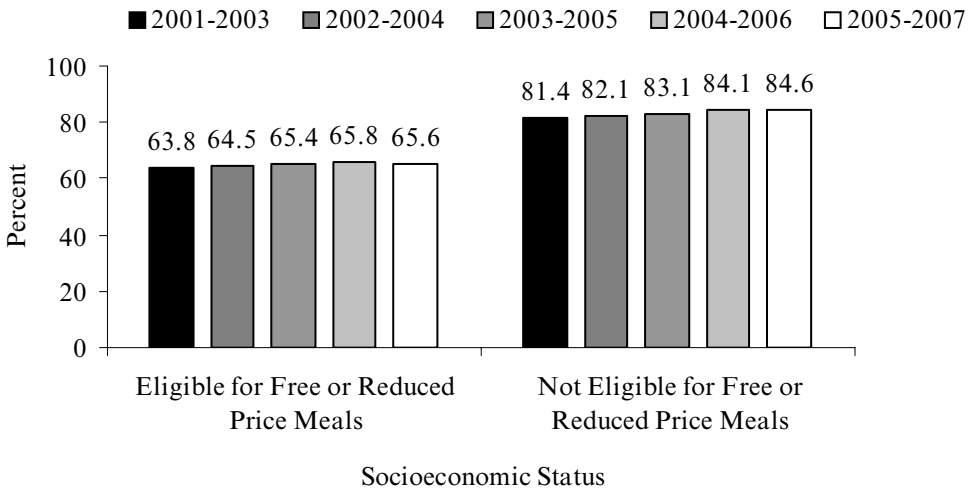
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Race/Ethnicity Biennium Periods 2001-2003 to 2005-2007



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 78

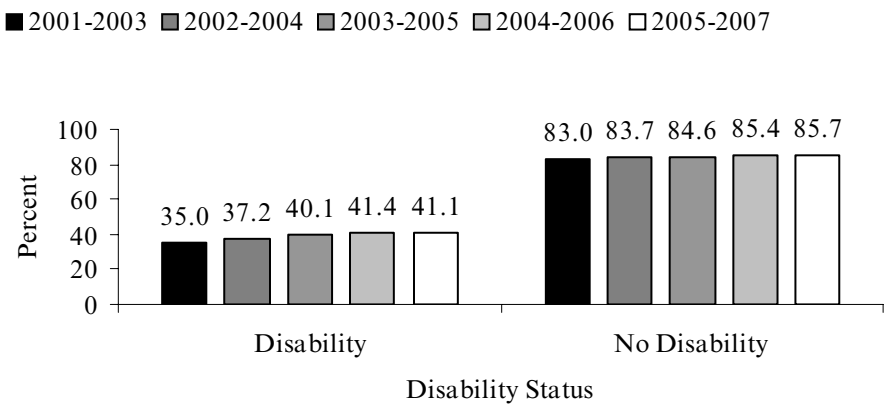
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Socioeconomic Status* Biennium Periods 2001-2003 to 2005-2007



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 79

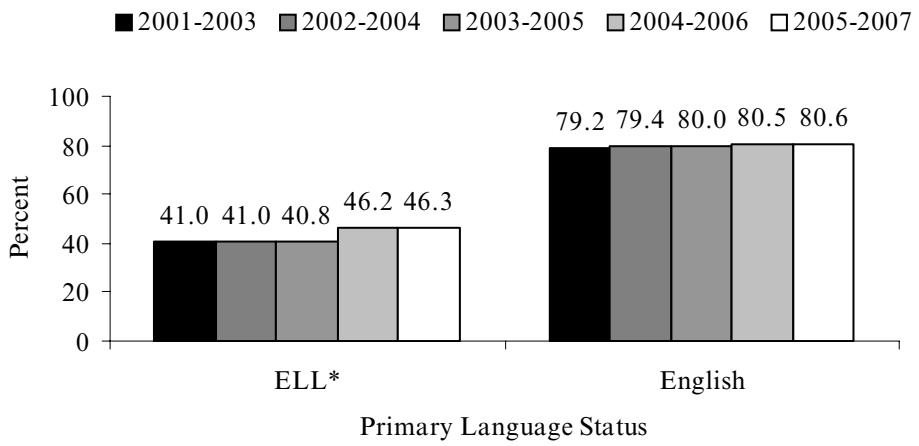
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Disability Status* Biennium Periods 2001-2003 to 2005-2007



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 80

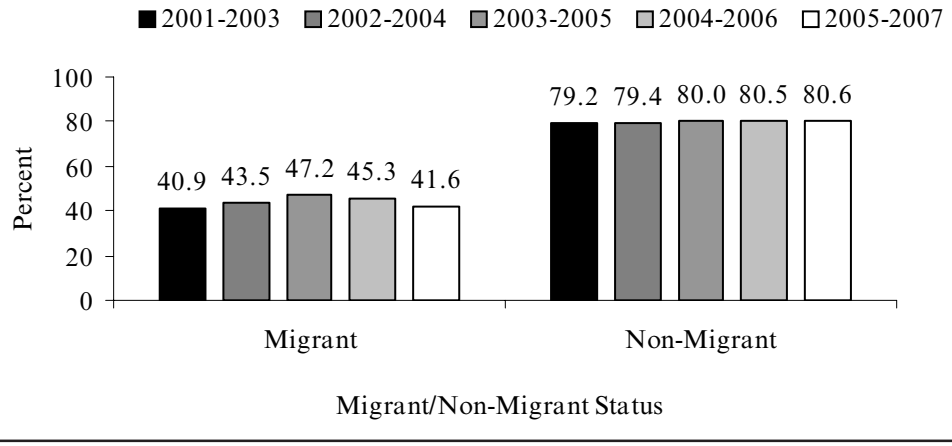
Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Primary Language Status* Biennium Periods 2001-2003 to 2005-2007



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 81

Percent of Iowa Eleventh Grade Students Proficient on ITED Science Test by Migrant Status* Biennium Periods 2001-2003 to 2005-2007



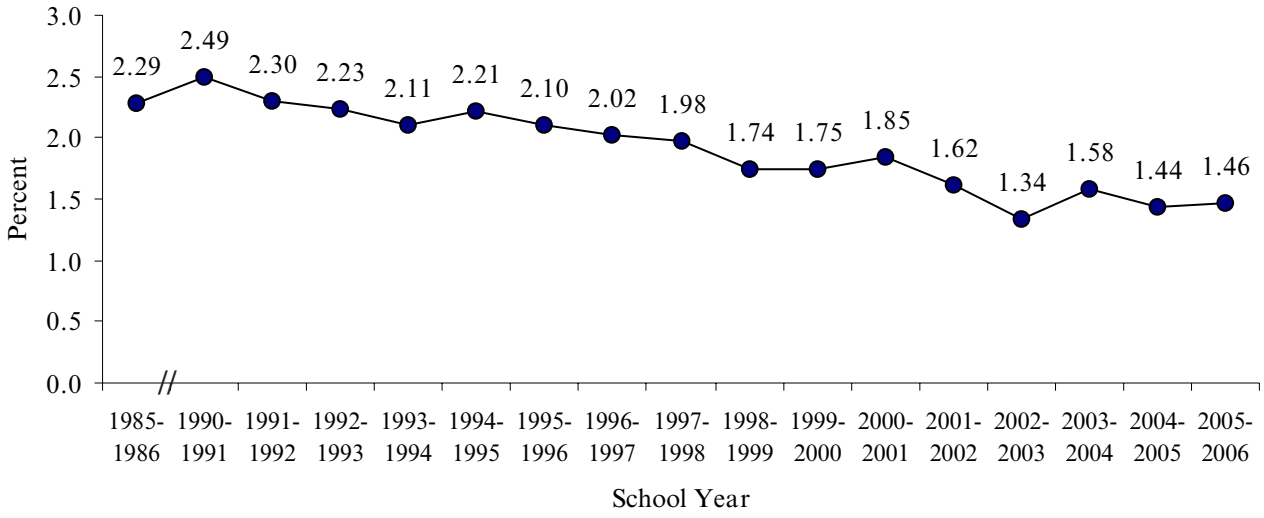
Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.
*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 principle 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 82

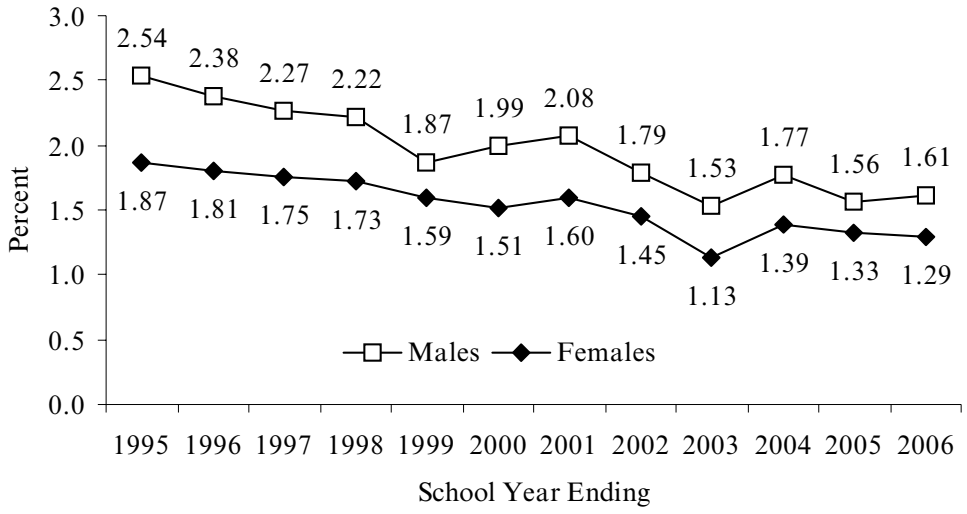
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 for 1985-1986 and 1990-1991 to 2005-2006



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

Figure 83

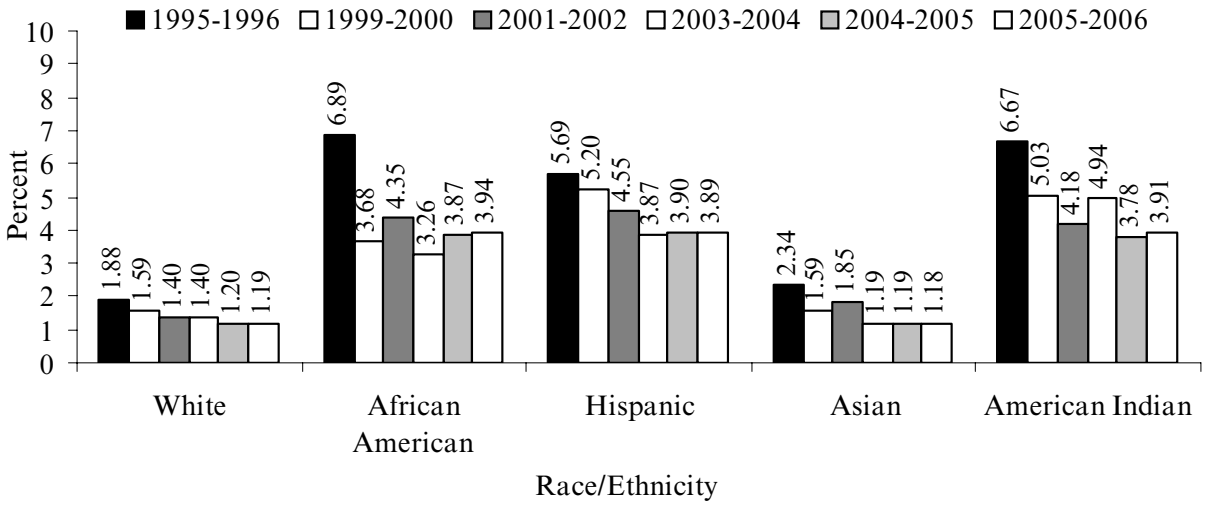
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Gender, 1994-1995 to 2005-2006



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

Figure 84

Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12 by Race/Ethnicity 1995-1996, 1999-2000, 2001-2002, 2003-2004 and 2005-2006



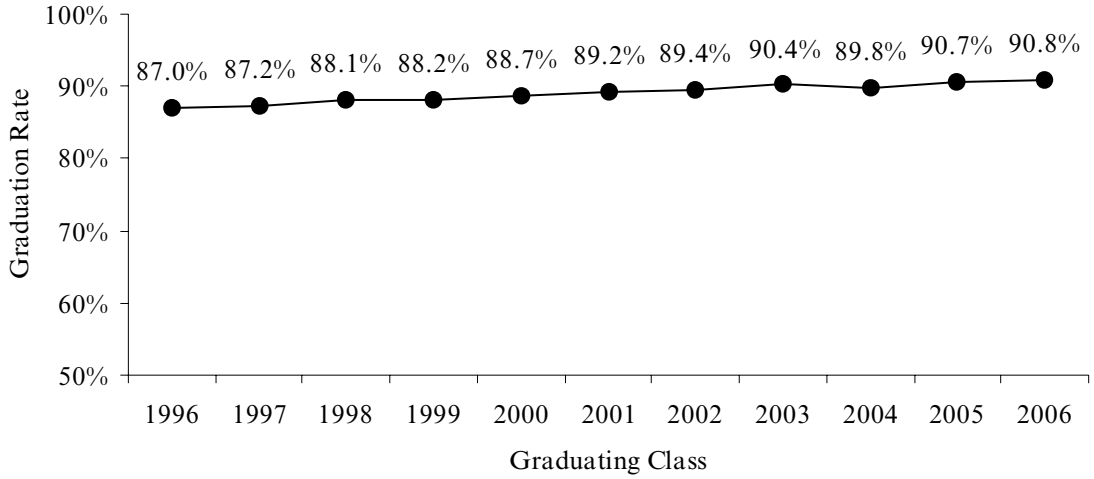
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout files.

High School Graduation Rates

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

Figure 85

Iowa Public School Graduation Rates Graduating Classes of 1996 to 2006

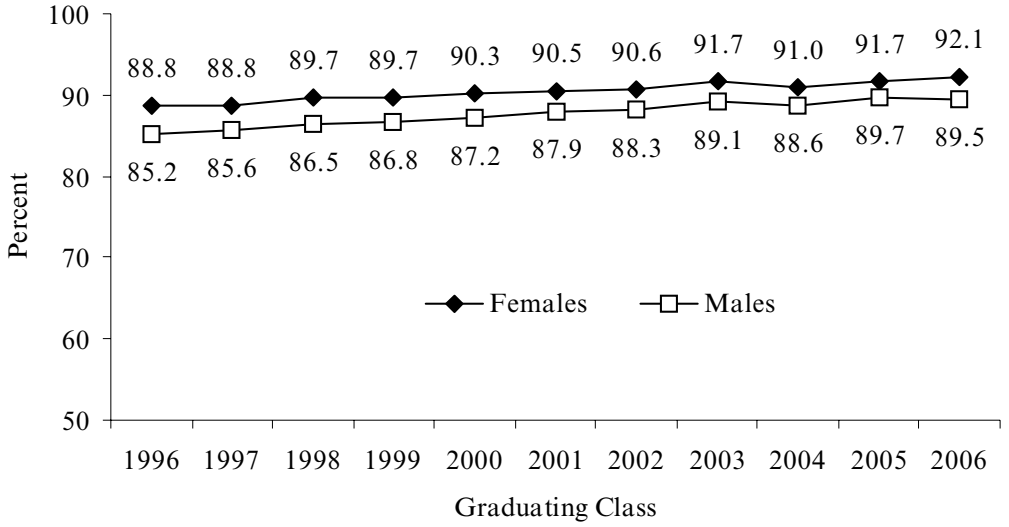


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Note: A high school graduate includes regular diploma and other diploma recipients. Graduation rates were calculated by 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 86

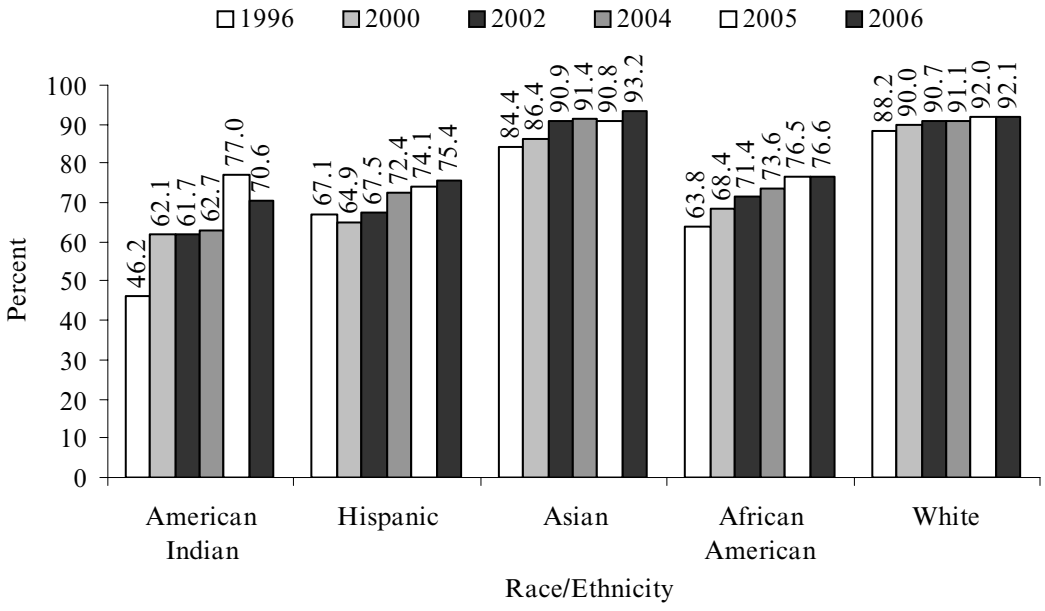
Iowa Public School Graduation Rates by Gender
Graduating Classes of 1996 to 2006



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

Figure 87

Iowa High School Graduation Rates by Race/Ethnicity
Graduating Classes of 1996, 2000, 2002, 2004, 2005 and 2006

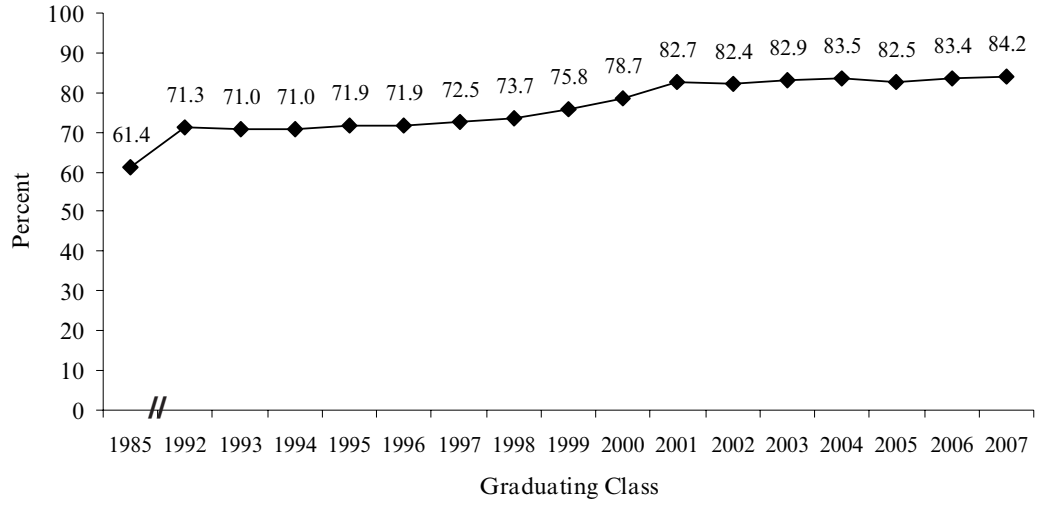


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Indicator: Percentage of high school graduates/seniors pursuing or intending to pursue postsecondary education/training, reported for all students, by gender, and by race/ethnicity.

Figure 88

Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1992 to 2007

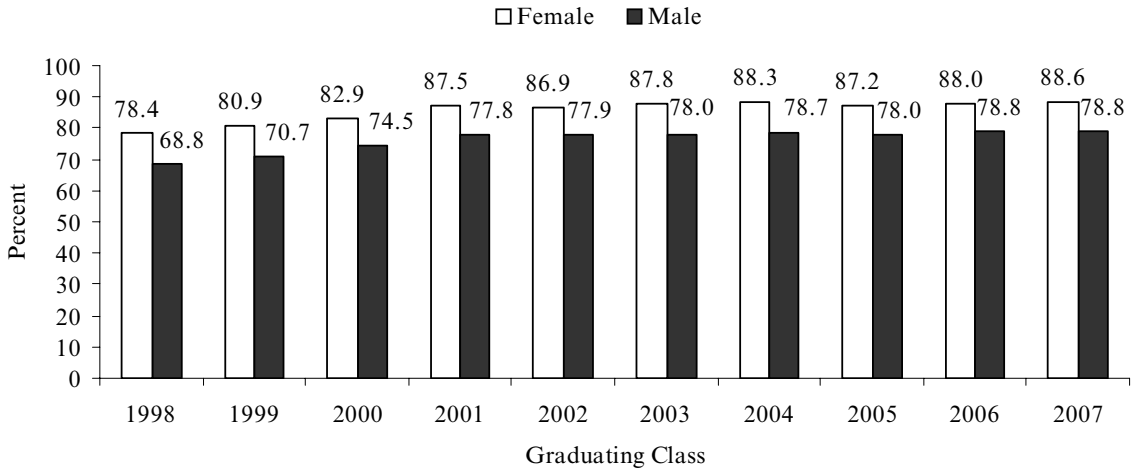


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: 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 89

Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, Graduating Classes of 1998 to 2007

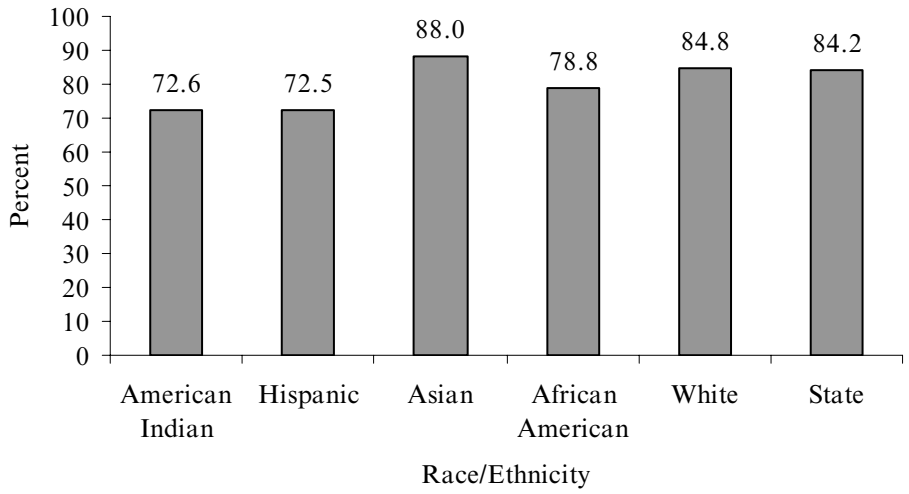


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

Notes: Due to the transition from collecting data on a graduate follow-up basis to collecting intentions for graduates, data for the graduating classes of 1998 and 1999 represent calculated estimates.

Figure 90

Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Race/Ethnicity, Graduating Classes of 2007



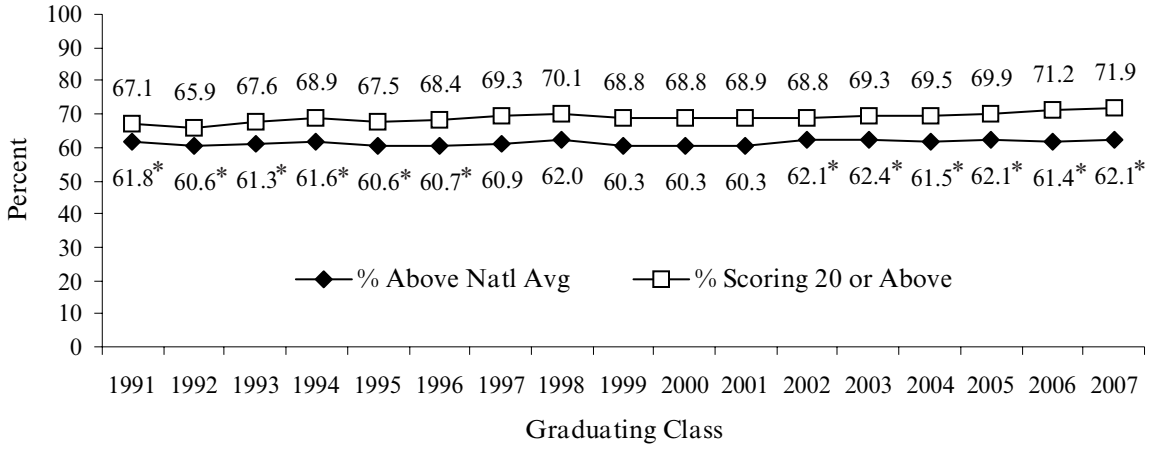
Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey files.

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 91

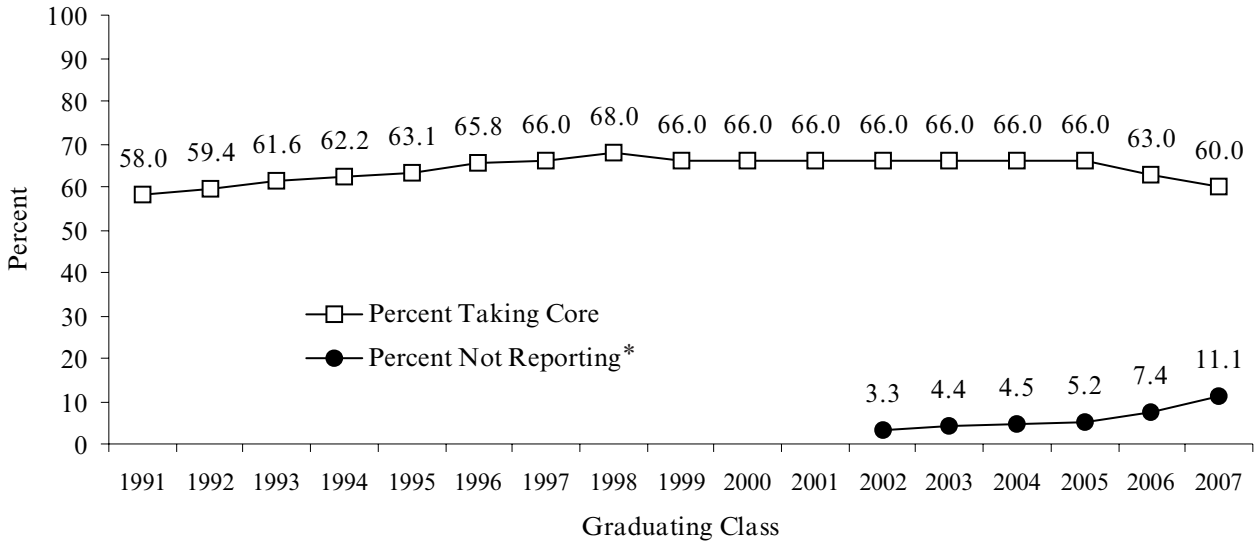
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above, 1991 to 2007



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 92

PERCENT OF IOWA ACT PARTICIPANTS COMPLETING CORE HIGH SCHOOL PROGRAM, 1991 TO 2007



Source: American College Testing Program, The High School Profile Report for Iowa.
Notes: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.
*The black dotted line shows the percent of ACT test takers not reporting any information in their courses taken.

Student Performance by Tests and Areas

Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)

The standardized achievement tests, Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED), are developed by Iowa Testing Programs (ITP) at the University of Iowa for use nationally in grades K-12. The ITBS are designed for students in grades kindergarten through 8, and ITED are developed for students in grades 9-12. During the 2006-2007 school year, all 365 Iowa public school districts and over 190 nonpublic schools participated in the ITP achievement assessments. The biennium trends of the percent of students proficient in grades 4, 8, and 11 on reading comprehension and mathematics, and the percent of students in grades 8 and 11 proficient on science are included in the state indicators. Reading and mathematics performance in 2006-2007 on the ITBS for public school students in grades 3 through 8 and for the ITED for grade 11 are presented in the state report card section. The public and nonpublic school student achievement level distributions for grades 4, 8 and 11 are reported in this section.

The ITBS battery for grades 3-8 includes 13 tests, with two additional tests for grade 3 only. The 13 tests are: 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 for grade 3 are Word Analysis and Listening. Additional ITBS batteries are available for grades K-2.

The ITED tests for students in grades 9-12 include: 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 Achievement Level Distributions

Three achievement levels are based on the national percentile rank (NPR) scale using the 2000 norms. The "Low" achievement level is an NPR score range of 1-40, "Intermediate" is 41-89, and "High" is 90-99. Descriptions for these three achievement levels are shown in each figure to identify the student performance characteristics for a given grade and subject area.

Student achievement level distributions are reported as averaged percentages for pairs of consecutive years in the biennium periods from 1993-1995 through 2005-2007. The students in the population are those who enrolled for a full academic year as well as those who were enrolled only part of the academic year. Both public and nonpublic students in grades 4, 8, and 11 are included. Forms K and L of the ITBS/ITED with 1992 national norms were first used in Iowa in the 1993-1994 school year and Forms A and B of the ITBS/ITED with 2000 national norms have been used since 2001-2002. Therefore, the data on reading and mathematics for the last three biennium periods, 2001-2003 to 2005-2007, were based on Forms A and B with 2000 national norms, while the earlier biennium periods, 1993-1995 to 2000-2002, were based on 1992 national norms and Forms K and L. The achievement level data on ITBS/ITED science are available for all students in grades 8 and 11 between 2001-2003 and 2005-2007 with the 2000 national norms.

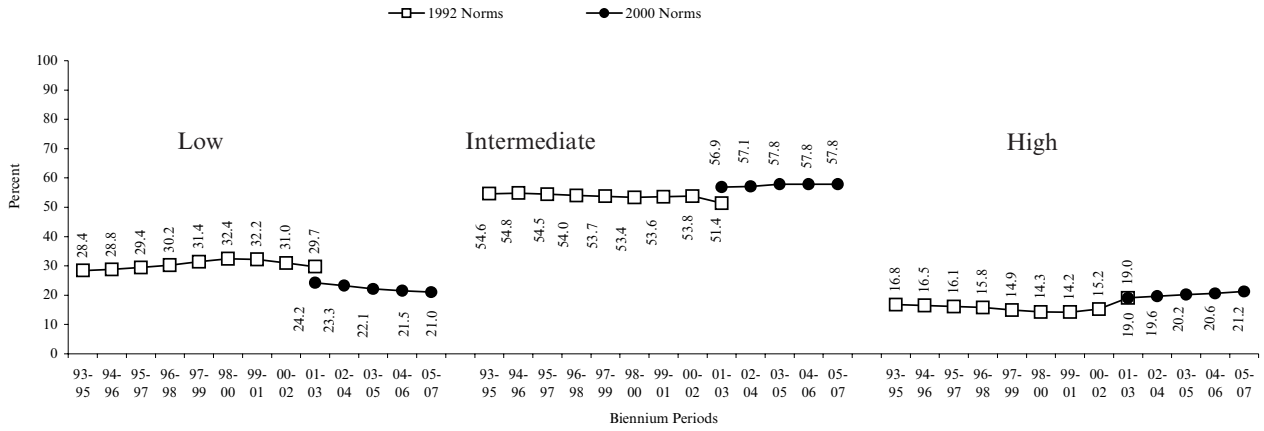
Achievement Levels for Reading Comprehension

Figures 93 through 95 show the achievement level trends for reading comprehension 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 a second value in Figure 93 for the 2001-2003 biennium period that starts a new trend for the last four biennia based on the 2000 national norms, which is due to the difference between the 1992 norm and 2000 norm. Figures 94 and 95 do not show new starting points for the 2001-2003 biennium with 2000 norms because there is no norm difference for grades 8 and 11 in reading comprehension.

Grade 4 students performed better in 2005-2007 compared to the biennium periods 2001-2003 through 2004-2006. There was at least 0.6 percentage-point increases for the High and at least a 0.5 percentage-point decrease at the Low achievement level for the last three biennium periods (Figure 93).

Figure 93

ITBS Reading Comprehension - Grade 4 Percentages for Iowa Achievement Levels Biennium Periods 1993-1995 to 2005-2007



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.

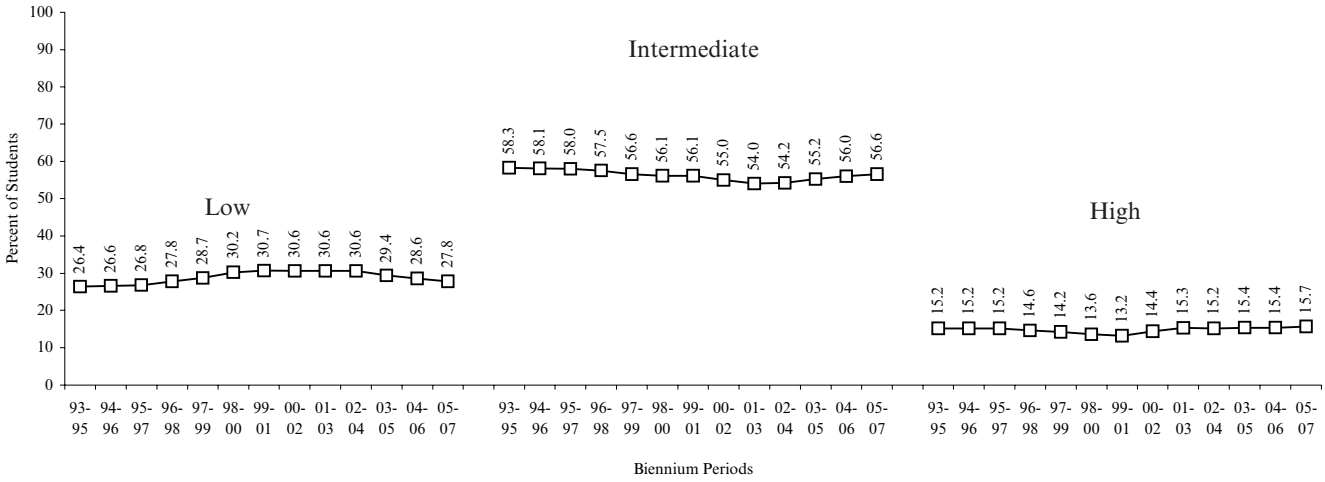
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

Grade 8 students also performed better in 2005-2007 compared to the biennium periods 2004-2006 in reading. The percentage of grade 8 students performing at the High achievement level increased 0.3 percentage points, and the students performing at the Intermediate achievement level increased 0.6 percentage points in the 2005-2007 biennium. In the 2005-2007 biennium period, the students performing at the Low achievement level decreased 0.8 percent from 2004-2006 (Figure 94).

Figure 94

ITBS Reading Comprehension - Grade 8 Percentages for Iowa Achievement Levels Biennium Periods 1993-1995 to 2005-2007



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.

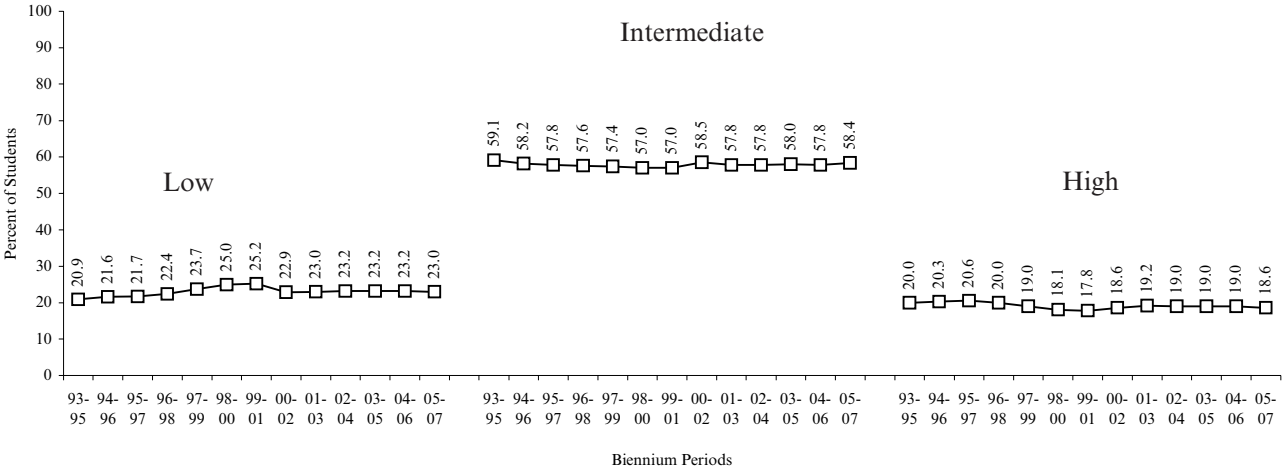
Percentages for each biennium period represent average percentages for the two school years represented, e.g., 1997-1999 represents the average percent of students at each achievement level for the 1997-1998 and 1998-1999 school year.

Figures may not total 100 percent due to rounding.

In the last three biennium periods, the grade 11 students performing at each achievement level changed slightly (Figure 95).

Figure 95

ITED Reading Comprehension - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2005-2007



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, identifies the main idea, and identifies 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

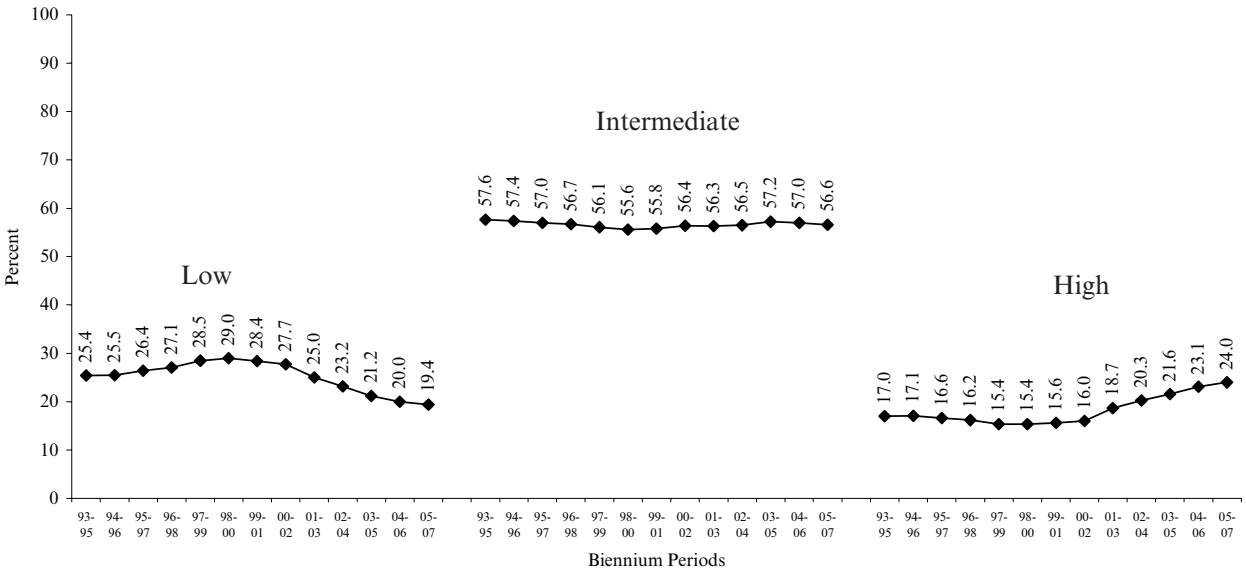
Figures 96 through 98 show the mathematics achievement level distributions for students in grades 4, 8, and 11 for the biennium periods 1993-1995 through 2005-2007 with 1992 national norms and an additional point to start a new trend in grades 8 and 11 for each achievement level in the 2001-2003 biennium period based on the 2000 national norms (Figures 97 and 98).

There is no extra start point in grade 4 in Figure 96 due to no norm difference in mathematics for grade 4.

More students performed at the High achievement level and less students performed at the Low achievement level during 2005-2007, marking the seventh consecutive biennium period of achievement gain in mathematics in grade 4.

Figure 96

ITBS Mathematics - Grade 4
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2005-2007



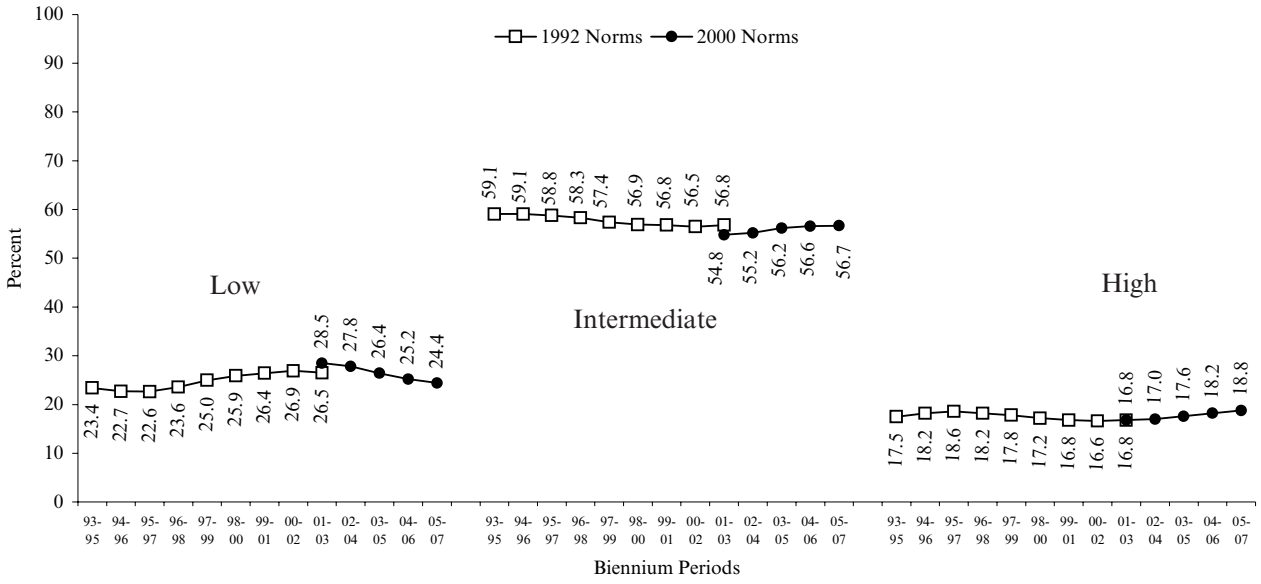
Source: Iowa Testing Programs, University of Iowa.
Notes: The descriptions below indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Mathematics Total score:

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.

The trends for grade 8 mathematics were up in the last four biennium periods with increases at the Intermediate and High achievement levels and decreases at the Low achievement level. However, mathematics performance for grade 11 students remained unchanged in the last four biennium periods (Figures 97 and 98).

Figure 97

ITBS Mathematics - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2005-2007



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.

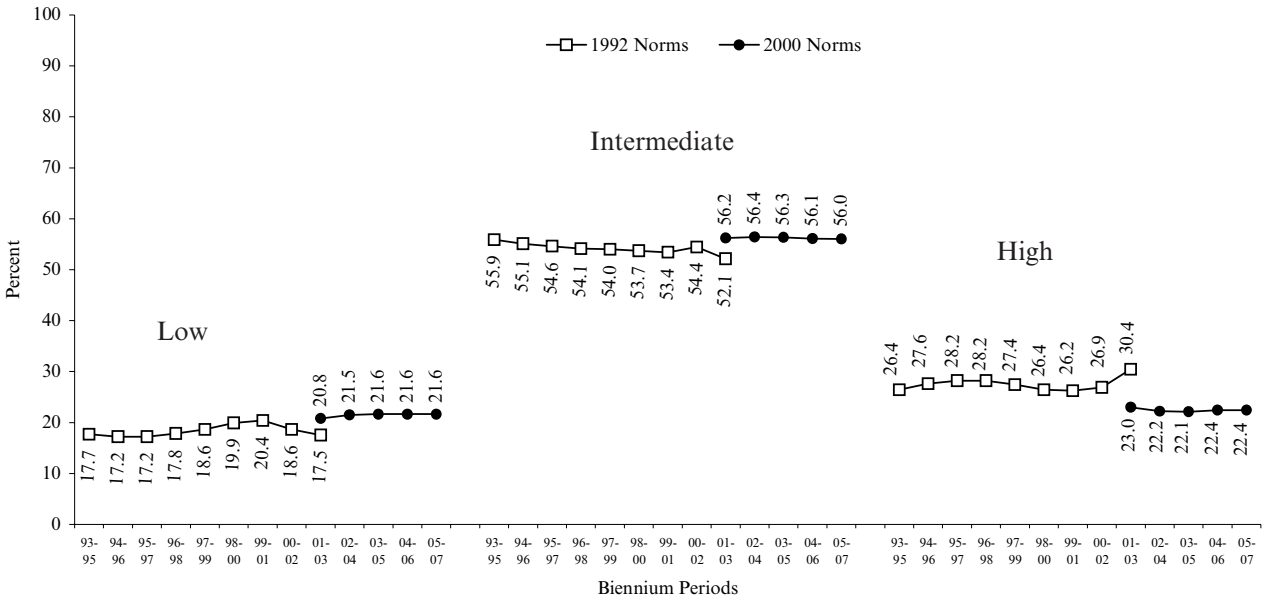
LOW PERFORMANCE LEVEL
Understands little about math concepts, is unable to solve most simple word problems or use estimation methods, and seldom able to interpret data from graphs and tables.

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 98

ITED Mathematics - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 1993-1995 to 2005-2007



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, makes 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.

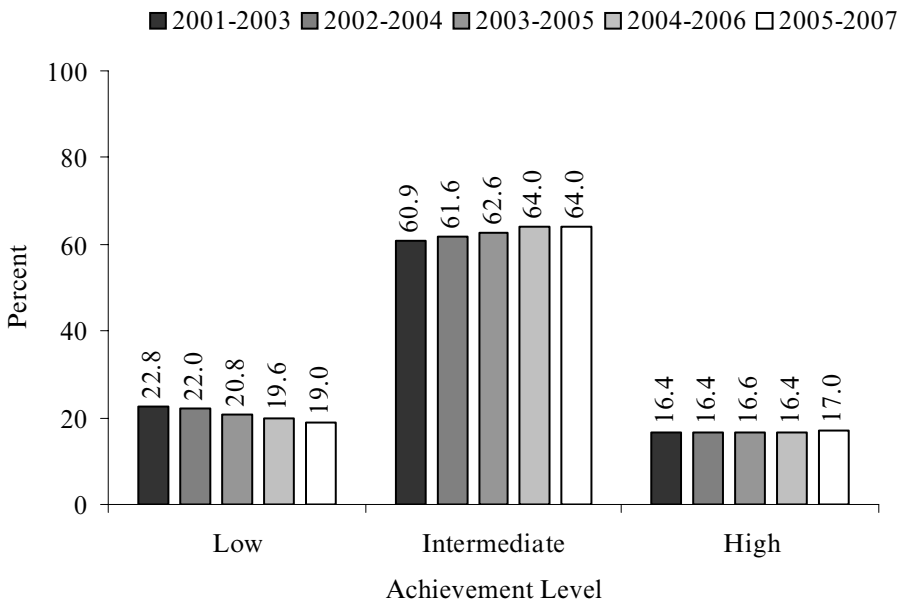
Figures may not total 100 percent due to rounding.

Achievement Levels for Science

Figure 99 shows the ITBS science achievement level distributions for students in grade 8 and Figure 100 shows the ITED science achievement level distributions for students in grade 11. Grade 8 students performed better in science in 2005-2007 compared to the last biennium period, 2004-2006, with a lower percent of students performing at the Low achievement level and a higher percent of students performing at the High achievement level. In 2005-2007, science performance was unchanged for grade 11.

Figure 99

ITBS Science - Grade 8
Percentages for Iowa Achievement Levels
Biennium Periods 2001-2003 to 2005-2007

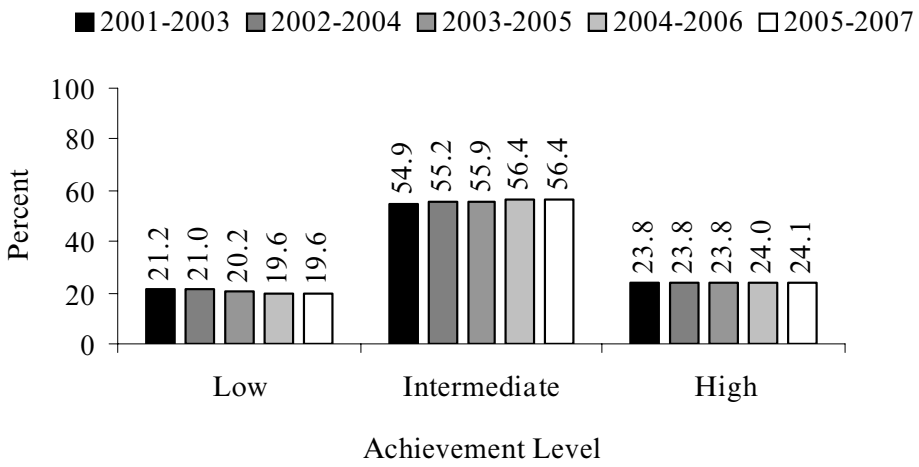


Source: Iowa Testing Programs, University of Iowa.
Notes: The descriptions below indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Science test:

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 100

ITED Science - Grade 11
Percentages for Iowa Achievement Levels
Biennium Periods 2001-2003 to 2005-2007



Source: Iowa Testing Programs, University of Iowa.
Notes: Figures may not total 100 percent due to rounding.
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.

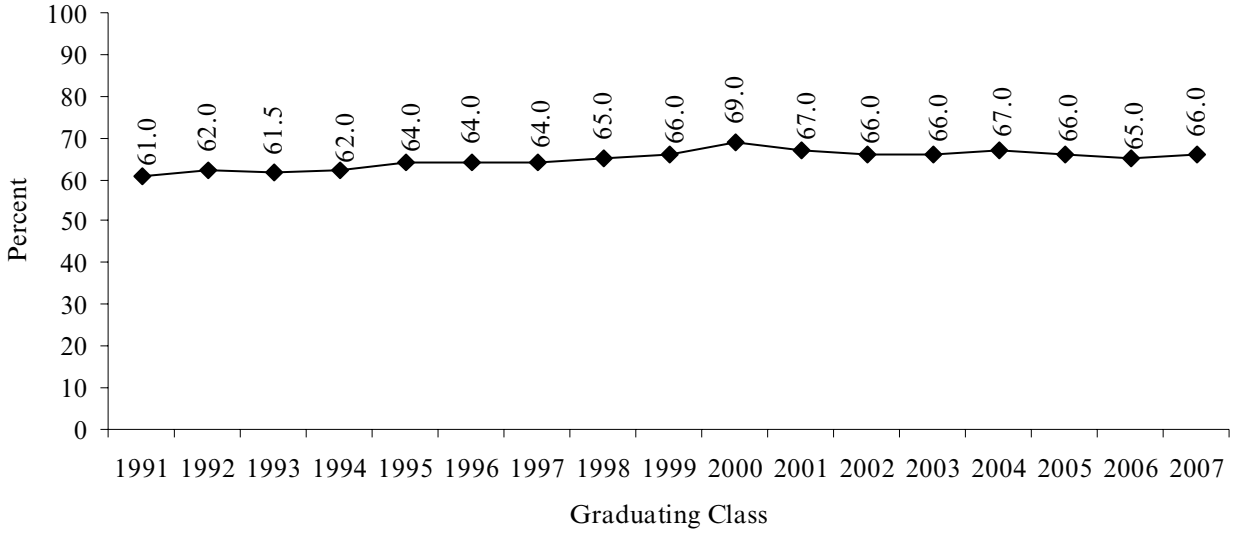
American College Testing (ACT) Assessment

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 of mathematics, natural science, and social studies. Students not meeting the "core" program standard are considered "less than core" completers.

Figure 101 shows the percentage of Iowa graduates that took the ACT assessment from 1991 through 2007. The percentage of students taking the ACT has remained steady since 2001.

Figure 101

PERCENT OF IOWA GRADUATES TAKING THE ACT ASSESSMENT, 1991 TO 2007



Source: American College Testing Program, ACT High School Profile Report for Iowa.

ACT Composite Score Comparisons of Iowa, the Nation, and the Midwest States

Iowa ranked in a tie for second among states that had more than 50 percent of seniors that took the ACT Assessment. Iowa's average score increased to 22.3 in 2007. Table 93 provides Iowa's average composite ACT score and national rank.

Table 93

Iowa's Rank in the Nation on Average Composite ACT Scores Among States where ACT is the Primary College Entrance Examination, 1991 to 2007

Graduating Class	ACT Average Composite Score	National Rank	
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	
2005	22.0	3	
2006	22.1	3	
2007	22.3	2	tied with WI

Source: American College Testing Program, ACT assessment results, Summary Report for Iowa.

Only Minnesota had a higher average ACT composite score than Iowa in the midwest and the nation. Only Illinois (which had a 100 percent participation rate) had a lower average score than the national average among the midwest states. Average ACT composite scores, the percent of graduates tested and the percent of core completers is displayed for Iowa and the midwest states in Table 94. Iowa had the largest percentage of core completers in the midwest.

Table 94

ACT Average Composite Scores for Iowa, the Nation and Midwest States, 2005 to 2007

	Class of 2005			Class of 2006			Class of 2007		
Nation & State	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers	ACT Composite	% of Graduates Tested	% of Core Completers
Nation	**20.9**	**40%**	**58%**	**21.1**	**40%**	**54%**	**21.2**	**42%**	**51%**
Iowa	**22.0**	**66**	**66**	**22.1**	**65**	**63**	**22.3**	**66**	**60**
Illinois	20.3	100	41	20.5	100	41	20.5	100	38
Kansas	21.7	76	66	21.8	75	63	21.9	76	58
Minnesota	22.3	68	62	22.3	67	58	22.5	70	54
Missouri	21.6	70	57	21.6	70	53	21.6	74	47
Nebraska	21.8	76	67	21.9	76	64	22.1	77	59
North Dakota	21.3	82	58	21.4	80	56	21.6	82	54
South Dakota	21.5	76	58	21.8	75	58	21.9	76	58
Wisconsin	22.2	69	59	22.2	68	57	22.3	70	52

Source: American College Testing Program, ACT High School Profile Reports.
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 95 and Figure 102 compare Iowa and national average composite scores from 1991 to 2007. Nationally, the average composite ACT score increased 0.1 points to 21.2, the highest for all years displayed. Iowa was 1.1 points above the national average in 2007.

Table 95

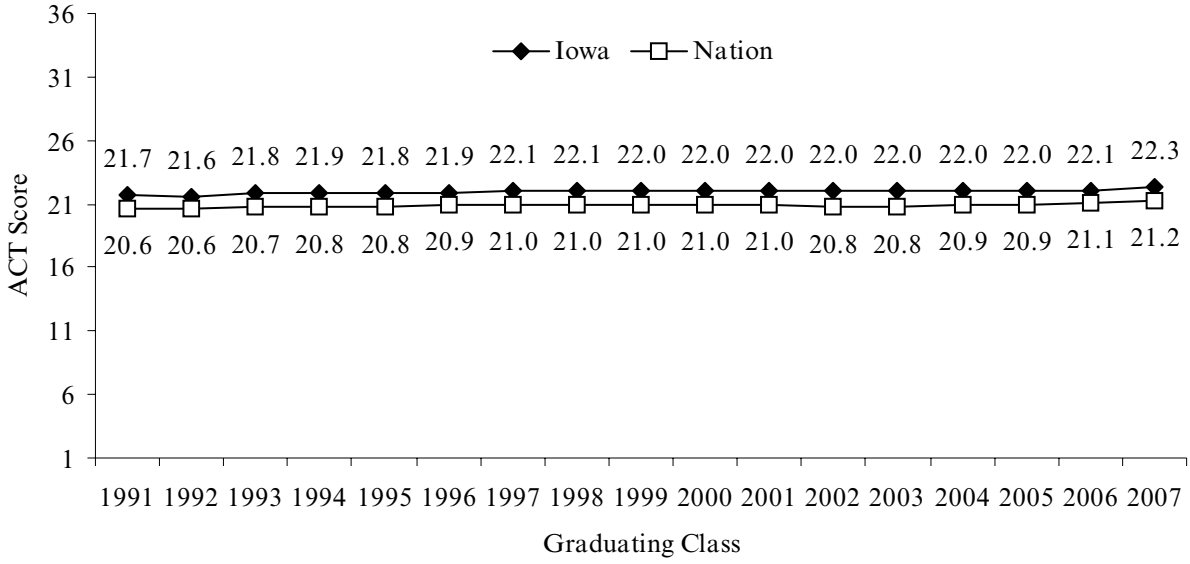
Iowa and National ACT Average Composite Scores and Participation Rates, 1991 to 2007

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
2005	22.0	66.0	20.9	40.0
2006	22.1	65.0	21.1	40.0
2007	22.3	66.0	21.2	42.0

Source: American College Testing Program, ACT Assessment Results, Summary Report Iowa.
Notes: *From 1991-1992, and 1994-2005 ACT News Releases.
**1993 estimated percentage is based on Iowa Department of Education, Basic Educational Data Survey, Enrollment Files.

Figure 102

Iowa and National ACT Average Composite Scores, 1991 to 2007



Source: American College Testing Program, ACT High School Profile Report for Iowa.

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

Average ACT scores by subject area (English, mathematics, reading, and science reasoning) for Iowa and the nation are displayed in Table 96. In Iowa and nationally, average scores for mathematics, science reasoning and reading increased while English remained unchanged in Iowa in 2007.

Table 96

Average ACT Scores for Iowa and the Nation Graduating Classes, 1991 to 2007

	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
2005	21.5	21.7	22.4	22.1	20.4	20.7	21.3	20.9
2006	21.6	21.8	22.5	22.1	20.6	20.8	21.4	20.9
2007	21.6	21.9	22.6	22.3	20.7	21.0	21.5	21.0

Source: American College Testing Program, ACT 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 97. ACT defines the college-preparatory core curriculum as at least four years of English and at least three years each of mathematics, natural science, 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 97

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.

The percentage of Iowa graduates that indicated that they took the core high school program was 60 percent in 2007 compared to 63 percent in 2006. The percent of students not reporting any information on the courses they took increased from 7.4 percent in 2006 to 11.1 percent in 2007. Table 98 and Figure 103 provide the trend of the percent of ACT participants in a core high school program from 1991 to 2007.

Table 98

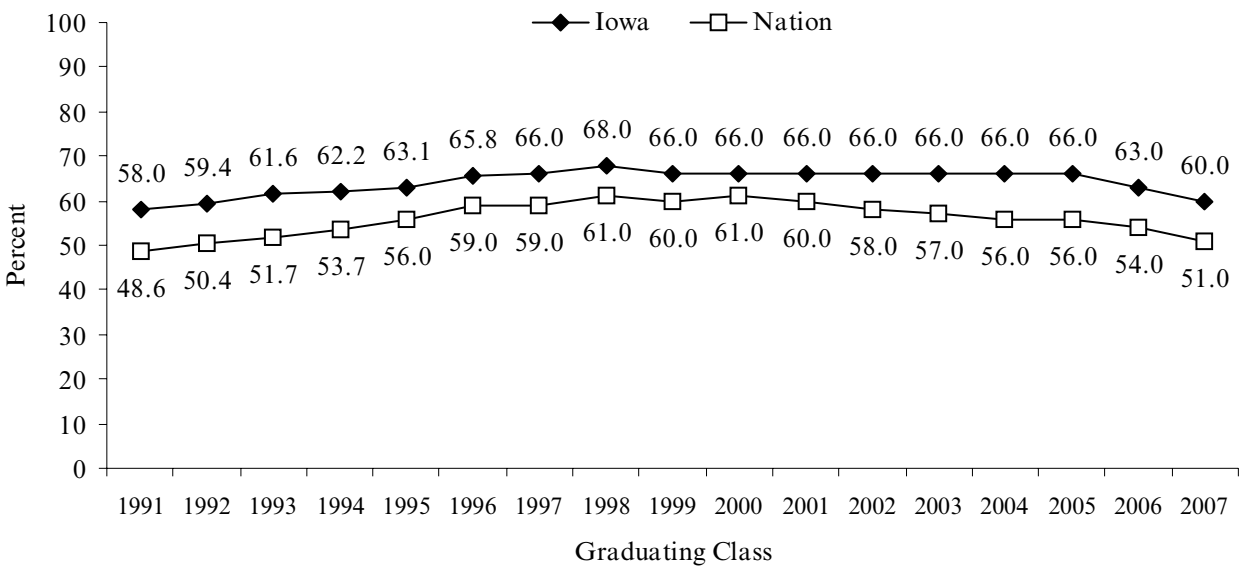
Percent of ACT Participants Taking Core High School Program 1991 to 2007

Graduating Class	Iowa Percent Not Reporting	Iowa Percent Taking Core	Nation Percent Taking Core
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	3.3 %	66.0	58.0
2003	4.4	66.0	57.0
2004	4.5	66.0	56.5
2005	5.2	66.0	56.0
2006	7.4	63.0	54.0
2007	11.1	60.0	51.0

Source: American College Testing Program, ACT 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 103

Percent of ACT Participants Taking Core High School Program 1991 to 2007



Source: American College Testing Program, ACT 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 are shown in Table 99 and Figure 104. For both Iowa and the nation, students that indicated that they took the core high school courses scored significantly higher than those students that indicated not taking the core. In 2007, Iowa core students average score was 2.5 points higher than less than core students. Nationally, the difference was 2.2 points in 2007.

Table 99

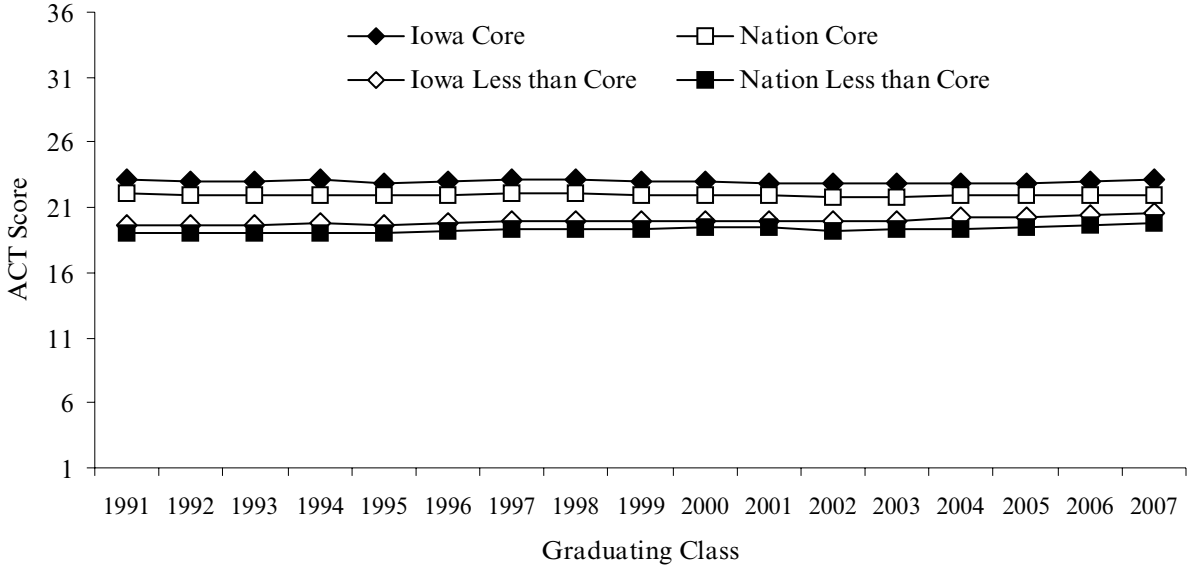
Average ACT Composite Scores for Core and Less than Core Test Takers, 1991 to 2007

Graduating Class	Iowa		Nation	
	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
2005	22.9	20.2	21.9	19.5
2006	23.0	20.4	22.0	19.7
2007	23.1	20.6	22.0	19.8

Source: American College Testing Program, ACT High School Profile Report for Iowa.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs.

Figure 104

Average ACT Composite Scores for Core and Less than Core Test Takers, 1991 to 2007



Source: American College Testing Program, ACT 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 100 provides the Iowa ACT composite score distributions for 1991,1995, and 2005 to 2007. Over 71 percent of Iowa test takers had a composite score of 20 or greater. More than 54 percent scored 22 or higher in 2007 (also see Figure 105).

Table 100

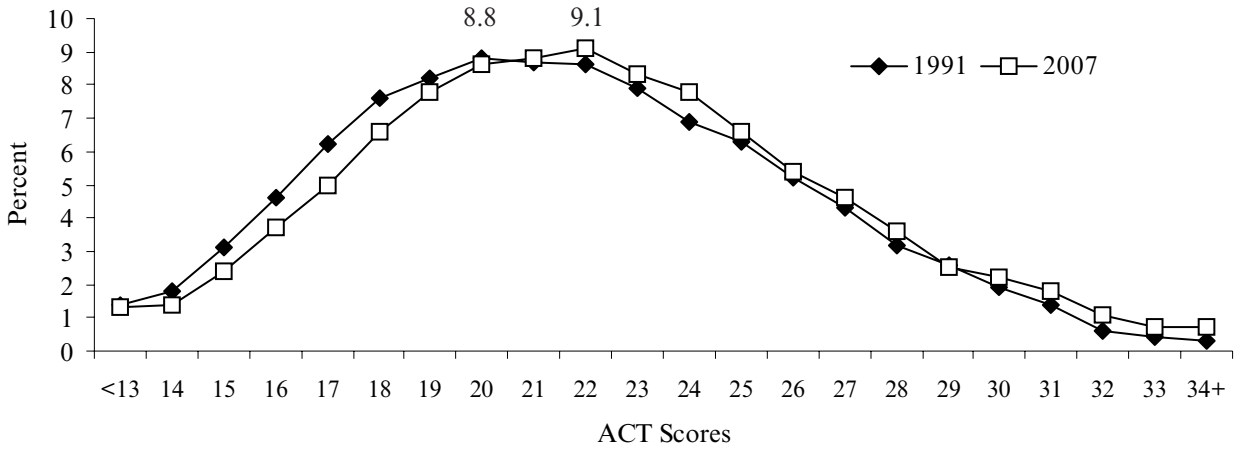
Iowa ACT Composite Score Distributions 1991, 1995, 2005 to 2007

	Year									
	1991		1995		2005		2006		2007	
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	Percent At	Percent at and Above
≤13	1.4%	100.0%	1.3%	100.0%	1.3%	100.0%	1.2%	100.0%	1.3%	100.0%
14	1.8	98.6	2.0	98.7	1.7	98.7	1.5	98.8	1.4	98.7
15	3.1	96.8	3.2	96.7	2.8	97.0	2.6	97.3	2.4	97.3
16	4.6	93.7	4.6	93.5	4.0	94.2	3.9	94.7	3.7	94.9
17	6.2	89.1	5.8	88.9	5.7	90.2	5.2	90.8	5.0	91.2
18	7.6	82.9	7.6	83.1	6.7	84.5	6.9	85.6	6.6	86.2
19	8.2	75.3	8.0	75.5	7.9	77.8	7.5	78.7	7.8	79.6
20	8.8	67.1	8.6	67.5	8.7	69.9	8.9	71.2	8.6	71.8
21	8.7	58.3	8.7	58.9	8.9	61.2	9.2	62.3	8.8	63.2
22	8.6	49.6	8.5	50.2	8.7	52.3	8.5	53.1	9.1	54.4
23	7.9	41.0	7.9	41.7	8.1	43.7	8.3	44.6	8.3	45.3
24	6.9	33.1	6.9	33.8	7.4	35.5	7.6	36.3	7.8	37.0
25	6.3	26.2	6.5	26.9	6.5	28.2	6.9	28.7	6.6	29.2
26	5.2	19.9	5.0	20.4	5.3	21.7	5.4	21.8	5.4	22.6
27	4.3	14.7	4.5	15.4	4.4	16.4	4.3	16.4	4.6	17.2
28	3.2	10.4	3.4	10.9	3.6	12.0	3.7	12.1	3.6	12.6
29	2.6	7.2	2.7	7.5	2.5	8.4	2.5	8.4	2.5	9.0
30	1.9	4.6	1.9	4.8	2.3	5.9	2.2	5.9	2.2	6.5
31	1.4	2.7	1.4	2.9	1.5	3.6	1.5	3.7	1.8	4.3
32	0.6	1.3	0.8	1.5	1.0	2.2	1.1	2.2	1.1	2.5
33	0.4	0.7	0.4	0.7	0.7	1.2	0.5	1.1	0.7	1.4
34+	0.3	0.3	0.3	0.3	0.5	0.5	0.6	0.6	0.7	0.7

Source: American College Testing Program, ACT High School Profile Report for Iowa.

Figure 105

Distribution of Iowa ACT Composite Scores 1991 and 2007



Source: American College Testing Program, ACT High School Profile Report for Iowa.

ACT Scores by Enrollment Category

Average composite ACT scores by enrollment category for the graduating classes of 2004 to 2007 are provided in Table 101. For each year displayed, the 2,500-7,499 enrollment category had the highest average ACT score in each of the subject areas.

Table 101

Iowa Public School Average ACT Scores by Enrollment Category, Graduating Classes of 2004 to 2007

Graduating Class	Enrollment Category	Students Tested	Students Tested	English	Mathematics	Reading	Science	Composite
2004	< 250	127	60.9%	19.7	20.5	21.1	20.9	20.7
	250-399	812	68.5	20.4	20.6	21.3	21.4	21.1
	400-599	1,984	73.5	20.6	21.1	21.7	21.7	21.4
	600-999	3,624	71.4	20.9	21.2	21.8	21.8	21.5
	1,000-2,499	5,702	68.0	21.3	21.7	22.3	22.1	22.0
	2,500-7,499	4,003	66.5	22.2	22.6	23.2	22.6	22.8
	7,500+	4,318	60.5	21.7	22.1	22.7	22.3	22.3
	Other*	3,021						
	State	23,591	67.0	21.4	21.8	22.4	22.1	22.0
2005	< 250	145	68.3%	20.3	20.4	21.3	20.9	20.9
	250-399	763	73.1	20.4	20.4	21.2	21.4	21.0
	400-599	1,698	71.5	20.7	21.0	21.6	21.7	21.4
	600-999	3,080	68.5	21.1	21.2	22.0	21.9	21.7
	1,000-2,499	5,018	64.4	21.4	21.7	22.3	22.1	22.0
	2,500-7,499	3,500	65.7	22.2	22.4	23.1	22.6	22.7
	7,500+	3,827	56.5	21.6	21.9	22.5	22.1	22.2
	Other*	4,514						
	State	22,545	66.0	21.5	21.7	22.4	22.1	22.0
2006	< 250	146	64.3%	21.1	21.0	22.1	21.8	21.6
	250-399	783	71.1	20.6	20.4	21.6	21.2	21.1
	400-599	1,572	67.7	20.9	21.2	21.9	21.6	21.5
	600-999	2,886	66.8	21.0	21.3	21.9	21.9	21.7
	1,000-2,499	4,818	62.2	21.4	21.7	22.4	22.1	22.0
	2,500-7,499	3,389	61.6	22.2	22.5	23.1	22.7	22.8
	7,500+	3,655	51.8	21.8	22.1	22.8	22.3	22.3
	Other*	4,984						
	State	22,233	65.0	21.6	21.8	22.5	22.1	22.1
2007	< 250	171	66.2%	20.6	20.9	21.4	21.7	21.3
	250-399	858	69.6	20.7	20.8	21.7	21.4	21.3
	400-599	1,866	75.5	20.8	21.3	21.9	21.8	21.6
	600-999	3,330	68.6	21.0	21.3	22.1	21.9	21.7
	1,000-2,499	5,594	67.9	21.6	21.9	21.5	22.3	22.2
	2,500-7,499	4,112	70.6	22.4	22.7	23.5	23.0	23.0
	7,500+	4,249	55.2	21.9	22.1	22.9	22.5	22.5
	Other*	2,836						
	State	23,016	66.0	21.6	21.9	22.6	22.3	22.3

Source: American College Testing Program, The ACT Assessment Magnetic Tape: Iowa Department of Education, Division of School Support and Information, Certified Enrollment file.

Note: *"Other" includes students not reporting district attended. State figures include all students tested, public as well as nonpublic.

Iowa graduates that took the ACT and core curriculum had a higher average composite score than students that had less than core, 23.1 versus 20.6 respectively in 2007. Table 102 and Figure 106 provide information broken down by enrollment category.

Table 102

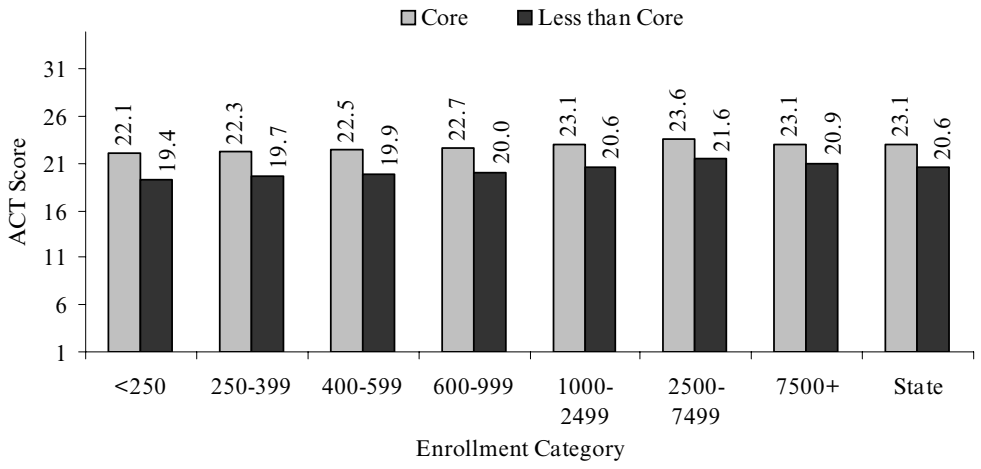
Average ACT Composite Scores for Iowa Public High School Graduating Classes 2004 to 2007 by Enrollment Category and Course of Study

Enrollment Category	Course of Study - Core				Course of Study - Less than Core			
	2004	2005	2006	2007	2004	2005	2006	2007
<250	21.4	21.5	22.2	22.1	19.5	19.8	20.0	19.4
250-399	22.0	21.6	21.9	22.3	19.7	19.5	19.7	19.7
400-599	22.3	22.2	22.3	22.5	20.2	20.0	20.0	19.9
600-999	22.3	22.5	22.5	22.7	20.5	20.3	20.2	20.0
1,000-2,499	22.9	22.8	22.8	23.1	20.9	20.8	20.8	20.6
2,500-7,499	23.6	23.5	23.6	23.6	21.5	21.1	21.1	21.6
7,500+	23.1	23.1	23.2	23.1	20.7	20.1	20.3	20.9
State	22.9	22.9	23.0	23.1	20.2	20.2	20.4	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 106

Graduating Class of 2007 Average ACT Composite Scores for Iowa Public High School Students by Enrollment Category and Course of Study



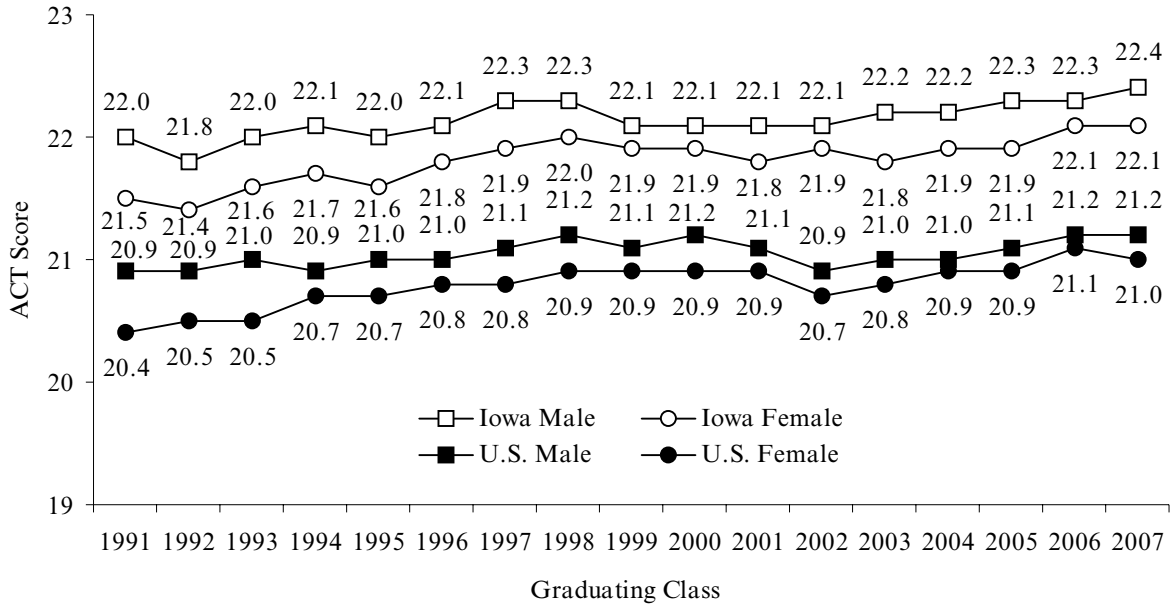
Source: American College Testing Program, ACT Assessment Magnetic Tape, Iowa Department of Education, Certified Enrollment file.
Note: ACT classifies high school programs consisting of four years of English and three or more years each of mathematics, natural science, and social studies as "core" programs. State figures include all students tested, public as well as nonpublic.

ACT Scores by Gender

In Iowa, the average composite score for males increased by 0.1 points in 2007. The Iowa female score remained unchanged and the average female score nationally decreased by 0.1 points in 2007. Figure 107 compares average ACT composite scores by gender for Iowa and the nation.

Figure 107

ACT Average Composite Scores by Gender, 1991 to 2007



Source: American College Testing Program, The High School Profile Report for Iowa.

The average scores for Iowa males were higher in mathematics, science reasoning, and composite but lower in English and reading than the average scores for females (see Table 103).

Table 103

Iowa Average ACT Scores by Gender, 2006 and 2007

Gender	Number of Test-takers 2006	Number of Test-takers 2007	Average ACT Scores: English 2006	English 2007	Mathematics 2006	Mathematics 2007	Reading 2006	Reading 2007	Science Reasoning 2006	Science Reasoning 2007	Composite 2006	Composite 2007
Male	10,047	10,169	21.0	21.2	22.6	22.6	22.2	22.4	22.8	22.9	22.3	22.4
Female	11,796	11,917	22.1	22.1	21.1	21.2	22.9	22.8	21.6	21.8	22.2	22.1
Unreported*	390	930										

Source: American College Testing Program, The High School Profile Report for Iowa.
Note: *ACT test-takers not reporting gender.

In numeric terms, the most popular planned educational majors by students, taking the ACT in 2007 (both nationally and in Iowa) were Health Science/Allied Health Fields, followed by Business and Management (Table 104). The highest average composite ACT scores (both nationally and in Iowa) were reported those planning majors in Mathematics (24.7 and 26.4, respectively), and Letters (24.5 and 24.9, respectively). The ACT test takers that indicated a planned major in education or teacher education had average ACT composite score above 21 for Iowa students and above 20 nationally (ranked 14th to18th among the 23 majors listed).

Table 104

ACT Average Composite Scores by Student Planned Educational Majors, 1991 and 2006 to 2007

	Average ACT Composite Scores									
	1991		2006		2007 - Nation			2007 - Iowa		
Planned Major	Nation Avg.	Iowa Avg.	Nation Avg.	Iowa Avg.	Number of Students	Avg.	Rank	Number of Students	Avg.	Rank
Ag Science/Technologies	19.0	20.0	19.1	20.2	14,578	19.1	20	528	20.4	19
Architecture and Env Design	20.5	21.9	20.9	21.8	20,740	20.9	13	438	22.0	13.5
Business and Management	20.2	21.4	20.5	21.7	89,813	20.5	15.5	1,775	21.7	15
Business and Office	17.7	18.9	19.4	20.5	5,131	19.2	19	130	20.1	20
Communication & Comm Tech	20.9	21.7	21.3	22.2	27,088	21.4	11	483	22.5	11
Community and Personal Service	18.3	19.3	18.4	19.9	28,512	18.2	22.5	499	19.7	23
Computer and Info Science	20.0	22.1	21.4	22.7	21,744	21.5	10	368	22.8	9.5
Cross Disciplinary Studies	23.3	22.7	23.7	23.2	1,180	23.6	4.5	22	23.8	6
Education	20.0	21.0	20.7	21.3	39,619	20.7	14	905	21.6	16
Engineering	22.9	24.4	22.4	24.3	43,198	22.7	6	804	24.5	4
Engineering Related Technologies	20.5	21.6	22.0	23.2	24,290	22.0	8.5	379	23.6	7
Foreign Language	23.0	24.1	23.7	24.5	4,957	23.6	4.5	84	24.3	5
Health Science/ Allied Health Fields	20.6	22.1	20.5	21.9	187,213	20.5	15.5	3,290	22.0	13.5
Human/Family/ Consumer Science	18.2	19.0	18.7	20.4	11,041	18.6	21	200	20.0	21
Letters*	24.4	25.1	24.4	24.5	6,260	24.5	2	133	24.9	2
Marketing and Distribution	18.7	18.7	20.3	20.4	7,827	20.3	17	114	20.7	18
Mathematics	24.0	25.1	24.4	25.9	5,011	24.7	1	102	26.4	1
Philosophy, Religion and Theology	21.7	23.1	22.6	22.5	5,424	22.5	7	126	22.8	9.5
Sciences	23.3	23.9	23.5	24.0	47,670	23.7	3	841	24.6	3
Social Sciences	21.5	22.6	22.0	23.2	65,126	22.0	8.5	1,115	23.1	8
Teacher Education	20.0	21.3	20.1	21.3	27,044	20.1	18	546	21.3	17
Trade and Industrial	18.7	19.5	18.3	20.0	11,394	18.2	22.5	230	19.8	22
Visual and Performing Arts	20.7	22.2	22.1	22.1	58,007	21.0	12	963	22.3	12
Total Planned Majors					752,867			14,075		

Source: American College Testing Program, The High School Profile Report.
Note: *Letters consists of preparation in the areas of classics, comparative literature, creative writing, general English, linguistics, literature, speech, debate, and forensics.

Scholastic Assessment Test (SAT)

The Scholastic Assessment Test (SAT) is one of the national college entrance examinations developed by the College Board. Scores for the mathematics and critical reading of SAT I ranged from a low of 200 to a high of 800. The SAT writing test that contains a same score range has been added into SAT I since 2006.

The SAT was first administered in 1926 to 8,040 candidates nationwide. In 2007, the number of SAT takers in the nation was nearly 1.5 million, unchanged from 2006. In 2007, the number of Iowa SAT I takers was approximately 4 percent of the high school graduates.

The average scores for Iowa increased for critical reading while mathematics remained unchanged. The national averages decreased in both tests compared to 2006 (Table 105 and Figure 108). The gaps in SAT critical reading and mathematics between Iowa's averages and national averages remains at around 100 standard score points.

Table 105

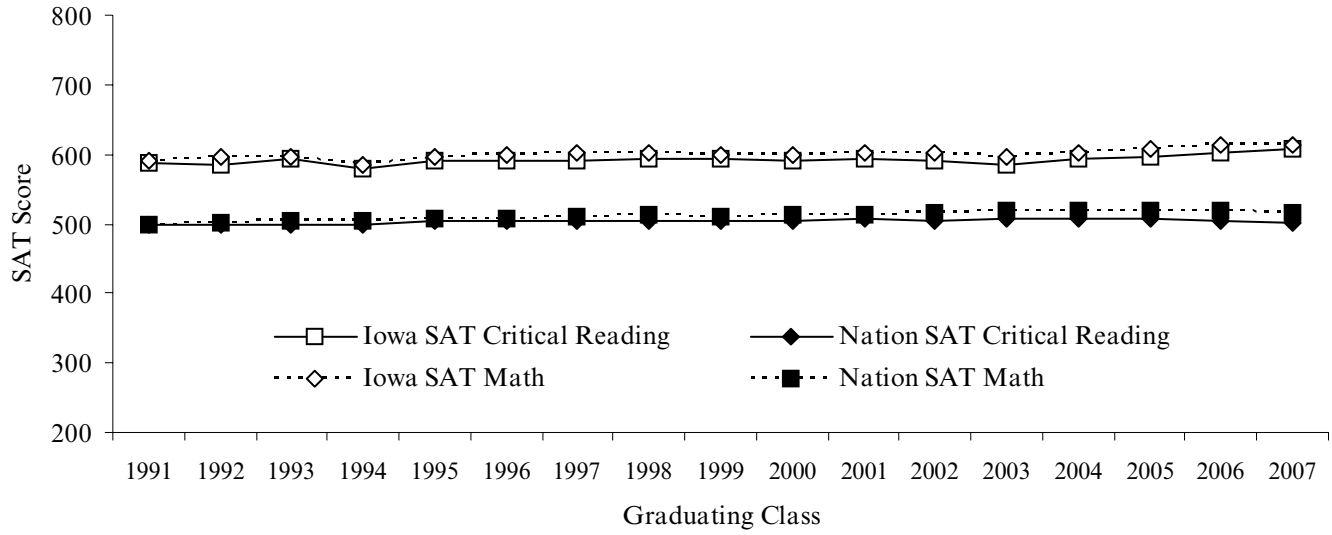
Trends of Average SAT Scores for Iowa and the Nation 1991 to 2007

Graduating Class	SAT Critical Reading		SAT Mathematics	
	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
2005	596	508	608	520
2006	602	503	613	518
2007	608	502	613	515

Source: The College Board, 2006 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2007 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 108

Trends of Average SAT Scores for Iowa and the Nation, 1991 to 2007



Source: The College Board, 2007 Profile of SAT Program Test Takers.
Note: The Iowa participation rate in SAT for the class of 2007 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Iowa ranked 1st nationally in both critical reading and mathematics in 2007 (Table 106). Most midwest states had a less than 10 percent participation rate for SAT and over 50 percent participation rates for ACT. It should be noted that comparisons made between Iowa and the nation or other states with a high percentage of test takers is not recommended.

Table 106

Average SAT Scores for Iowa, the Nation and Midwest States 1997, 2006 and 2007

R=Critical Reading M=Math

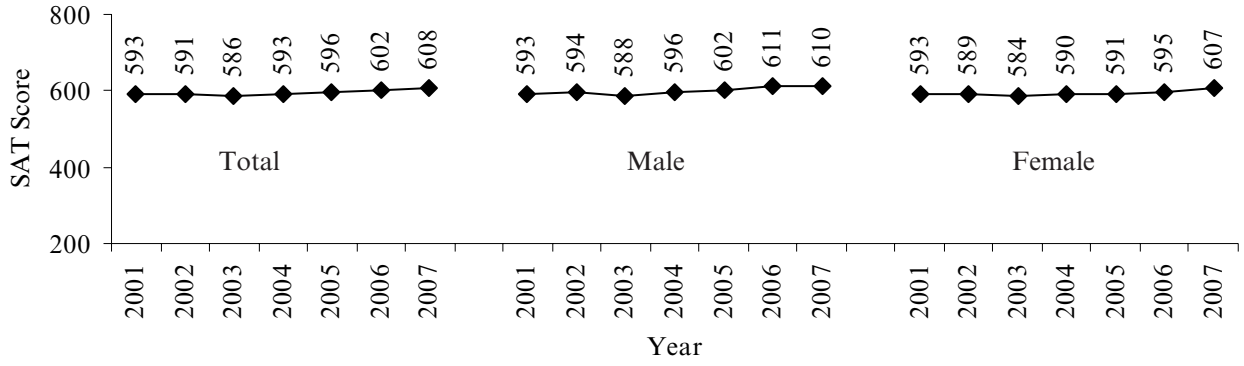
Nation and State	Graduating Class 1997 R	1997 M	2006 R	2006 M	2007 R	2007 M	% of Graduating Class of 2007 Taking SAT
Iowa	**589**	**601**	**602**	**613**	**608**	**613**	**4%**
Nation	**505**	**511**	**503**	**518**	**502**	**515**	**48**
Illinois	562	578	591	609	594	611	8
Kansas	578	575	582	590	583	590	8
Minnesota	582	592	591	600	596	603	9
Missouri	567	568	587	591	594	594	6
Nebraska	562	564	576	583	579	585	6
North Dakota	588	595	610	617	584	596	4
South Dakota	574	570	590	604	589	602	3
Wisconsin	579	590	588	600	587	598	6
Iowa's Rank in Nation	1	1	2	2	1	1	

Source: The College Board, 2007 Profile of SAT Program Test Takers.
Note: Historically, Iowa scores are based on a sample of 3 to 5 percent of the graduating class.

Figures 109 and 110 show the trends for Iowa SAT takers by gender. Iowa's males outscored females for all years shown in both critical reading and mathematics.

Figure 109

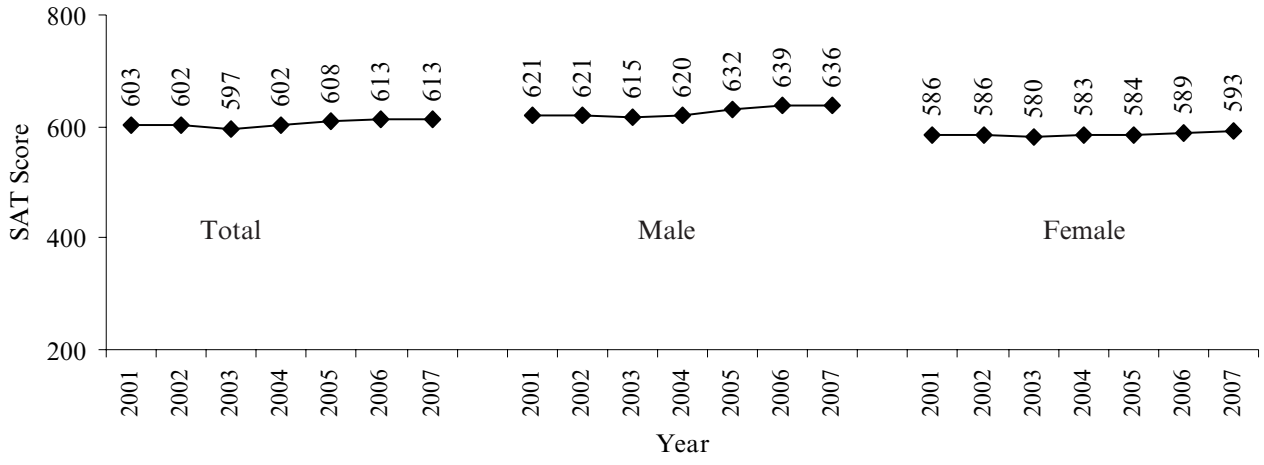
Iowa Average SAT Critical Reading Scores by Gender 2001 to 2007



Source: The College Board, 2007 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2007 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 110

Iowa Average SAT Mathematics Scores by Gender, 2001 to 2007

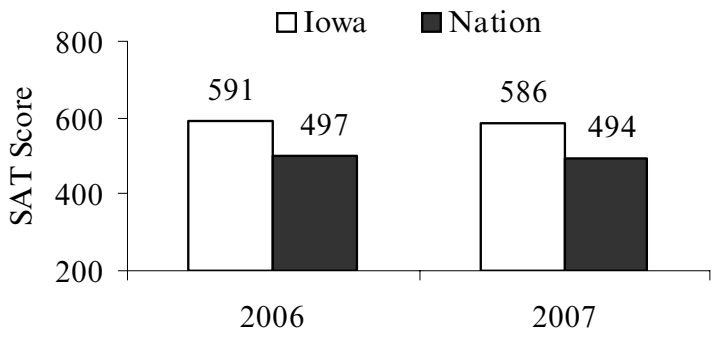


Source: The College Board, 2007 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2007 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figures 111 and 112 show the average SAT writing scores for Iowa and the nation by gender. In 2007, Iowa females had higher average scores in writing than Iowa males. Females also outscored males in the nation in writing. Iowa's average score in writing was over 90 standard score points higher than the national average.

Figure 111

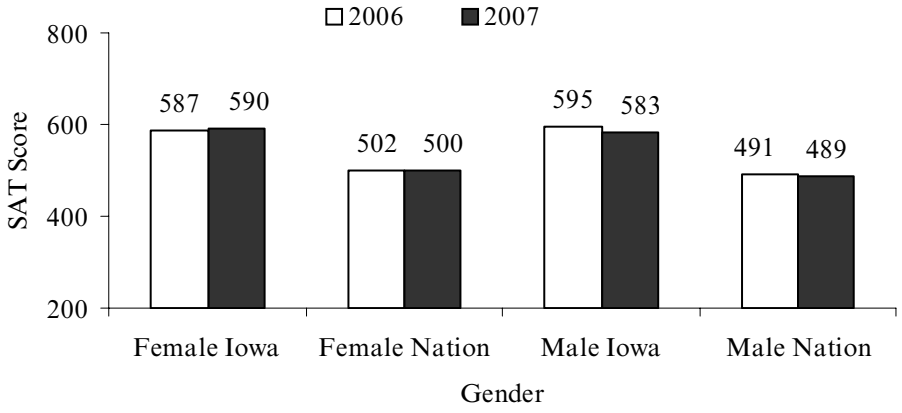
Average SAT Writing Scores for Iowa and the Nation, 2006 and 2007



Source: The College Board, 2007 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2007 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

Figure 112

Average SAT Writing Scores for Iowa and the Nation by Gender 2006 and 2007



Source: The College Board, 2007 Profile of SAT Program Test Takers.
Notes: The Iowa participation rate in SAT for the class of 2007 was 4 percent.
Historically, Iowa scores are based on 3 to 5 percent of the graduating class.

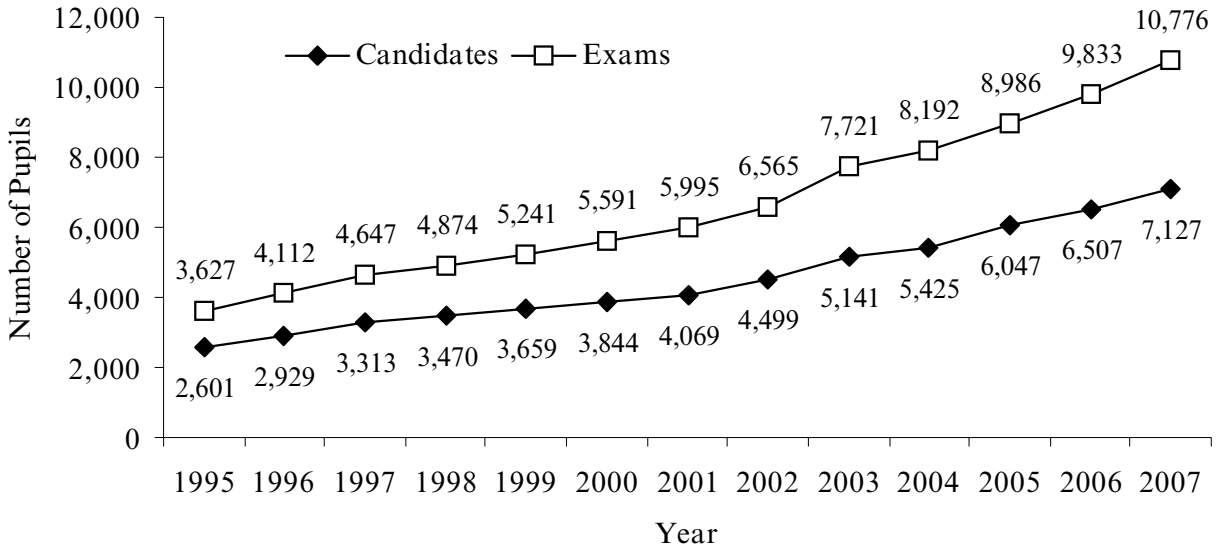
Advanced Placement (AP)

The College Board sponsors the Advanced Placement (AP) Program in Iowa which offered more than 35 courses in over 20 subject areas in 2006-2007. AP provides secondary school students the opportunity to take college-level courses in a high school setting. Courses are taught by highly-qualified high school teachers who use the AP Course Descriptions to guide them.

In Iowa, more than 10,770 AP exams were taken by 7,127 students in 2007 (Figure 113). English Language and Composition, English Literature and Comprehension, U.S. History, and Calculus AB, in aggregate, accounted for more than 40 percent of the exams taken in 2007. The number of students/candidates in 2007 was 9.6 percent higher than the number in 2006. The number of exams taken increased 9.5 percent over that one-year period. Both of the number of students and exams have more than doubled since 1997.

Figure 113

ADVANCED PLACEMENT PARTICIPATION FOR IOWA STUDENTS, 1995 TO 2007



Source: The College Board, Advanced Placement Program, Iowa Summary Reports.

From 1995 to 2007, Iowa's average AP score has consistently been above the national average (Table 107). In general, the percentage of Iowa's students receiving a score of 3 or better has consistently been higher than the national percentage (Figure 114).

Table 107

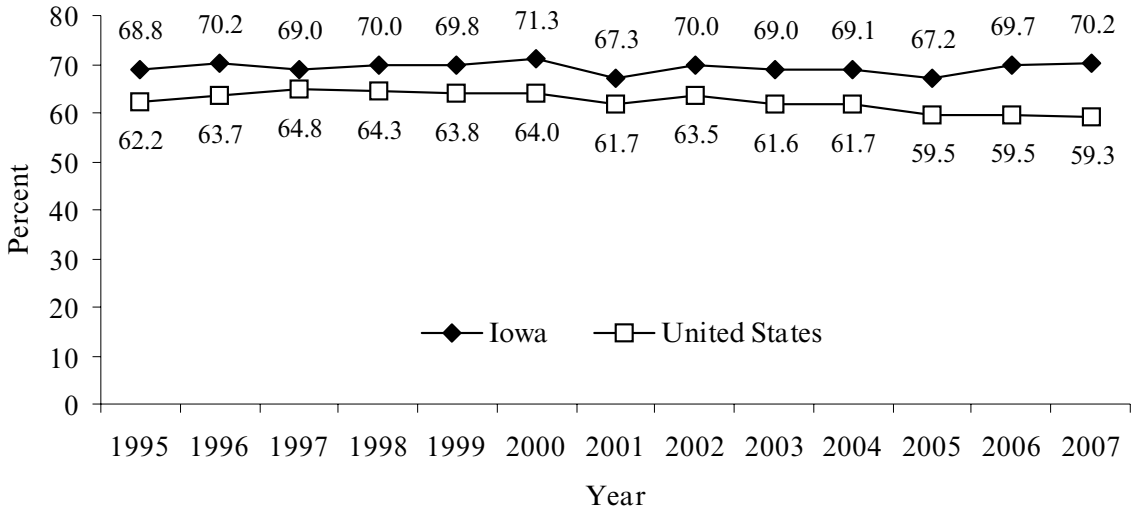
Advanced Placement Exam Score Averages and Distributions for Iowa and the Nation, 1995 to 2007

	Percent of Students by Score											
	1		2		3		4		5		Average	
Year	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation	Iowa	Nation
1995	6.6	13.2	24.6	24.6	33.2	28.3	22.8	20.2	12.8	13.7	3.11	2.96
1996	5.8	12.1	24.1	24.2	33.9	29.2	23.1	20.5	13.2	14.0	3.14	2.99
1997	7.6	12.0	23.4	23.3	32.3	29.1	23.8	21.0	12.9	14.7	3.11	3.02
1998	6.2	11.6	23.8	24.0	33.7	28.8	23.4	21.0	12.9	14.5	3.13	3.02
1999	6.9	12.2	23.3	24.0	31.6	27.8	23.1	21.1	15.1	14.9	3.16	3.02
2000	6.5	12.8	22.2	23.2	33.6	28.0	24.5	21.1	13.2	14.9	3.16	3.01
2001	6.5	13.3	26.2	25.1	31.3	27.4	22.9	20.4	13.1	13.9	3.10	2.95
2002	7.0	13.6	23.0	23.0	30.0	27.4	24.6	21.5	15.4	14.6	3.18	2.99
2003	8.1	14.3	23.0	24.0	30.3	27.1	23.8	20.4	14.9	14.1	3.14	2.95
2004	8.2	15.7	22.7	22.7	30.9	26.5	22.8	20.6	15.4	14.6	3.15	2.95
2005	10.0	17.2	22.8	23.2	29.1	25.9	23.8	20.1	14.3	13.5	3.10	2.90
2006	8.7	17.4	21.5	23.0	29.3	25.6	24.8	20.1	15.6	13.8	3.17	2.90
2007	9.7	18.4	20.1	22.3	28.7	25.1	24.8	20.2	16.7	14.0	3.19	2.89

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, and 5 = extremely well qualified.

Figure 114

Percent of AP Candidates with AP Scores of 3+, 1995 to 2007

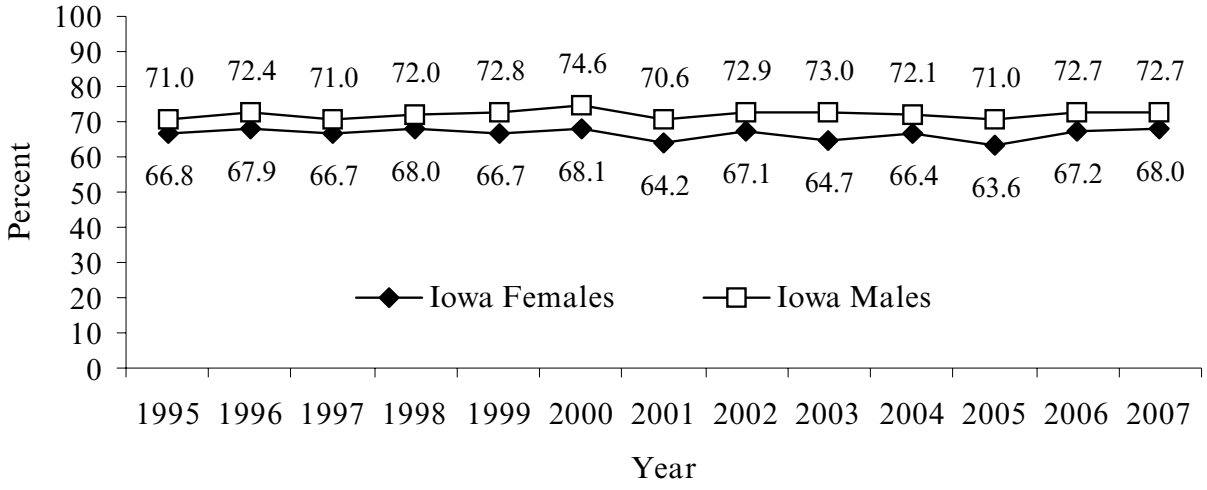


Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports.
Note: AP score of 1 = carries no recommendation, 2 = possibly qualified, 3 = qualified, 4 = well qualified, and 5 = extremely well qualified.

Nationally and in Iowa, greater percentages of males are reported as receiving a score of 3 or higher than females. This has been the trend in Iowa since 1995 (Figure 115) with the percentage of females with 3+ scores being 4 to 8 percentage points lower than males.

Figure 115

Percent of Iowa Male and Female AP Exams with Scores of 3+, 1995 to 2007



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, and 5 = extremely well qualified.

Arkansas, Delaware, the District of Columbia, Hawaii, North Carolina, and Maryland all reported 90 percent or more of their schools participating in the AP Program in 2007 (Table 108). In Iowa, slightly more than half of the schools reported participation. In Florida, Maryland, and Virginia all reported a rate of more than 400 exams taken for every 1,000 11th and 12 graders in 2007 (Table 109). In Iowa, that rate was 113 compared to 274 nationwide.

Table 108

Percent of Total Schools Participating in Advanced Placement 1997 and 2005 to 2007

	Percent of Schools Participating in AP				
	1997	2005	2006	2007	2007 Rank
Hawaii	69.9	59.1	100.0	100.0	1
Arkansas	30.2	64.4	92.0	94.0	2
North Carolina	63.9	69.3	88.0	92.0	3
Delaware	46.8	69.4	85.0	90.0	5
Dist. of Col.	82.5	81.3	88.0	90.0	5
Maryland	72.5	75.7	88.0	90.0	5
Georgia	57.8	70.4	83.0	86.0	7
South Carolina	70.6	67.8	81.0	85.0	8.5
Virginia	69.4	78.6	85.0	85.0	8.5
New Hampshire	71.2	70.8	82.0	81.0	10.5
New York	73.7	71.4	78.0	81.0	10.5
Connecticut	82.1	89.4	78.0	80.0	13.5
Florida	56.8	60.6	76.0	80.0	13.5
Massachusetts	80.4	84.2	78.0	80.0	13.5
Texas	56.3	67.0	78.0	80.0	13.5
Indiana	56.4	69.3	78.0	79.0	16.5
New Jersey	85.0	82.6	80.0	79.0	16.5
Vermont	74.7	71.9	76.0	78.0	18
Pennsylvania	60.9	66.2	76.0	77.0	19
Maine	58.5	70.5	74.0	74.0	20
Wisconsin	56.9	70.7	70.0	73.0	21
West Virginia	57.5	61.6	67.0	72.0	22
Tennessee	50.2	54.1	70.0	71.0	23
United States	**52.9**	**59.9**	**64.0**	**66.0**	**n/a**
Nevada	52.2	56.9	61.0	65.0	24.5
Rhode Island	72.6	69.9	68.0	65.0	24.5
Ohio	58.5	62.4	63.0	64.0	26.5
Washington	52.8	61.8	62.0	64.0	26.5
Colorado	47.9	53.0	61.0	63.0	28
Kentucky	62.5	74.6	63.0	62.0	29
California	68.9	70.2	58.0	60.0	30
Oklahoma	18.0	62.2	58.0	59.0	31.5
Oregon	42.5	48.5	60.0	59.0	31.5
Illinois	52.2	55.3	57.0	58.0	33
Michigan	53.1	59.4	56.0	57.0	34.5
Utah	73.0	68.9	58.0	57.0	34.5
Alaska	11.7	14.9	54.0	56.0	36
Montana	35.0	46.4	53.0	55.0	37
Iowa	**31.9**	**50.7**	**51.0**	**52.0**	**38**
New Mexico	39.0	53.3	46.0	50.0	39
Minnesota	43.1	50.7	48.0	49.0	40.5
South Dakota	15.9	38.3	46.0	49.0	40.5
Mississippi	36.4	37.6	45.0	47.0	42
Alabama	41.9	32.2	44.0	46.0	43.5
Idaho	42.8	45.1	47.0	46.0	43.5
Louisiana	23.9	28.9	41.0	46.0	45
Arizona	46.6	38.1	39.0	41.0	46
Missouri	24.9	35.0	34.0	35.0	47.5
Wyoming	30.4	30.8	29.0	35.0	47.5
Kansas	22.8	25.7	30.0	27.0	49
North Dakota	7.4	10.4	27.0	26.0	50
Nebraska	21.7	23.1	22.0	22.0	51

Source: The College Board, Advanced Placement Program.

Table 109

Number of Advanced Placement Examinations Taken Per Thousand 11th and 12th Graders, 1997 and 2005 to 2007

	Number of Exams Taken per 1,000 11th and 12 Graders				
	1997	2005	2006	2007	2007 Rank
Maryland	201	413	507	468	1
Virginia	241	397	439	453	2
Florida	183	363	414	407	3
North Carolina	178	364	386	379	4
New York	237	339	409	359	5
California	206	329	368	349	6
Texas	136	310	340	347	7
Delaware	168	325	417	336	8
Colorado	131	274	313	335	9
Arkansas	54	304	344	330	10
Massachusetts	202	293	303	324	11
Connecticut	188	298	302	323	12
Georgia	122	249	296	293	13
New Jersey	206	273	273	289	14
Vermont	107	222	238	281	15
United States	**139**	**247**	**279**	**274**	**n/a**
South Carolina	184	251	247	256	16
Maine	125	214	214	254	17
Utah	232	273	296	249	18
Illinois	136	214	253	245	19
Nevada	100	216	233	242	20
Wisconsin	106	202	232	241	21
Washington	74	194	219	237	22
Kentucky	94	195	219	218	24
Minnesota	80	161	200	218	24
Oklahoma	56	202	220	218	24
New Mexico	80	176	198	198	26
Alaska	108	175	195	194	27
Rhode Island	122	166	176	193	28
Dist. of Col.	331	458	590	189	29
Hawaii	142	176	283	188	30.5
Pennsylvania	110	173	197	188	30.5
Michigan	107	166	193	186	32.5
Ohio	96	164	196	186	32.5
Indiana	89	173	185	179	34
Oregon	70	134	158	178	35
Tennessee	97	172	193	177	36
South Dakota	48	137	145	166	37
New Hampshire	127	145	152	164	38
Arizona	102	147	142	149	39
Montana	64	127	134	148	40
Idaho	60	140	150	145	41
West Virginia	72	121	137	142	42
Alabama	94	113	121	140	43
Missouri	51	114	129	118	44.5
Wyoming	30	92	101	118	44.5
Iowa	**53**	**98**	**107**	**113**	**46**
Kansas	48	93	108	111	47
Mississippi	58	88	112	106	48
Nebraska	49	71	94	102	49
North Dakota	28	79	82	101	50
Louisiana	39	48	67	59	51

Source: The College Board, Advanced Placement Program, Iowa and National Summary Reports, 1997-2007.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education beginning in 1969, is the only national assessment of student achievement. The NAEP state mathematics assessment was first administered in 1990 for grades 4 and 8 and the NAEP state reading assessments were started in 1992 for grades 4 and 8. In reading, NAEP assess three contexts: literary experience, reading for information (grades 4 and 8), and reading to perform a task (grade 8 only). The assessment is based on four aspects of reading: forming a general understanding, developing interpretation, making reader and text connections, and examining content and structure. The NAEP reading assessment results from 2007 are based on representative samples of students totaling approximately 351,700 4th and 8th grade students from more than 14,750 schools. In Iowa, 5,738 students from about 270 schools were assessed in reading.

The NAEP mathematics tests focus on five content areas: number sense, properties and operations; measurement; geometry; data analysis, statistics, and probability; and algebra and functions. Approximately 350,700 students from more than 14,750 schools participated in the 2005 NAEP mathematics assessments at grades 4 and 8. In Iowa, 5,789 students from about 270 schools were assessed in mathematics.

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 (e.g., students with disabilities, ELL students) in a small group setting or allowing them extra time and more breaks to result in higher levels of inclusion. Tables and graphics in this section include the results for the accommodations not permitted in the earlier years and the accommodations permitted in the most recent years.

Average Scale Scores

NAEP assessment scores in reading and mathematics are reported on a scale range of 0 to 500. In 2007, Iowa's average assessment scale scores exceed the national averages in grades 4 and 8 for both mathematics and reading (Table 110).

Table 110

Average NAEP Reading and Mathematics Scale Scores for Public Schools Grades 4 and 8

	Grade 4				Grade 8			
	Mathematics		Reading		Mathematics		Reading	
Year	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.	Iowa	U.S.
1990	—	—	—	—	278	262	—	—
1992	230	219	225	215	283	267	—	—
1994	—	—	223	212	—	—	—	—
1996	229	222	—	—	284	271	—	—
1998	—	—	220	213	—	—	—	—
2000	231	224	—	—	—	—	—	—
2002	—	—	223	217	—	—	—	—
2003	238	234	223	216	284	276	268	261
2005	240	237	221	217	284	278	267	260
2007	243	239	225	220	285	280	267	261

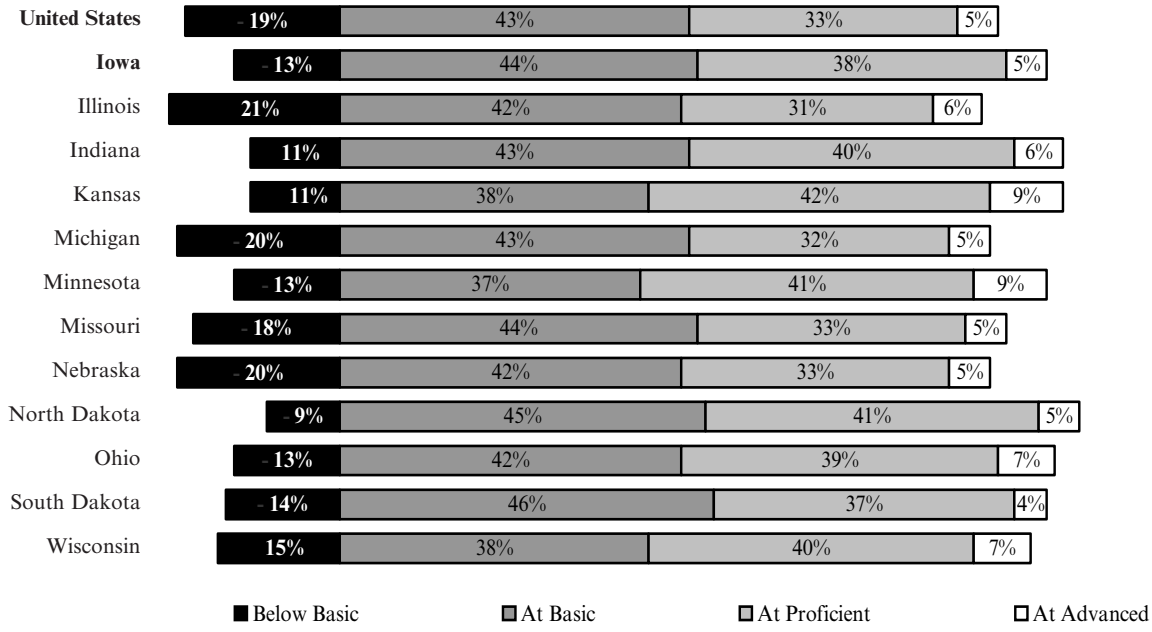
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

The National Assessment Governing Board used three achievement levels for reporting student performance results: Basic, Proficient, and Advanced. Basic represents at least a 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. Students not achieving the Basic level are classified as Below Basic.

In both mathematics and reading, in grades 4 and 8, the percentages of students achieving at the combined levels of proficient and advanced in Iowa were greater than that of the country as a whole (Figures 116 to 119). With few exceptions, other states in the midwest had similar results in relation to national levels.

Figure 116

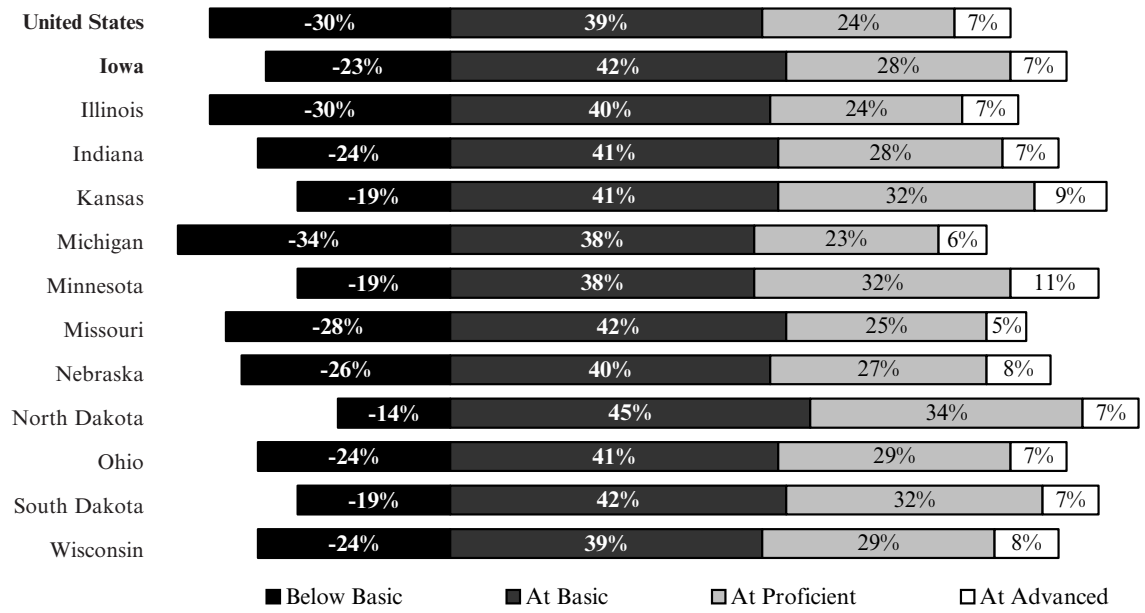
NAEP Fourth Grade Mathematics Achievement Levels for Midwest States, 2007



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

Figure 117

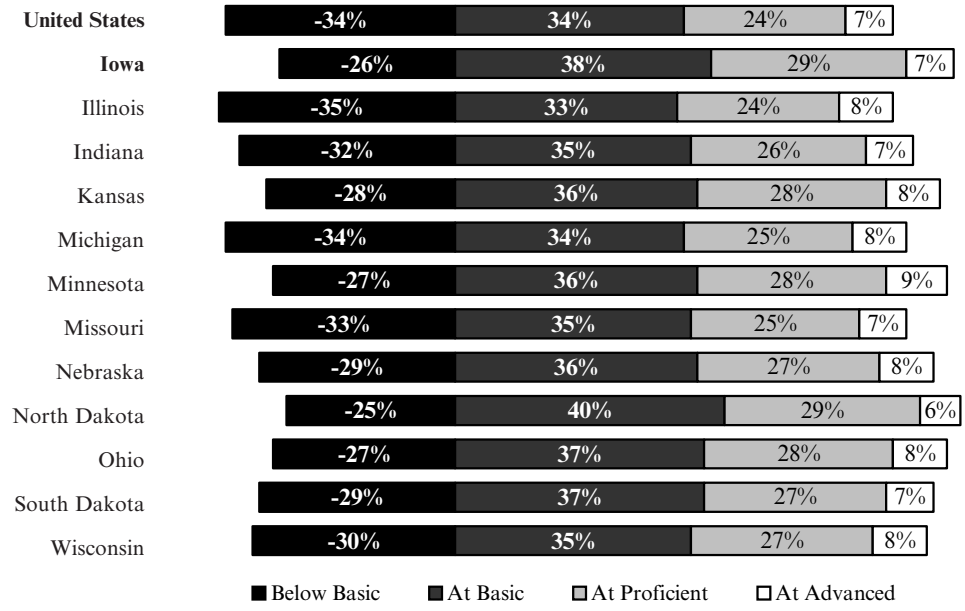
NAEP Eighth Grade Mathematics Achievement Levels for Midwest States, 2007



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

Figure 118

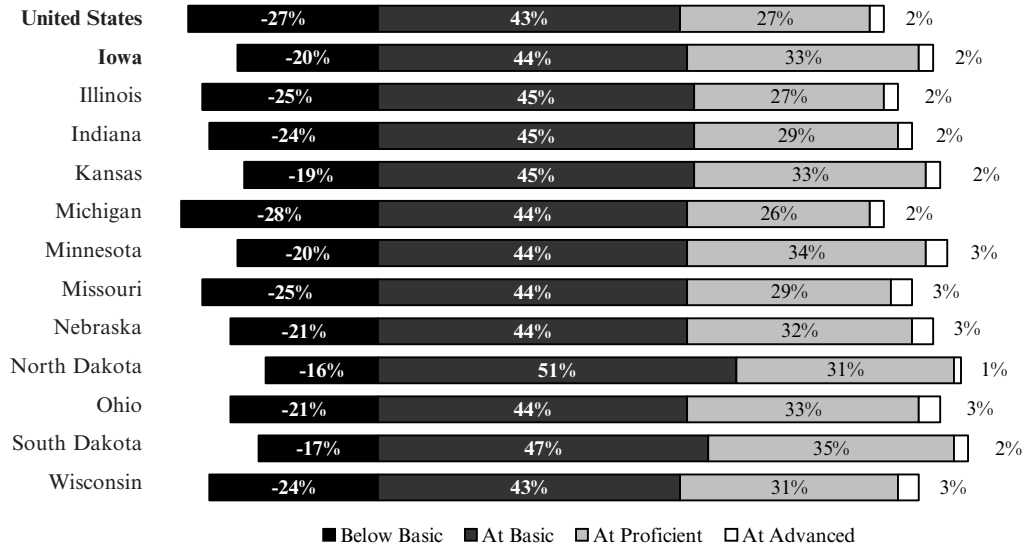
NAEP Fourth Grade Reading Achievement Levels for Midwest States, 2007



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

Figure 119

NAEP Eighth Grade Reading Achievement Levels for Midwest States, 2007

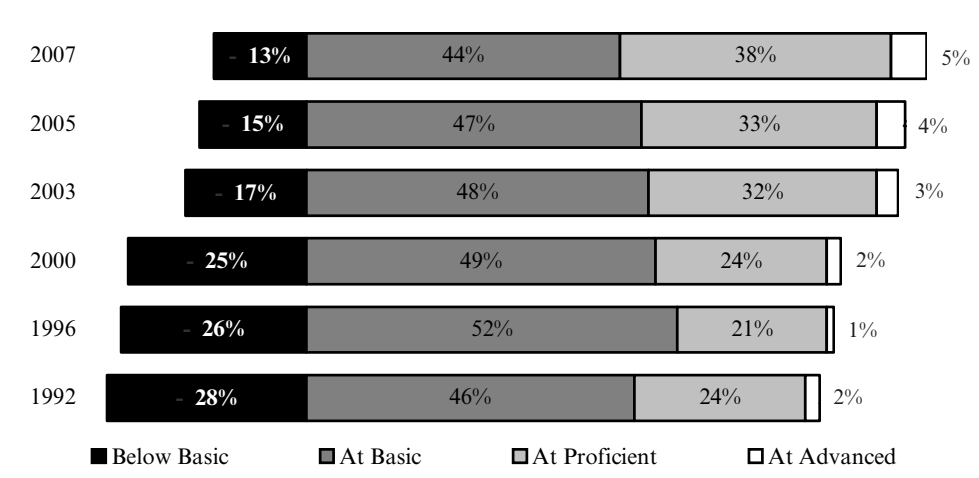


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

Compared to past years, Iowa had a smaller percentage of 4th grade mathematics students achieving at the below basic level in 2007 than in any previous tested year (Figure 120); 8th grade students showed a comparable pattern (Figure 121). In reading, Iowa's students demonstrated significant improvement in that the percentage of 4th grade students achieving at the below basic level decreased from 33 percent in 2005 to 26 percent in 2007 (Figure 122). For 8th grade students in reading, the percentages remained unchanged (Figure 123).

Figure 120

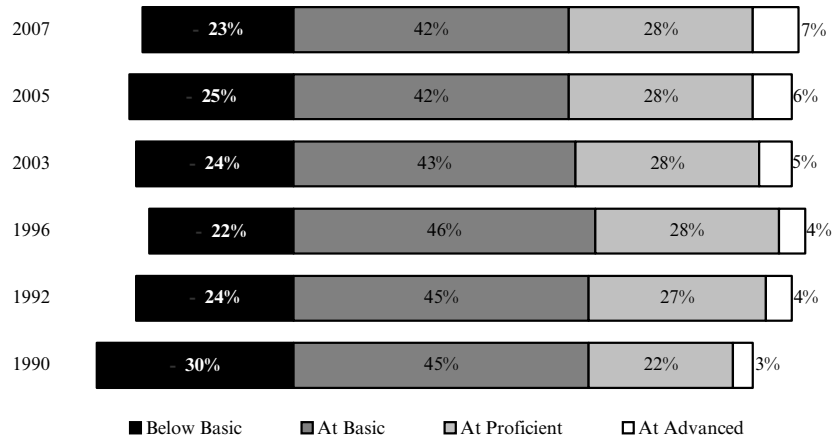
Iowa's Achievement Levels for Fourth Grade Mathematics, 1992-2007



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

Figure 121

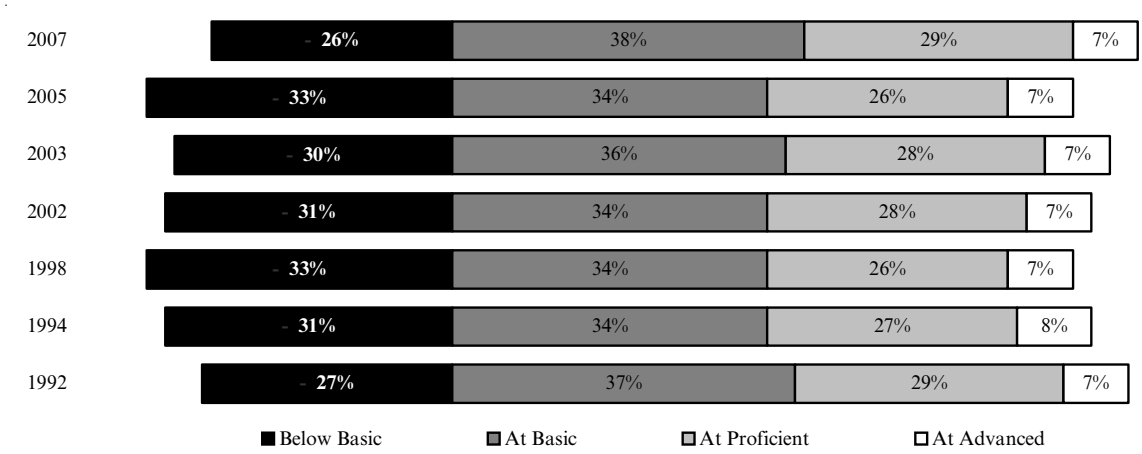
Iowa's Achievement Levels for Eighth Grade Mathematics, 1990-2007



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

Figure 122

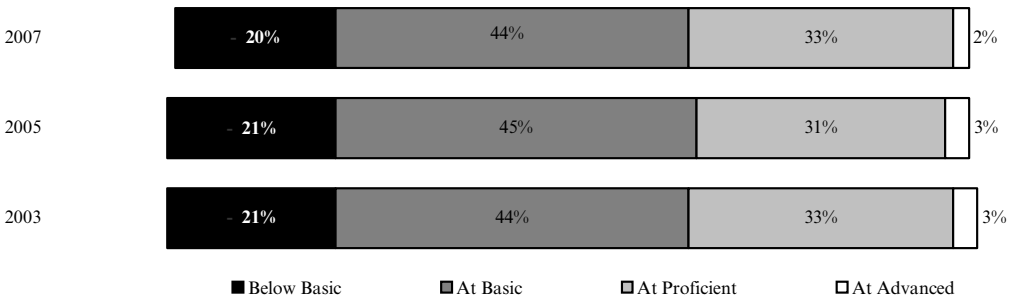
Iowa's Achievement Levels for Fourth Grade Reading, 1992-2007



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

Figure 123

Iowa's Achievement Levels for Eighth Grade Reading, 2003-2007



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
Notes: Observed differences are not necessarily statistically significant. Detail may not sum to totals because of rounding.

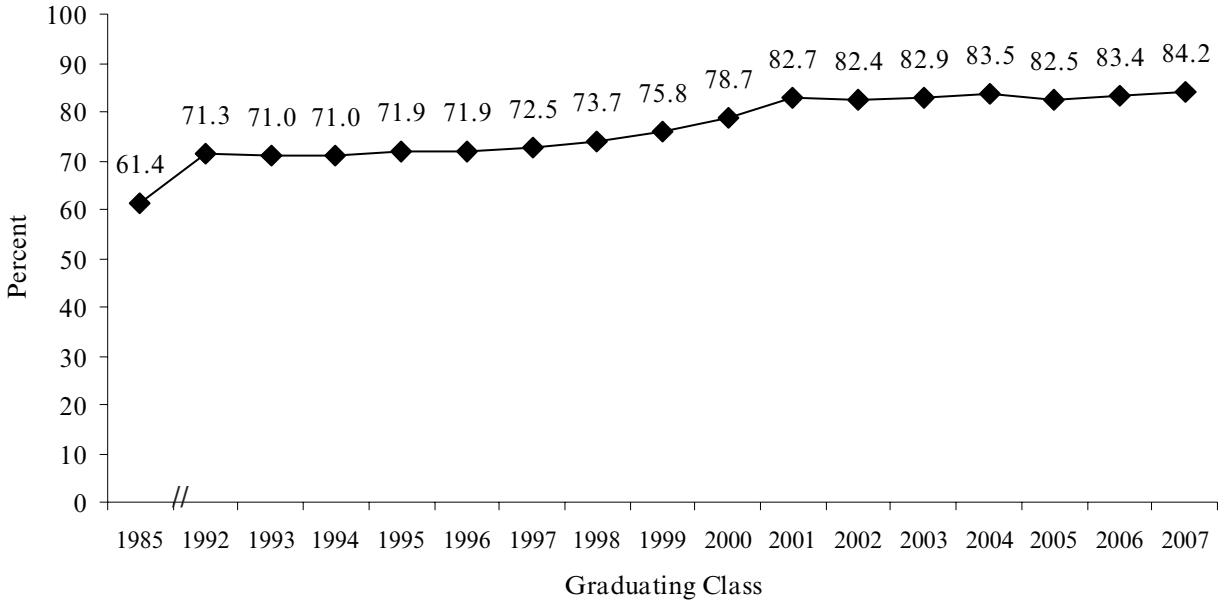
Pursuit of Postsecondary Education/Training

The trend of Iowa public high school graduates pursuing or intending to pursue postsecondary education or training is reported in this section. Prior to 1997, the Basic Educational Data Survey (BEDS) collected follow-up information from all school districts that operated a high school. Between 1997 and 1999 a combination of follow-up and graduate intentions was collected from districts. Follow-up information was collected from non-Project EASIER districts and graduate intentions data was collected from the Project EASIER districts. Since 2000, graduate intention data has been collected from all districts that operate a high school.

The graduates that pursued or intended to pursue postsecondary education or training increased 0.8 percentage points for the class of 2007, moving up to 84.2 percent. Figure 124 provides trend information on the percentage of high school graduates indicating an intention to pursue postsecondary education.

Figure 124

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1992 to 2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions file.
Notes: 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.

All enrollment categories reported that at least 80 percent of their 2007 graduates intended to pursue postsecondary education after graduation. Table 111 provides historical data on the percentage of graduates that intended to pursue postsecondary opportunities.

Table 111

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1998 to 2007

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%
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
2005	82.6	83.9	86.2	84.4	82.5	81.9	80.1	82.5
2006	86.9	83.1	84.9	85.2	81.7	82.9	78.9	83.4
2007	82.9	84.7	87.5	83.9	82.5	84.8	80.2	84.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: 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.

Both males and females reported their highest percentage since the data was collected at 78.8 and 88.6 percent respectively in 2006 and 2007 (see Table 112).

Table 112

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Gender, 1998 to 2007

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
2005	78.0	87.2	82.5
2006	78.8	88.0	83.4
2007	78.8	88.6	84.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: 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 intent to pursue postsecondary education at community colleges continued to increase for the seventh straight year in 2007. Community colleges accounted for 38.2 percent of the graduate intentions while public four-year colleges/universities accounted for 26.4 percent in 2007. Table 113 provides the percentage of postsecondary intentions by institution type.

Table 113

Percent of Iowa Public High School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training by Postsecondary Institution, 1985 and 1998 to 2007

Postsecondary Institution	Graduating Class										
	1985	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Private 4-Year College	12.3%	13.3%	14.0%	12.6%	14.9%	15.8%	15.4%	15.2%	14.4%	14.8%	14.1%
Public 4-Year College	23.3	26.6	25.9	28.0	27.3	25.5	25.0	24.9	24.6	25.2	26.4
Private 2-Year College	1.4	1.0	2.0	5.8	5.2	4.4	2.7	2.4	2.0	1.6	1.6
Community College	18.2	28.8	30.4	28.9	31.0	32.3	35.5	36.6	37.0	37.2	38.2
Other Training	6.2	4.0	3.6	3.3	4.3	4.4	4.3	4.4	4.5	4.6	3.9
Total	61.4	73.7	75.9	78.6	82.7	82.4	82.9	83.5	82.5	83.4	84.2

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: 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 114 and Figure 125 provide a comparison of graduates that intended to pursue postsecondary education or training at a four-year college versus a two-year college. Just over 40 percent of graduates in 2007 indicated an intention of attending a four-year college compared to 39.8 percent that intended to attend a two-year college.

Table 114

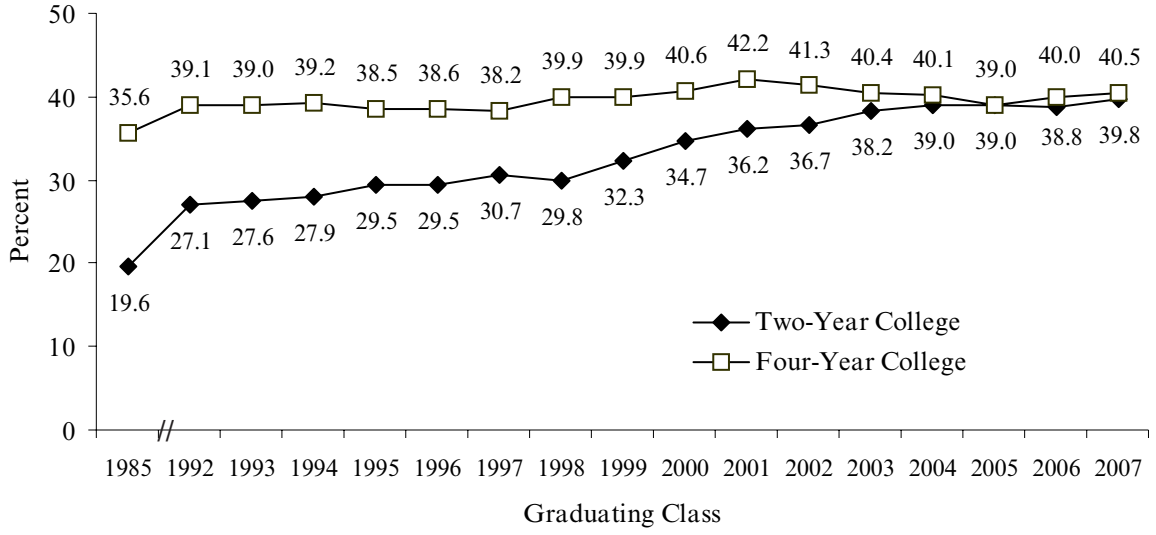
Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 1985 and 1998 to 2007

Postsecondary Institution	Graduating Class										
	1985	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Four-Year College	35.6%	39.9%	39.9%	40.6%	42.2%	41.3%	40.4%	40.1%	39.0%	40.0%	40.5%
Two-Year College	19.6	29.8	32.3	34.7	36.2	36.7	38.2	39.0	39.0	38.8	39.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.
Notes: 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 125

Percent of Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training at Four-Year and Two-Year Colleges, 1985, 1992 to 2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Graduate Follow-up/Intentions files.

Notes: 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 (PSEO) Act was enacted in 1987 to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling eleventh and twelfth grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. The PSEO data were first collected in 1993. A ninth or tenth grade student who is identified as a gifted and talented student according to the school district's criteria and procedures may also participate under the Act (see *Iowa Code* - 261C.2).

Table 115 provides PSEO enrollment and course information from 1992-1993 through 2006-2007. The data indicates a drop in the number of students enrolled between 2002-2003 to 2004-2005 and a decline in the number of courses taken between 2003-2004 and 2004-2005. Two factors could have influenced the drop, a coding structure change and the collection of data via individual student records rather than as summarized totals. Between 2004-2005 and 2006-2007, the number of students enrolled in PSEO courses increased approximately 15 percent and the number of courses taken increased by approximately 2 7 percent. The greater increase in the percent of courses taken compared with the smaller increase of additional students enrolled can be explained by the fact that some students take more than one PSEO course.

Table 115

Iowa Postsecondary Enrollment Options Enrollments and Courses, 1992-1993 to 2006-2007

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
2004-2005	5,481	8,826
2005-2006	5,556	9,485
2006-2007	6,318	11,229

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options files.

Table 116 provides the number of students participating in PSEO by grade level. The legislation allows participation by ninth and tenth grade students only if they have been identified by their school district as gifted and talented explaining why only 3 or 4 percent of all participants were in those grades. Twelfth grade students account for the greatest level of participation (70 percent) with students in grade eleven accounting for 26 percent.

Table 116

Number of Iowa High School Students Participating in the Postsecondary Enrollment Options Act 1992-1993 and 2001-2002 to 2006-2007

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
2004-2005	179	1,163	4,139	5,481
2005-2006	187	1,330	4,039	5,556
2006-2007	233	1,636	4,449	6,318

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options files.

Postsecondary Enrollment Options courses are intended to promote rigorous academic pursuits and the legislation identifies the discipline areas of mathematics, science, social sciences, humanities, vocational-technical education and career options programs as those in which courses will be approved. Table 117 displays the number of courses taken at four postsecondary institution types: regents institutions, community colleges, private four-year colleges, and private two-year colleges. The data are divided into two categories:

academic that includes courses as identified in the discipline areas of mathematics, science, social sciences, humanities, and vocational/technical that includes courses in the discipline areas of vocational-technical education and career options programs. Over 90 percent of the courses are in the academic disciplines and 84 percent of those are taken at a community college. The majority of vocational/technical courses are also taken at a community college. Figure 126 also displays the distribution of courses taken by institution type.

Table 117

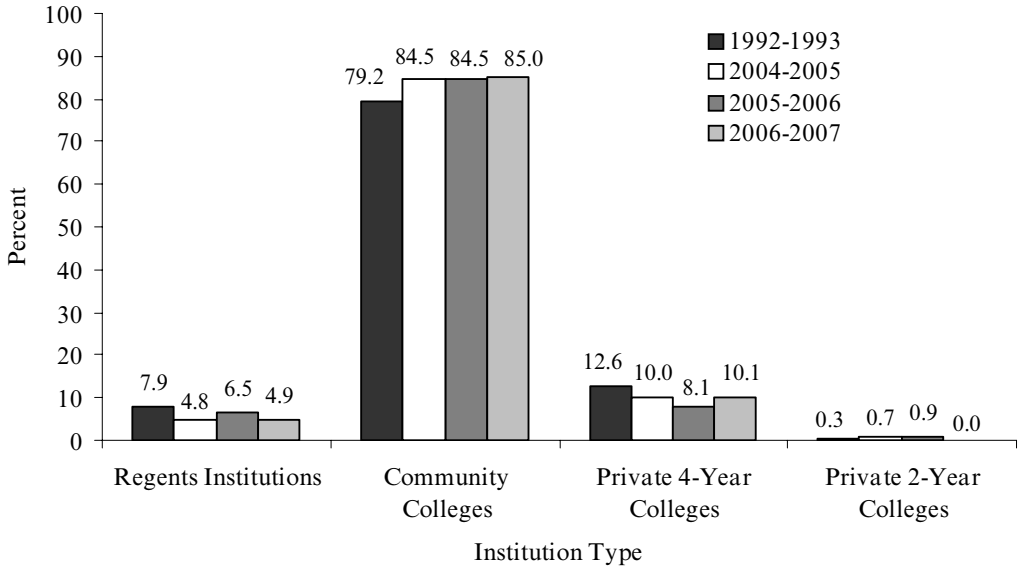
Number of Postsecondary Enrollment Options Courses Taken by Iowa High School Students by Type of Course and Type of Institution 1992-1993, 2004-2005 to 2006-2007

	Academic				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
2004-2005	414	6,475	840	54	12	980	44	7	8,826
2005-2006	610	7,032	749	65	7	979	21	22	9,485
2006-2007	535	8,585	1,116	3	14	957	18	1	11,229

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options files.

Figure 126

Percentage Distributions of Postsecondary Enrollment Option Courses taken by Iowa Public High School Students by Institution Type, 1992-1993, 2004-2005 to 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Postsecondary Enrollment Options file.

Dropouts

Project EASIER has collected student level dropout status from public schools for students in grades 7-12 since the fall of 2005. Before 2005, district level dropout summaries by grade were collected through the Basic Educational Data Survey (BEDS) for grades 7-12 for over two decades. Between 2001-2002 and 2003-2004, school level dropout summaries have been reported for the same six grade levels by grade, gender, and race/ethnicity in the BEDS. The grade level dropout information makes it possible to look at a dropout rate for a single grade 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 enrollment of grades 7-12 (or total enrollment of grades 9-12). Dropouts by gender and race/ethnicity are also available for 2002 and beyond.

The National Center for Education Statistics (NCES) definition used for dropouts includes students who satisfy one or more of the following conditions:

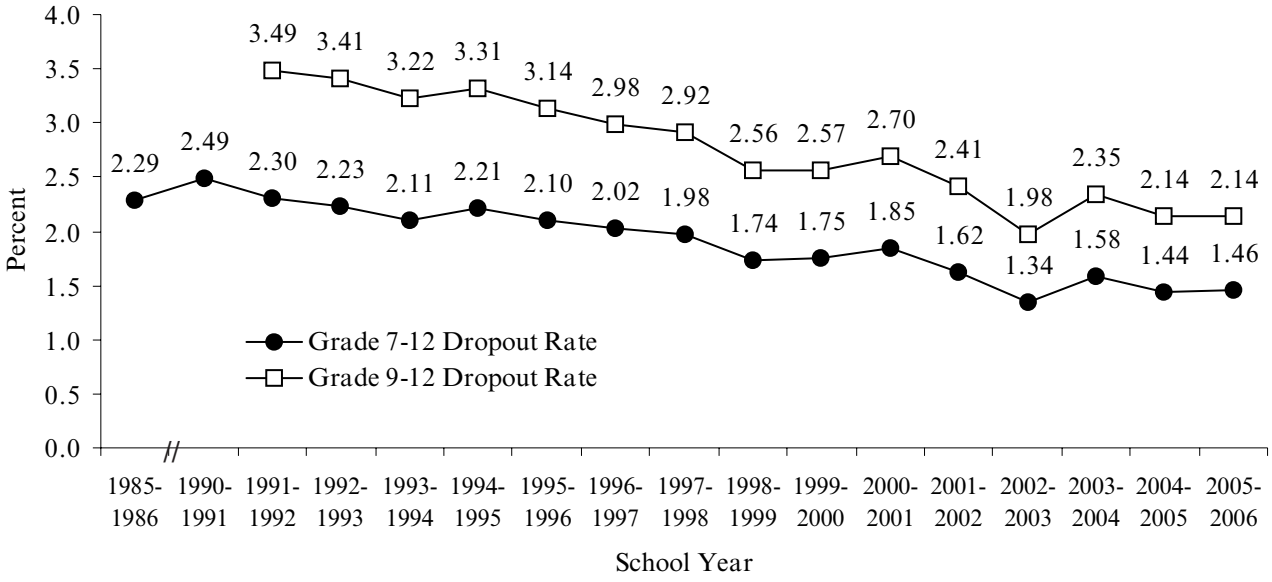
- Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year or
- Was not enrolled by October 1 of the previous school year although was expected to be enrolled some time during the previous school year and
- Has not graduated from high school 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, or 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 or alternative program administered by a public school district is NOT considered a dropout.

The two statewide dropout rate trends are shown in Figure 127 for Iowa public schools, the lower line is for grades 7-12 and the upper line is for grades 9-12. They are downward dropout trends for both grades 7-12 and grades 9-12 since 1990-1991 in general. The most significant decreases were in 1998-1999 and 2002-2003 for grades 7-12 and the average for public high schools. In 2005-2006 the dropout rate for grades 9-12 was 2.14 percent, same as the figure for the year before and the dropout rate for grades 7-12 was 1.46 percent, slightly up from the 2004-2005 rate.

Figure 127

Iowa Public School Grades 7-12 and Grades 9-12 Dropout Rates 1985-1986 and 1990-1991 to 2005-2006



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

Table 118 shows the public school dropout distributions by grade and enrollment categories for 2005-2006. The total dropouts were 3,383 for grades 7-12. Grade 12 had the highest number and percent of dropouts (1,518 dropouts and 45 percent of total dropouts), followed by grade 11 with 882 dropouts and 26 percent, grade 10 with 641 dropouts and 19 percent, and grade 9 with 325 dropouts and 10 percent. Only 17 students dropped out from grades 7 and 8 together in 2005-2006. Districts with enrollments of 7,500 and above accounted for about 50 percent of the total dropouts and less than 26 percent of the total enrollment in grades 7 to 12. The average dropout rate was 2.78 percent for the largest enrollment category. For the districts with fewer than 1,000 students, the average grades 7-12 dropout rate was less than 1 percent. These districts had 11 percent of the total dropouts and served 28 percent of grades 7-12 public school students.

Table 118

Total Iowa Public School Grades 7-12 Dropouts by Enrollment Category, 2005-2006

Enrollment Category	Grade Level 7	8	9	10	11	12	Total Dropouts	% of Total Dropouts	% of Enroll 7-12	Dropout Percent
<250	0	0	0	0	3	5	8	0.24%	0.79%	0.43%
250-399	0	0	1	4	15	16	36	1.06	3.85	0.40
400-599	0	1	2	14	22	63	102	3.02	7.83	0.56
600-999	0	1	16	30	64	112	223	6.59	15.08	0.64
1,000-2,499	0	0	32	115	202	384	733	21.67	26.84	1.17
2,500-7,499	0	0	23	72	174	336	605	17.88	19.71	1.32
7,500+	6	9	251	406	402	602	1,676	49.54	25.89	2.78
State*	6	11	325	641	882	1,518	3,383	100.00	100.00	1.46

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout and Enrollment files.
*Figures may not total 100 percent due to rounding.

In 2005-2006, dropout rates decreased for females and increased for males from the year before (see Table 119). Males had a higher dropout rate than females in all years shown. In 2005-2006, males represented almost 57 percent of total dropouts and over 51 percent of total enrollments in grades 7-12.

Table 119

Total Iowa Public School Grades 7-12 Dropouts by Gender 1996-1997 to 2005-2006

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Dropout % Female	1.75%	1.73%	1.59%	1.51%	1.60%	1.45%	1.13%	1.39%	1.32%	1.29%
Dropout % Male	2.27	2.22	1.87	1.99	2.08	1.79	1.53	1.77	1.56	1.61
Female Dropouts as a % of Total Dropouts	42.60	42.94	44.89	42.04	42.39	43.52	41.17	42.97	44.59	43.25
Female Enrollment as a % of Total Enrollment	49.10	49.05	48.94	48.88	48.91	48.70	48.76	48.86	48.81	48.74

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

Public school grade 7-12 dropout and enrollment data by race/ethnicity are presented in Table 120 for 2005-2006. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority. In 2005-2006, all minorities represented less than 12 percent of enrollments, but counted for 28 percent of total dropouts in grades 7-12. Overall, the minority dropout rate was 3.45 percent compared to 1.19 percent for non-minority.

Table 120

2005-2006 Iowa Public School Grades 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	1.19%	2,445	72.3%	205,342	88.3%
All Minority	3.45	938	27.7	27,165	11.7
American Indian	3.91	57	1.7	1,458	0.6
Asian	1.18	50	1.5	4,234	1.8
Hispanic	3.80	412	12.2	10,846	4.7
African American	3.94	419	12.4	10,627	4.6
State	1.46	3,383	100.0	232,507	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout file.
*Figures may not total 100 percent due to rounding.

Both white enrollment and white dropouts have been decreasing since 1996-1997 (Table 121 and Figure 128) while the Hispanic dropout rates and enrollment proportions have more than doubled and African American dropout rates and enrollment went up over 60 percent during the same time period.

Table 121

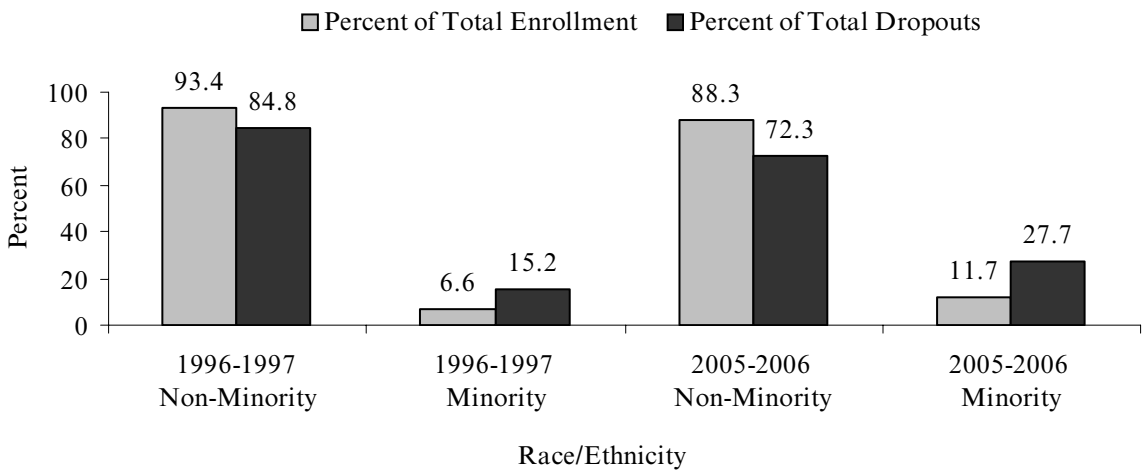
Percent of Dropouts and Percent of Enrollment for Iowa Public School Grades 7-12 by Race/Ethnicity
1996-1997 to 2005-2006

Racial/Ethnic Group	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
					% of 7-12 Total Dropouts					
White	84.8%	83.3%	83.0%	83.5%	80.1%	78.9%	79.2%	79.6%	74.0%	72.3%
African Am.	7.6	7.4	6.4	6.3	7.9	9.0	8.0	7.8	11.3	12.4
Hispanic	5.4	6.7	7.7	7.3	8.8	8.8	9.6	9.5	11.7	12.2
Asian	1.3	1.4	1.6	1.6	1.5	1.9	1.7	1.3	1.5	1.5
Amer. Indian	0.9	1.2	1.3	1.3	1.7	1.4	1.5	1.8	1.6	1.7
					% of 7-12 Enrollment					
White	93.4%	93.1%	92.8%	92.4%	91.8%	91.3%	90.8%	90.0%	89.1%	88.3%
African Am.	2.8	2.8	2.9	3.0	3.1	3.4	3.5	3.8	4.2	4.6
Hispanic	1.9	2.1	2.2	2.5	2.8	3.1	3.5	3.9	4.3	4.7
Asian	1.6	1.6	1.7	1.7	1.8	1.7	1.7	1.7	1.8	1.8
Amer. Indian	0.3	0.4	0.4	0.4	0.5	0.5	0.5	1.8	0.6	0.6

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout file.
*Figures may not total 100 percent due to rounding.

Figure 128

Comparison of the Percentage of Grades 7-12 Enrollments and Grades 7-12 Dropouts Represented by Minority and Non-minority Iowa Public School Students 1996-1997 and 2005-2006



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

Table 122 shows the grades 7-12 dropout rate distribution for Iowa public school districts in 2005-2006. Eleven Iowa public school districts (3 percent) sent their students in grades 7-12 to other district(s) through a whole grade sharing agreement. About 29 percent of the districts reported 0 dropouts and another 42 percent of the districts had a dropout rate between 0.01 and 1 percent. Only 15 Iowa districts (4 percent) had a dropout rate above 3 percent.

Table 122

Distribution of Grades 7-12 Dropout Rates for Iowa Public School Districts, 2005-2006

Dropout Rate	Number of Districts	Percent of Districts	Cumulative Percent
NA	11	3.0%	3.0%
0	105	28.8	31.8
.01-.50	83	22.7	54.5
.51-1.00	70	19.2	73.7
1.01-1.50	37	10.1	83.8
1.51-2.00	26	7.1	91.0
2.01-2.50	12	3.3	94.3
2.51-3.00	6	1.6	95.9
3.01-3.50	6	1.6	97.5
3.51-4.00	3	0.8	98.4
>4.00	6	1.6	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Dropout file.
Note: Dropout rates are combined grade 7-12 dropouts divided by combined grade 7-12 enrollment and expressed as a percent.

High School Graduation Rates

The Iowa Department of Education has started to collect individual student data through Project EASIER for the high school seniors on their graduation status and their diploma types since the spring of 2005. The number of graduates by diploma type at school level has been reported on the Basic Educational Data Survey (BEDS) between 1999-2000 and 2003-2004. There were over two decades of the public high school graduation data by district available in Iowa.

Based on the National Center for Education Statistics (NCES) definitions, high school completers can be grouped into three categories:

- **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. Under the NCLB Act request, the definition for high school graduates was narrowed down to the regular diploma recipients. Therefore the Iowa Accountability Plan has a new definition for high school graduates to calculate the graduation rate for NCLB:

- 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.

Other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook.

Since 2003, the *Annual Condition of Education Report* has applied the NCLB definition for the data analyses and excluded other completers from the Iowa graduates. There are about 100 other completers each year in Iowa and many of them 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.

$$GRi = \frac{Gi}{Gi + Di + D(i-1) + D(i-2) + D(i-3)}$$

Where: *GRi* 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*.
Di 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*).

Iowa had a statewide ID system implemented since the summer of 2004. The Iowa Department of Education will be able to calculate and report an actual four-year graduation rate for the graduating class of 2008. Before then, the estimated graduation rates will be reported based on the formula above.

In Table 123, the high school graduation data are presented by gender and state total for graduating classes of 1996 through 2006. The graduation rates increased annually from 1996 to 2006 with the exception of the class of 2004. The 2005-2006 rates for females and statewide reached the all time high. The males had the highest rate for the class of 2005 (also see Figure 129).

Table 123

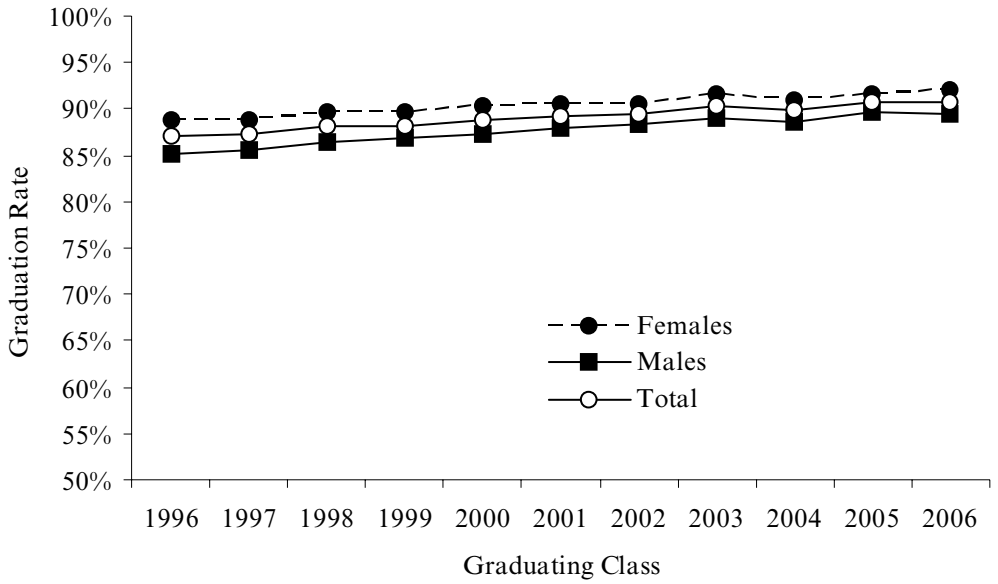
Iowa Public High School Four-Year Graduation Rates by Gender, Graduating Classes, 1996 to 2006

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
2004	17,080	17,259	34,339	91.0	88.6	89.8
2005	16,585	16,962	33,547	91.7	89.7	90.7
2006	16,845	16,848	33,693	92.1	89.5	90.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Edcational Data Survey, High School Completers and Dropout files.

Figure 129

Iowa Public High School Four-Year Graduation Rates by Gender and State Total, Graduating Classes 1996 to 2006



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Edcational Data Survey, High School Completers and Dropout files.

The number of graduates and graduation rates by race/ethnicity are reported in Table 124 for graduating classes 1996 to 2006. Asian and white had the highest graduation rates. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average.

Table 124

Iowa Public High School Four-Year Graduation Rates by Race/Ethnicity, Graduating Classes 1996 to 2006

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Race/Ethnicity	Number of Graduates with Diplomas										
Am. Indian	55	73	84	90	74	212	108	124	121	164	156
Hispanic	408	524	531	500	537	582	660	748	928	999	1,100
Asian	508	555	508	496	546	684	657	656	672	655	695
African Am.	648	614	696	673	734	678	756	857	900	1,021	1,091
White	30,224	31,220	32,370	32,619	31,943	31,618	31,608	32,473	31,718	30,708	30,651
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858	34,339	33,547	33,693
Race/Ethnicity	Graduation Rates										
Am. Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%	80.0%	62.7%	77.0%	70.6%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5	67.7	72.4	74.1	75.4
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9	91.0	91.4	90.8	93.2
African Am.	63.8	64.0	67.6	66.2	68.4	70.6	71.4	74.5	73.6	76.5	76.6
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7	91.3	91.1	92.0	92.1
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4	89.8	90.7	90.8

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Edcational Data Survey, High School Completers and Dropout files.

Table 125 shows the graduation rates by enrollment category for the graduating classes of 1996 to 2006. Districts with enrollments of 2,500 and above had graduation rates below the state average while the smaller districts in the other five categories had graduation rates always above the state average. In 2005-2006, four of the seven enrollment categories, including the two largest ones had the all time high average graduation rates compared to the previous classes in the same categories.

Table 125

Iowa Public High School Four-Year Graduation Rates by Enrollment Category Graduating Classes 1996 to 2006

Graduating Class	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Enrollment Category	Number of Graduates with Diplomas										
<250	141	168	131	138	150	199	215	249	208	238	269
250-399	950	980	1,127	1,163	1,297	1,325	1,327	1,336	1,372	1,286	1,392
400-599	2,598	2,652	2,616	2,765	2,785	2,882	3,008	3,221	3,060	2,940	2,860
600-999	6,004	6,480	6,523	6,538	6,390	6,167	5,737	5,994	5,807	5,554	5,313
1,000-2,499	8,887	8,987	9,728	9,634	9,347	9,357	9,033	9,212	9,519	9,355	9,290
2,500-7,499	6,199	6,338	6,477	6,641	6,560	6,567	6,889	6,886	6,514	6,309	6,536
7,500	7,064	7,381	7,587	7,499	7,305	7,277	7,580	7,960	7,859	7,865	8,033
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789	34,858	34,339	33,547	33,693
Enrollment Category	Graduation Rates										
<250	95.3%	94.4%	93.6%	93.2%	88.8%	92.6%	95.6%	96.9%	98.1%	95.2%	95.4%
250-399	93.3	94.8	93.6	93.3	92.1	93.9	95.0	94.8	95.5	96.4	96.6
400-599	93.7	93.4	92.8	93.4	94.3	94.6	95.6	95.5	96.7	96.4	96.2
600-999	93.4	92.6	93.3	93.1	93.5	93.3	94.3	95.6	95.2	96.0	95.9
1,000-2,499	89.0	88.4	89.5	90.0	90.7	91.4	91.9	92.8	93.2	93.0	92.8
2,500-7,499	84.9	84.9	86.1	87.1	86.6	88.4	88.7	89.2	86.4	89.3	90.2
7,500+	78.9	80.7	81.9	81.1	82.2	81.5	81.1	82.8	82.0	83.1	83.4
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4	90.4	89.8	90.7	90.8

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

Since 2005, the averaged freshman graduation rates for the 50 U.S. states and the District of Columbia have been estimated and reported by the U.S. Department of Education. The averaged freshman graduation rate is the number of graduates divided by the estimated count of freshman four years earlier. Graduates include only those who earned regular diplomas as defined by the state or district and the counts for freshman are calculated by averaging the number of 10th graders three years earlier, the number of 9th graders four years earlier, and the number of 8th graders five years earlier. Enrollment counts include a proportional distribution of students not enrolled in a specific grade. Table 126 shows the public high school averaged freshman graduation rate by state. In 2004-2005, the averaged freshman graduation rate was 86.6 percent for Iowa and 74.7 percent for the nation. Iowa has the third highest graduation rates in the nation, after Nebraska and Wisconsin, in 2004-2005. Iowa's data show an upward trend for all years shown. Iowa's graduation rates were about 11 percentage points higher than the national figures in all years listed.

Table 126

Public High School Averaged Freshman Graduation Rates by State
2000-2001 to 2004-2005

State	2000-2001	2001-2002	2002-2003	National Rank 2002-2003	2003-2004	National Rank 2003-2004	2004-2005	National Rank 2004-2005
United States	**71.7**	**72.6**	**73.9**	**--**	**75.0**	**--**	**74.7**	**--**
Nebraska	83.8	83.9	85.2	5	87.6	1	87.8	1
Wisconsin	83.3	84.8	85.8	3	--	--	86.7	2
Iowa	**82.8**	**84.1**	**85.3**	**4**	**85.8**	**4**	**86.6**	**3**
Vermont	80.2	82.0	83.6	7	85.4	5	86.5	4
North Dakota	85.4	85.0	86.4	2	86.1	3	86.3	5
Minnesota	83.6	83.9	84.8	6	84.7	6	85.9	6
New Jersey	85.4	85.8	87.0	1	86.3	2	85.1	7
Arizona	74.2	74.7	75.9	26	66.8	42	84.7	8
Utah	81.6	80.5	80.2	14	83.0	8	84.4	9
Pennsylvania	79.0	80.2	81.7	9	82.2	9	82.5	10
South Dakota	77.4	79.0	83.0	8	83.7	7	82.3	11
Montana	80.0	79.8	81.0	11	80.4	13.5	81.5	12
Idaho	79.6	79.3	81.4	10	81.5	10	81.0	13
Connecticut	77.5	79.7	80.9	12	80.7	12	80.9	14
Missouri	75.5	76.8	78.3	17	80.4	13.5	80.6	15
Ohio	76.5	77.5	79.0	16	81.3	11	80.2	16
New Hampshire	77.8	77.8	78.2	18	78.7	19.5	80.1	17
Virginia	77.5	76.7	80.6	13	79.3	17.5	79.6	18
Illinois	75.6	77.1	75.9	25	80.3	15	79.4	19
Maryland	78.7	79.7	79.2	15	79.5	16	79.3	20
Kansas	76.5	77.1	76.9	20	77.9	21	79.2	21
Massachusetts	78.9	77.6	75.7	27.5	79.3	17.5	78.7	22
Maine	76.4	75.6	76.3	23	77.6	22	78.6	23
Rhode Island	73.5	75.7	77.7	19	75.9	28	78.4	24
West Virginia	75.9	74.2	75.7	27.5	76.9	24	77.3	25
Oklahoma	75.8	76.0	76.0	24	77.0	23	76.9	26
Colorado	73.2	74.7	76.4	22	78.7	19.5	76.7	27.5
Wyoming	73.4	74.4	73.9	34	76.0	27	76.7	27.5
Kentucky	69.8	69.8	71.7	38	73.0	33	75.9	29
Arkansas	73.9	74.8	76.6	21	76.8	25	75.7	30
Hawaii	68.3	72.1	71.3	39	72.6	35	75.1	31
Washington	69.2	72.2	74.2	31	74.6	29	75.0	32
California	71.6	72.7	74.1	32	73.9	31	74.6	33
Oregon	68.3	71.0	73.7	35	74.2	30	74.2	34
Texas	70.8	73.5	75.5	29.5	76.7	26	74.0	35
Indiana	72.1	73.1	75.5	29.5	73.5	32	73.2	36
Delaware	71.0	69.5	73.0	36	72.9	34	73.1	37
Michigan	75.4	72.9	74.0	33	72.5	36	73.0	38
North Carolina	66.5	68.2	70.1	40	71.4	37	72.6	39
Dist. of Columbia	60.2	68.4	59.6	51	68.2	39	68.8	40
Tennessee	59.0	59.6	63.4	45	66.1	44	68.5	41
Alabama	63.7	62.1	64.7	43	65.0	45	65.9	42
New Mexico	65.9	67.4	63.1	46	67.0	41	65.4	43
New York	61.5	60.5	60.9	48	--	--	65.3	44
Florida	61.2	63.4	66.7	42	66.4	43	64.6	45
Alaska	68.0	65.9	68.0	41	67.2	40	64.1	46
Louisiana	63.7	64.4	64.1	44	69.4	38	63.9	47
Mississippi	59.7	61.2	62.7	47	62.7	46	63.3	48
Georgia	58.7	61.1	60.8	49	61.2	47	61.7	49
South Carolina	56.5	57.9	59.7	50	60.6	48	60.1	50
Nevada	70.0	71.9	72.3	37	57.4	49	55.8	51

Sources: U.S. Department of Education, National Center for Education Statistics, Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff from the Common Core of Data: School Year 2005-2006. The Condition of Education 2006, The Averaged Freshman Graduation Rate for Public High Schools From the Common Core of Data: School Years 2002-2003 to 2003-2004.

Kindergarten Literacy Assessment

Legislation passed in 2005, House File 761, requires school districts in Iowa to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Iowa Department of Education (DE) to every kindergarten student enrolled in the district no later than October 1, collect information on preschool attendance and other demographic factors of kindergarten students, and report the results of the assessment and preschool information to the DE no later than January 1 of the school year. In 2006-2007, this information was reported at the student level to the DE by all districts through Project EASIER. The DE has approved a list of assessments that can be used to implement the requirements of House File 761; however, a district may administer an assessment that is not on the list as long as it is technically adequate for a kindergarten assessment. The following is a list of assessments that have been approved by the Iowa DE. They are standardized criterion-referenced or norm referenced assessment instruments that appropriately assess literacy concepts (phonemic awareness) in kindergarten students.

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Phonological Awareness Test (PAT)
- Basic Reading Inventory (BRI), Early Literacy Assessments, eighth edition, or above
- Observation Study
- Texas Primary Reading Inventory (TPRI)
- Yopp-Singer Test of Phoneme Segmentation

Table 127

Number and Percent of Iowa Public School Buildings by Kindergarten Literacy Assessment Administered, 2006-2007

Assessment	Number	Percent
DIBELS	285	40.8%
DIBELS/Other	141	20.2
Yopp-Singer (18) + BRI (10)	28	4.0
Yopp-Singer/Other (1) + BRI/Other (3)	4	0.6
Yopp-Singer/DIBELS (3) + BRI/DIBELS (0)	3	0.4
Yopp-Singer/DIBELS/Other (3) + BRI/DIBELS/Other (0)	3	0.4
PAT	66	9.5
PAT/Yopp-Singer	10	1.4
PAT/Other	17	2.4
PAT/Yopp-Singer/Other	1	0.1
Observation Study	3	0.4
Observation Study/DIBELS	1	0.1
Observation Study/Other	2	0.3
Other	134	19.2
Total	698	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the Kindergarten grade level. Does not include district offices that may have reported KLA data. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Table 127 lists the number and percent of buildings with kindergarten students by the type of assessment administered for 2006-2007. Since data was collected at the student level through Project EASIER it was possible for a building to report using multiple tests. The highest percent of buildings, 62.2 percent, used DIBELS as their kindergarten literacy assessment. About 20 percent of the buildings used an assessment that was not on the list approved by the DE.

The number and percent of kindergarten students by type of assessment for 2006-2007 is presented in Table 128 and Figure 130. There were 91 kindergarten students (0.3 percent) that were not assessed. The highest percent of students, 62.2 percent, were assessed with the DIBELS assessment. The lowest percent of students, 1.5 percent, were assessed using Observation Study.

Table 128

Number and Percent of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken, 2006-2007

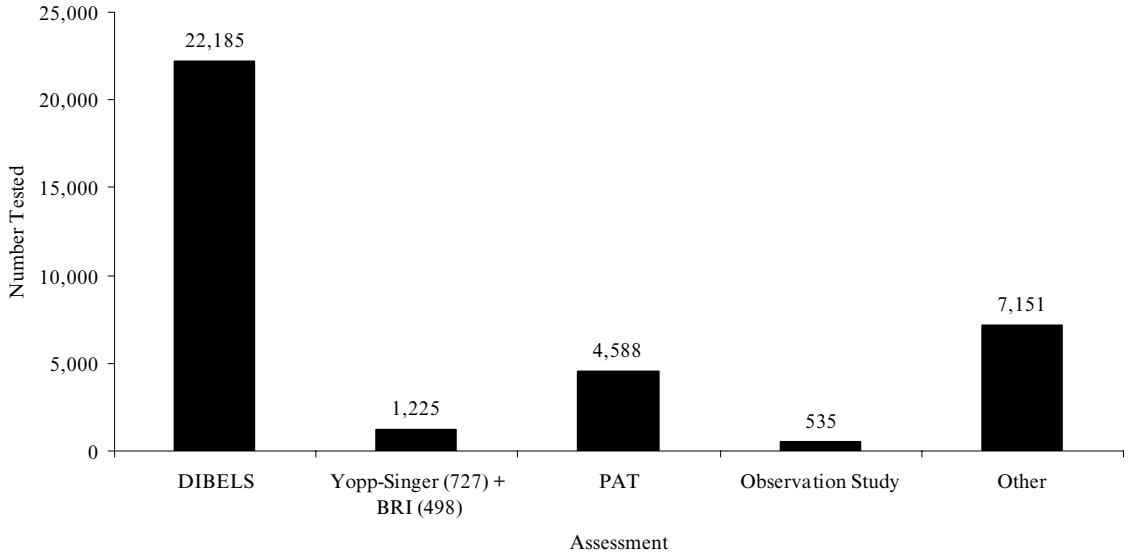
Assessment	Number	Percent
DIBELS	22,185	62.2%
Yopp-Singer (727) + BRI (498)	1,225	3.4
PAT	4,588	12.9
Observation Study	535	1.5
Other	7,151	20.0
Total Tested	35,684	100.0
Total Students Tested	35,684	99.7
Total Not Tested	91	0.3
Total Kindergarten Students	35,775	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the Kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Figure 130

Number of Iowa Public School Kindergarten Students by Kindergarten Literacy Assessment Taken, 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the Kindergarten grade level. Does not include students listed at the district level. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

Kindergarten Literacy Assessment Proficiency

Each of the kindergarten literacy assessments measure phonemic awareness differently. The Initial Sounds Fluency (ISF) subtest for DIBELS measures whether children recognize beginning sounds. The Yopp-Singer full test and the BRI phoneme segmentation subtest measure whether children can break words into sounds. The PAT subtests measure whether children can blend sounds, rhyme, or delete sounds from words.

Table 129 lists the number of students assessed and number and percent proficient by assessment and subtest for 2006-2007. The percent of students that were proficient was 56.5 percent on the ISF subtest for DIBELS. The percent proficient for the BRI, Yopp-Singer, and PAT is based on the number of students who were younger than six on September 15th of the school year. The BRI phoneme segmentation subtest and the Yopp-Singer full test are considered to be the same test and therefore the results are grouped together. Out of the 1,024 kindergarten students that were assessed using the BRI or Yopp-Singer assessment and were younger than six on September 15, 2006, 6.4 percent had a proficient score. (There were 201 kindergarten students who were assessed using the BRI or Yopp-Singer that were six or older on September 15, 2006, and therefore were not included in the calculation of proficiency.) About 87 percent (3,998 kindergarten students) of the kindergarten students that were assessed using the PAT were younger than six on September 15, 2006. Of those students, 69.3 percent were proficient on the blending subtest, 49.1 percent were proficient on the deletion subtest, and 60.5 percent were proficient on the rhyming subtest.

Table 129

KINDERGARTEN LITERACY ASSESSMENT
NUMBER AND PERCENT PROFICIENT, 2006-2007

Assessment	Subtest	Number of Students	Number Proficient	Percent Proficient
DIBELS	Initial Sounds Fluency	22,185	12,531	56.5%
BRI	Phoneme Segmentation	393	42	10.7
Yopp-Singer	Full Test	631	24	3.8
BRI & Yopp-Singer Combined	Phoneme Segmentation & Full Test	1,024	66	6.4
BRI & Yopp-Singer Combined	Students age>=6	201		
PAT	Blending	3,998	2,771	69.3
PAT	Deletion	3,998	1,962	49.1
PAT	Rhyming	3,998	2,418	60.5
PAT	Students age>=6	590		

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the Kindergarten grade level. Does not include students listed at the district level.

DIBELS: Proficient students are those with a score of 8 or higher.

BRI & Yopp-Singer: Proficient students are those with a score of 15 or higher and age <6. Figures listed include students whose age was less than 6 on September 15, 2006. The Yopp-Singer and BRI assessments are considered to be the same assessment and are therefore grouped together in this table.

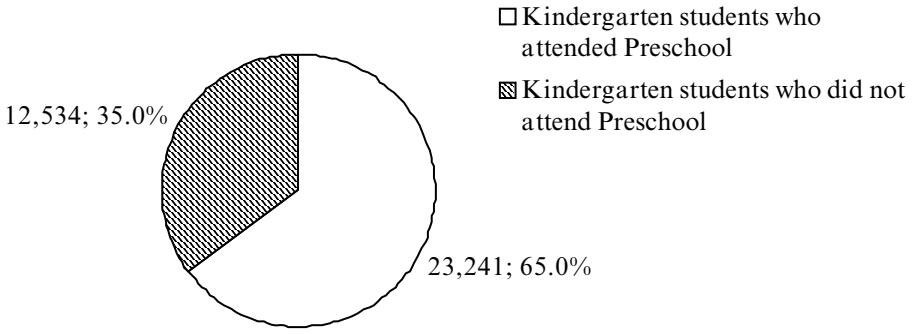
PAT: Proficient students are those with a score of 1 or higher for the Blending and Deletion subtests and 8 or higher for the Rhyming subtest and age <6. Figures listed include students whose age was less than 6 on September 15, 2006.

Preschool Attendance

The number and percent of kindergarten students who attended preschool in 2006-2007 is presented in Figure 131. Approximately 65 percent of kindergarten students had attended preschool prior to kindergarten.

Figure 131

IOWA PUBLIC SCHOOL KINDERGARTEN STUDENTS
PRESCHOOL ATTENDANCE, 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, Address and Enrollment files.

Notes: Only includes buildings that reported offering the Kindergarten grade level. Does not include students listed at the district level.

Unilateral Removals (Suspensions and Expulsions)

Prior to the 2005-2006 school year, suspensions and expulsions were reported at the building level. Starting in 2005-2006, these data are collected at the student level. Due to this change in method and level of collection, data prior to 2005-2006 are not directly comparable.

Data related to in-school suspensions were collected for the first time in 2006-2007 (Table 130). An in-school suspension is defined as an "administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than 10 days, in which case, school board action is required. Saturday school does not count as an in-school suspension."

Table 130

In-School Suspensions by Reason for Removal
2006-2007

	Removals	Distinct* Students
Administrative Law	210	160
Alcohol Related	110	107
Attendance Policy Violation	13,219	6,397
Both Drugs and Alcohol	3	3
Disruptive Behavior	9,417	5,649
Drug Related	164	153
Physical Fighting	3,286	2,868
Property Related	515	486
Violent Behavior	482	429
Weapons Related	137	132
Other	13,355	7,353
Total	40,898	23,737

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral_Removal files.
*Distinct student is non-duplicative count of students with out-of-school suspensions and/or expulsions.

During the 2006-2007 school year, there were more than 29,000 student out-of-school suspensions and expulsions (Table 131). An out-of-school suspension is defined as an "administrative removal of a student from regular classes or activities for disciplinary reasons, unless the removal is for more than 10 days, in which case, school board action is required." Saturday school does not count as an out-of-school suspension. Fully three of every ten out-of-school suspensions were due to disruptive behavior; more than a fifth due to physical fighting.

A student expulsion is the result of "school board action resulting in the removal of a student 'from the rolls' of a district (unless the student has an IEP and requires continuing services) for disciplinary reasons." More than 40 percent of the 140 reported expulsions in 2006-2007 were due to drug related activity.

Table 131

Suspensions and Expulsions by Reason for Removal 2005-2006 and 2006-2007

	Out-of-School Suspensions		Expulsions		Total Removals*	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Administrative Law	128	133	3	5	131	138
Alcohol Related	387	405	11	4	398	409
Attendance Policy Violation	n/a	1,940	n/a	2	n/a	1,942
Both Drugs and Alcohol	52	79	1	2	53	81
Disruptive Behavior	n/a	8,938	n/a	7	n/a	8,945
Drug Related	870	883	69	61	939	944
Physical Fighting	6,052	6,627	95	6	6,147	6,633
Property Related	n/a	678	n/a	8	n/a	686
Violent Behavior	n/a	1,131	n/a	10	n/a	1,141
Weapons Related	604	602	40	21	644	623
Other	20,611	7,811	577	14	21,188	7,825
Total	28,704	29,227	796	140	29,500	29,367

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral_Removal files.
*Column includes duplicates (a student could be involved in more than one kind of suspension and/or expulsion).

When examined by race/ethnicity, the percentage of removals involving African American students (26.8 percent) far exceeded the percentage of African American student enrollment (5.3 percent) in 2006-2007 (Table 132). The percent of suspensions and expulsions involving white students (65 percent) was notably lower than the 85.9 percent of total enrollment accounted for by white students.

Table 132

Out of School Suspensions and Expulsions by Race/Ethnicity 2006-2007

	Total Removals		K-12 Enrollment
Racial/Ethnic Group	N	%	Enrollment
African American	7,885	26.8	5.3
American Indian	235	0.8	0.6
Asian	266	0.9	2.0
Hispanic	1,883	6.4	6.2
White	19,098	65.0	85.9
Total	29,367	100.0	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral_Removal files.

More than half of the out-of-school suspensions were reported by the largest districts in the state (Table 133) whereas the smallest four size categories accounted for approximately 10 percent. The largest number of expulsions was reported by districts in the size category of 1,000 to 2,499, followed by those with 7,500 or more students.

The majority of students involved in disciplinary measures were only involved in one incident. This was especially true for those students expelled. However, removals did outnumber distinct students removed by more than 11,000 (Table 133) indicating some students were involved in more than one incident (Figure 132).

Table 133

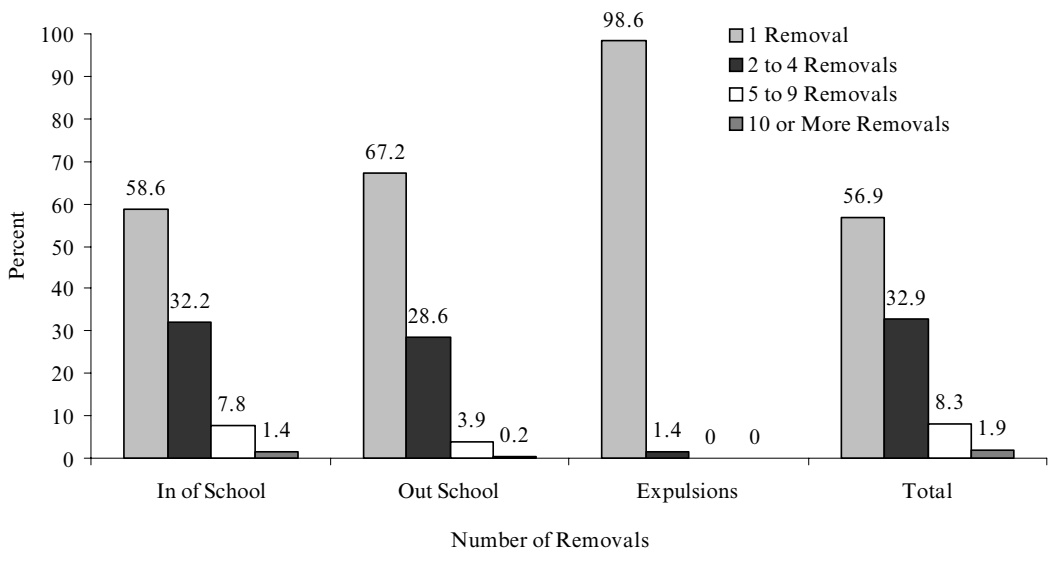
Removals by District Enrollment Size, 2006-2007

Enrollment Category	Out of School Suspensions n	%	Expulsions n	%	Total Removals n	%	Total Distinct Students* n	%
<250	103	0.4	1	0.7	104	0.1	69	0.4
250 to 399	429	1.5	3	2.1	432	0.6	299	1.7
400 to 599	726	2.5	7	5.0	733	1.0	544	3.1
600 to 999	1,694	5.8	24	17.1	1,718	2.4	1,252	7.0
1,000 to 2,499	4,079	14.0	44	31.4	4,123	5.9	2,817	15.9
2,500 to 7,499	5,880	20.1	20	14.3	5,900	8.4	3,489	19.6
7,500+	16,316	55.8	41	29.3	16,357	23.3	9,299	52.3
Total	29,227	100.0	140	100.0	29,367	100.0	17,769	100.0

Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral_Removal files.
*Distinct student is non-duplicative count of students with out-of-school suspensions and/or expulsions.

Figure 132

Percent of Students with Removals by Number of Removals, 2006-2007



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER Unilateral_Removal files.

Special Education

Iowa's Special Education Data

Iowa's educational system is defined by the strong working relationship between the local school districts and area education agencies (AEAs). Local area education agencies (LEAs) provide the instructional program and AEAs provide support services.

LEAs define how services will be organized and provided as they ensure a free appropriate public education in the least restrictive environment; and the general education curriculum addressed in each student's individualized education plan. In addition, the LEAs have administrative control of the local special education programs including the manner in which special education instructional services are provided. This promotes local accountability for student participation in assessments and the establishment of school district goals for needed improvement.

AEAs were created to provide equity in the provision of programs and services across counties or merged areas. One key difference between Iowa's AEA system and LEAs in other states is that Iowa's AEAs are mandatory. It is also mandatory that each local school district be assigned to an area education agency that will provide the services the school district needs. AEAs carry special education compliance responsibilities and the charge to provide the services needed by the local school districts. Their primary role is provision of special education support services to individuals under the age of 21 years requiring special education and related services, media services to all children through grade 12, and other educational services to pupils and education staff. The AEAs define the system used to locate and identify students suspected of having disabilities and provide the personnel to conduct evaluation activities in collaboration with LEAs.

The information provided in this section reflects program information for special education as provided by AEAs and LEAs.

Least Restrictive Environment

The Least Restrictive Environment (LRE) is defined as the educational setting where a child/student with disabilities can receive a free appropriate public education (FAPE) designed to meet his or her education needs while being educated with children/students without disabilities in the regular educational environment to the maximum extent appropriate.

Least Restrictive Environment for Children Ages 3-5

For children/students ages 3-5 with disabilities in Iowa, LRE has been defined as "early childhood setting" e.g., typical preschool; home; and part-time early childhood program and part-time early childhood special education setting (preschool program for children/students with disabilities only).

Staff from the Iowa Department of Education and other stakeholders have set a target that by 2010, 75 percent of children with disabilities (ages 3-5) are served in LRE. Data from 2006-2007 reflect a reversal of a declining trend in LRE beginning in 2003-2004, with 47.10 percent of children with disabilities (ages 3-5) served in LRE; this is below the state target (Table 134).

Table 134

PERCENT OF CHILDREN/STUDENTS AGES 3-5 BEING SERVED IN THE LEAST RESTRICTIVE ENVIRONMENT, 1999-2000 TO 2006-2007

School Year	Percent of Children Served in LRE (Ages 3-5)
1999-2000	43.72
2000-2001	45.35
2001-2002	47.47
2002-2003	47.02
2003-2004	47.54
2004-2005	42.00
2005-2006	42.00
2006-2007	47.10

Source: Iowa Department of Education, Iowa's Area Education Agencies, and Iowa's Information Management System data.

Least Restrictive Environment for Students Ages 6-21

Staff from Iowa Department of Education, AEAs and other stakeholders have set a target that by 2010, 75 percent of students with disabilities (ages 6-21) are served in the LRE. Data from 2006-2007 continue an increasing trend in LRE beginning in 2003-2004. In 2006-2007, 55.05 percent of students with disabilities (ages 6-21) were served in the LRE (Table 135).

Table 135

PERCENT OF STUDENTS AGES 6-21 SERVED IN LEAST RESTRICTIVE ENVIRONMENT, 1999-2000 TO 2006-2007

School Year	Percent of Children Served in LRE (Ages 6-21)
1999-2000	46.29
2000-2001	45.15
2001-2002	44.20
2002-2003	43.70
2003-2004	44.17
2004-2005	44.35
2005-2006	49.00
2006-2007	55.05

Source: Iowa Department of Education, Iowa's Area Education Agencies, and Iowa's Information Management System data.

Trend data indicate a decline in the percent of children/students for the first six years but a significant increase during the 2005-2006 and 2006-2007 school years. The Iowa Department of Education, Area Education Agencies, and many other stakeholders have set a target of 75 percent of students with disabilities ages 6-21 to be served in the LRE by 2010.

Discipline

Discipline is determined by suspension and expulsion data. A discrepancy for ages 6-21 between the number of students with disabilities who are suspended or expelled for greater than 10 days to the number of students without disabilities who are suspended or expelled for greater than 10 days is examined.

The Iowa Department of Education, Area Education Agencies, and many other stakeholders have set a target of 1.0 percent or less of districts being identified as having a significant discrepancy of 2 percent above the state average in the rates of suspensions and expulsions of students with IEPs for greater than 10 days in a school year. Eight districts, or 2.19 percent of Iowa's districts, were identified as having a significant discrepancy of 2 percent above the state average of 0.68 percent in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year during the 2005-2006 school year.

Graduation

The graduation rate for 2005-2006 was determined by dividing the number of students with IEPs in 12th grade that received a regular diploma by the number of students with IEPs in 12th grade. That result was compared to the result of dividing the number of students without IEPs in 12th grade receiving a regular diploma by the total number of 12th graders without IEPs.

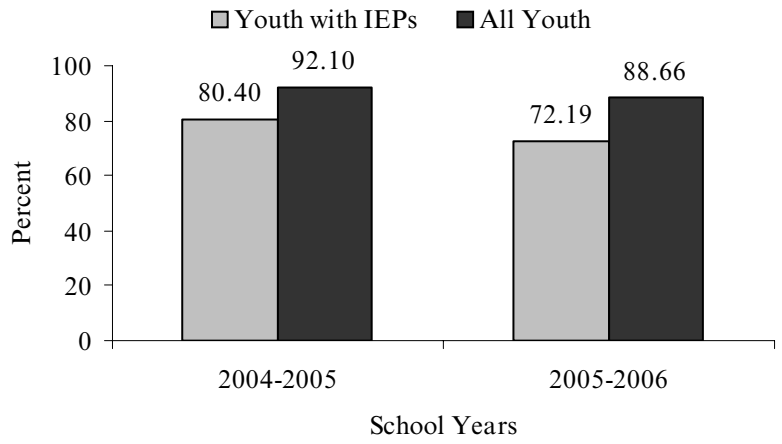
The Iowa Department of Education, Area Education Agencies, and many other stakeholders have set a target as the gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in Iowa will be no greater than 9.2 percent. This difference is greater than in the target 2010-2011. In 2005-2006, the difference between the percent of youth with IEPs who graduate with a regular high school diploma and the percent of all youth graduating with a regular diploma is 16.47 percent, or 88.66 minus 72.19 (see Figure 133).

Dropout

The dropout rates for 2005-2006 for students with IEPs was calculated by dividing the number of dropouts in grades 7-12 with IEPs by the number of students enrolled in grades 7-12 with IEPS. This result was compared to the dropout rate for the students without IEPs. Information is for public school districts only and for grades 7-12.

Figure 133

Percent of Youth with IEPs and Percent of all Youth Graduating with Regular Diplomas, 2004-2005 and 2005-2006

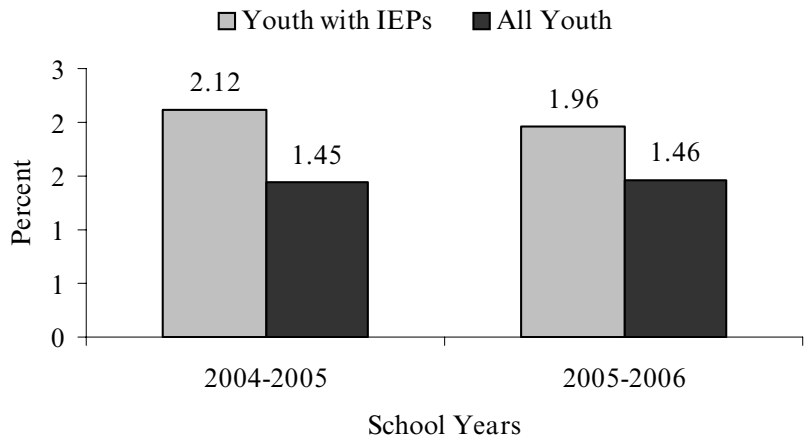


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER data.

The difference between the percent of youth with IEPs who drop out of high school and the percent of all youth dropping out of high school is 0.50 percent, or 1.96 minus 1.46 (see Figure 134). The Iowa Department of Education, Area Education Agencies, and many other stakeholders have set a target that by 2010 the gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in Iowa dropping out of high school will be no greater than 5.50 percent.

Figure 134

Percent of Youth with IEPs and Percent of all Youth Dropping Out of School, 2004-2005 and 2005-2006



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER data.

FINANCE

Budget information pertaining to revenues, property taxes, state aid, and income surtax at the state level and in some cases by enrollment category is included in the Finance chapter. The data contained in this chapter are the most current at the time of preparation of this report. The sources for this data are the *2005-2006 Certified Annual Financial Report* from the Iowa Department of Education, the 2007-2008 Iowa Department of Management Aid and Levy worksheet database, and the *Program and Budget Summary* document from the Legislative Services Agency, Fiscal Services Division. Information pertaining to expenditures is included and detailed by functions and objects. The 1985-1986 school year is used as a base year for comparison purposes in most cases.

Function Category Expenditures

Function categories are broken out by instruction, student support services, staff support services, administrative and central services, operations and maintenance, student transportation, other support services, food services subsidy, and community service and education.

In 2005-2006, instruction dropped 1 percentage point from the previous year. Since 2000-2001, the percent of instruction expenditures has remained stable. The administrative and central services function category was the only other category in double digits as a percent of general fund expenditures at 10.9 percent, up 0.7 percentage points over the 2004-2005 school year. Table 136 provides function category expenditures as a percent of general fund expenditures.

Table 136

FUNCTION CATEGORY EXPENDITURES AS A PERCENT OF TOTAL GENERAL FUND EXPENDITURES IN IOWA PUBLIC SCHOOLS 1985-1986 AND 2000-2001 TO 2005-2006

	Year						
Function Category	1985-1986	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Instruction	65.3%	69.0%	70.0%	70.1%	70.2%	69.9%	68.9%
Student Support Services	2.9	3.8	3.8	3.8	3.8	3.6	3.4
Staff Support Services	3.2	4.0	3.7	3.4	3.4	3.5	3.6
Administrative and Central Services	10.2	9.5	9.7	9.6	9.5	10.2	10.9
Operations and Maintenance	12.2	9.2	8.4	8.7	8.6	8.7	9.0
Student Transportation	5.2	3.8	3.6	3.6	3.7	3.8	4.0
Other Support Services	0.6	0.6	0.4	0.5	0.5	0.5	0.0
Food Services Subsidy	0.2	0.1	0.1	0.1	0.0	0.0	0.0
Community Service and Education	0.2	0.2	0.2	0.2	0.2	0.2	0.1

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

Instruction accounted for approximately 69 percent of the general fund expenditures for all district size categories in 2005-2006. The highest percent was 70.5 in the <250 enrollment category and 69.1 percent in the 7,500+ enrollment category. The largest range in all the categories was 2.8 percentage points in the student support function category. Table 137 has the function category as a percentage of general fund expenditures by enrollment category.

Table 137

Function Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category 2005-2006

	Enrollment Category							
Function Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Instruction	70.5%	68.7%	68.5%	68.5%	68.9%	68.8%	69.1%	68.9%
Student Support Services	1.4	2.2	2.4	2.8	3.3	3.8	4.2	3.4
Staff Support Services	2.6	2.8	3.3	3.4	3.9	4.0	3.6	3.6
Administrative & Central Servs.	12.4	12.7	12.1	11.4	10.5	10.6	10.5	10.9
Operations and Maintenance	7.7	8.4	8.6	8.8	9.1	9.1	9.3	9.0
Student Transportation	4.6	5.1	5.2	5.1	4.2	3.6	3.1	4.0
Community Service and Ed.	0.8	0.0	0.0	0.1	0.1	0.1	0.3	0.1

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
Note: Figures may not total 100 percent due to rounding.

Object Category Expenditures

School district object category expenditures include salaries, benefits, purchased services, supplies, property and other. Table 138 provides the detail of object category expenditures as a percent of general fund expenditures. Salaries and benefits combined as a percentage of general fund expenditures declined for the fourth straight year, moving from 81.8 percent in 2001-2002 to 80.8 percent in 2005-2006. The percentage of supplies increased for the fourth straight year.

Table 138

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools 1985-1986 and 2000-2001 to 2005-2006

	Year						
Object Category	1985-1986	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Salaries	68.1%	64.0%	65.0%	64.2%	63.5%	63.1%	62.7%
Benefits	12.9	16.1	16.8	17.5	18.0	18.1	18.1
Purchased Services	9.9	10.3	10.2	10.3	10.5	10.7	10.6
Supplies	5.7	6.8	5.8	6.0	6.2	6.4	7.0
Property	2.6	2.5	1.8	1.6	1.5	1.5	1.3
Other Objects	0.8	0.3	0.4	0.4	0.3	0.3	0.3

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
Note: Property includes expenditures for the initial, additional, and replacement items of equipment, vehicles, and furniture.

Table 139 details object category expenditures as a percentage of general fund expenditures by enrollment category for 2005-2006. Purchased services as a percentage of general fund expenditures is much higher in the smaller enrollment categories. The relatively high amount spent on purchased services by the smallest enrollment category may be the result of costs from purchasing instructional and administrative services associated with whole grade sharing. Salary and benefits accounted for 63.4 percent of general fund expenditures in the <250 enrollment category while in the 7,500+ enrollment category salary and benefits accounted for 83.1 percent for a range of nearly 20 percentage points.

Table 139

Object Category Expenditures as a Percent of Total General Fund Expenditures in Iowa Public Schools by Enrollment Category, 2005-2006

	Enrollment Category						
Object Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Salaries	49.9%	57.2%	61.5%	60.8%	63.7%	64.6%	63.2%
Benefits	13.5	16.2	16.7	17.5	17.7	17.7	19.9
Purchased Services	27.4	17.2	11.8	11.9	9.5	9.4	9.5
Supplies	7.6	7.8	8.1	7.9	7.3	6.7	6.1
Property	1.1	1.2	1.4	1.4	1.5	1.3	1.2
Other Objects	0.5	0.5	0.6	0.5	0.4	0.2	0.2

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Financial Reports.
Note: Totals may not equal 100 percent due to rounding.

Revenues

Iowa public school districts receive general fund revenues from a variety of different sources. These sources include local property taxes, local income surtaxes, other local, interagency, intermediate, state foundation aid (school aid), other state aid, federal aid, and other financing sources. Other state aid includes allocations from state programs including educational excellence, school improvement, class size reduction, and the student achievement/teacher quality program funding. Local property tax and local income surtax account for the total local taxes.

State foundation aid as a percentage of general fund revenues has remained nearly 50 percent for the past five years. The percentage of federal source revenue increased in the last three years; however, that source still accounts for less than 5.0 percent of school districts' general fund revenue. Local taxes (property tax and income surtax) were at 32.9 percent in 2005-2006 down from 47.3 percent in 1985-1986 (see Table 140 and Figure 135).

Table 140

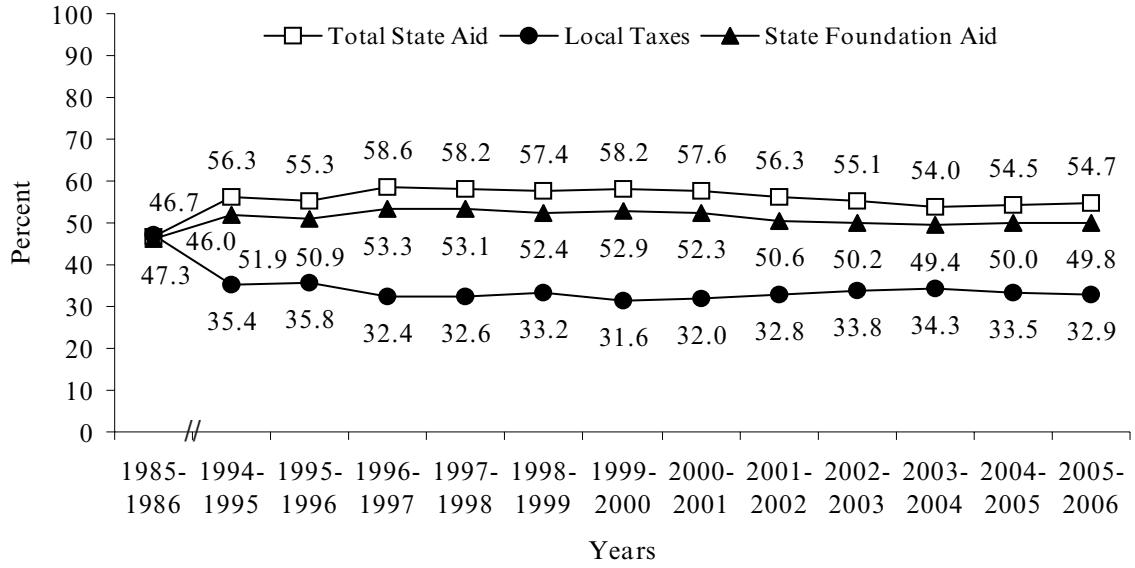
Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools 1985-1986 and 2000-2001 to 2005-2006

Source of Revenue	1985-1986	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
	Year						
Local Taxes	47.3%	32.0%	32.8%	33.8%	34.3%	33.5%	32.9%
Interagency	1.4	3.9	4.2	4.3	4.5	4.8	4.6
Other Local Sources	1.8	2.6	2.2	2.0	1.9	2.0	2.7
Intermediate Sources	0.1	0.3	0.3	0.3	0.2	0.2	0.0
State Foundation Aid	46.0	52.3	50.6	50.2	49.4	50.0	49.8
Other State Sources	0.7	5.3	5.7	4.9	4.6	4.5	4.9
Federal Sources	2.4	3.4	3.9	4.4	4.8	4.9	4.8
Other Financing Sources	0.3	0.1	0.2	0.1	0.1	0.1	0.3

Source: Iowa Department of Education, Division of School Support and Information, 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.

Figure 135

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 2005-2006



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

Table 141 has revenues by source as a percentage of general fund revenues by enrollment category for 2005-2006. As in past years, the two smallest enrollment categories had the highest percentage of revenues from local taxes and the lowest percentage from state foundation aid compared to the rest of the enrollment categories. The percent of state foundation aid increases as the enrollment category increases from 37.1 percent for the <250 enrollment category to 50.3 percent in the 7,500+ enrollment category.

Table 141

Revenues by Source as a Percent of Total General Fund Revenues in Iowa Public Schools, 2005-2006

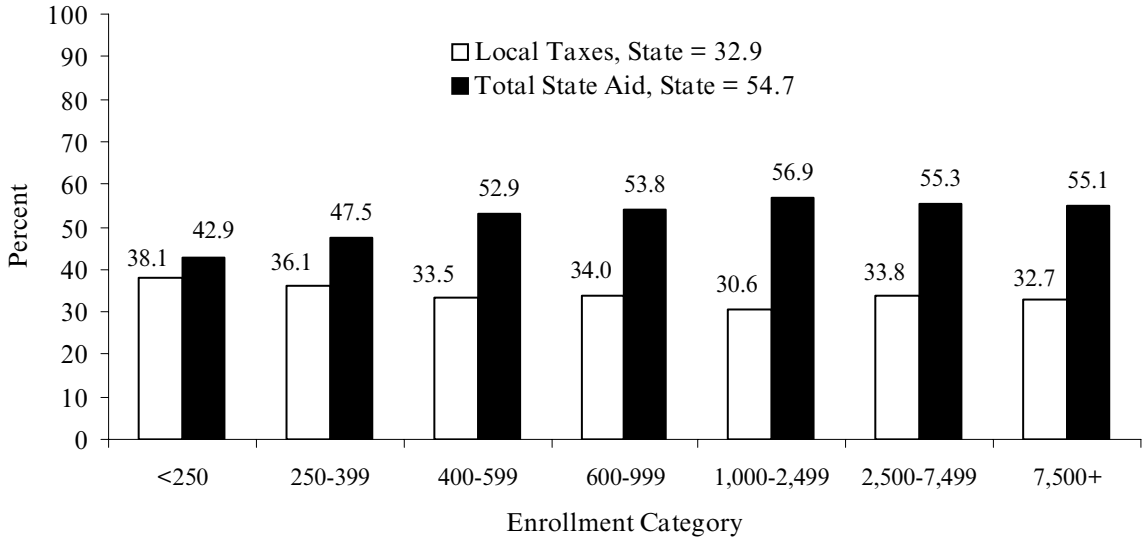
	Enrollment Category						
Source of Revenue	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
Local Taxes	38.1%	36.1%	33.5%	34.0%	30.6%	33.8%	32.7%
Interagency	7.7	8.5	6.4	5.8	5.4	4.4	2.1
Other Local Sources	4.0	2.8	2.7	2.4	2.3	2.4	3.4
Intermediate Sources	0.0	0.1	0.0	0.0	0.1	0.1	0.0
State Foundation Aid	37.1	42.0	47.6	48.8	52.0	50.6	50.3
Other State Sources	5.8	5.5	5.3	5.0	4.9	4.7	4.8
Federal Sources	6.9	4.9	4.3	3.8	4.4	3.6	6.3
Other Financing Sources	0.4	0.2	0.2	0.2	0.3	0.5	0.3

Source: Iowa Department of Education, Division of School Support and Information, 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.

Figure 136 shows the percentage of total state aid (state foundation aid and other state aid) and local taxes as a percentage of total general fund revenues by enrollment category. All enrollment categories receive a higher percentage of revenues through total state aid then through local taxes. The margin between total state aid to local taxes increases from the <250 enrollment category at 4.8 percentage points to 1,000-2,499 enrollment category at 26.3 percentage points.

Figure 136

PERCENT OF TOTAL GENERAL FUND REVENUES FROM LOCAL TAXES AND TOTAL STATE AID IN IOWA PUBLIC SCHOOLS BY ENROLLMENT CATEGORY, 2005-2006



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

Taxable Valuation

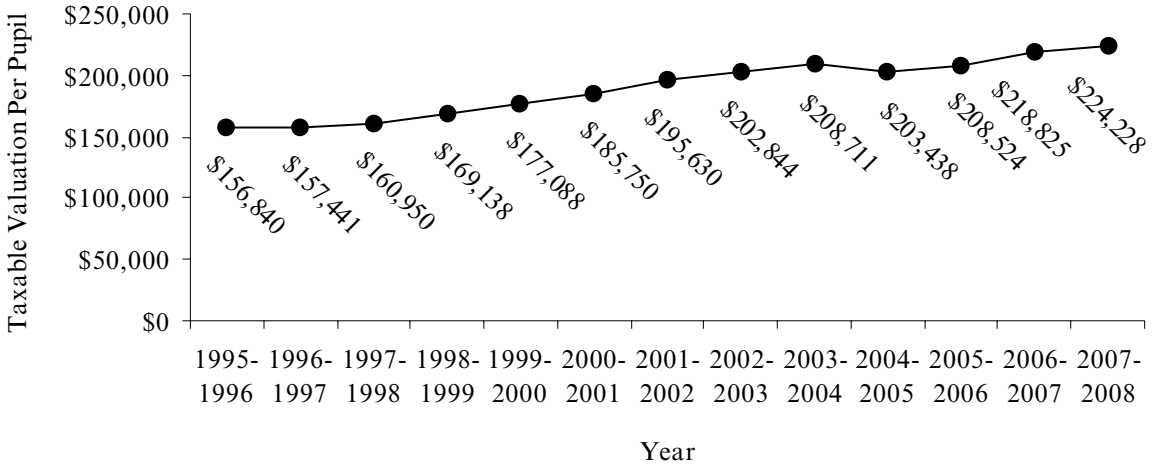
The adjusted-equalized value of real property is represented by taxable valuation. There are 112 assessing jurisdictions in the state of Iowa and the property in each of these jurisdictions is equalized by the state through the Department of Revenue every two years. Assessments are adjusted for classes of property to actual values, except for agriculture land values that 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. If reported valuation is more than 5 percent above or below those determined by the state, an adjustment is ordered by the state. Taxes are assessed against equalized property values and the rates are expressed per $1,000 of valuation.

The amount of state aid a school district will receive is determined by the taxable valuation in each school district. All school districts are required to levy a uniform rate of $5.40 per $1,000 of taxable valuation through the Iowa school foundation aid formula. 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.

The average taxable valuation per pupil for 1995-1996 to 2007-2008 is shown in Figure 137. The average value per pupil continued to increase in 2007-2008. The average in 2007-2008 was $224,228.

Figure 137

Iowa Average Taxable Valuation Per Pupil
1995-1996 to 2007-2008



Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

The average taxable valuations per pupil by enrollment category are listed in Table 142. The 1,000-2,499 ($204,149), 2,500-7,499 ($224,057) and 7,500+ ($218,015) enrollment categories had an average per pupil valuation below the state average. The valuations increased by over 20 percent between 1999-2000 and 2007-2008 for every enrollment category except the 400-599 enrollment category.

Table 142

Iowa Average Taxable Valuation Per Pupil by Enrollment Category
1999-2000 and 2005-2006 to 2007-2008

Enrollment Category	Per Pupil Taxable Valuation Year 1999-2000	2005-2006	2006-2007	2007-2008	% Increase 1999-2000 to 2007-2008
<250	$ 262,531	$ 293,481	$ 316,871	$ 323,900	23.4%
250-399	216,057	262,211	274,097	281,400	30.2
400-599	208,769	219,006	234,369	245,954	17.8
600-999	191,868	220,422	234,994	237,038	23.5
1,000-2,499	165,805	191,153	199,623	204,149	23.1
2,500-7,499	166,072	209,972	219,655	224,057	34.9
7,500+	169,218	203,316	213,038	218,015	28.8
State	177,088	208,524	218,825	224,228	26.6

Source: Iowa Department of Management, School Budget Master files.
Note: Per pupil amounts are based on budget enrollments.

Table 143 shows the minimum and maximum per pupil taxable valuations by enrollment category. The range was $616,912 in 2007-2008, with the minimum of $115,411 in the 1,000-2,499 enrollment category and the maximum of $732,323 in the 600-999 enrollment category.

Table 143

Net Taxable Valuations Per Budget Enrollment 1990-1991 and 2005-2006 to 2007-2008

Enrollment Category	1990-1991 Min	1990-1991 Max	2005-2006 Min	2005-2006 Max	2006-2007 Min	2006-2007 Max	2007-2008 Min	2007-2008 Max
<250	$ 87,290	$ 488,392	$ 140,767	$ 465,872	$ 149,100	$ 534,767	$ 153,985	$ 620,252
250-399	99,198	429,137	141,469	541,433	150,192	575,681	138,110	634,369
400-599	74,347	352,329	111,117	363,217	114,877	381,751	120,485	409,762
600-999	86,841	318,591	131,422	585,643	135,955	704,682	135,069	732,323
1,000-2,499	71,421	283,402	117,433	402,930	119,908	507,293	115,411	480,070
2,500-7,499	78,340	231,016	116,559	403,364	123,494	423,562	125,630	430,250
7,500+	90,952	188,506	126,948	380,310	132,179	400,070	133,528	411,315
State	71,421	488,392	111,117	585,643	114,877	704,682	115,411	732,323

Source: Iowa Department of Management, School Budget Master files.
Note: Enrollment categories determined by budget enrollment rather than certified enrollment.

Expenditures Per Pupil

The general fund expenditures per pupil include expenditures on instruction, student support services, administration, operation and maintenance, student transportation, and central support. The expenditures per pupil is calculated by dividing the total general fund expenditures by the budget enrollments. The per pupil calculation does not include expenditures for community service, adult education, nonpublic education, co-curricular activities, financial support for food services 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.

The general fund expenditures per pupil for the state and each enrollment category are listed in Table 144. Since 1985-1986 to current, the smallest enrollment category (<250) had the largest average general fund per pupil expenditures. In 2005-2006, the lowest average general fund per pupil expenditures was in the 2,500-7,499 enrollment category. In 2005-2006, the 7,500+ enrollment category had the largest jump in average general fund per pupil expenditures from 7,208 in 2004-2005 to 7,653, an increase of 6.2 percent from the previous year.

Table 144

Average General Fund Per Pupil Expenditures for Iowa Public Schools by Enrollment Category 1985-1986 and 1998-1999 to 2005-2006

Enrollment Category	1985-1986	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<250	$ 3,368	$ 6,209	$ 6,402	$ 7,001	$ 7,351	$ 7,521	$ 7,754	$ 8,226	$8,444
250-399	3,000	5,610	5,835	6,305	6,469	6,657	6,935	7,298	7,602
400-599	2,917	5,296	5,591	5,871	6,109	6,291	6,558	6,802	7,091
600-999	2,869	5,220	5,477	5,838	6,064	6,203	6,459	6,773	7,091
1,000-2,499	2,819	4,881	5,447	5,727	5,984	6,093	6,309	6,587	6,876
2,500-7,499	2,899	5,231	5,515	5,821	5,999	6,144	6,325	6,566	6,850
7,500+	2,987	5,656	5,936	6,294	6,616	6,826	6,999	7,208	7,653
State	2,916	5,347	5,630	5,959	6,212	6,372	6,522	6,843	7,176

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment and Certified Annual Financial Reports.

Table 145 and Figure 138 show data from the National Education Association (NEA) on average general fund expenditures for Iowa, the midwest states and the nation. Iowa dropped from 35th in the nation in 2004-2005 to 37th in the nation in 2005-2006. Nebraska and South Dakota moved ahead of Iowa in 2005-2006, making Iowa second to last among the midwest states. Missouri ranked 39th in the nation and last among the midwest states in 2005-2006.

Table 145

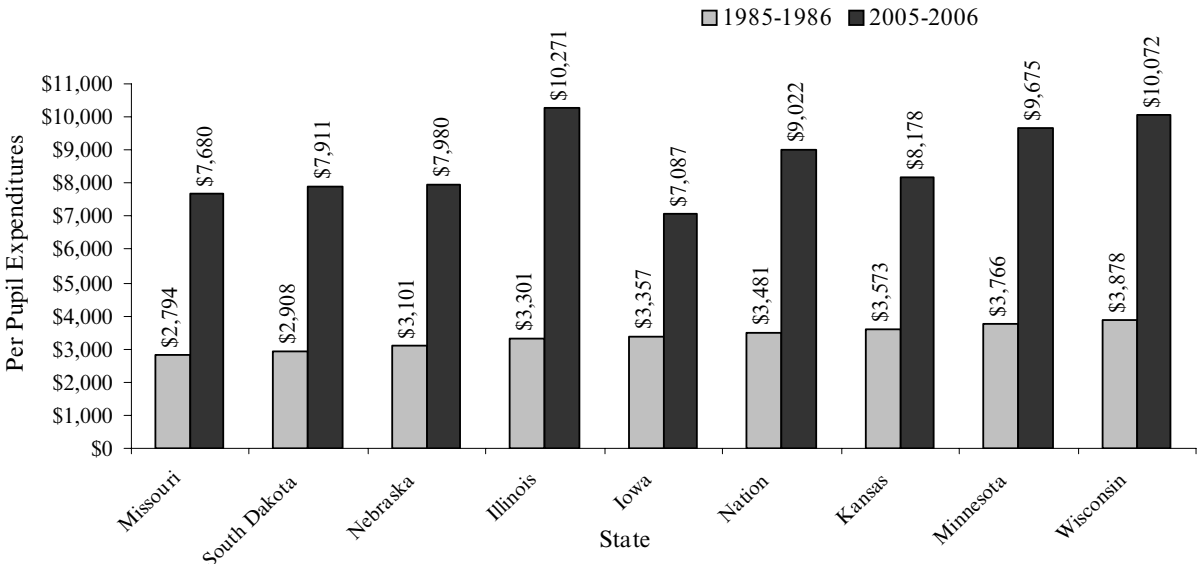
Iowa and Midwest States Public School Average Total Current Expenditures Per Pupil, 1985-1986 and 2003-2004 to 2005-2006

	1985-1986		2003-2004		2004-2005		2005-2006	
State/Nation	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank	Per Pupil Expenditures	National Rank
Nation	**$3,481**	**—**	**$8,340**	**—**	**$8,661**	**—**	**$9,022**	**—**
Iowa	**3,357**	**25**	**7,279**	**34**	**7,610**	**35**	**7,087**	**37**
Illinois	3,301	26	9,189	15	9,327	18	10,271	11
Kansas	3,573	19	7,311	33	7,693	32	8,178	32
Minnesota	3,766	15	8,866	20	9,249	20	9,675	19
Missouri	2,794	38	7,089	38	7,398	38	7,680	39
Nebraska	3,101	32	7,324	32	7,586	36	7,980	35
South Dakota	2,908	36	7,043	40	7,536	37	7,911	36
Wisconsin	3,878	12	9,254	14	9,805	12	10,072	14

Source: National Education Association, Rankings of the States and Estimates of School Statistics.
Notes: 2005-2006 figures are estimated by NEA.
Based on fall enrollments.

Figure 138

IOWA AND MIDWEST STATES PUBLIC SCHOOL AVERAGE PER PUPIL EXPENDITURES, 1985-1986 AND 2005-2006



Source: National Education Association, Ranking of the States and Estimates of School Statistics.

State Aid

State aid programs for schools noted in this section include School Foundation Aid, Educational Excellence, Instructional Support, Class Size Reduction, and Student Achievement/Teacher Quality. Each year, school districts receive state aid through appropriations made from the state's general fund. Some programs have been added and some removed in recent years. In 2001-2002 funding for the Student Achievement/Teacher Quality program was initiated. Funding for Technology/School Improvement was ended in 2002-2003. In 2003-2004 funding for Phase III of Educational Excellence was discontinued. School foundation aid law changes in 1996-1997 and 1999-2000 also impacted state aid amounts. The state foundation level was increased from 83.0 to 87.5 percent in 1996-1997 and the special education foundation level was increased from 79.0 percent to 87.5 percent in 1999-2000. These foundation level changes did not increase school district budgets, but did increase the amount of state aid and lowered the amount of property tax.

Table 146 provides the General Fund appropriations and initial state aid to school districts. For the 2007-2008 school year (fiscal year 2008) the General Assembly initially appropriated about $5.9 billion. Initial state aid to districts was $2,417.2 million or 41.3 percent of the general fund dollars appropriated for FY 2008. State aid to districts accounted for $164.4 million (29.4 percent) of the $559.8 million increase in total general fund appropriation between 2006-2007 and 2007-2008.

Table 146

Total Iowa Government Appropriations (in Millions) 1981-1982 to 2007-2008

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
2007-2008	$ 2,417.2	$ 5,856.3	41.3%	Not currently available		
2006-2007	2,252.8	5,296.5	42.7	Not currently available		
2005-2006	2131.5	4938.6	43.2	$ 2,131.9	$ 5,031.7	42.4%
2004-2005	2,025.6	4,464.2	45.4	2,025.7	4,606.2	44.0
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

The uniform ($5.40/$1,000 of taxable valuation) and additional levies are combined with state foundation aid to fund the school aid formula for school districts. In addition to the uniform and additional levies, school districts may levy other local taxes. Property taxes included in the school district's general fund include the uniform levy, the additional levy, the instructional support levy, and the educational improvement levy. The management levy, the regular physical plant and equipment levy (PPEL), the voter approved regular physical plant and equipment levy (VPPEL), the public education and recreation levy (PERL), and the debt services levy are other school district property taxes for specified purposes that are not included in the general fund.

Information on general fund property tax rates and management fund property tax rates are listed in Table 147. The two largest enrollment categories (2,500-7,499 and 7,500+) had average general fund property tax rates above the state average in 2007-2008. All districts levy the general fund property tax.

In 2007-2008, 360 (98.9 percent) of the 364 districts levy for the management fund. The 250-399 enrollment category had the lowest percentage of districts at 96.6 percent. The two largest enrollment categories (2,500-7,499 and 7,500+) had average management levy rates above the state average. There is no restriction on the management levy rate. However, the purpose for which proceeds may be used is restricted to paying tort claims, insurance premiums (except health insurance), unemployment benefits, and the cost of retirement benefits.

Table 147

Property Tax Rates and Number of Districts Levying Property Taxes for the General Fund and Management Fund for the 2007-2008 Year by Enrollment Category

Enrollment Category	General Fund Levy Number of Districts with Levy	General Fund Levy Average Tax Rate with Levy	Management Fund Number of Districts with Levy	Management Fund Percent of Districts with Levy	Management Fund Average Tax Rate
<250	30	$ 12.1045	29	96.7%	$ .8389
250-399	58	11.3564	56	96.6	.7973
400-599	71	11.4006	71	100.0	.8672
600-999	93	11.7039	92	98.9	.9291
1,000-2,499	81	12.0332	81	100.0	.9245
2,500-7,499	22	12.6559	22	100.0	.9531
7,500+	9	13.5047	9	100.0	.9716
State	364	12.4120	360	98.9	.9312

Source: Iowa Department of Management, Master Budget files.
Note: Average Tax Rate per $1,000 Valuation.

A physical plant and equipment levy (PPEL) up to $0.33 per $1,000 of taxable valuation may be approved by school boards. School boards may request voter approval to increase the levy up to an additional $1.34 per $1,000 taxable valuation for a maximum PPEL rate of $1.67 per $1,000 of taxable valuation.

Information on the districts that used the regular physical plant and equipment levy (PPEL) and the voter-approved PPEL in the 2007-2008 school year is shown in Table 148. The number of districts that levied the PPEL in 2007-2008 decreased from 333 in 2006-2007 to 328 in 2007-2008. The number of districts that had a voter-approved PPEL remained the same. The largest enrollment category (7,500+) had the highest percentage of districts that levied the voter-approved PPEL, 88.9 percent. The smallest enrollment category (<250) had the lowest percentage of districts that levied the voter-approved PPEL, 60.0 percent.

Table 148

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 2007-2008 School 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	30	24	80.0%	$ 0.33	18	60.0%	$0.6331
250-399	58	56	96.6	0.33	41	70.7	0.6421
400-599	71	64	90.1	0.33	45	63.4	0.7088
600-999	93	83	89.2	0.33	58	62.4	0.5902
1,000-2,499	81	72	88.9	0.33	59	72.8	0.6628
2,500-7,499	22	20	90.9	0.33	17	77.3	1.0025
7,500+	9	9	100.0	0.33	8	88.9	0.8847
State	364	328	90.1	0.33	246	67.6	0.8020

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.

Table 149 lists information on the public education and recreation levy and debt services levy by enrollment category for 2007-2008. The Public Education and Recreation Levy (PERL-also referred to as the playground equipment and recreation levy) has a maximum rate of $0.135 per $1,000 of taxable valuation. PERL must be approved by voters within the school district and funds from PERL must be used for the purchase of playgrounds and recreational facilities and for the costs of community education. Of the 364 districts, 18 (4.9 percent) levied for PERL.

Approval of usage of the debt services levy requires the approval of 60 percent of the electorate within the school district. The percent of districts using the debt services levy decreased from about 58 percent in 2006-2007 to about 57 percent in 2007-2008. The <250, 250-399, 600-999, and 7,500+ enrollment categories had average debt services levies that were lower than the state average.

Table 149

Total Property Taxes for the Public Education and Recreation and Debt Services Levies by Enrollment Category, 2007-2008

Enrollment Category	Number of Districts	PERL Levy Number of Districts with Levy	PERL Levy Percent of Districts with Levy	PERL Levy Average Tax Rate	Debt Services Levy Number of Districts with Levy	Debt Services Levy Percent of Districts with Levy	Debt Services Levy Average Tax Rate
<250	30	1	3.3%	$ .1350	9	30.0%	$ 1.4758
250-399	58	3	5.2	.1350	22	37.9	1.7696
400-599	71	3	4.2	.1350	43	60.6	1.9008
600-999	93	5	5.4	.1350	58	62.4	1.5294
1,000-2,499	81	1	1.2	.1350	57	70.4	1.6099
2,500-7,499	22	3	13.6	.0905	13	59.1	2.3897
7,500+	9	2	22.2	.1350	5	55.6	0.5168
State	364	18	4.9	.1254	207	56.9	1.5416

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.

The total local taxes (property tax and income surtax) for the general fund and property tax amounts for the management fund and the average amount per pupil by enrollment category are presented in Table 150. The highest average general fund amount per pupil was $4,226 in the smallest enrollment category (<250) and the lowest general fund amount per pupil was $2,613 in the 1,000-2,499 enrollment category. Approximately 5 percent of the total general fund property taxes came from income surtax. The total management levy was greater than $100 million in 2007-2008.

Table 150

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, 2007-2008

Enrollment Category	Number of Districts	General Fund Property Tax	General Fund Income Surtax	General Fund Total	Average Combined Per Pupil	Management Fund Number of Districts with Levy	Management Fund Property Tax	Average Property Tax Per Pupil
<250	30	$21,809,358	$1,700,816	$23,510,174	$4,226	29	$1,480,000	$271
250-399	58	60,572,592	4,759,689	65,332,281	3,447	56	4,144,799	226
400-599	71	101,462,735	7,541,355	109,004,090	3,012	71	7,717,857	213
600-999	93	193,209,735	15,524,966	208,734,701	2,997	92	15,184,618	220
1,000-2,499	81	304,397,764	19,434,257	323,832,021	2,613	81	23,385,663	189
2,500-7,499	22	276,982,966	6,933,814	283,916,780	2,907	22	20,858,538	214
7,500+	9	384,655,441	14,310,836	398,966,277	3,054	9	27,672,871	212
State	364	1,343,090,591	70,205,733	1,413,296,324	2,929	360	100,444,346	209

Source: Iowa Department of Management, Master Budget files.
Note: Average per pupil amounts were calculated using budget enrollment.

Table 151 lists the average per pupil amounts for the Physical Plant and Equipment Levy (PPEL) and the voter-approved PPEL by enrollment category. Approximately $35.4 million was generated by the PPEL with an average of $79 per pupil for the districts that used the PPEL in 2007-2008. All enrollment categories except for the two largest used income surtax to fund the voter approved PPEL in 2007-2008. The average voter approved PPEL per pupil was $221 for the state.

Table 151

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, 2007-2008

		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	30	24	$463,929	$106	18	$658,138	$84,472	$742,610	$ 219
250-399	58	56	1,708,532	93	41	2,557,059	960,888	3,517,947	265
400-599	71	64	2,702,814	83	45	3,967,255	1,057,876	5,025,131	221
600-999	93	83	5,045,565	81	58	6,259,791	2,667,474	8,927,265	208
1,000-2,499	81	72	7,933,072	73	59	13,078,394	4,893,029	17,971,423	199
2,500-7,499	22	20	7,405,952	83	17	19,781,278	-	19,781,278	252
7,500+	9	9	10,127,625	78	8	25,320,672	-	25,320,672	217
State	364	328	35,387,489	79	246	71,622,587	9,663,739	81,286,326	221

Source: Iowa Department of Management, Master Budget files.
Notes: PPEL means Physical Plant and Equipment Levy.
Average per pupil amounts were calculated using budget enrollments.

Table 152 displays the total and per pupil amounts for the Public Education and Recreation Levy (PERL) and debt services levy by enrollment category. The total levied PERL from the 18 districts that used the levy was about $1.8 million in 2007-2008. The average per pupil levied PERL at the state level was $29. The largest enrollment category ($7,500+) had the lowest per pupil debt levy, $136, and the 2,500-7,499 enrollment category had the highest per pupil debt levy, $620.

Table 152

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, 2007-2008

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	30	1	$8,153	$42	9	$881,637	$492
250-399	58	3	31,994	38	22	3,352,752	452
400-599	71	3	56,705	35	43	10,130,491	461
600-999	93	5	116,648	34	58	15,427,581	349
1,000-2,499	81	1	26,978	26	57	31,113,720	356
2,500-7,499	22	3	277,658	19	13	36,802,120	620
7,500+	9	2	1,256,629	31	5	8,353,803	136
State	364	18	1,774,765	29	207	107,641,010*	380

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.
*Does not include debt from reorganized or dissolved districts.
State total of Debt Services Levy including those taxing jurisdictions that are no longer school districts.

Income Surtaxes

In 2007-2008, income surtax continued to be a growing source of local school district funding. Increasing from 2006-2007, 298 of the 364 school districts (81.9 percent) used income surtax as a local funding source. Table 153 provides information on income surtax usage by enrollment category for 1990-1991, 1995-1996, 2001-2002 and 2005-2006 to 2007-2008.

Table 153

Number and Percent of Districts with Income Surtaxes, Surtax Per Pupil, and Average Surtax Rates by Enrollment Category 1990-1991, 1995-1996, 2001-2002 and 2005-2005 to 2007-2008

	Enrollment Category							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
1990-1991								
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
2005-2006								
Number of Districts with Surtaxes	26	52	55	82	64	7	3	289
Percent of Districts with Surtaxes	92.9%	91.2%	77.5%	84.5%	79.0%	31.8%	33.3%	79.2%
Surtaxes Per Budget Enrollment	$289	$291	$249	$254	$219	$190	$270	$241
Average Income Surtax Rate	11.70	11.03	9.00	8.21	6.37	4.36	5.21	6.71
2006-2007								
Number of Districts with Surtaxes	29	51	54	81	64	8	3	290
Percent of Districts with Surtaxes	90.6%	91.1%	77.1%	87.1%	78.1%	34.8%	33.3%	79.5%
Surtaxes Per Budget Enrollment	$307	$320	$284	$279	$241	$199	$317	$267
Average Income Surtax Rate	11.25	11.08	9.22	8.20	6.40	4.37	5.65	6.82
2007-2008								
Number of Districts with Surtaxes	28	53	55	85	66	8	3	298
Percent of Districts with Surtaxes	93.3%	91.4%	77.5%	91.4%	81.5%	36.4%	33.3%	81.9%
Surtaxes Per Budget Enrollment	$336	$329	$307	$286	$250	$226	$333	$280
Average Income Surtax Rate	11.73	10.73	9.23	7.94	6.31	4.62	5.65	6.77

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 instructional support program must be approved through board action or referendum. It provides additional funding to a district. The instructional support program may be imposed for up to ten years if it is approved through a referendum and up to five years through board enactment. The budget may be increased up to 10 percent of the district's regular program cost through the instructional support program. Districts receive state aid to fund a portion of the program and fund the remaining portion of the program through a property tax and income surtax if approved once the program is enacted.

A historical look at the revenue sources and amounts for the Instructional Support Program is provided in Tables 154 and 155 and Figure 139. In 1992-1993 through 2003-2004, state aid for Instructional Support was frozen at $14.8 million. The 2003-2004 state aid amount was reduced to $14.5 million, due to a 2.25 percent across-the-board-reduction in FY 2004. The state aid appropriation for Instructional Support was set at $14.4 million in FY 2005 and remained unchanged for FY 2006, FY 2007, and FY 2008 (see Table 155). As shown in Tables 154 and 155, income surtax accounted for about $70 million (40.5 percent) of the total Instructional Support Program in 2007-2008.

Table 154

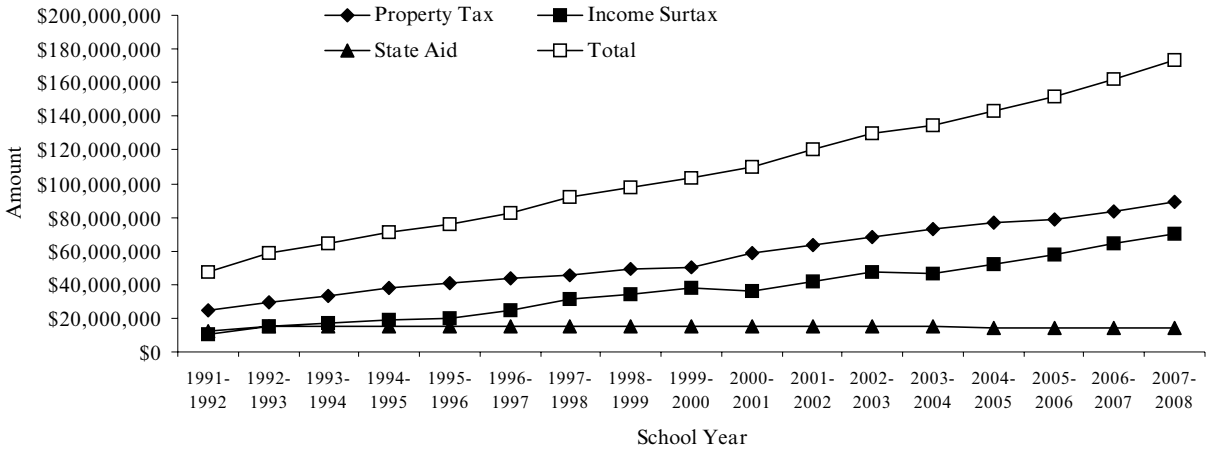
Instructional Support Program by Revenue Source
Property Tax, Income Surtax, and State Aid
1991-1992 and 2003-2004 to 2007-2008

School Year	Property Tax	Income Surtax	State Aid	Total
2007-2008	$88,698,609	$70,068,454	$14,428,264	$173,195,327
2006-2007	83,259,000	64,699,884	14,428,268	162,387,152
2005-2006	79,069,172	57,824,212	14,428,238	151,321,622
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
1991-1992	24,396,419	10,610,537	12,507,656	47,514,612

Source: Iowa Department of Management, Master Budget files.

Figure 139

Instructional Support Program Revenues
1991-1992 to 2007-2008



Source: Department of Management, Annual Aid and Levy Worksheets.

Table 155

Percent Distributions of Instructional Support Program Revenues
1991-1992 and 2003-2004 to 2007-2008

School Year	Percent Property Tax	Percent Income Surtax	Percent State Aid
2007-2008	51.2%	40.5%	8.3%
2006-2007	51.3	39.8	8.9
2005-2006	52.3	38.2	9.5
2004-2005	53.7	36.2	10.1
2003-2004	54.4	34.9	10.8
1991-1992	51.4	22.3	26.3

Source: Department of Management, Annual Aid and Levy Worksheets.

Table 156 provides a historical look at the number of districts with the instructional support program by enrollment category. In FY 2008, 340 of the 364 school districts (93.4 percent) had an instructional support program. The <250, 250-399, and 7,500+ enrollment categories had 100 percent usage of the instructional support program in 2007-2008.

Table 156

Instructional Support Program by Enrollment Category
1991-1992, 1995-1996, 2001-2002 and 2005-2006 to 2007-2008

	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 with Instructional Support	18	37	31	31	25	10	4	156
Percent of Districts with 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 with Instructional Support	22	38	51	58	44	14	8	235
Percent of Districts with 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 with Instructional Support	24	50	59	79	57	15	9	293
Percent of Districts with Instructional Support	96.0%	94.3%	83.1%	75.2%	67.9%	62.5%	100.0%	79.0%
2005-2006								
Number of Districts	28	57	71	97	81	22	9	365
Number of Districts with Instructional Support	28	56	61	88	66	20	9	328
Percent of Districts with Instructional Support	100.0%	98.2%	85.9%	90.7%	81.5%	90.9%	100.0%	89.9%
2006-2007								
Number of Districts	32	56	70	93	82	23	9	365
Number of Districts with Instructional Support	32	55	61	87	69	21	9	334
Percent of Districts with Instructional Support	100.0%	98.2%	87.1%	93.6%	84.2%	91.3%	100.0%	91.5%
2007-2008								
Number of Districts	30	58	71	93	81	22	9	364
Number of Districts with Instructional Support	30	58	65	89	69	20	9	340
Percent of Districts with Instructional Support	100.0%	100.0%	91.5%	95.7%	85.2%	90.9%	100.0%	93.4%

Source: Iowa Department of Management, Master Budget files.
Note: Enrollment categories determined by budget enrollment.

Budget Guarantee (Budget Adjustment)

The budget adjustment (formerly known as the budget guarantee) is part of the Iowa school aid formula. Enrollment changes from the previous year and the allowable growth rate set by the General Assembly each year are factors that are used to determine whether or not a school district may qualify to receive the budget adjustment. During the 2001 legislative session, legislation was passed that changed the Budget Guarantee Program significantly beginning in FY 2005 (2004-2005 school year). Prior to FY 2005, 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. This provision was called the 100 Percent Budget Guarantee. The legislation passed during the 2001 legislative session changed the provision. The 100 Percent Budget Guarantee began to be phased out in FY 2005. An eligible district could 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 in place of the 100 Percent Budget Guarantee. By FY 2014, the scale-down portion of the budget adjustment will end.

Table 157 and Figure 140 display data on the budget guarantee by enrollment category. The percent of districts receiving the budget guarantee decreased from 40.8 percent in FY 2007 to 34.1 percent in FY 2008. The two largest enrollment categories did not have any districts receiving the budget guarantee in FY 2008.

Table 157

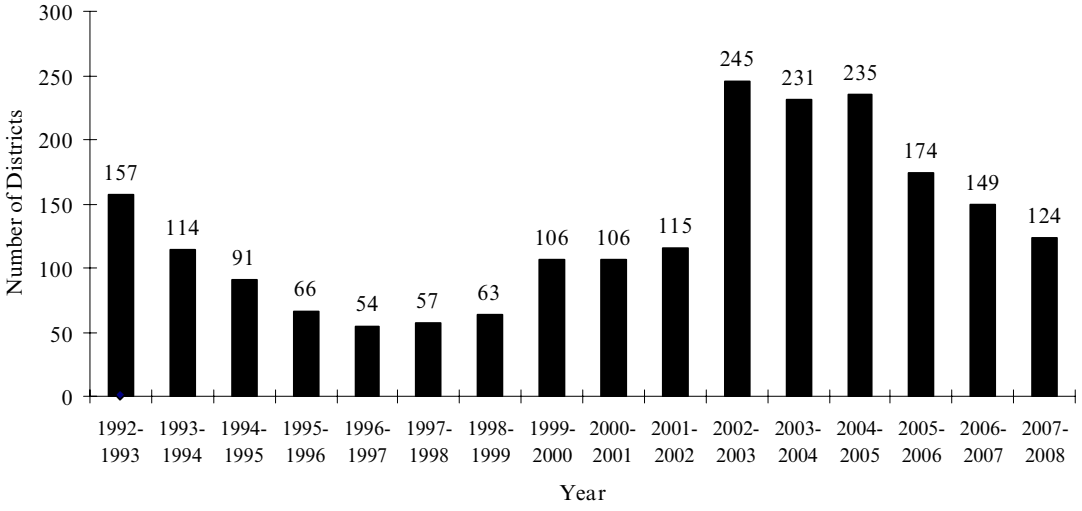
Number and Percent of Districts Receiving a Budget Guarantee and Per Pupil Amount of the Guarantee by Enrollment Category 1992-1993 and 2005-2006 to 2007-2008

	Enrollment Category							
1992-1993	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
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
2005-2006								
Number of Districts	28	57	71	97	81	22	9	365
No. of Districts w/Guarantee	22	43	40	45	22	2	0	174
% of Districts w/Guarantee	78.6%	75.4%	56.3%	46.4%	27.2%	9.1%	0.0%	47.7%
Average Per Pupil	$526	$324	$193	$168	$107	$20	$0	$176
2006-2007								
Number of Districts	32	56	70	93	82	23	9	365
No. of Districts w/Guarantee	27	36	37	35	13	1	0	149
% of Districts w/Guarantee	84.4%	64.3%	52.9%	37.6%	15.9%	4.4%	0%	40.8%
Average Per Pupil	$475	$268	$153	$161	$80	$10	$0	$168
2007-2008								
Number of Districts	30	58	71	93	81	22	9	364
No. of Districts w/Guarantee	24	33	29	30	8	0	0	124
% of Districts w/Guarantee	80.0%	56.9%	40.8%	32.3%	9.9%	0%	0%	34.1%
Average Per Pupil	$431	$208	$160	$145	$82	$0	$0	$170

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 140

Number and Percent of Iowa Public School Districts with Budget Guarantee 1992-1993 to 2007-2008



Source: Iowa Department of Management, Master Budget files.

Bond Elections

A "super-majority" of at least 60 percent approval is required for the passage of a bond referendum. In 2005-2006, 80 percent of the bond referendums (20 of 25) passed. Of the five that were not approved, three received support of more than 50 percent but less than the required 60 percent "yes" votes. The 2,500-7,499 enrollment category passed all five of the bond referendums in 2005-2006. Table 158 provides the number of districts that attempted bond referendums by enrollment category.

Table 158

Number of Districts Attempting Bond Referendums by Percent of Yes Votes by Enrollment Category 1985-1986 and 2003-2004 to 2005-2006

	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
2003-2004								
Number Attempted	0	1	2	9	12	3	0	27
<50 Percent	0	0	0	2	3	0	0	5
50-59.9 Percent	0	0	1	2	3	0	0	6
60 Percent +	0	1	1	5	6	3	0	16
2004-2005								
Number Attempted	1	0	2	7	7	3	0	20
<50 Percent	0	0	0	2	1	0	0	3
50-59.9 Percent	0	0	0	2	0	2	0	4
60 Percent +	1	0	2	3	6	1	0	13
2005-2006								
Number Attempted	0	1	1	6	12	5	0	25
<50 Percent	0	0	0	0	2	0	0	2
50-59.9 Percent	0	0	0	1	2	0	0	3
60 Percent +	0	1	1	5	8	5	0	20

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Reports.
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.

In 2005-2006, 19 voter-approved physical plant and equipment referendums were attempted and 19 (100 percent) passed. Unlike the bond referendums, voter-approved physical plant and equipment referendums require 50 percent approval for passage. Table 159 provides the information on the voter-approved physical plant and equipment referendums by enrollment category.

Table 159

Number of Districts Attempting Voter-Approved Physical Plant and Equipment Referendums by Percent of Yes Votes by Enrollment Category, 2005-2006

	Enrollment Categories							
	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
Number Attempted	1	3	2	4	9	0	0	19
<50 Percent	0	0	0	0	0	0	0	0
50 Percent +	1	3	2	4	9	0	0	19

Source: Iowa Department of Education, Division of School Support and Information, Certified Annual Reports.
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

Each school district located wholly or partially in a county that has passed the tax receives a per pupil revenue amount based upon the number of students in that county and the local sales tax raised in that county. The maximum local option sales and services tax rate is 1 percent. In the 1998-1999 school year, three counties had passed a local option sales tax for school infrastructure. By the end of the 2005-2006 year, 97 of Iowa's 99 counties had passed the local option tax. That number remained unchanged in 2006-2007. All 99 Iowa counties will have the tax in 2007-2008. In 2005-2006 and 2006-2007, 357 of 365 districts (97.8 percent) received some local option sales and services tax revenues. Estimated revenues for 2006-2007 were approximately $300 million.

In addition to the revenues received directly from the local option tax, some districts also receive funds from the Secure and Advanced Vision (SAVE) account. As a base, $10 million was appropriated to the SAVE fund. In addition to the base, revenues above $575 per pupil from some counties were deposited in the SAVE fund (approximately $5.5 million in 2006-2007). In total for 2006-2007, approximately $15.5 million was distributed through the SAVE fund for 262 districts in 54 counties. The SAVE funds are distributed to school districts in a county based upon the per pupil sales tax revenue in the county compared to the revenues in other counties. Districts in counties that have the lowest local option sales tax revenues per pupil receive SAVE funds first. Each county (or group of counties) is equalized to the per pupil amount in the county above until all the SAVE funds are allocated. Table 160 provides information on the Local Option Sales and Services Tax for school infrastructure and the SAVE fund.

Table 160

Local Option Sales and Services Tax for School Infrastructure 1998-1999, 2003-2004, 2005-2006 and 2006-2007

	1998-1999	2003-2004	2005-2006	2006-2007
Number of Counties with the Tax	3	56	97	97
Number of Districts Partly or Wholly Located in those Counties	28	282	357	357
Resident Budget Enrollment in Those Counties	28,858.0	371,930.7	436,528.5	435,857.3
Estimated Revenues	$9,764,643	$197,204,570	$276,043,543	$300,656,619
Percent of Counties Participating	3.0%	56.6%	98.0%	98.0%
Percent of Districts Located Partly or Wholly in Participating Counties	7.5%	76.2%	97.8%	97.8%
Percent of Budget Enrollment Residing in Participating Counties	5.7%	76.4%	90.3%	90.2%
Number of Counties Receiving SAVE Funds (Received in Next Fiscal Year)	0	0	53	54
Number of Districts Partly or Wholly Located in Those Counties	0	0	252	262
Resident Budget Enrollment in Those Counties	0.0	0.0	128,909.0	133,007.5
Estimated SAVE Revenues	0	0	11,876,626	15,460,160

Source: Iowa Department of Education, Certified Enrollment files and Department of Revenue Records.
Note: Estimated revenues were for Fiscal Year 2004, Fiscal Year 2005, and Fiscal Year 2006. All 99 counties will have the tax in 2007-2008.

Total Elementary and Secondary Education Budgets

The state elementary and secondary budget detail for 1985-1986, 2006-2007 and 2007-2008 is provided in Table 161. There were no significant changes in the percent of source of funds between 2006-2007 and 2007-2008. The estimated state total increased from about $4.0 billion in 2007-2008 to about $4.2 billion in 2007-2008.

State categorical funding includes Educational Excellence, Instructional Support, Class Size Reduction/School Improvement, Technology/School Improvement (program discontinued starting with FY 2003), and Student Achievement/Teacher Quality. The federal funding estimate and the state categorical funding are included in the miscellaneous category. Federal funding was estimated based upon the most current year for which information was available. The increase in the estimated miscellaneous state categorical fund was due to an increase in the Student Achievement/Teacher Quality Program for 2007-2008.

Table 161

Iowa Elementary and Secondary Budget Detail
1985-1986, 2006-2007 and 2007-2008

	1985-1986		2006-2007		2007-2008	
Source of Funds	Amount	Percent	Amount	Percent	Amount	Percent
Regular Program	$1,263,768,116	78.4%	$2,489,060,978	62.1%	$2,585,189,217	61.2%
Guarantee Amount	3,161,077	0.2	13,762,593	0.3	10,309,759	0.2
Supplementary Weights	426,616	0.0	40,633,578	1.0	41,549,860	1.0
Special Education	90,438,951	5.6	360,962,530	9.0	375,936,822	8.9
AEA Media	10,865,134	0.7	21,788,253	0.5	22,606,235	0.5
AEA Ed Services	11,986,320	0.7	24,098,267	0.6	25,001,229	0.6
AEA Special Education	60,292,283	3.7	125,444,849	3.1	130,247,896	3.1
AEA Prorated Budget Reduction			(15,499,969)	-0.4	(12,749,974)	-0.3
TAG SBRC	5,008,416	0.3	0	0.0	0	0.0
Dropout SBRC	1,702,264	0.1	79,551,608	2.0	88,372,130	2.1
Other SBRC	14,203,445	0.9	0	0.0	0	0.0
Instructional Support & Enrichment	4,092,470	0.3	162,387,152	4.1	173,195,327	4.1
Educational Improvement	0	0.0	507,155	0.0	660,584	0.0
Enrollment Audit Adjustment	0	0.0	(1,060,821)	0.0	(364,244)	0.0
Management	23,199,501	1.4	100,293,213	2.5	100,444,346	2.4
Physical Plant & Equipment	0	0.0	112,909,897	2.8	116,673,815	2.8
67.5 Cent Schoolhouse	0	0.0	0	0.0	0	0.0
Playground and Library	0	0.0	1,890,135	0.0	1,797,027	0.0
Debt Service	85,639,275	5.3	102,498,876	2.6	107,641,010	2.5
Estimated Miscellaneous State Categorical	0	0.07	203,491,215	5.1	273,091,218	6.5
Estimated Misc. Federal	38,100,000	2.4	183,608,249	4.6	186,183,039	4.4
Total	$1,679,683,868	100.0	4,006,297,758	100.0	4,225,785,296	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.